



## A Course Evaluation of Foundations of Language and Linguistics: B. Ed. Four-Year Course (CIPP Model)

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### Abstract

**Background and Aims:** The main goal of this study was to evaluate the course titled Foundations of Language and Linguistics in the Bachelor of Education (B.Ed.) Four-year program at Tribhuvan University using the (CIPP) Context, Input, Process, and Product model approach. The purpose of using the CIPP model is to assess delivery, relevance, and learning outcomes.

**Methodology:** This study employs a small qualitative design employing semi-structured interviews with two university professors and two B.Ed. Graduates to gain insights.

**Results:** Findings revealed limited practical application, outdated curriculum, contextual phenomena, minimal resources for instruction, and many more.

**Conclusion:** This study contributes to the practical-oriented learning, collaborative learning, and emphasis on student-centered pedagogy.

**Keywords:** CIPP Model, Curriculum, Course Evaluation, Objectives, Program Evaluation

### Introduction

Evaluation involves monitoring quality and an effective working model. It is a process of quality assurance, appraisal of achievement. The course evaluation approach provides teaching practices, learning resources, and practical components for evaluating teaching and learning (Umam & Saripah, 2018). The course evaluation assesses the practical components, program effectiveness, systematic frameworks, and a comprehensive understanding of the course's strengths to inform improvements in quality teaching and learning. Moreover, the course evaluation enhances learner engagement and supports teachers in their professional development within the teaching space. Course evaluation provides practical exposure and formulates insights that connect evidence-based findings (Gautam & Poudel, 2025). I evaluated the course in the light of learning resources, contemporary classroom demands, and to assess the learning outcome. The persistent issues include rote learning, large class sizes, and insufficient resources, which are evident in the "Foundations of Language and Linguistics" course taught at Tribhuvan University. The rationale for choosing the CIPP model is that it offers teaching strategies, practical implementation, and product advantages by identifying weaknesses and assessing the course's impact on English teaching and curriculum enhancement (Shrestha, 2024; Bhusal & Bhandari, 2025). Further, the CIPP model is used to alert policymakers, educators, and teachers to areas for improvement and upliftment in professional development for both teaching and learning. Course evaluation is significant in the educational sector, as it provides constructive feedback to curriculum developers and carefully analyzes program performance (Priya, 2023). The course evaluation views English teachers with sound linguistic knowledge and effective instructional delivery as essential for enhancing English teacher education in Nepal. The CIPP model was developed by Daniel Stufflebeam in the 1960s. Likewise, the context highlights that the program's goal aligns with the problems. This study aims to evaluate the course in question using the CIPP model (Context, Input, Process, Product) to assess its contribution to a successful four-year Bachelor of Education (B.Ed.) program. The course evaluation of the Foundations of Language and Linguistics course studies teaching outcomes, resources, and the effectiveness of the course. The course explicitly stated that reflective journals, microteaching, and linguistic knowledge were administered to develop skills in educators. The Foundations of Linguistics course is part of the Bachelor of Education, which is a four-year program





by Tribhuvan University, where it strives to train from linguistic systems to applications for pedagogical needs. This course is going to develop linguistic competence within the understanding of language structures among students. The new educational reforms have been in the trend used in Nepal to replace the outdated conventional methodology with those that include student-centered learning systems to prepare the student not only for schooling but also for life challenges that have now emerged within the world. Future-oriented education has been emphasized for its focus on digital literacy, critical thinking, and creativity (Stufflebeam, 2003). Specific efforts, virtues, and evaluations will improve the quality of education. The accounts of two current students who completed this course program have also been used to construct insights. Input states the plans, budgets in execution for the strategies. Process poses an action plan that is put into practice. Moreover, the product represents both the expected and unexpected long-term effects of the program within the context of the CIPP. According to Tan et al. (2010), CIPP provides a method for gathering evidence-based data to validate findings and develop a clearer understanding of the processes and problems encountered when creating learning spaces. Stakeholders can examine the many phases of creating learning spaces using the CIPP framework. Utilizing the CIPP evaluation structure, the goals, layout, and effectiveness are evaluated.

The Foundations of Language and Linguistics course aligns with the paradigm of phonology, including idiolect, inventory, juncture, and consonant clusters, as well as the broader field of linguistics. This course consists of 100 marks, consisting of 80 theory and 20 practical marks. Additionally, the total period would be 150, and the course number would be in English. Ed. 416. This course is totally based on language and linguistics. Similarly, this course combines both practical and theoretical aspects. There are various objectives of this course, which include familiarizing students with the overview of language history, speech, sound system, English vowels, consonants, and the organs of speech. Students will know the foundation of pedagogical implications, phonetics, lexical change, hedges, schemas, and scripts. Additionally, teaching various methods involves collaboration, discussion, illustration, and lecture. The practical part accounts for 20%, and the written theory examination consists of 80 marks; 20 marks will be allocated for the practical examination. Assimilation of various questions, such as multiple, short, and long answer types. Criteria include the portfolio and the interview concerning the practical part, 10% from sound analysis, and 10% from contrastive analysis. On the other hand, this B.Ed. The four-year course highlights language teaching and discourse analysis under the guidance of the grassroots of the language and linguistics cycle. The course consists of six units, which are as follows:

- Unit I: Preliminaries of Language and Linguistics
- Unit II: Phonetics and Phonology
- Unit III: Morphology and Syntax
- Unit IV: Semantics, Pragmatics, and Discourse Analysis
- Unit V: Language History and Change
- Unit VI: Pedagogical Implications of Linguistics

The first unit, Preliminaries of Language and Linguistics, involves an elaboration of language, including its origin, attributes, systems, micro- and macro-levels, psycholinguistics, and neuro-linguistics, as well as various aspects such as parole, performance, orthography, and others. As we know, language is the medium of communication. Similarly, language denotes choices of words, lexicons, and phrases, and conveys the message to the receiver. Crucially, language plays a vital and significant role in shaping students' communication skills. English as a lingua franca means English is common to every person. To thrive in a competitive era, students should communicate with educators to benefit in the long run. Unit I will be the comprehension of the spectrum of knowledge and the development of linguistic and language skills. Students will learn the multitude of arbitrary, systematic, vocal, verbal, duality, and cultural transmission.

