A Mixed Method Study Adopted as an Evaluative Means by Using CIPP Model to evaluate the Teaching Process of Speaking Skill at Almaaqal University

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Abstract :

A (CIPP) evaluation model has been used to evaluate the teaching of speaking skill of college students. This study aimed at evaluating the teaching of speaking skill of the third-year students at Al-Maaqal university. The current study implemented a concurrent triangulation mixed-methods design. The questions were collected by semi-structured interview among lecturers to express their opinions regarding the teaching process of speaking skill in relation to the CIPP model. Thereby, the use of both quantitative and qualitative methods may provide a conceptual understanding of student learning processes. This research is an evaluative study to see how the contents, objectives, materials, methods, and the class activities were implemented to achieve the goals of learning. This study used the CIPP model (Context, Input, Process, and Product) developed by Stufflebeam, which focus on the whole components of the model. The subject of research consists of 10 lecturers of speaking program and 140 students who have enrolled in the academic session 2023-2024. The research instruments were questionnaire and interview. The results indicated that lecturers always use the Communicative Language Teaching approach in teaching speaking skill activities during the learning process. However, most of the students were unsatisfied with such methods learning the Speaking contents.

Keyword: (CIPP, undergraduate students, ALMaaqal Private University, teaching speaking skill).

Introduction

English language teaching here forth (ELT) is the practice of teaching and learning English language among non-native speakers, whose mother tongue is not English language. ELT also refers to how to knowledge and skills are applied to develop and design language teaching methods, contents, goals, and materials (Regilito D. Laurel, 2021). In this regard, generally, students should cope with the principles of teaching English language. Generally, these principles are regarded as objectives or goals, teaching preparation for the programs or course, theories, English as a Foreign Language (EFL) methods, foundations of learning and teaching, instruction, implementation, and

assessment (Bahadır and M, 2020). In speaking skill, students need to deal with other principles such as purposes, text types, pre-/while-/post-speaking activities, selecting the appropriate tasks and strategies (Ferdi Bahadır, 2020; Donald Staubsuch, 2019). These principles are the indicators to make the institutional sectors achieve the desired targets in many aspects of educational fields. In other words, they are also referred to as an evaluative tool of the quality of education.

The focus of the current study will rely on these principles for teaching speaking skill. Hence, it will be a mixed method study through using CIPP model as an evaluative means for the teaching of speaking skill to third year students at Al-Maaqal private university. The importance of this study will inform the stackeholders and decision makers regarding students' problems, teachers' perceptions of speaking skill, and also the textbooks been used in teaching speaking among undergraduate students. Thus, it is an urgent step to evaluate the current contents, goals, and textbooks to gain the intended results. In teaching speaking skill, Ounis (2017) claimed that the nature of speaker is to engage with interactions among others in a meaningful and comprehensive way. Similarly, the role of instructors or teachers is to prepare their students to speak in English and improve their communicative skills. This can be achieved by mastering the accuracy and fluency as they form the main components of English-speaking skill (Ghermaoui, 2018). However, there are many issues concerned with teaching speaking skill. For example, students face problems in communicating with others either non-native speakers or native speakers due to anxiety, lack of knowledge, and culture differences (Özge Su ÖZALP, 2022; Li, 2019). Differences in culture as this a common issue in speaking skill that force student to speak, and they will not do so unless their instructors or teachers ask them and that will make the conversation among students difficult to practice. Other problematic issues of speaking skill are three factors; teachers, learners, and learning environment. According to Soomro (2018), these factors influence students' perspectives towards learning speaking skill. For instance, teachers are not quite aware of their students' desire in relation to their pronunciation. Beside, students most of the time rely on their instructors to involve themselves in communication apportunities.

The cause of those problems is due to various reasons. Firstly, the limitation of practicing English language in the Arab world through real interaction in the target language. Secondly, students face problems in speaking due to the negative feelings of themselves in making mistakes, and the negative evaluation which is made by their instructors (Badrasawi et al, 2021; Wijewardene et al, 2016). Therefore, to overcome students' problems, to explore the perspectives of teachers towards the recent approaches of teaching speaking, and to examine the appropriateness of the current resources, an evaluation processes need to be carried out to determine if there is any lack to improve it. For this purpose, this study focuses on evaluating the current textbooks, contents, goals, and the implemented materials to give necessary feedback or modification. The research aims to provide answers for the following research questions:

Quantitative Research Questions

Firstly, the researchers hypothesized that some students would show gaining of learning speaking skill significantly. Regardless of students' performance and academic background, they were expected to perform well towards the learning of speaking skill. Secondly, the researchers hypothesized that students would demonstrate a significant growth towards learning the fundamental components of speaking skill. The expected findings at this level would inform the educators regarding the process of teaching and learning of speaking skill by considering the perspectives of students and instructors about the four dimensions of CIPP model. The written survey questionnaire needs to follow-up interviews with the instructors to explain and explore the main components of teaching speaking skill in terms of using CIPP evaluation model in order to understand further the role of each component of speaking skill.

