Research Paper

Evaluating Evaluation Models: A Case for the 2in1 Evaluation Model

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ABSTRACT
The paper examines the 2in1 evaluation model designed for the evaluation of English Language teacher education programmes in second language (L2) contexts. The model is objective based and has practice as its focus. The 2in1 evaluation model performs a two-in-one function as it not only evaluates the programme, but it also, simultaneously, conducts a needs analysis for the programme users/stakeholders. This two-in-one function makes it unique as it completely obliterates the need for a separate needs analysis in the evaluation process as required in the CIPP model. By utilising practice as its lens, the model illuminates the different components of the programme, showing how they function within the programme design. The 2in1 evaluation model is tested and has been used for the evaluation of the English Language teacher education programme in two Colleges of Education within the Nigerian context. Based on the findings, the paper gives a clear outline on the evaluative procedure adopted with the 2in1 evaluation model for the evaluation of English Language teacher education programmes in L2 contexts. In contrast to the comprehensive list of fifteen questions generated by Peacock (2009), the model uses context-based research questions as a map for the evaluation process. Given the nature of the questions, this paper identifies the qualitative and mixed method as research methods best suited with the use of the 2in1 evaluation model.

KEYWORDS: *Evaluation models, L2 contexts, evaluation programme, programme design, programme objectives, stakeholders.*

I. INTRODUCTION

Research on the evaluation of language teacher education programmes has evolved greatly. From being identified as a major under researched area (Peacock, 2009: Norris, 2009), it has grown to its present state, a field with a strong research base (Barkhuizen and Borg, 2010). Karakas (2012) describes it as a field that has engendered massive interest and enthusiasm amongst researchers.

Despite the commendable increase in research centred on evaluation of language teacher education programmes, Peacock (2009) points out the need for evaluation models that are context specific. To fill the gap, Peacock developed the Foreign Language Teaching (FLT) model for the evaluation of language teacher education programmes in EFL contexts. The model has been used to evaluate a number of language teacher education programmes, particularly within the Turkish context.

It is, however, striking to note the dearth in the literature on the development of evaluation models which are specifically suited for the evaluation of the English Language teacher education programmes in Second Language (L2) contexts. This paper seeks to fill this research gap as it makes a case for the use of the 2in1 evaluation model, designed specifically for the evaluation of English Language teacher education programmes in L2 contexts (Emarievbe, 2013).

The paper aims to:
1) critically analyse the 2in1 evaluation model.
2) examine the evaluative procedures for the use of this model.

Evaluation Models for Language Teacher Education Programmes

Evaluation model has been defined in different ways. Stufflebeam and Shinkfield (2007) see it as a framework that shows how evaluation should be conducted. It can also be said to represent a set of steps or procedures followed to measure a programme's worth and the data obtained from the evaluation used to improve the programme (Emarievbe, 2013). Evaluation models aim to answer specific questions proferred by evaluation research. Consequently, the type of model adopted for the evaluation of any academic programme depends largely on the purpose of the evaluation programme.

There are several evaluation models which have been designed and used for the evaluation of different academic programmes across different levels of education. These include the Objective based evaluation model, the Responsive model (Reeves,1997), the Illumination model, the Contest, Input, Process, Product (CIPP) model, the Logic model and the Evaluation Voices model. It is paramount to note, however, that these models were not originally designed for the evaluation of language teacher education programmes. For example, Stufflebeam's CIPP model was designed specifically for the evaluation of academic programmes in High Schools in the United States (Vo, 2018).

Context, Input, Process, Product (CIPP) Model

The CIPP model involves context, input, process and product evaluation. Each of these is conducted as a separate form of evaluation with a focus on different aspects of the programme. With the context evaluation, needs and goal assessments are conducted to ascertain if the pre-stated goals meet the objectives of the programme. Input evaluation examines the resources used in the programme; while process evaluation centres on the implementation of the programme itself. The product evaluation focuses on the intended and unintended outcomes of the programme. With the CIPP model, evaluation can be formative or summative. Learning is promoted through the evaluation process as the main aim is "not to prove but to improve" (Stufflebeam, 2014:318). The model has been used in the evaluation of programmes; these include the studies conducted by Karimma and Kay (2015), Aziz, Mahmood and Rehman (2018) and Esgaiar and Forster (2019).

As stated by Vo (2018), the CIPP model, however, does have its limitations. One of them is that it is not specifically designed for the ELTE programme. This is an aspect that the 2in1 model focuses on as it is designed specifically for ELTE programmes in L2 contexts. The CIPP model equally conducts separate needs and goal analysis. This is taken care of in the 2in1 model, as the model is objective based and conducts the needs analysis of the stakeholders simultaneously with the evaluation itself. Although Stufflebeam (2007) provides a comprehensive checklist to serve as a guide to evaluators on the use of the CIPP model, the application of the entire model in the evaluation of a programme takes a long time and the evaluation process appears quite complex (Vo, 2018). The 2in1 evaluation model, on the other hand, adopts an evaluative procedure that is easy, but very efficient, and is equally time conducive.

