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RESEARCH PAPER

The CIPP Model-Based Evaluation of English Courses taught in Non-English Degree Programs at Government College University Faisalabad

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ABSTRACT

The present study aimed to evaluate English courses taught in non-English major degree programs at Government College University Faisalabad, Pakistan. The study utilized a mixed-methods design for the collection of data using the CIPP Model of evaluation. The sample comprised 63 students of non-English major degree programs and 10 English teachers. The quantitative data was collected from the students using a closed-ended questionnaire having 4 portions related to "course aims and objectives," "course content and materials," "course conduct and teaching-learning process," and "assessment of students' performance." The qualitative data was collected by administering semi-structured interviews with English teachers. Drawing on Stufflebeam's (1971) CIPP (Context, Input, Process, and Product) model of evaluation, the analysis of the data was carried out. The results highlighted strong areas of courses along with those that required improvement to provide students with a more efficient and pertinent English language learning experience. The study has implications for the researchers, syllabus designers, teachers, and students of non-English major degree programs learning English.

KEYWORDS English Courses, Evaluation, Materials, Needs, Processes, Products

Introduction

In Indonesia, Bangladesh, Iraq, Sudan, and Pakistan, English is taught as a second language for practical purposes. English is taught early on, and after high school, students attend universities where English departments provide non-English courses. Functional English, English Comprehension and Composition, Communication Skills, Technical Writing, and English for Employability are taught to non-English majors in Pakistan. However, the curriculum is limited. Functional English, taught in the first semester, fails to address grammar, sentence structure, and punctuation. Students study English comprehension and composition in the second semester, including paragraph, précis, and reading abilities. Unfortunately, this course does not teach reading and writing well. Communication Skills—verbal, nonverbal, listening, and oral—are covered in the third semester. However, following the course, pupils rarely master these skills. Presentation, essay, and job application abilities are covered in Technical Writing and English for Employability in the fourth and seventh semesters. Students fail to put their knowledge into practice despite these courses. The main issue is that the English syllabus doesn't meet non-English majors' needs. This study assesses the suitability of English courses for non-English majors at Government College University, Faisalabad, Pakistan, and addresses their difficulties in implementing the skills in real life.

In Pakistan, after completing their degree programs, students face different kinds of problems, even though they are taught Functional English, English Comprehension and Composition, Communication Skills, Technical Writing, English for Employability, etc. Even after learning these subjects in their degree programs, they need help to write down CVs, reports, and essays. This shows that there exists some problem in English courses taught to them. This research study aims to find that problem and suggest solutions to the existing problem by evaluating English courses taught to non-English major students.

Literature Review

"Evaluation" refers to systematic information collecting for decision-making. Quality assessments, observations, and value judgements can be used to evaluate. In language planning, evaluation involves gathering information about a person's linguistic habits, competence, and perspective and states that program and student quality must be assessed (Ormeci, 2009). The current study is based on Stufflebeam's CIPP model. Guba (1996) and Stufflebeam (1966) stated that CIPP-based evaluation started in the USA in the 1960s. Stufflebeam's (1967) CIPP paradigm includes context assessment for goal development, input evaluation for project planning, process evaluation for project execution, and product evaluation for recycling decisions.

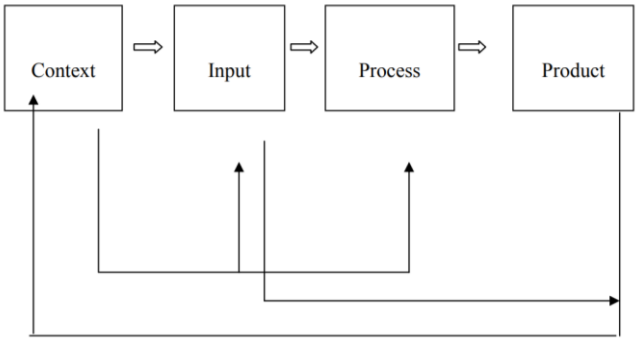

Figure 1: The Relationship between the Four Evaluation Dimensions. (Tunc, 2010).