Therefore, the questions of the quantitative research design are the follows:

1- What are the students' overall perspectives of teaching speaking skill?

2- What are the instructors' perspectives towards the effectiveness of the materials, assessment and teaching methods of teaching speaking skill?

Qualitative Research Questions

1. How does the current teaching context meet the needs and goals of the third year English language Department?

2. How can the methods, lesson plans, and the used resources be determined in order to meet the requirements of teaching speaking skill?

3. How effective is the process of teaching speaking skill?

Mixed-Methods Question

1. How can the findings from quantitative and qualitative analyses inform us about student learning gains in listening comprehension?

Briefly, one of the best ways of improving, adjusting, and assessing the process of teaching and learning of speaking skill is the use of evaluation models like CIPP that stands for Context, Input, Process, Product, which is developed by Stufflebeam (1983). According to Stufflebeam, the evaluation should provide appropriate and valid information of the curriculum for decision-makers, managers, educators, and policy boards of an organization.

Significance of the Study

This study is important for the persons in charge of teaching speaking skill along with identifying strengths and weaknesses of those processes. Besides, this evaluation study will support lecturers in making the necessary changes or recommendations. It is also desired that the results of the study will be beneficial for the judgments of the adequacy of teaching and learning speaking skill to be formulated as a framework for further studies. The evaluation aims to provide information to be used by administrators, stakeholders, and lecturers and for the decision-making. That information will be as a guidance to improve and support students as well as prepare them for learning the essential elements of speaking skill.

The main purpose of this evaluation study is to find out the justification of the effectiveness of teaching speaking skill. Previous studies recommend that it is an ideal move to carry out an evaluation process to examine the merit of the process and the possible impact on the stakeholders (Ulum, 2016; YÜCER, 2022; Agustina N. Q, 2019). In this case, the use of CIPP evaluation model provides appropriate basis for evaluating the process of teaching and learning speaking skill. Evaluators, lecturers, and decision makers can evaluate those processes according to the following principles; purposes, text types, pre-/while-/post-speaking activities, sub-skills, and strategies. When following these principles of evaluation within CIPP model, it will bring accountability, basic knowledge improvement regarding speaking skill. This evaluation study plays a significant role in improving the current teaching context of speaking skill, evaluates and emphasizes on the applied methods, activities, and teaching plans to achieve the goals, and evaluates the effectiveness of the materials and teaching methods in speaking skill. Moreover, the main implications of the intended outcomes in this study are whether they are adequate in enabling the students to follow the right procedures and face the challenges for the process of the evaluation studies (Newcomer, 2015).

Research Methodology

A mixed-method design was used to evaluate the process of teaching the speaking skill via using CIPP evaluation model. The quantitative data have been used from students' questionnaires while the qualitative data were obtained through interviews. The power of evaluation when using mixed methods depends on the value by means of both quantitative and qualitative methods.

In this study, the researchers adopted concurrent triangulation mixed-method design (Creswell, 2017). Both items of the questionnaire and interview sessions were implemented concurrently during the first semester of the academic session 2022-2023 (Figure 1).