Foreign Language Teaching (FLT) Evaluation Model

Despite the development of evaluation models and the increase in interest on evaluation research centred on language teacher education programmes, Peacock (2009) draws attention to the lack of context-specific evaluation models for the evaluation of language teacher education programmes. To bridge the identified gap, Peacock developed an evaluation model for the evaluation of Foreign Language Teaching (FLT) training programmes within the Hong Kong context. The model, which is suited for EFL contexts, aims to promote regular internal evaluation and is centred on the utilisation of a comprehensive list of fifteen questions which are generated from the Literature Review.

Contrarily, the 2in1 evaluation model is particularly designed for the evaluation of ELTE programmes in L2 contexts. Instead of a comprehensive list of questions as used by Peacock (2009), the 2in1 model uses research questions as a guide map for the evaluation of the ELTE programme.

Peacock's FLT model has since been used to evaluate a number of language teacher education programmes. These include evaluation studies conducted by Coskun and Daloglu (2010), Saliohoglu (2012) and Karakas (2012) within the Turkish context, which is an EFL context.

Contrary to the approach used by Peacock (2009) which only used questionnaires and interviews as its research tools and presented only the perspectives of the primary stakeholders (that is, more of the emic perspective), thus making the data one-sided, the 2in1evaluation model, with the chosen research tools – interviews, observation and document analysis - aims to draw from both the emic and etic perspectives to give a balanced view of the ELTE programme. The one-sided approach adopted by Peacock (2009) in the application of the FTL model, is described by Salihoglu (2012) as a weakness.

Despite the commendable increase in research, the development and increased use of Peacock's FTL evaluation model, the literature still shows a striking gap in the lack of evaluation models specifically designed for the evaluation of English Language Teacher Education (ELTE) programmes in L2 contexts. Toeing the same view as Peacock on the need for context-specific evaluation model, this paper, thus, makes a case for the use of the 2in1 evaluation model for ELTE programmes in L2 contexts.
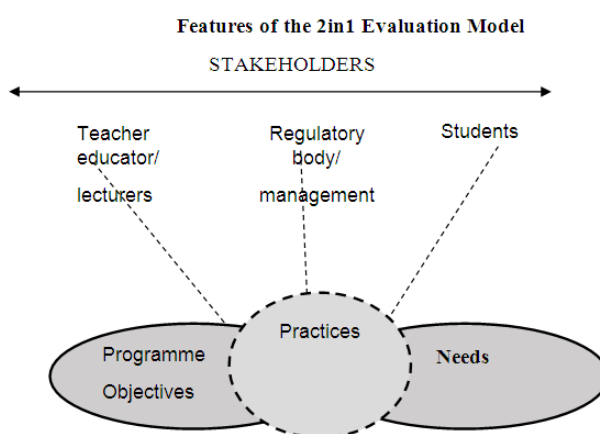
2in1 Evaluation Model – Summary of the Study

The 2in1 evaluation model which was tested in an L2 context, was developed from the literature reviewed, the research design and findings of the evaluation conducted on the ELTE programme in two Colleges of Education in Nigeria (Emarievbe, 2013). The qualitative research design was adopted for the study as the research questions sought to understand how and why the different aspects of the programme functioned. The research questions were generated from the research aims which were drawn, based on the focus of interest. This is in line with the view held by Stufflebeam and Shinkfield (2007) that research variables are drawn from the areas of interest. The questions served as a guide for the evaluation process. The participants for the study, which comprised of five lecturers and six student teachers, were drawn from the two Colleges of Education. Taking into cognizance the need to engage all stakeholders (both primary and secondary users of the programme) in the evaluation process and to reflect not only the emic, but, also the etic perspectives, appropriate research tools – interviews, observations and document analysis – were designed and used to collect data to reflect a balanced view of the programme under evaluation.

In the collection of data, policy documents related to the ELTE programme at the NCE level were analysed. One-on-one interviews were conducted with the lecturers. A total of ten classes were observed as the lecturers involved in the study taught their students. This allowed for said practice/policy to be matched to actual practice.

Six student teachers on teaching placements were also involved in the study. They were interviewed one-on-one and their classes observed. This not only allowed for practice to be matched with policy, but, practice in this case, created a lens through which to view first hand, from an etic perspective, the observed language and teaching needs of the student teachers on teaching placements. The one-on-one interviews were conducted as a follow-up to the observation. The student teachers also kept journals in which they recorded the daily occurrences of their teaching experiences.