Stufflebeam (1971) defined assessment as defining, gathering, and providing relevant information for choice alternatives. Further, Gredler (1996) said these assessments can be done alone or together. According to Demirel (2007), context evaluation aims to gather data to identify the objectives and aims. Context evaluation's initial goal was to support the selection of goals (Gredler, 1996; Stufflebeam & Shinkfiel, 2007; Stufflebeam et al., 1985) Input assessment is intended to provide information and let programmers decide how best to use their resources to achieve their objectives. According to Yuksel (2010) and Unal and A Aydin (2013), the decision-makers can decide on the functionality of the plans, the definition of the solution strategies, and the selection of resources and activities. The fundamental objective of process evaluation is the execution of a plan or strategy (Chun-Fu, 2009; Gredler, 1996). The main purpose of product assessment is to measure, interpret, and judge the attainments of a program (Chun-Fu, 2009; Stufflebeam et al., 1985; Tunc, 2010).

The studies to evaluate English courses have been carried out using the CIPP (Context, Input, Process, and Product) framework. Chun-Fu (2009) used the CIPP model to evaluate Applied English Department (AED) courses in Taiwan using Stufflebeam's CIPP (Context, Input, Process, and Product) evaluation model. He assessed the AED and 20 English training sessions and indicated several improvements. The research method adopted in the current study differed from that of Chun-Fu's (2009) and other similar

studies as it used a closed-ended questionnaire for the students of non-English major degree programs and semi-structured interviews for the English teachers. In the context of Pakistan, only two studies have been conducted. One of the studies evaluated the National Curriculum Booklet of Pakistan in grades 11 and 12 in the context of the Sindh Textbooks board (Asif et al., 2021). The second study was conducted to evaluate the National Curriculum for English Linguistics by (Ilyas et al., 2020). Data was collected using the survey for the students and their teachers in public and private schools. Stufflebeam's CIPP model and MS Excel were used for the data analysis. There is a discernible gap in its applicability, particularly in English as a second language courses provided in non-English degree programs.

Based on Akhtar (2023), the current study aims to evaluate English courses of undergraduate non-English major degree programs taught at Government College University, Faisalabad, Pakistan. The uniqueness of this research study, along with the earlier established gaps, makes the present study unique.

Material and Methods

Overall Methodological Approach

In the present research, a mixed-method design was employed. The closed-ended questionnaire was administered according to the requirements of this research study for the students and semi-structured interviews for the teachers.

Sample Participants

The population of this study comprised students enrolled in non-English major degree programs and the teachers of the English department who have been teaching these courses to students of non-English major degree programs at Government College University, Faisalabad, Pakistan. The sample comprising students of the 6th semester was selected using non-random convenient sampling from the Department of Chemistry and the Department of Psychology. The sample of 31(Male:11, Female: 20) and 32 (Male: 4, Female: 28) students were taken from departments of Chemistry and Psychology respectively. Apart from students, the data was collected from 10 teachers of English.

Questionnaire to Students and Ethical Considerations

Based on Chun-Fu (2009), a closed-ended questionnaire was constructed for the students of non-English major degree programs according to their needs, wants, goals, and objectives. There were four portions of the questionnaire for each course. The questionnaire aimed to evaluate English Comprehension and Composition (ENG-322) and Technical Writing (ENG-422). Proper permission was taken from the respective heads of the departments, and the students were also willing to respond.

Interviews with teachers and Ethical Considerations

The data from the teachers was collected via semi-structured interviews. The interview consisted of 13 statements about teachers' opinions on the aims and objectives of English courses of non-English degree programs, how these courses are helpful for their practical life, and which teaching-learning activities were effective for teaching these courses. Their names were kept anonymous, and they were informed before collecting the data.

Data Analysis

The data was analyzed by applying the test of descriptive statistics using SPSS 23. For the items analysis, mean scores and their standard deviations were found. The data collected from the teachers was analyzed quantitatively.