Bell (2022) clarified that concurrent research design deals with collecting quantitative and qualitative research design at the same time and not seperated. The collection of these data will be demonstrated by using Likert Scales of quantitative data within open questions of qualitative data concurrently. To seek for triagulation data in this concurrent design, Wilson (2014) mentioned that trangulation design can reduce the risk of bias as using one type of data may produce many errors. Thus, previous researches apply different type of data to provide validity and generalizability. Therefore, this kind of design is efficient when the main focus will be on evaluation and multiple data can be reviewed for making best results. In contrary, mixed method research designs is essential to know how the data will be collected and integrated to inform the results, and to avoid any lack of clarity for
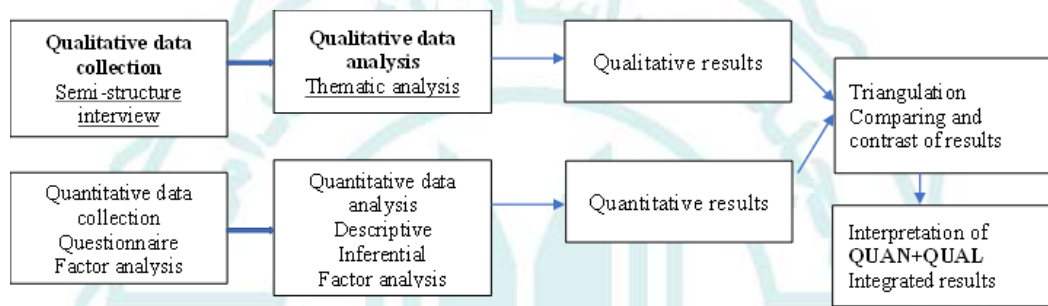
the value or purposes.

Figure. 1. Concurrent Triangulation Mixed Methods Design

Quantitative Method. There are 28 items based on the dimensions of CIPP evaluation model measuring the objectives, needs of students, implementing new strategies, methods, and activities to achieve the goals of the intended evaluation outcomes. Quantitative measurements were developed via an extended review of previous works recommended by evaluation textbooks.

Qualitative Method. Eight qualitative questions were developed to examine the four dimensions of CIPP evaluation model and to gain perspective of both instructors and students' learning of speaking skill. Students were asked to reflect their own perspectives regarding the process of teaching speaking skill. Open-ended qualitative questions were analyzed to identify the main features of the instructional design to the students' perspectives of teaching speaking skill.

The use of two different methods in this research reflects theoretical assumptions that concern the meaningful process of students' needs, content objectives, the used methods, strategies, and the way of teaching speaking skill.

Sample

The sample used in this study were 140 third year students in AL-Maaqal university. Data were collected from their English-speaking program.

In this study, two groups were participated in collecting data, and those participants were the representatives for the questionnaire items and interview sessions. The target participants were the students and instructors of third year in AL-Maaqal private university. The first group composed of 140 students to participate in the questionnaire. The second group of the participants was the instructors who teach speaking skill in the university. They were 10 instructors in this sample, and all of them were asked to express and review their perspectives on students' needs and to determine their problems, the effectiveness of the current methods, action plans and the used strategies to achieve the goals of teaching the speaking skill.

Data Collection Instruments

The instrument of data collection was developed by the researchers regarding the questionnaire items through the analysis of previous studies conducted abroad in general and particularly in Iraq and Arab countries. Besides, the researchers managed to make semi-structured interview with 10 instructors to obtain in-depth insights and opinions about teaching speaking skill. During the interview, the researcher analyzed the instructors' perceptions about the main purposes of speaking skill, the teaching methods, and the used of certain activities and strategies. The problems of students in speaking skill were also one of the main aims of the current study to be determined by asking open ended questions in the interview sessions.

Quantitative Data Collection and Analysis

Data Collection: Three types of quantitative data were collected. The first type was a survey questionnaire with descriptive statistics about students' background in speaking skill. The second type of questionnaire deals with the inferential statistics in terms of using five levels of Likert Scale in SPSS with the dimensions of CIPP evaluation model. The third type of the questionnaire covers the use of factor analysis with the main components of teaching speaking skill. Factor analysis is used to explore the main structure of a set of interrelated variables without imposing any preconceived structure on the outcome (Child, 1990). In exploratory factor analysis (EFA), the number of constructs and the factors will be identified and analyse.

The instruments used in this study were: (1) questionnaire, (2) interview session. The questionnaire was distributed among 140 students while the interview was administered to 10 instructors opted from 140 students to reveal their views about the current purposes, processes and methods of teaching speaking skill as well as students'

needs, problems and the outcomes from processes that are implemented in Al-Maaqal private university.

The question items in the questionnaire meet the purpose of this study to find out the perspectives of students in teaching speaking skill, their needs and perceptions on content, materials, strategies, and teaching methods.