Nepal is home to a diverse array of multicultural, multiethnic, multilingual, and multireligious communities. In every corner of Nepal, people speak their own languages, which is worthy and treasured. Nepal is home to nearly 124 languages, showcasing the richness of diverse cultures, traditions, customs, rituals, and rites (Central Bureau of Statistics [CBS], 2022). On the other hand, Unit II: Phonetics and Phonology elucidates the systematic study of speech, sounds, and phonology, which is the treatment of sound language. There are numerous benefits to learning phonemes, such as decoding and recognizing sound symbols, which help distinguish sounds from distinct letters. It teaches learners regarding sound-spelling and differentiates between voiced and voiceless sounds. Educators in various contexts would benefit from furthering their knowledge of this widely applied evaluation model (Sopha & Nanni, 2019). Teachers will craft a dynamic plan, execute it, and construct results related to the effectiveness of their teaching methods. Moreover, Unit III is concerned with morphology and Syntax.





Morphology examines the study of forms and the formation of words in a language, regardless of linguistic boundaries. Conversely, syntax dictates the proper way to implement language. It emphasizes the integration of words in a sentence, focusing on the core aspect of grammar. Furthermore, Unit IV: Semantics, Pragmatics, and Discourse Analysis scrutinizes anaphora, invisible meaning, conversational analysis, implicatures, and denotative and connotative meanings. It establishes the value of rhythmic effect in literature, and it is a vital component of literary devices such as simile, metaphor, alliteration, assonance, imagery, and pun.

In fact, the pragmatics module is more important in linguistics, which is aimed at achieving communicative competency for learners. Pragmatics in language is actually what the speakers intended or how they used various contexts through which they use their language. The system of thought is the result of discourse analysis. Discourse analysis lays the foundation of coherence and cohesion, where the connection implicitly intertwines ideas at the sentence level. It highlights the development of theories and methods that combine how this meaning and coherence are obtained.

Subsequently, Unit V: Language History and Change covers linguistics, language families, language change, sound change, and other related topics. Mastering these concepts of language history and change enables linguists to identify trends in language evolution and to reconstruct and rebuild within the context of linguistic range. Lastly, Unit VI: Pedagogical Implications of Linguistics enables students to study, be distinct, contemplate, feel inspired, acquire feedback, and polish their skill level.

There is a dearth of collaborative learning in Nepali classrooms (Khadka & Luitel, 2021). Collaborative learning demonstrates the social and cultural learning systems. Social learning is generally linked to spectator and viewer contemplation, retention, attention, internalization, emulation, and feedback (Rai & Pradhan, 2020). Important aspects of collaborative learning include critical thinking, knowledge exchange, active involvement, and lifelong learning (Shah, 2023). The instruments used to collect data were video recordings and artifacts (like posters, cards, worksheets, oral presentations, and models collected and analyzed) from students' tasks in the classroom (Sharma, 2023). It is proven necessary to acclimatize to intersubjectivity when different students hold differing opinions. Dialogical and reflexive lanes are also intimately related. Furthermore, sociality and holism refer to the development of imparting knowledge and expressing experiences. It subtly conveys the source of inspiration, influence, and aspiration from one's inner circle of friends and mutual understanding.

The course's context hubs on teaching language and linguistics, and its main focus integrates phonetics, phonology, syntax, semantics, pragmatics, and other topics. Due to the challenges in acquiring sophisticated laboratory equipment, conventional instruments, such as Information and Communication Technology (ICT) resources, are utilized. As the input aligns with the theoretical framework, Tribhuvan University administers the final test, and students complete assignments based on the analysis of mistakes and contrast them with various languages of Nepal. Teachers should also provide assistance and oversight when pupils struggle with their assignments. Additionally, educators provided regular and helpful comments. The process illustrates communication, teamwork, and cooperation. During practical exams, teachers use rubrics to monitor students' performance. There is no direct connection to the Ministry of Education, although there are connections to the Dean's office and the University's examination system.

Course objectives are divided into two parts: specific objectives, which rely on the course content, and general objectives, providing an overview of familiarization, analysis, and career trajectory enhancement. Actually, the general objectives of the course are as follows:

- To acquaint the students with the basic English language and linguistic concepts.
- To make the students able to analyze speech sounds on articulatory terms, i.e., to identify, describe, and classify them.
- To introduce the students to the sound system of the English language.
- To provide the students with an overview of morphology and syntax.
- To acquaint the students with the key concepts of semantics, pragmatics, and discourse analysis.
- To familiarize the students with the language history, changes, and variations.
- To develop students' ability to apply their knowledge of linguistics to language teaching.

The general objectives underscore the descriptions of speech sounds, morphology, syntax, semantics, discourse, and other related aspects. Students will be familiar with the basic concepts of the English language and its linguistic principles. Students enhance their listening comprehension, cultivate open-mindedness, develop social skills, and refine their problem-solving abilities. Evaluating this course through the CIPP model provides insights into resource allocation, student engagement, and the creation of a practical and effective learning atmosphere among students. With the help of the CIPP model, the researcher aims to create a roadmap for improving this course in a better version.





## Objective

1. To evaluate the '*Foundation of language and linguistics*' course using the CIPP model of course evaluation.

## Literature Review

The education of Nepal is beset with several problems, including teacher-centered approaches, heavy reliance on rote memorization, teacher dominance, and limitations on the students' critical thinking abilities. The literature review discusses low proficiency levels, eclectic class sizes, teacher-centered approaches, and transformative education in Nepal. These contextual factors are directly connected to the CIPP course evaluation. Similarly, context identifies the demands and deficiencies of learners in the Nepali classroom. On the other hand, input exposes teaching materials promoting the degree of actionable work for the curriculum and respects innovative practices of teaching. The product phase highlights the critical awareness and assesses in information of autonomy and real transformation of critical thinking. Linking these issues with the CIPP framework enhances the validity, practical guide, and reform of educational quality.