Validity and Reliability of the Instrument

The content validity was checked by an expert English teacher, who has been teaching these courses to non-English major degree programs. It was ensured by their judgment that the items in the instrument adequately represent the construct this study is measuring. The internal consistency reliability was checked by Cronbach's Alpha test using SPSS. The higher consistency of the items on the scale was represented by the test.

Results and Discussion

Results Obtained from Data Collected from Students

Reliability Statistics of English Comprehension and Composition related to "course aims and objectives".

Cronbach's alpha was .924 in the Chemistry Department, showing strong internal consistency. Cronbach's alpha was .905 in the Department of Applied Psychology, indicating strong internal consistency. Responses from Descriptive Statistics of English Comprehension and Composition related to "course aims and objectives" are given in Table 1**.**

Table 1
Responses from Descriptive Statistics of English Comprehension and Composition related to "course aims and objectives".

Items	Chemistry					Applied Psychology				
	N	Mini	Max	Mean	SD	N	Mini	Max	Mean	SD
1. Interpret and think about what I read.	31	1.00	4.00	3.2903	.78288	32	2.00	4.00	3.3750	.60907
2. Identify the main idea and topic sentence.	31	1.00	4.00	3.2258	.66881	32	2.00	4.00	3.2188	.55267
3. Identify the difference between a text's main ideas and topic sentences.	31	1.00	4.00	3.0968	.87005	32	1.00	4.00	3.0312	.78224
4. Find the specific information quickly.	31	1.00	4.00	2.8387	.89803	32	1.00	4.00	3.0938	.68906
5. Distinguish between relevant and irrelevant information according to the purpose of reading.	31	1.00	4.00	3.1290	.84624	32	2.00	4.00	3.1563	.67725
6. Recognize and interpret cohesive devices.	31	1.00	4.00	3.1290	.88476	32	1.00	4.00	2.8437	.80760
7. Distinguish between fact and opinion.	31	1.00	4.00	3.0323	.91228	32	1.00	4.00	2.9688	.69488
8. Use various reading strategies/techniques to understand texts and recognize vocabulary, such as scanning, skimming, and guessing meaning from context.	31	1.00	4.00	3.1613	.86011	32	1.00	4.00	3.1563	.67725
9. Guess the meanings of unfamiliar words by using context clues.	31	1.00	4.00	3.2581	.77321	32	1.00	4.00	3.0313	.86077

10. Use word formation rules to enhance vocabulary.	31	1.00	4.00	3.1935	.90992	32	1.00	4.00	2.9375	.80071
11. Build up vocabulary through contexts.	31	2.00	4.00	3.1613	.77875	32	1.00	4.00	3.0000	.87988
12. Use the dictionary to find out meanings and unfamiliar words.	31	1.00	4.00	3.0968	.74632	32	1.00	4.00	3.1250	.70711
13. Brainstorm, make a list and mind map.	31	1.00	4.00	2.9677	.79515	32	2.00	4.00	3.0938	.68906
14. Identify the purpose of writing, message, and audience.	31	1.00	4.00	3.0968	.78972	32	1.00	4.00	3.1562	.84660
15. Write topic sentences, supporting sentences, and concluding sentences.	31	1.00	4.00	3.0645	.81386	32	2.00	4.00	3.1250	.70711
16. Write a draft of a paragraph.	31	1.00	4.00	3.1290	.92166	32	1.00	4.00	2.8125	.96512
17. Use cohesive devices appropriately.	31	1.00	4.00	3.0000	.93095	32	1.00	4.00	2.7187	.81258
18. Recognize and deploy basic writing skills.	31	2.00	4.00	3.2258	.66881	32	1.00	4.00	3.0938	.68906
19. Produce grammatically correct sentences.	31	2.00	4.00	3.2258	.71692	32	1.00	4.00	3.0313	.82244
20. Structure and develop paragraphs correctly.	31	1.00	4.00	3.0968	.83086	32	1.00	4.00	3.0000	.84242
21. Write in a narrative, descriptive, expository, and argumentative manner	31	2.00	4.00	3.1290	.71842	32	1.00	4.00	2.9688	.69488
22. Use the precis writing skills effectively	31	2.00	4.00	3.0645	.77182	32	1.00	4.00	2.9375	.75935
Valid N (listwise)	31					32				