The research adopted the interpretivist stance and used thematic analysis for the data analysis. Two sets of data were generated, one for the lecturers and another for the student teachers. Data generated from the interview, observation and document analysis were analysed separately, with the codes for each set compressed and refined to get the main themes and sub-themes. These were compared across data sets to get the emerging findings from the research. The findings of the evaluation revealed that:

1) although the ELTE programme at the NCE level has laudable objectives, it is plagued with severe implementation issues.

2) in addition to the intended objectives of the programme, the ELTE programme at the NCE level also has unintended objectives which include the promotion of literacy programme, positive change in students' attitude to academic work and the production of intermediate staff for governmental and non-governmental organisations.

3) the crucial language and teaching needs of student teachers in the areas of grammar and mother tongue interference, mastery of the subject, pedagogy and classroom management.

4) the 'taken-for-granted' role of class/subject teachers as middlemen in the ELTE programme.

Features of the 2in1 Evaluation Model

STAKEHOLDERS

Teacher educator/ lecturers

Regulatory body/ management

Students

Programme Objectives

Practices

Needs

2in1 Evaluation Model (Emarievbe, 2013: 308)

The 2in1 evaluation model is an objective based model that is formative. Dollar, Tolu and Doyran (2014), argue for the need of a system of regular internal evaluation of language teacher education programmes. This is one of the strengths of the 2in1 evaluation model. By involving the primary and secondary users of the programme in the evaluation process, it creates and builds a pool of expertise within the programme itself and

promotes a system for regular internal evaluation for ELTE programmes in L2 contexts. The model seeks to evaluate the programme objectives in relation to practice. It examines how teacher educators through their teaching practice translate the programme objectives and how these objectives are equally reflected in the practices of their students. There is also a focus on how the management/regulatory body of the programme/institution through its policies and practices implement the objectives of the ELTE programme.

By involving the teacher educators, students and the management/regulatory body, stakeholders are encouraged to own the programme and sustain its periodic application to the programme. This allows for the evaluation to be frequent and not far between. The model improves the expertise of the teacher educators in programme evaluation (O'Sullivan and O'Sullivan, 1998). The 2in1 evaluation model performs a two-in-one function. It evaluates the programme, while conducting a needs analysis of the stakeholders simultaneously. In this case, the stakeholders include the teacher educators, students and administrative/regulatory body of the programme. This is in line with the view held by Rodriguez (2019), on the need to incorporate diverse stakeholders in a programme evaluation as it generates maximum recommendations. In this light, the 2in1 model is quite different from Peacock's FTL model and the student satisfaction model described by Kiely and Rea-Dickens (2005) which was adapted by Uzun and Gritter (2016) for the evaluation of an English Language teacher training programme in Turkey. Like Peacock (2009), the approach of Uzun and Gritter (2016) appear to be one-sided as it reflects only the perspective of the students. However, the 2in1 model involves both the primary and secondary stakeholders, and, by using practice as its lens, matches the objectives not only to the said practice, but, to actual practice. This enhances the quality of the programme (Kiely, 2009).

Evaluative Procedure of the 2in1 Evaluation Model
The evaluative procedure for the 2in1 evaluation model is as follows:
1) generate the aims for the study on the specific area of interest.
2) formulate apt research questions based on the aims. These will serve as a constant reference point through the evaluation process. The qualitative or mixed method is recommended as the questions used for this model are more of how and why given that the focus of the model is on practice.
3) using the questions formulated for the evaluation, develop and design appropriate research tools and match these to each question.
4) use practice as a the focal point to –
i) analyse the objectives of the programme
ii) examine the translation of the said objectives in the practice of the teacher educators/lecturers in the language classroom.
iii) examine the reflection of the programme's objectives in the practice of the students.
iv) critically analyse how the management/regulatory body implement the programme through their actions and the resultant impact on the practices of both the teacher educators and the students in the programme.

II.   CONCLUSION
Evaluation research on ELTE programmes, without doubt have made great strides. Studies conducted in the field have provided great insights to researchers. However, as expected in research, every evaluation research has different variables. This paper analyses the 2in1 evaluation model and examines the evaluative procedure for its use. The study has established the rationale for the development and design of the 2in1 model, which is that of the obvious lack of a context-specific evaluation model for ELTE programmes in L2 contexts. The 2in1 model, thus has the following as its strength:

- the model is tested, objective-based and has practice as its focus.
- it is an L2 context-specific model. This makes it different from the CIPP and FTL evaluation models respectively.
- diverse stakeholders are involved in the evaluation process.
- it performs a two-in-one function by simultaneously conducting the evaluation and the needs analysis for the stakeholders.
- practice is used as a lens to examine how the different components of the programme function.
- it allows for regular internal evaluation of the programme.
- the model is simple, but, very efficient.

Having discussed the features of the 2in1 model, examined the procedure for its use and highlighted its strength and uniqueness from other evaluation models, this paper proposes and presents the 2in1 evaluation model for the evaluation of ELTE programmes in L2 contexts.

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