### *CIPP as a Sustainable and Reflective Course Evaluation*

CIPP evaluation carries actionable output and sustainable learning mechanisms. The course Foundations of Language and Linguistics in the B.Ed. The program at Tribhuvan University aims to view the learning objectives and what is necessary for effective language learning. Course evaluation involves assessing the course using the CIPP framework to ensure it meets the academic standards and skills expected for the course. Evaluating programs serves as a vital tool for providing fruitful feedback to the curriculum designers (Gautam & Poudel, 2025). This course evaluation ensures the effective execution of teaching materials and confirms that the program's core purpose is fulfilled. Thapa (2017) asserts that CIPP enables lessons to be more discussion-driven and fosters reflective interaction among students. This model addresses learners' needs and enables teachers to create meaningful lessons. This model was useful in knowing instructional techniques, interactive learning methods, and active engagement among students (Bhusal & Bhandari, 2025). Input evaluation ensures instructors have access to educational resources and balance the practical activities. It evaluates and improves resource allocation, optimizing collaborative practices in educational settings (Priya, 2023). The process involves monitoring teachers' teaching practices to encourage the use of interactive teaching methods and promote real-time learning. On the other hand, the product examines the theoretical notions and collaborative practices, including practices in teaching domains. CIPP approach enhances evidence-based teaching and paves the way for continuous improvement in classroom participation and instructional designs. It fosters a learning environment that allows curriculum evaluators to adjust the pedagogical nuances of their evaluations (Shrestha, 2024). It promotes the integration of technology, inclusive practices, and experiences to address systemic issues (Bhusal & Bhandari, 2025). Several studies have evaluated M.Ed. programs in Nepali education employing the CIPP model. As stated by Shrestha (2024), it highlighted the limited analysis of global ELT trends and was confined to curriculum implementation. Priya (2023) emphasized that active learning strategies, which yielded positive learning outcomes, were associated with low student participation. On the contrary, limited evaluation on a small sample of curriculum design, which is not fully aligned with course aims, and did not explore comparative analysis of course, resource allocation, and assessment methods (Gautam & Poudel, 2025). Overall, CIPP acknowledges the training sessions, sustainable, reflective, scaffolding, and adaptable for modernized teaching practices.

### *Teacher Dominance and Rote Learning*

The process evaluation of CIPP in the Foundations of Language and Linguistics course revealed that the teacher's pedagogy always dominates the classroom in the Nepalese environment. The lack of participation and discussion weakens the fruitful learning in language education. As a result, students have little knowledge of linguistics and knowledge gained through teacher-centered practices in the classroom. Hegemony is a dominant ideology widely used in the educational field (Shah, 2023). Hegemony hurts the teaching profession in today's classroom environments. Furthermore, the suppression of ideas, attitudes, and beliefs that hurt Nepal's educational system is another way that hegemony persists. Hegemonic approaches frequently consider critical pedagogy. There are several challenges in teaching English in Nepal, including low proficiency, a culture that emphasizes exams, a varied class size, and a reliance on textbooks.

The traditional English curriculum in Nepal emphasizes linguistic proficiency over communicative proficiency, employing conventional teacher-centered strategies (Kumaravadivelu, 2006; Richards & Rodgers). The control of conventional teacher-centered teaching strategies and tactics







during the knowledge-transmission process. The student was encouraged to learn by rote; schools lacked educational materials, and even if they existed, they were not properly placed and used (Shah, 2023; Phyak, 2013). The current teaching approaches are not well supported by the abundance of school resources. According to Gnawali (2016), children were more interested in rote and parrot-like memorization than in developing critical thinking skills, creativity, and the ability to thoroughly study related topics. Paulo Freire, a pioneer of critical pedagogy, popularized the concept of the "banking mode" of instruction, which allows pupils to ask questions without fear. Critical pedagogy promotes reciprocal reading and learner-centered instruction (Giroux, 2011). The process evaluates student participation, active engagement, and high levels of hegemonic practices that hinder effective teaching in Nepali classrooms. Learners learn about their role in the world through humanizing education.

#### ***Linking Pedagogy and Metacognition in Learning***

The connection between educational philosophy and course evaluation is crucial because of critical thinking, cognitive, and reflective dimensions to promote central learning outcomes. The intersection of the CIPP model and metacognition in learning underscores the responsive process of transformation of evaluation in critical reasoning. The primary objectives of education are to empower individuals and broaden their worldview. Education signifies a continuous process of learning that encompasses values, discipline, and social norms. The Vedic tradition asserts inclusivity, integrity, and holistic panacea. Various barriers and limitations in education hindered educational development at the right moment. Nepal's educational system has demonstrated hegemony and dominance over teaching methods, curricula, policies, and techniques. In Nepali education, learner autonomy is crucial because it empowers students to take responsibility for their education and engage in the process (Neupane, 2010; Dhama, 2022). The notion that students' learning solely relies on outside guidance is contested by focusing more on the learner's internal processes and active engagement. Students' learning has originated in asking questions and engaging in discussions. Metacognition cannot be taught, as addressing CIPP evaluation approaches in Nepal does not necessarily teach students how to learn more effectively (Burns, 2021; Khanal et al., 2021). Cognition infers information and applies knowledge in the educational sphere. CIPP evaluation concerns human education and problem analysis (Rejina, 2023; Baskota, 2024). Thus, cognition, reflection, and autonomy are linked with the CIPP framework to enable contextual, practical, and procedural aspects of a course.