Table 1 shows descriptive data for English Comprehension and Composition's course aims and objectives (ENG-322) for the Departments of Chemistry (32 participants) and Applied Psychology (32 participants) in their 6th semesters. Participants at the Department of Chemistry scored high on elements related to reading comprehension and text structure, averaging 3.0968 to 3.2903. They scored lower on discovering specific information and prewriting approaches, with mean scores of 2.8387 and 2.9677, respectively. Students in Applied Psychology scored 3.0312 to 3.3570 on items relating to interpreting and thinking about what they read and understanding text structure. Similar to the Department of Chemistry, they scored worse in recognizing cohesive devices, separating fact from opinion, and applying word construction principles to improve vocabulary (2.7187 to 2.9688). Overall, both departments had limited self-assessed English reading and writing skills. The two departments had different strengths and weaknesses.

Reliability Statistics of English Comprehension and Composition related to "course content and materials"

The internal consistency of the Department of Chemistry was significantly high, as indicated by Cronbach's alpha coefficient of 0.915. On the contrary, the internal consistency of the Department of Applied Psychology was comparatively less, as evidenced by a Cronbach's alpha coefficient of 0.690, which suggests a satisfactory albeit suboptimal degree of dependability. Responses from Descriptive Statistics of English Comprehension and Composition related to "course content and materials" are given in Table 2.

Table 2
Responses from Descriptive Statistics of English Comprehension and Composition related to "course content and materials".

Items	Chemistry					Applied Psychology				
	N	Mini	Max	Mean	SD	N	Mini	Max	Mean	SD
1. The overall design of activities (curriculum, contents,	31	2.00	4.00	3.3871	.71542	32	.00	4.00	3.1250	.87067

objectives, pictures, charts, tables, layout) in the book or course was satisfactory.										
2. The course material provided you with what you needed to know or to do.	31	2.00	4.00	3.1935	.65418	32	1.00	4.00	3.0000	.62217
3. The materials covered were appropriate, for example, pace, interaction pattern, and sequence in acquiring reading and writing skills.	31	1.00	4.00	3.0968	.83086	32	1.00	4.00	2.8125	.73780
4. The materials covered were appropriate, for example, content, mood, and objectives.	31	1.00	4.00	2.8387	.96943	32	1.00	4.00	2.8750	.55358
5. The materials corresponded to the course objectives.	31	1.00	4.00	3.0323	.91228	32	1.00	4.00	2.9375	.66901
6. The content of the course materials was presented coherently.	31	1.00	4.00	2.7742	.92050	32	2.00	4.00	2.8750	.49187
7. You were able to follow the course materials.	31	1.00	4.00	2.8065	.98045	32	1.00	4.00	2.5938	.66524
8. The teacher replaced irrelevant material in the course books to improve your grammar knowledge.	31	1.00	4.00	2.6452	.95038	32	1.00	4.00	2.6562	.78738
9. The tasks and exercises in the course materials were effective in improving your reading and writing skills.	31	1.00	4.00	2.9355	.96386	32	1.00	4.00	2.7812	.87009
Valid N (listwise)	31					32				

Table 2 shows descriptive statistics for English Comprehension and Composition (ENG-322) course content and materials in the 6th semester of Chemistry (31 participants) and Applied Psychology (32 participants). Activity design, course materials, and writing and reading order were generally well-rated in the Department of Chemistry, with mean values ranging from 3.0968 to 3.3871. However, mean ratings of 2.6452 to 2.935 indicated lesser satisfaction with course material presentation and irrelevant content in course books. Students in the Department of Applied Psychology similarly scored 3.0000 and 3.1250 for activity design and course material appropriateness. However, the course materials were difficult and teachers might increase grammatical understanding, as seen by lower mean scores of 2.5938 and 2.6562. In general, both departments were moderately satisfied with the course materials' design and suitability, with some variances. Course content presentation and extraneous information elimination were areas for improvement for both departments.