Data Analysis: By using descriptive and inferential data in SPSS, the researchers used Likert-scale and factor analysis in many ways. The first part of the questionnaire comprised background details to obtain information about previous courses in speaking skill, students' level in English language speaking, and the courses that offered by university regarding teaching and learning speaking skill. This second part was given a value range from 1-5: strongly disagree (1), disagree (2), neutral (3), agree (4), and strongly agree (5). The rating range of 1 was the lowest, while the rating of 5 was the highest. This part of the questionnaire involves five Likert scale of CIPP evaluation model. The questions (7 items for each of CIPP model; the total of these items 28 items on each dimension. For the context dimension, the questions are measuring the syllabus of teaching speaking skill, the objectives, difficulty of the topics, and the content of the coursebook. (Input dimension of CIPP model), which consists of the main elements of items such as materials of teaching speaking skill, the homework or assignments, using various strategies and methods. (Process dimension of CIPP model) includes items such as the process of teaching speaking skill, the motivation of teaching, the outcomes of teaching, acquiring the knowledge, and acquiring the habit of studying. (Product dimension of CIPP model) includes items such as whether the process of teaching speaking skill meets the needs of students or not, the contribution of teaching speaking skill, the improvement of students in speaking skill, acquiring the habit of studying speaking skill, and the outcomes of teaching speaking.

The third part involves the dimensions of CIPP evaluation model in which they were designed to find out the relationship between the proposed factors of speaking skills with the dimensions of CIPP evaluation model by using Exploratory Factor Analysis (EFA) of speaking skill. The intend to conduct EFA in this research study is to determine the number of the latent constructs (variables), and to prepare a mean for describing the change of items when using the new variables created (factors). The scores of the factors can be calculated by weighting each of the variables with the values of the rotated factor pattern matrix. Besides, Factor scores are computed using the mean as shown in Tables 1,2,3, and 4.

Table 1: Exploratory Factor Analysis (EFA) Of Context Dimension

Item N0	Components	Factor Loading
1	The syllabus of teaching speaking skill is appropriate for the enhancement of the students' language skills.	.737

2	The objectives of teaching speaking skill meet the students' needs regarding English language improvement.	.838
3	The objectives of teaching speaking skill are appropriate	.814
4	The objectives of teaching speaking skill are appropriate for the students' background and knowledge in English	.790
5	The textbooks of teaching. speaking skill are appropriate for the students' level and their understandings.	812
6	The textbooks attract the students' attention, and enjoy them in reading the contents of the textbooks	.924
7	The content of the coursebook is comprehensible	.911

TABLE 2: EXPLORATORY FACTOR ANALYSIS (EFA) OF INPUT DIMENSION

Item N0	Components	Factor
1	Materials of teaching speaking skill help the students learn the most important parts of speaking skill such as pronunciation, grammar, and vocabulary.	.749
2	he materials of teaching speaking skill attract the students' attention for developing their communicative ability in English	.819
3	The materials of teaching speaking skill have positive effects on the students' other language skills.	.841
4	The homework or assignments of teaching speaking skill helps the students learn easily and develop their linguistic and communicative competence.	.889
5	The homework or. assignments of teaching speaking skill has positive effects on the students' other language skills	769
6	The teacher uses various strategies and methods in improving teaching speaking skill.	.823
7	The homework or assignments of teaching speaking skill are updated and can improve the level of students' performance.	.730

Table 3: Exploratory Factor Analysis (EFA) of Process Dimension

Item N0	Components	Factor
1	Continuous and effective texts and exercises are given on	.644

	new topics in teaching the speaking skill	
2	When necessary, revision. is included in teaching the speaking ski	**431**
3	The teaching method enable the students to participate in the course actively	**.764**
4	The number of tests applied during the teaching of the speaking skill is enough during the session	**.558**
5	The implemented speaking activities are suitable for pair work and group work	**.847**
6	During class period, the time spent on dealing with the students' difficulties about speaking is enough.	**.824**
7	Corrective feedback is applied weekly and monthly about the students' performance in speaking	**.587**

Table 4: Exploratory Factor Analysis (EFA) of Product Dimension

Item N0	Components	Factor
1	Teaching speaking skill meets with the students' individual needs	.871
2	Teaching speaking skill contributes to the development of students' activity in their future career	.829
3	Teaching speaking skill motivates students to speak English fluently and accurately	.831
4	The outcomes of teaching speaking skills increase the students' linguistic knowledge in English.	.836
5	Students' improvement of English-speaking skill is satisfactory.	.584
6	Teaching speaking skill helps students to acquire the knowledge of speaking in their daily life situations	.778
7	Teaching speaking skill helps students to acquire the habit of studying and practicing language in groups	.859

Qualitative Data Collection and Analysis

Data Collection. To examine and explore the perspectives of instructors in relation to teaching the speaking skill, qualitative data were collected from three different sources. In the first source, the instructors were from the college of Arts/ English department demonstrated different patterns of teaching speaking skill in relation to CIPP model. The second source was the additional instructors from the college of

administration and economics, both of which agreed to participate. The third source derived from all those instructors based on their class notes.