#### ***Articulation and Comprehension of Speech***

The process of the CIPP framework evaluates the reflective inquiry and collaborative practice to determine learner engagement. Process ensures the classroom discourse and dialogue in a reflexive pattern to support meaningful learning. On top of that, input views required tools and training for the enhancement of professional development. Similarly, the speech sounds can be comprehended through the articulation, vocal tract, and the identification of the manner of dialect, delivery, and enunciation of the speakers (Szymanski et al., 2025). This exemplifies the linguistic context of the course evaluation phase and its connection with the English sounds. Mastering pronunciation underlines the needs and demands in diverse linguistic landscapes. Therefore, pronunciation reveals global voices and the diversity of tongues in education. In a broad sense, learning the English language offers numerous benefits for everyone, including career advancement, increased employment opportunities, and enhanced communication skills. Furthermore, students can distinguish the different accents from around the world. Linguistics helps to develop critical thinking and enhance the importance of teaching pronunciation, syntax, morphology, pragmatics, and awareness of linguistic differences, including differences in accent or dialect (Bridge, 2025). These represent the teaching theories and classroom discourse that make dialogic teaching and reflective inquiry in the mind of a learner. The importance of language is twofold-it helps in the acquisition of language by learners as well as enhancing their intellectual flexibility, thus contributing to the depth of cultural and social insight (Bialystok, 2017; Dewaele & Li Wei, 2019). The situation is advantageous for both the learner and the teacher. It encourages communication and broadens understanding. The active involvement of both the instructor and the students. Gain self-assurance and develop our individuality. According to Osho, real education will not teach "competition" but "cooperation" (Pareek & Mathur, 2017). This statement underlines that teamwork, cooperation, and mutual learning are the cornerstones of true education. The path to deteriorating education is one of competition. Apart from the information, it helps individuals become autonomous rather than dependent on others. Teachers can enhance their professional growth through training activities, including webinars, conferences, and seminars. Therefore, CIPP depicts the value of practical experience, confidence, and autonomy over academic understanding in helping educators achieve remarkable results through group projects and mentoring.





### ***CIPP Model in Assessment***

Formative assessment is the deliberate gathering of student work that demonstrates to students and others their efforts, development, and progress in specific areas. A variety of evidence demonstrates that learning objectives have been achieved. A collection of papers, reports, and other materials, along with the student's assessment of their own learning and areas of strength. In education, formative assessment comprises grade reports, evaluations, and exams in a suitable context (Stufflebeam, 2003; Zhang et al., 2011). Educators should be well-equipped to provide a sense of integrity, belonging, and a voice to everyone regarding traditional values, cultural values, and pedagogy-related issues. Evaluation and assessment framework based on multiple assessment methods, including oral presentations, group projects, and community-based projects. Self-evaluation and reflection on their cultural identities and experiences, in a literal sense. By posing important questions to students, teachers can help them develop their cognitive skills in the classroom. Include students in ongoing, formative assessments that cover fieldwork, surveys, observation, translation, reflective practice, and cultural adaptation. Contemplation and self-assessment of their cultural identities and experiences (Fitzpatrick, Sanders, 2011; Zhang et al, 2011). By posing insightful questions to their pupils, teachers can encourage the growth of their cognitive abilities. Participate in ongoing, formative assessments with students that cover surveys, fieldwork, observation, translation, cultural adaptation, and reflective practice (Black & Wiliam, 1998). In the classroom, formative assessment is crucial because it provides feedback that enhances learning, fosters student motivation and engagement, and supports individualized instruction in developing metacognitive and self-regulation skills. Input, on the other hand, is a systematic procedure that includes evaluating and gathering information about students' performance, attitudes, skills, and knowledge. So, the CIPP method evaluates pupils' learning and supports their growth.

### ***CIPP as a Tool for Teacher Development***

Performance, assessment, feedback, and learning activities are reflected in context-specific (Stufflebeam, 2003). The CIPP product demonstrates the range of growth mentality, informational training, goal clarification, and prompt, targeted feedback. In the context of language learning, scaffolding is one of the many elements of effective instruction that can be used. One type of just-in-time support that provides pupils with the pedagogical push they need to work at a higher level of engagement is scaffolding (Mahan, 2022; Simply Psychology, 2025). The CIPP approach is important because it explores interaction, sharing, discussion, and the meaningful construction of projects relevant to learners' abilities. Cognition plays a vital role in semantics, phonology, and the formation of knowledge relating to vocabulary as well (Ellis, 2008). The influence of language instructors reveals how much they trust their own judgment while conducting tests. Studies addressing the problems of insufficient training, time constraints, and lack of assistance are scarce (Herman, 2013; Darling-Hammond et al., 2017). Important problems show that there have been obstacles to teachers' advancement in evaluation methods. Stakeholders can now better support and address these concerns thanks to it. The consequences of these perceptions will be legally investigated in the long term. The theoretical basis is connected to constructivist theory, which shows the crucial phenomena in the process of creating knowledge (Vygotsky, 1978; Piaget, 1970). Autonomy and changes in the administration among many educators. The assessment process on the part of teachers is significantly more extensive. Online courses, workshops, certificates, and seminars offer a valuable opportunity (Guskey, 2002). In this way, theoretical understanding, qualitative insights, and recommendations for improving teacher education are provided. Therefore, the CIPP model facilitates teachers' professional enrichment.