Reliability Statistics of English Comprehension and Composition related to "course conduct and teaching-learning process".

With a high Cronbach's alpha coefficient of 0.938, the items of the questionnaire demonstrated outstanding internal consistency in the initial test. Based on the results of the second test, Cronbach's alpha coefficient for the items was 0.859, suggesting a moderate degree of internal consistency. In contrast, the internal consistency of the first test was greater (Cronbach's alpha = 0.938) than that of the second test (Cronbach's alpha = 0.859). This suggests that the initial test offered a more robust level of dependability. Results from Descriptive Statistics of English Comprehension and Composition related to "course conduct and teaching-learning process" are given in Table 3.

Table 3
Results from Descriptive Statistics of English Comprehension and Composition related to "course conduct and teaching-learning process".

Items	Chemistry	Applied Psychology

	N	Mini	Max	Mean	SD	N	Mini	Max	Mean	SD
1. The teacher used different ways to group students in the classroom (pair work, group work, individual work, and whole-class work).	31	1.00	4.00	3.1290	1.0244	32	1.00	4.00	2.8438	.84660
2. The teacher used only English in class.	31	1.00	4.00	2.8710	1.0564	32	1.00	4.00	2.2813	.88843
3. I used only English in class.	31	1.00	4.00	2.7419	1.1537	32	1.00	4.00	2.3125	.85901
4. The teacher set up rules and routines were clear.	31	1.00	4.00	2.5806	1.1768	32	1.00	4.00	2.5625	.75935
5. The teacher checked students' learning and ensured all the students were participating in the activities.	31	1.00	4.00	2.5806	1.0254	32	1.00	4.00	2.6875	.82060
6. The teacher gave equal attention to all students in the class.	31	1.00	4.00	2.7742	.99028	32	1.00	4.00	2.4375	.75935
7. The teacher's methodology was helpful and effective in improving my reading and writing skills.	31	1.00	4.00	2.7419	.99892	32	1.00	4.00	2.8125	.99798
8. The teacher presented tasks interestingly and enthusiastically, which made the tasks seem achievable to the students.	31	1.00	4.00	2.6452	1.1704	32	1.00	4.00	2.6250	.79312
9. The teacher increased the students' self-confidence in reading and writing skills.	31	1.00	4.00	2.5484	1.0905	32	1.00	4.00	2.5938	.83702
10. When needed, the teacher was available for guidance and advice.	31	1.00	4.00	2.8065	1.0776	32	1.00	4.00	2.6250	.75134
Valid N (listwise)	31					32				

Table 3 shows descriptive statistics regarding course conduct and teaching-learning process in English Comprehension and Composition (ENG-322) for the Departments of Chemistry (31 participants) and Applied Psychology (32 participants) of the 6th semester. Participants in the Department of Chemistry agreed that the teacher divided the class into groups based on his approaches, with a mean score of 3.1290. However, they agreed less with statements about sharing teachers' lectures and students' responses solely in English, class discipline, and the teacher's equal attention to students, with mean scores of 2.2813 to 2.7742. In the Department of Applied Psychology, participants agreed that the teacher divided the class into groups depending on approaches, with a mean score of 2.8438. However, they agreed less with statements about exchanging instructors' lectures and students' comments exclusively in English, class discipline, and teacher attention to students, with mean scores of 2.2813 to 2.5625. Overall, both departments approved breaking the class into groups based on the teacher's approaches, although they worried about sharing lectures and responses exclusively in English and class discipline and teacher attention. These findings illuminate teaching methods and classroom learning environments.

Reliability Statistics of English Comprehension and Composition related to "assessment and students' performance".

Cronbach's alpha was 0.947 for the Department of Chemistry, suggesting that the measures were internally consistent and reliable. The Department of Applied Psychology exhibited a moderate degree of internal consistency, as indicated by Cronbach's alpha coefficient of 0.857. Results from Descriptive Statistics of English Comprehension and Composition related to "assessment and students' performance" are given in Table 4.