Nine qualitative reflective questions were developed to examine the four essential dimensions to evaluate teaching speaking skill and get more perspectives from the instructors. The instructors were asked to reflect their own experience during the evaluation of certain topics related to speaking skill to describe the efficiency of their students.

Data Analyses. Qualitative data analysis was presented in two main steps. Firstly, thematic analysis was performed and based on instructors' interviews. The second step involved integrating the separate alignments of the quantitative results with the qualitative results. The qualitative data were used to describe the student's speaking skill based on instructor' interview process. The data triangulation was conducted by analyzing the qualitative and quantitative data at the same time. After that, the results were compared. At the end of this process, the interpretation of whether the data are supporting or against each other was also given.

Interview Schedule

An interview schedule was conducted to get an enriched data regarding instructors' perceptions for the current context, students' needs, action plans, and implemented methods. Semi-structured in-depth technique was used during the interviews which were conducted individually. The interview schedule included open-ended questions related to the teaching of speaking skill, as they provide valuable information in gathering data to express instructors' points of view. During the interview session, the instructors were asked about the objectives of teaching speaking skill and to which extent those objectives were met with the needs of students, the teaching methods, materials, the design of methods, the activities of students in the class. During the development process of interview questions, one expert in communication skills and other two instructors at the same college were consulted. Before conducting the interviews with the respondents, some adjustment related to the structure of the questions were done after the interview session. The main aim was to find out the instructors' perspectives about the process of teaching speaking skill and to clarify the unclear points from the questions. The interview schedule included nine questions related to the four dimensions of CIPP evaluation model.

Results
Quantitative Data (Questionnaire Analysis)

1- **Analysis of Likert Scale of CIPP model**

Research Question 1: What are the students' overall perspectives of teaching speaking skill?

The Figures below show the responses of the students based on the questions of the questionnaire regarding speaking skill with the percentages, which are obtained for each dimension of CIPP model. There are seven factors of each dimension of CIPP model. For example, figure 2 shows that 34.48% of the respondents disagree with the current syllabus of speaking skill. The overall mean that obtained from this question was 3.59. This indicates that the current syllabus was not suitable for their academic level, and it was not about to develop their skill in speaking or enhancing their performance.
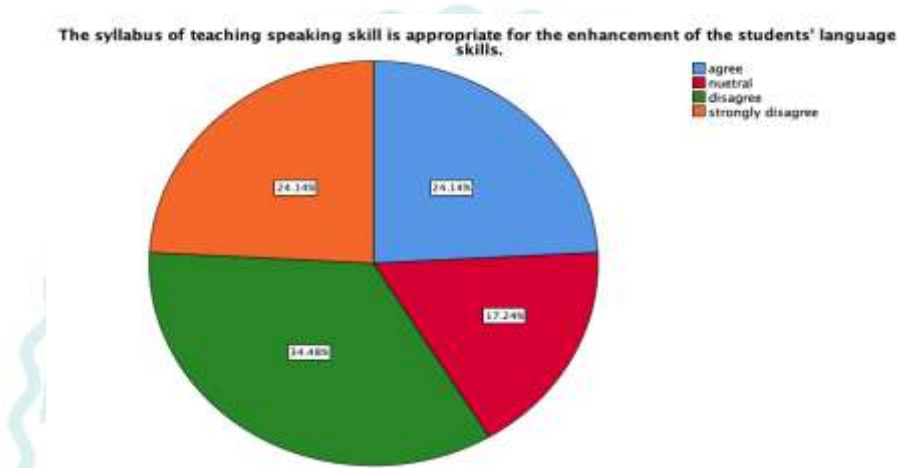

Figure 2: Responses of Question 1(First Factor of Context Dimension)

Research Question 2: What are the instructors' perspectives on the effectiveness of the materials, assessment and teaching methods of teaching speaking skill?