### ***Dimensions of Multiculturalism in Education***

The CIPP model accentuates the importance of multicultural perspectives in education. It echoes content integration to incorporate culturally diverse materials and cultural awareness in the teaching paradigm. The dimensions of multiculturalism are (1) content integration, (2) the knowledge construction process, (3) prejudice reduction, (4) an equity pedagogy, and (5) an empowering school culture and social structure (Banks & McGee, 2016). "Content integration" refers to the process by which teachers incorporate materials, case studies, and diverse viewpoints into the curriculum. Context evaluation identifies a cultural component that underscores the significance of applying concepts, behaviors, theories, and principles that constitute cultural phenomena responsive to cultural needs (Stufflebeam, 2003). On the other hand, to develop expertise in their specific field of education, teachers encourage students to share their stories, cultural characteristics, and ideas. Lessons based on textbooks and teacher-centered learning are also used. Oral practice examines the process evaluation in developing problem-solving and the adoption of interactive learning among students. Students memorize discourse from textbooks and are exposed to conflicting instructional objectives, with inadequate accessibility of





textbooks as a reference. CIPP focuses on improving designs, where priority is given to planning and implementing development efforts (Tan et al., 2010). This module assumes that planning, designing, implementing, and executing are all part of a successful project. The CIPP model evaluation highlights the wide range of varied aspects, based on context, including social, cultural, political, and ethical considerations, among others. These characteristics are necessary for effective learning pedagogy, including creative skills, cognitive skills, and cognitive capacities. The foundations of the Language and Linguistics course have not been systematically evaluated for several reasons. Some of the research gaps were witnessed in the previous literature. Traditional evaluation has been emphasized on theoretical knowledge, limited to the end of the course, when students acquire pedagogical skills (Burns, 2021; Gnawali, 2016). Additionally, the learner-centered approach was neglected in previous teaching practices. Previous learning relied on classroom experiences and learning outcomes which leaving a gap in critical thinking and active learning issues (Kumaravadivelu, 2006; Shah, 2023). Similarly, the limited resources hindered the quality of teaching. Limited ICT tools and teaching aids have hindered the practical and interactive learning lessons, which diminish the feasibility and accountability of students' progress (Phyak, 2013; Sopha & Nanni, 2019). Moreover, the course seems overly theoretical. While only 20% of the assignments are practical, theory weighs in at an astounding 80% (Panthee, 2020). By and large, the literature has highlighted the challenges that have ravaged the education system in Nepal, which include hegemonic teaching practices, rote learning, limited resources, and the formative assessment system. Challenging factors hinder the development of metacognition skills, learner autonomy, and motivation in English language classrooms. Thus, the CIPP model advocates addressing such issues and bringing about inclusive, meaningful, and sustained outcomes in learning.

### Conceptual Framework

In this research, I aim to study educational challenges in Nepal by using the CIPP model. In the diagram, the three elements, such as the Educational Challenges, Pedagogy and Metacognition, and Speech & Language, coordinate with the CIPP course evaluation framework. Educational Challenges highlight the teacher-centered, resource limitations, and low proficiency in context evaluation. The Pedagogy and Metacognition show autonomy, critical thinking, and metacognition practices for effective instruction in accordance with process evaluation. Speech and Language enter into product evaluation, targeting mainly articulation, teacher training, linguistic proficiency, and professional growth. Therefore, this diagram provides comprehensive insights in view of interconnected facets of the course evaluation and instructional process. The conceptual framework for the research. As follows:



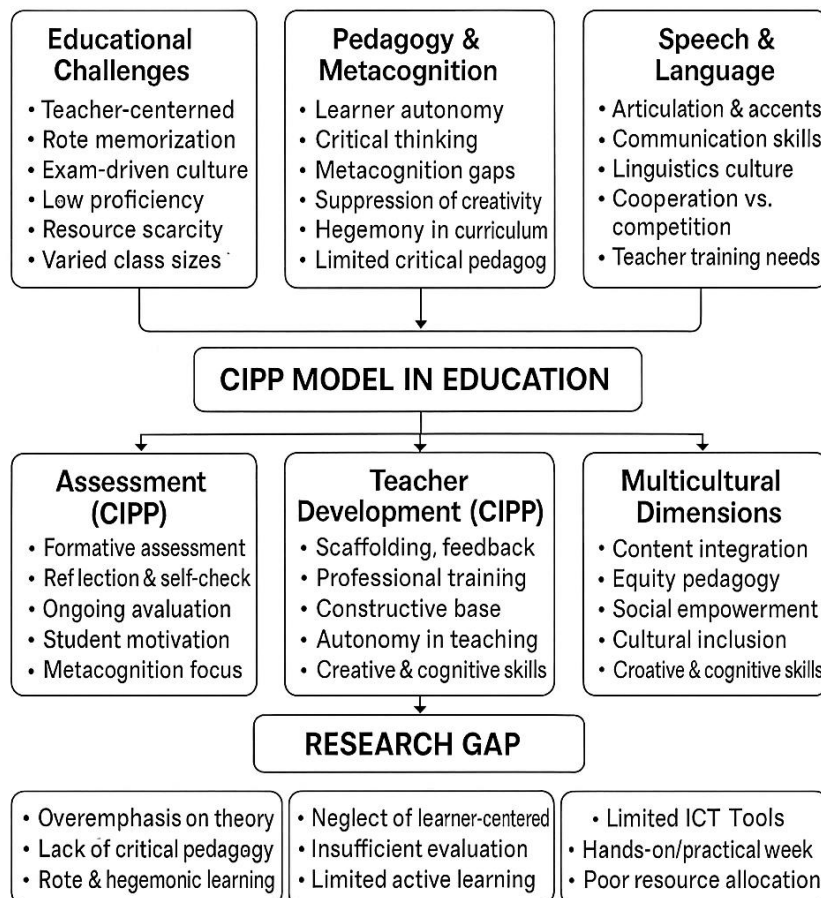


Figure 1: Research Conceptual Framework

## Methodology

### Research Design

I employed CIPP as a research methodology. Objectivist evaluations are based on the theory that moral good is objective and independent of personal or merely human feelings (Stufflebeam, Madaus, & Kellaghan, 2000). These students' outcomes and educator appraisals fall under the CIPP (Context, Input, Process, and Product) framework. It shapes the guidelines of planning and decision-making and is relevant to extracting this information from the course.