Table 4
Results from Descriptive Statistics of English Comprehension and Composition related to "assessment and students' performance".

Items	Chemistry					Applied Psychology				
	N	Mini	Max	Mean	SD	N	Mini	Max	Mean	SD
1. The teacher gave feedback to you about what you had done and what you still needed to work on.	31	1.00	4.00	3.0968	1.0117	32	1.00	4.00	2.7500	.80322
2. The teacher gave you sufficient feedback on your performance in the assignments/quizzes/exams.	31	1.00	4.00	2.9355	.89202	32	1.00	4.00	2.6250	.60907
3. The marking received was fair.	31	1.00	4.00	2.6774	.97936	32	1.00	4.00	2.8437	.80760
4. The quiz/exam results demonstrated your actual proficiency in the ability to use English.	31	1.00	4.00	2.5161	1.0915	32	1.00	4.00	2.6875	.73780
5. The teacher sets out the assessment criteria before the tests.	31	1.00	4.00	2.7097	1.1602	32	1.00	4.00	2.6563	.93703
6. Homework/assignments were relevant to the course aims and objectives.	31	1.00	4.00	2.5161	.99569	32	1.00	4.00	2.7188	.88843
7. Interaction between students was assessed.	31	1.00	4.00	2.7097	1.0064	32	1.00	4.00	3.0000	.76200
8. The teachers chose different materials or activities to assess your reading and writing skills.	31	1.00	4.00	2.6774	.97936	32	1.00	4.00	2.7813	.65915
9. The course evaluates and also reading and writing skills correctly.	31	1.00	4.00	2.6129	1.0223	32	1.00	4.00	2.8125	.78030
Valid N (listwise)	31					32				

Table 4 shows descriptive statistics regarding course assessment and students' performance in ENG-322 for the Departments of Chemistry (31 participants) and Applied Psychology (32 participants) in their 6th semester. Participants in the Department of Chemistry moderately agreed that the teacher gave feedback on their performance and opportunities for growth, with a mean score of 3.0968. Other course evaluation and performance statements were less agreed upon, with mean scores ranging from 2.5161 to 2.9355. Participants in the Department of Applied Psychology agreed that the teacher gave feedback on their work and areas for growth, with a mean score of 3.0000. Course evaluation and performance statements were less agreed upon, with mean ratings ranging from 2.6250 to 2.6875. Overall, both departments said teachers gave them feedback. Other course ratings and performance answers were mixed, suggesting educational differences.

Reliability Statistics of Technical Writing to "course aims and objectives".

The Department of Chemistry had a Cronbach's alpha coefficient of .935, suggesting strong dependability near 1. For the Department of Applied Psychology, the test had strong internal consistency and a Cronbach's alpha coefficient of .831, indicating valid concept measurement. *Results from Descriptive Statistics of Technical Writing to "course aims and objectives" are given in Table 5.*

Table 5
Results from Descriptive Statistics of Technical Writing to "course aims and objectives"

Items	Chemistry					Applied Psychology				
	N	Mini	Max	Mean	SD	N	Mini	Max	Mean	SD

1. Write an effective presentation to convey my opinion.	31	1.00	4.00	3.4194	.7648	32	2.00	4.00	3.2813	.58112
2. Write topic sentences, support sentences, and concluding sentences with thesis statements.	31	1.00	4.00	3.1935	.8725	32	2.00	4.00	3.1563	.57414
3. Write various paragraph types and be familiar with the strategies for doing so.	31	1.00	4.00	3.0000	.9660	32	1.00	4.00	2.8125	.78030
4. I can maintain coherence in my writing appropriately.	31	1.00	4.00	2.9032	.8700	32	1.00	4.00	2.8438	.72332
5. Write all types of essays effectively.	31	1.00	4.00	2.8387	.8601	32	1.00	4.00	2.8125	.82060
6. Combine two sentences with cohesive devices appropriately.	31	1.00	4.00	2.9355	.9638	32	1.00	4.00	2.7500	.84242
7. Recognize and deploy basic technical writing skills, such as organization of ideas, grammar knowledge, sentence structures, and punctuation in presentations, essays, and report writing.	31	1.00	4.00	2.9355	.9978	32	2.00	4.00	3.0000	.67202
8. Use active and passive voice, conciseness and wordiness, variety, parallelism, coherence, and continuity.	31	1.00	4.00	2.9677	1.0160	32	1.00	4.00	2.5313	.91526
09. Efficiently write longer texts such as essays, letters, emails, reports, or compositions.	31	1.00	4.00	2.7097	1.0390	32	1.00	4.00	2.8750	.79312
Valid N (listwise)	31					32				