Figure 3 reveals that 34.48% of the respondents disagree with the used materials of teaching speaking skill to help them learning the most components like vocabulary items and grammatical features. Thereby, the overall mean that obtained from this question was 3.17, and it means that the materials that the college used are still in behind, and the instructors are using mostly the old-fashioned way in teaching the elements of speaking skill, in which they are not helpful in learning the basics and most important things in teaching of the speaking skill.
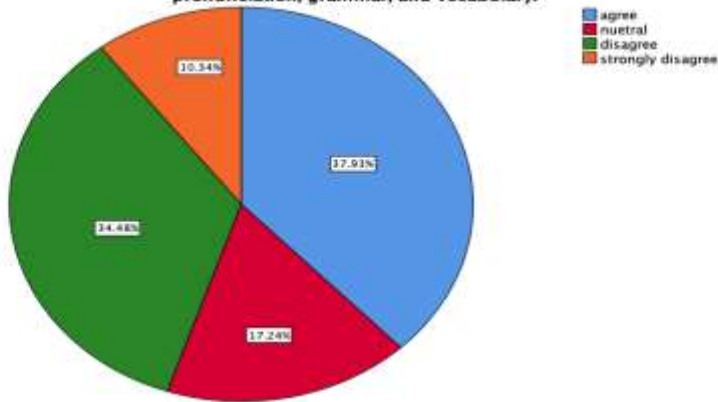
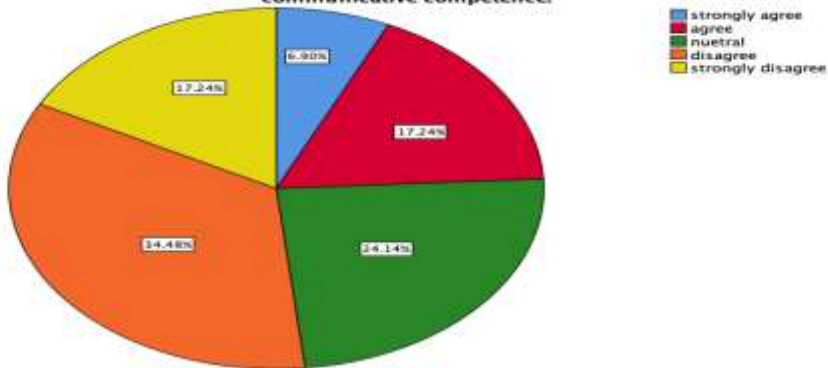**Figure 3**: Responses of Question 2 (First Factor of Input Dimension)

Figure 4: Responses of Question 2 (Fourth Factor of Input Dimension)

Figure 4 shows that 34.48% of the respondents were strongly disagree with the given assignments and activities that are taking place during class sessions. Hence, the mean which is obtained from this question was 3.37, and it means that the given assignments and teaching instructions to the students were not adequate and helpful to the level of students' academic background. Meaning that, the instructors and college administrators have to use updated, effective, and efficient activities and assignments to elevate students' level. Those students are non-native speakers, and also, they need to acquire and demonstrate most essential components of speaking skill. Therefore, the assignments

2420

and lessons' activities need to be changed to increase students' performance regarding the main elements of speaking skill.

Qualitative Results (Thematic Analysis)

The researchers asked the instructors to participate in the interview session to express their perspectives as well as to determine the factors and needs of students in speaking skill in accordance with CIPP evaluation model. The qualitative analysis led to the developing of four dimensions of CIPP model into themes from interview data with 10 instructors. When the lecturers were asked about their preparation during the class of teaching speaking, they claimed that they might review some pages and write an outline about the lessons. They faced some challenges in arranging lesson plans as the materials of teaching speaking skill were not available in the stores of the university. That is, it was difficult to determine what will be the content for teaching speaking course.

Results of Thematic Analyses

The instructors were asked to follow 10 open-ended questions, which aimed to reveal their perceptions towards their teaching of speaking skill. The data were analyzed using thematic approach that provided by the instructors' responses to those questions of the interview session. The qualitative analysis has revealed the students need to be motivated to learn speaking skill in class session. Besides, from the perspectives of lecturers, whom they teach speaking skill revealed that students are in need to participate in the class to understand the main components of speaking and to acquire the main fundamental elements to enhance their performance. The following sections are the findings of the qualitative questions in relation to the four dimensions of CIPP model.

Context Dimension

Question1: How does the current teaching context meet with the needs and goals of the third-year students English language Department?

In response to this question, two instructors participated to assert their perspectives about the teaching of speaking skill in relation to the context dimension of CIPP evaluation model, especially about the contents, purposes, problems, and the needs of students in speaking skill. Their responses were related about the syllabus that they implemented in the class which make their speaking class interesting. Below are some of the themes that were extracted from the interview session of the responses:

The first theme was the teachers' perspectives and experiences in speaking skill in accordance with the content, the purpose, and the problems of speaking skill. "Communication and speaking skill lectures could develop students' communication ability as well as strengthen their self-confidence while engaging in any kind of conversation" (instructor 1). Instructors had different perspectives in terms of evaluating students' work. For example, some instructors mentioned that to overcome the obstacles

of students' learning, they need to facilitate learning speaking skill by considering the level of students' background and their understanding towards the teaching of speaking skill. Table 5 shows the factors of the extracted themes based on this research question.