### Participants

Two B.Ed. Graduates and two university professors were chosen for data gathering. The rationale for the constrained sample size is that it captures consumers and evaluators. Graduates as consumers who consume the course. The other professors serve as evaluators and reviewers, assessing the work. Recent graduates offered insights, feedback on the program's advantages and deficiencies. Professors contributed in terms of a pedagogical and organizational lens. A limited sample provides meticulous exploratory nuances interconnected with qualitative inquiry of course evaluation (Creswell & Poth, 2018).

### Instruments & Procedures

The Zoom app was used to collect data using semi-structured interviews. Interview design is semi-structured because it is used to gain an in-depth understanding of participants' feelings, experiences, and beliefs on specific topics, rather than following a strict and formalized list of questions. Similarly, semi-structured interview questions were constructed by eliciting in spectrum of the CIPP model. The questions were open-ended, allowing participants to express their opinions without hesitation. Probing questions were asked of participants to clarify and elaborate.

### Ethical Considerations





Professors' and students' names have been anonymized for ethical concerns. The interview protocol facilitates academic needs. It fosters assessment practices that reduce bias and increase the effectiveness of preparing program graduates.

### **Data Analysis**

The interviews were read, transcribed verbatim, and analyzed using thematic coding (Braun & Clarke, 2006). I generated codes inductively and organized them into wider aspects of the CIPP model to ensure subjective interpretation and lucidity.

### **Limitations**

The study's limitation on a small scale means that its preliminary findings provide narrative-based and descriptive insights, but they lack wide applicability.

### **Trustworthiness/ Triangulation**

To enhance the credibility and trustworthiness of the study, triangulation, concerned with learning outcomes, objectives, and students' assignments, was analyzed. Observation of students' reflections and notes was evaluated in a triangulation mode to gain a comprehensive understanding of the course evaluation. The important subtleties of the instructional implications of linguistics and pragmatics were shaded in this four-year B.Ed. Course.

## **Results and Discussion**

The findings revealed that the course holds academic importance in preparing future English teachers. It provides meaningful significance and thought-provoking insights. Findings emphasize the importance of active learning, sufficient resources, and the latest curricula. Objective 1: Examine how well education is delivered, how well job efficiency is shown, and how creative output culture is promoted. It guarantees openness and fosters professional development in teaching and learning methodologies. The product entailed inclusivity practices among learners. The need for evaluation is always demanding because it can assure quality education, which enhances effective job performance and the working culture in the academic institution (K. C. & Baral, 2023). Incorporate diverse voices, including marginalized groups, into policymaking and implementation. The findings indicated that the course weight is 80% theory and 20% practical implementation. It shows restricted hands-on learning and fewer opportunities to practice language and linguistic concepts. CIPP hosts conferences, seminars, and training sessions for teachers and students to enhance their technical and interpersonal skills in educational settings. Human interaction can thus be enhanced by the CIPP model method, but it cannot be entirely replaced. Linguistics, syntax, dialect, articulation, and discourse analysis are all examined by the CIPP model. Based on the research study, the findings according to the research objectives are exhibited as follows:

### **Context Evaluation**

Lack of ICT integration and inconsistencies in teaching, as well as outdated curriculum, were highlighted. Some teachers were in a hurry to finish the course resulted in poor comprehension among students. Context evaluation covers working on the surroundings of the program (Ömer Gökhan Ulum, 2016). Context evaluation unveils existing goals and priorities for needs and assessments. Similarly, context poses the discrepancy between existing phenomena and desired situations. Context evaluation projects the atmosphere of learning, including students' performance, goals, and objectives of offering the program, among other factors. It highlights the relationship of the course to other courses, critical and fundamental factors, and relevant opportunities for the job market. Context evaluation is indeed a circumstantial investigation (Zhang et al., 2011). It provides actionable insights into the status quo, highlighting weaknesses, difficulties, and opportunities; the context evaluation lens focuses on circumstantial inquiry, reality, policy upliftment, gaps, and reflective processes. Participants emphasized the significance of the course within a broader aspect of B.Ed. Program. Teacher 1 highlighted that the course provides a detailed foundation in linguistic theory and prepares future English teachers in linguistics, but Student 1 asserted inconsistencies in the teaching methods. Student 1 stated his problems, which are indicated in the paragraph below.

*Student 1: Some teachers teach in a very interactive way, using teaching aids to help us grasp the necessary knowledge, but others finish the course, and in the end, we won't understand anything. If teachers rush to complete only the lesson, then students won't receive any further progressive output.*

Here, student 1 draws attention to both beneficial and unproductive learning. Teachers can increase student engagement and learning outcomes by deploying educational assets such as visual aids, audio tools, hands-on activities, and practical-based learning. It supports sensory-driven, spoken,





graphical, and other modes of learning. Educators should use digital resources to encourage students' learning habits. Student 2 shared about the encouraging classroom atmosphere. Student 2 shared the workload of a teacher in an educational context in this way:

*Sometimes I miss important lectures from our teacher. So, in this case, I ask my colleagues to share valuable notes. Copying their notes somehow gives me relief, but it is not relevant to the context. Due to my workload from the workspace, I am unable to give my full effort to cover this course efficiently and effectively. Thus, maintaining two portfolios simultaneously is somewhat challenging and burdensome for students and teachers. Similarly, teachers must face meetings, duties, and responsibilities that need to be fulfilled.*

The repercussions of taking the language course are depicted in this line. As pupils become more consistent, they rely on others to cover their notes. Context assesses how pupils' predicament prevents them from studying in-depth, and the importance of identifying contextual assessment (Arifin, 2013). They were unable to participate fully in the course due to scheduling constraints. Students' anticipation and learning have suffered due to time constraints. In contrast, it reveals how the assessment agency and educators' professional development path are affected by language assessment teacher preparation in terms of viewpoints, opportunities, and challenges.

*Teacher 1 stated that to enroll in this course, one must have a solid foundation of comprehension of linguistics and language. We encourage students to watch videos of native speakers to improve their language competency. This way, students will learn and grow in the realm of language discourses and linguistics.*

Encouragement of students to teach English should be a priority. Motivation is a key component of language and linguistics proficiency. Thus, the teacher inspires students by showing them recordings and films of native speakers, as illustrated in the paragraph above. A wide spectrum of learning is fostered in students by this healthy atmosphere. *Teacher 2 brought attention to the problem of student participation in the classroom. Student engagement, active participation, and participation are all crucial for language acquisition. Regarding this course, however, the issue has been that students do not actively participate.* Fundamental concepts, including phonetics, sound systems, semiotics, speech, articulation, intonation, and important approaches to sound systems, are all represented in this course. The EFL field's foundation is students' ability to mold their accents and gain a substantial understanding of paramount linguistic usages.

### Input Evaluation

Large class sizes were witnessed, and insufficient resources were provided. Students did not hear their teachers' voices because of the large number of students in each class. Input evaluation confronts the minimal learning resources and less interactive learning. There is a gap between practical application and student-centered teaching. Students, staff, teachers, and the curriculum are all guaranteed by input evaluation, including tools that incorporate the achievement of visions and purposes. Input evaluation seeks to diagnose and explore other approaches to learning (Aziz et al., 2018). The input evaluation represents the course's clarity and the amount of preparation work required. It draws attention to the classroom's supportive atmosphere, the size of the student body, and the teachers' subject matter expertise, abilities, and attitudes. Student 1 observed that the teacher is very supportive in giving instructional resources and positive feedback to the students as per their requirements:

*Student 1: A teacher who possesses strong material knowledge exudes confidence. Our teacher has the self-assurance to provide positive feedback on our subpar work. Understandably, our tutor explains complex linguistic terms, such as semiotics, syntax, pragmatics, phonology, and morphology. He attempts to enhance our learning by incorporating ICT resources into the classroom. Every time we encounter a problem of language or linguistics, he immediately asks us what's wrong.*

These stories make it clear that educators are seen as change agents and problem solvers for the issues that pupils have been confronting. Teachers would be more engaged and lively if they were always prepared to address the challenges of students' learning. To support informed learning, teachers of language and linguistics should stay current with the latest resources. *Student 2: We have a very positive environment. We feel free to ask, discuss, and share ideas in the classroom. Our teacher is very supportive and cooperative. He always tries to motivate us to study. If a teacher is very strict, it creates an uneasy and uncomfortable atmosphere for students.* This indicates a highly pleasant atmosphere in the classroom where kids feel free to ask questions. Collaborative and supportive teaching fosters greater values in promoting and facilitating student participation in the learning process. To get students to perform better, teachers should be outgoing and personable. The teacher encourages students to be better performers and to think critically and creatively. On the other hand, when the teacher is overly





controlling and domineering, there is very little opportunity for learning or thinking expression. Thus, it is essential to create a favorable atmosphere that promotes students' introspective and analytical learning. Student 1 and Student 2 differ in the following contexts while learning language and linguistics in the classroom domains.

### Process Evaluation

Extracurricular activities and teaching practices that are related to teacher education should be well-acknowledged (K.C. & Baral, 2023). Extracurricular activities inhibit traditional classroom environments, promoting leadership, teamwork, and communication skills. It assesses how well teachers and facilities work, how well students do, and how well the project is being implemented. Following the design and implementation of the program, data collection is required. Students got bored due to the monotonous lectures given by professors. Students became passive recipients when there was no two-way communication. Diverse learning needs and reflective practices were missing in teaching delivery. Process Evaluation involves decision-makers assessing the actions and implementations of plans that are being achieved. At this stage of the evaluation, the design has been structured and put on trial (Tan et al., 2010). Researchers closely examine the detection of inconsistencies, imbalances, and hurdles to process review, thereby creating a cyclical assessment method. Process evaluation determines the delivery of the course by reinforcing areas that need to be enhanced.

### Teaching Methods

To enhance students' understanding, teaching methods should transition from the outdated, traditional theoretical approach to a student-centered learning approach. Creates respect and empowers students while learning.

### Student learning Skills

Recognizes the diversity of student backgrounds, experiences, and identities. Reflective practice in learning is often overlooked, thereby denying individuals the opportunity to discover new cultures and knowledge from prevailing ones.

### Challenges in Learning

Educators employ a range of pedagogical modalities and curricula to accommodate diverse learning styles. Encourages students to question established knowledge and societal norms.

Table 1. Findings from CIPP Evaluation

CIPP	Key Findings/ Themes	Key Challenges (Evidence)
Context	Limited Practical Application	Overly Theoretical and Inconsistent in Teaching (Student 1: <i>Our course is 80% theory and 20% practical. So, practical % is less than theory. Student 2: Some teachers rush through the course to finish as far as possible, which makes it difficult for us to comprehend the chapters.</i> )
	Outdated Curriculum	The curriculum has become outdated; thus, it will not use the newest technology methodology (Shrestha & Gurung, 2023; Dahal, 2022).
	Contextual Phenomena	It draws attention to how curriculum design, instructional training, and resources all match the requirements of students (Khanal, 2021).
Input	Overcrowded Classrooms	Large Class Hindrances in Learning (Student 1: <i>In our class, the students are very large and it's difficult to hear the voice of teachers. Actually, teachers are not using a microphone in class, which creates obstacles in learning.</i>
	Minimal Resources for Instruction	There are extremely few teaching aids available, which hurts students' practical learning outcomes. Despite having limited instructional tools, students excel at theoretical knowledge but struggle with practical learning
	Teacher Competence	(Schaffner, 2021).