Input Dimension

1. **Question 2:** How can the methods, lesson plans, and the used resources be determined in order to meet the requirements of teaching speaking skill?

This dimension aimed to obtain information about the used resources and materials to meet the goals of the program for teaching speaking skill. For this dimension and according to the previous studies, the speaking skill is relied mostly on the course work and dictionary usage, though they are available in the class sessions; however, they are not used by most of the students, and those who participate during class session lack the appropriate terms in vocabulary and other communication skills. Thereby, problems may arise through the use of course-book, which includes language practice activities, pronunciation activities related to the given topic that assigned in the syllabus. As (Freire, 2022) emphasizes that the main purpose of conducting many activities and practices for learners in speaking skills is to observe the reaction of the students and to understand how they are capable to develop their confidence to talk inside and outside the class. For example, to begin with the activity, the instructor can choose students randomly by using balls The idea is to save time and give the students the same possibility to participate. In this question, two of instructors have revealed their perspectives towards the used materials in the class. This question is part of the input dimension in CIPP evaluation model, which presents various factors that are related to teaching speaking skill such as the adequacy of resources, the used strategies in the class, the assessment of students in learning, and the action plans. The questions related to input dimension are transcribed and extracted from the interview session with the instructors. For example, "I often follow the group participation method in classroom activities. Meaning that students may participate in any conversation through a drawn story he/she could narrate to the students in one way or another regardless of their grammatical mistakes".

Process Dimension

Question 2: How effective is the process of teaching speaking skill?

For this question, the data were collected through the interview among the instructors to define their perspectives regarding the implementation of the speaking skill methods, lesson plans, and other activities. According to the findings, the instructors were (n=7) revealed that course materials were insufficient in accordance with different types of class contents. Other instructors described the methods of evaluating students' works. For example, one instructor mentioned that "In order to evaluate students' assignments, I should listen to them when they speak, and I post some materials on Instagram. After that, I let them to speak the words, pronounce some words, or giving the meaning of some expressions". Regarding the accuracy of the used materials in teaching speaking skill, some instructors said that "The resources are not perfect. For example, in reading skill, I teach them how to use certain words in speaking in their real-life situations; however, they failed to use them perfectly and correctly. Thereby, we should change our style of teaching.

Question 3: How can the findings from quantitative and qualitative analyses inform the instructors and decision makers about student learning gains in speaking skill?

According to Stufflebeam (2007), "product evaluation assesses the outcomes of the program, and whether or not it succeeded." A product evaluation is also assessing outputs, short and long term, intended and unintended outcomes which also focuses on the fulfillment of objectives (Stufflebeam, 2003).

In this question, two of instructors have revealed their perspectives regarding whether teaching of speaking skills has achieved the intended outcomes or not. The question is part of the product dimension in CIPP evaluation model, which presents the intended outcomes and the success of the quality of teaching speaking skill. The interview questions related to the product dimension are transcribed and extracted from the interview session with the instructors. For example, one instructor mentioned that to determine the teaching of speaking skill meets the needs of students "I assess students' works through oral and written exams, and also by daily participating in the conversation club activity and the difference I noticed in their performance fluency in speaking, confidence, and use of vocabulary". Other question related to this dimension is presented by another instructor, which was about identifying learning outcomes for the existed teaching methods. "I can identify the learning outcomes by building up a syllabus that corresponds to the learning goals of communication skills course and

testing the students afterwards to check whether these goals have met the learning outcomes of this course".

The findings of the study also showed that using appropriate materials, relevant resources, effective teaching methods and learning have great impact on the students' skills, attitudes, behavior, and result. The findings highlighted that there is a great impact of context, inputs and process on the outcomes of students. Thematic analysis revealed that the students are rarely participated in activities and achieve low positions at the exam results. According to the findings of this study, the interaction between instructors and students needs to be more friendly and comfortable to allow students share their needs, ideas and problems. Thereby, it is vital that instructors focus less on getting high marks in the exams, and shift depending and concentrating on conceptual learning as well as adopting adequate strategies and methods to fasten students' learning in speaking skill. Besides, based on the results of the data obtained from the interviews, most of the instructors believe that some enhancements need to be made and the context of teaching speaking skill should be strengthened.