CIPP	Key Findings/ Themes	Key Challenges (Evidence)
	Class Size	Despite their proficiency in theory, educators lack practical, implementable teaching practices (Karki, 2020). A large class size affects how well-individualized instruction is delivered (Dhami, 2016).
Process	Risk of Passivity	Students are Passive learners if they are not Motivated (Teacher 1: <i>We encourage students before starting our lesson by doing meditation for 5 minutes,</i> Teacher 2: <i>I play motivational videos on YouTube to spark students' interest in their studies.</i> )

### Product Evaluation

Graduates voiced concerns about the lack of communicative competence skills, interactive sessions, collaborative learning, and the application of linguistics. There should be room for communication, reflective practice, and collaborative skills. Evaluation of the product establishes the program's embedded goals. Data encompasses merit, value, importance, and integrity. Employers, society, and former students or graduates can all provide input on this. This shows adaptability, impact, sustainability, effectiveness, and informal evaluation. Similarly, it emphasizes the assessor's reputation, general experience, and evaluation quality. The product is an official report and a representation of the lessons learned. Product evaluation aids in identifying and assessing outcomes, both intended and unintended, as well as short-term and long-term (Tan et al., 2010). This assessment validates the success ratio of program evaluation. This assessment validates the success ratio of the program evaluation. Feedback, linguistic knowledge, and communication skills are the paradigms that are the issues for educators, stakeholders, and students.

### Knowledge Contribution

The study contributes to teacher professional development, pedagogical innovation, teacher motivation, and reform in educational practices of teacher education.

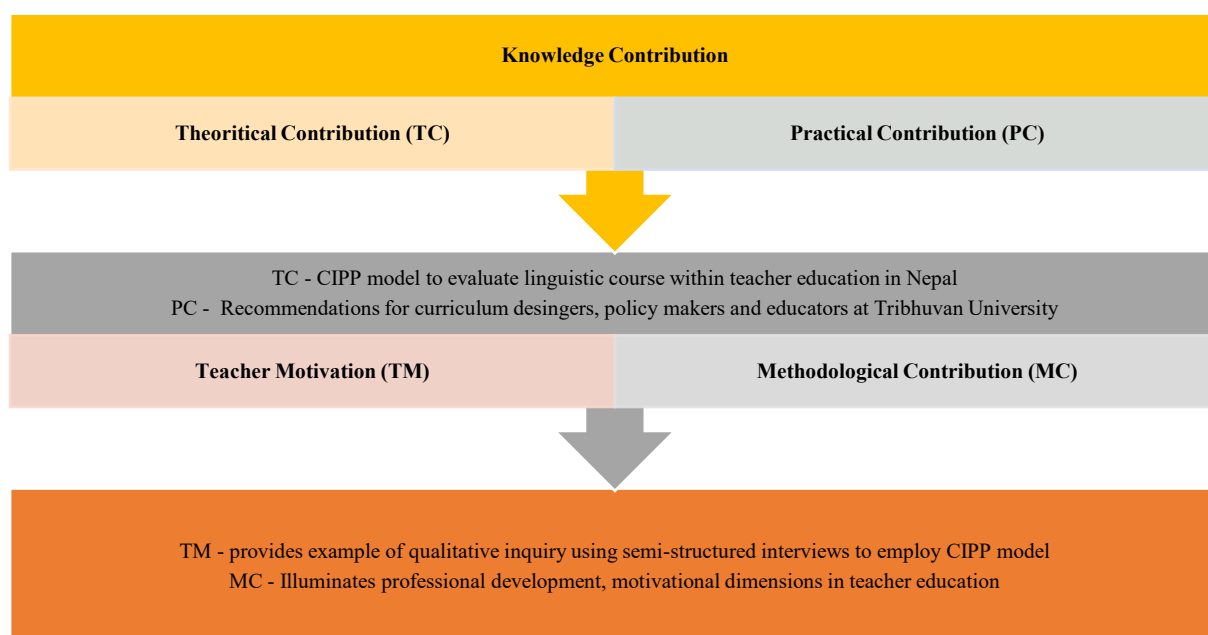


Figure 2: Knowledge Contribution





## Conclusion

In conclusion, research highlights the limited funding, unequal access, overcrowded classrooms, and inadequate ICT integration in classrooms. CIPP unveiled the roles of teachers, students, and teaching procedures in the context of language and linguistic learning. The education system remains predominantly theoretical and assessment-oriented. Teachers play a pivotal role in shaping students' articulation, diction, dialect, pronunciation, sounds, phonology, morphology, and mastery of subject knowledge. Inclusive learning aids to fill the gaps for enhancing linguistic competency. Students learned by copying their teachers, which is correct because this is a language and linguistic course. Moreover, when teachers play videos and audio of native speakers, students also show increased interest in learning and motivation. They learn it essentially by following, realizing, copying, and reproducing. Teachers are generally strong in theoretical issues but often lack practical resources, such as insufficient laboratory facilities, limited resources, and large class sizes. However, depending on the circumstances, we can divide the class into smaller groups and hold laboratory classes. They have a practical understanding of language and linguistics, particularly in language teaching.

## Recommendations

Based on the findings, the following propositions are made:

### Updating the Curriculum

Regularly update the curriculum to adapt to new approaches in teaching language and linguistics. Use ICT technologies to make learning more student-centered in the classroom. Encourage learning through group projects, debates, workshops, and cooperation. To have appropriate teacher supervision and assistance, the formative assessment should be integrated. Establish phonetics and linguistics labs for practical tests.

### Inclusive Teaching Practices

Encourage active and meaningful learning through discussion, communication, and problem-solving exercises. Provide government support for the purchase of educational digital tools to benefit students. Teachers shouldn't rely solely on conventional resources; instead, they should adapt their teaching methods to the needs of their diverse student body.

### Promoting Collaborative Learning

Encourages critical thinking, peer, collaborative, and group learning. Creates a favorable learning atmosphere between teachers and students. Students' attendance, work ethic, and record will be assessed. Reduce the number of students in the class for better comprehension. Rote learning should be avoided.

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The data supporting this study are not available due to ethical and privacy matters.

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