To conclude, students express that classroom sessions of speaking practice do not prepare them for the real world of speaking skill to speak just like native speaker. The reason for that is due to the speaking classes consist of activities focusing on specific grammatical features, and few focus on effective activities or discussions on the assigned topic. Likewise, Ali (2020) confirmed that product dimension was about to explore instructors and students' perspectives in terms of whether the expectations and needs are being met by their English programs. It can be realized from the results that the instructors recommend to adopt efficient strategies to enhance students' learning in speaking skills as well as motivate students in being cope with the current materials of teaching. On the other hand, students' expectations are also being analyzed as they revealed their perceptions regarding the current methods, the used materials, and the contents of the syllabus of speaking skill.

Discussions and Recommendations

Based on the analysis of statistical data, it was obtained that the perspectives of instructors might be higher than the students' on many issues about speaking skill in relation to the use of CIPP evaluation model. Some of the results regarding the items of context dimension were parallel to the findings of the current study. For example, in relation to the results of the context dimension, the results of the study of Pintasaen (2022) clarified that in the context dimension of CIPP model, the context of the program should be clarified to the students in order to make them aware of the programs' issues. Moreover, the program that specified to teach speaking skill did not prepare the students for various levels of mastering the skills of speaking; thereby, a comprehensive preparation must be consistent with various contexts. Recommendations for further

processes for evaluating such kind of teaching need to be included in terms of the necessary needs of students, modifying the objectives, and provide accurate and effective activities for students to enhance their performance in speaking skill. Therefore, different researches have highlighted that this type of evaluation is necessary for innovation and improvement in education system and educational institutions (Asadi, 2016).

Considering the findings of the input component, it is very considerable to notice that the instructors do not believe in the contribution of the used materials to the improvement of the students in learning the basics of speaking skill. This result shows that materials might not be that very efficient during class sessions or may not have positive effects on the main purpose and contents of the curriculum. Similarly, the same results of Newton (2020) support the findings of this research. Their findings indicated that problems may arise through intensive use of course-book, which includes language practice activities that concentrating on specific grammatic features, activities or discussions on an assigned topic. Afterwards, one of these activities teaches some of real-life interactions; however, much practices are needed to be included in the speaking program to make students take the lead of communication with others outside the class sessions. In contrast to the results obtained in this study, the findings of Riyadini (2021) clarified that most of the students (62.96%) agree that speaking course has provided adequate activites to improve their speaking skills. That is, the majority of the students stated that they enjoyed the learning activities as there were many opportunities to speak in various contexts. In addition, the students mentioned the learning activities were enjoyable, exciting, and easy to follow and making them confident in learning.

Regarding the process dimension of CIPP model, the course materials were insufficient with different types of class context, and also the resources were not perfect in teaching speaking skill. Same results obtained from the study of Genel Yayın Yönetmeni (2021) were the same of the current study. For example, instructors claimed that the materials and the course books did not help preparing the students for their department courses. In other words, instructors thought that the materials were helpful only for the proficiency exam of the prep program. Thereby, the contribution of the audio-visual materials was insufficient when compared with what the curriculum suggested. In the product dimension, the results of this study facilitated the great effect of context, inputs and process on the outcomes of students. The findings also revealed that the students are rarely participated at the exam results. In relation to the findings of this study, the interaction between instructors and students needs to be more friendly and comfortable to allow students share their needs and problems. In contrary, other studies had different results with this research. Pintasaen (2022) claimed it was found that the objectives and goals of the project were at a very good level. Students have got a positive attitude towards learning English. There was an improvement in English

language learning achievement. The achievement of all learning subjects was at a very good level.

Overall, the results of this study proved that using of CIPP evaluation model was more effective than other evaluation methods or models (Scriven, 1973; Aziz, 2018; Agustina N. Q., 2019). This model has essential elements such as monitoring, providing feedback, supporting or developing new strategies, and using effective and efficient methods for teaching. Thereby, CIPP evaluation model promoted by Daniel Stufflebeam is one of the models, which can be used as an effective model to enhance and assess the quality of a program or course. Many researchers apply this model for evaluating the quality of textbooks, curriculum and school evaluation. It covers all the purposes, objectives, resources, activities, methods, teaching learning procedures and the outcomes of the college or any educational system in the form of effective and successful ways.

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