Table 5 shows descriptive statistics of Technical Writing (ENG-422) regarding course aims and objectives in Chemistry (31 participants) and Applied Psychology (32 participants) of the 6th semester. Participants in the Department of Chemistry felt proficient in technical writing, including writing effective presentations to express their opinions, crafting different sentences in paragraphs with thesis statements, and recognizing and developing basic technical writing skills. These statements were proficient with mean scores of 3.00–3.41. However, statements with mean scores of 2.70 to 2.96 showed moderate proficiency in other areas. With mean scores of 3.00 to 3.56, participants in the Department of Applied Psychology also reported reasonable technical writing proficiency. Like the Department of Chemistry, other sections have intermediate proficiency, with mean scores around 2.75 to 2.84. Overall, participants in both departments felt adept in technical writing skills. They were moderately proficient in other writing areas.

Reliability Statistics of Technical Writing related to "course content and materials".

The Department of Chemistry test has greater internal consistency and a Cronbach's alpha coefficient of .890, showing dependability. Internal consistency was good at the Department of Applied Psychology, with a Cronbach's alpha coefficient of .716, which was lower than in Chemistry but still reliable. *Results from Descriptive Statistics of Technical Writing related to "course content and materials" are presented in* Table 6.

Table 6
Results from Descriptive Statistics of Technical Writing related to "course content and materials".

Items	Chemistry					Applied Psychology				
	N	Mini	Max	Mean	SD	N	Mini	Max	Mean	SD
1. The overall design of activities (curriculum, contents, objectives, pictures, charts, tables, layout) in the book or course was satisfactory.	31	2.00	4.00	3.5161	.67680	32	2.00	4.00	3.0000	.62217

2. The course material provided you with what you needed to know or to do.	31	1.00	4.00	3.0968	.74632	32	1.00	4.00	3.0937	.68906
3. The materials covered were appropriate, for example, pace, interaction pattern, and sequence in acquiring technical writing skills.	31	1.00	4.00	3.1613	.86011	32	1.00	4.00	2.7188	.77186
4. The materials covered were appropriate, for example, content, mood, and objectives.	31	1.00	4.00	3.0000	.81650	32	1.00	4.00	2.7187	.72887
5. The materials corresponded to the course objectives.	31	2.00	4.00	3.1613	.77875	32	1.00	4.00	2.8438	.62782
6. The content of the course materials was presented coherently.	31	2.00	4.00	3.2258	.66881	32	1.00	4.00	2.7813	.83219
7. You were able to follow the course materials.	31	1.00	4.00	3.0968	.83086	32	1.00	4.00	2.5625	.66901
8. The teacher replaced unsuitable material in the course books to improve your technical writing skills.	31	2.00	4.00	3.2903	.73908	32	1.00	4.00	2.7500	.84242
9. The tasks and exercises in the course materials were effective in improving your technical writing skills.	31	1.00	4.00	3.1290	.84624	32	1.00	4.00	2.7813	.83219
Valid N (listwise)	31					32				

Table 6 shows data on the descriptive statistics of Technical Writing (ENG-422) regarding course content and materials in the Chemistry (31 participants) and Applied Psychology (32 participants) of the 6th semester. Participants in the Department of Chemistry gave high mean scores of 3.00 to 3.52 for course content and materials, including curriculum, objectives, and alignment. With mean ratings around 3.00, grammar and linguistic presentation and alignment were moderately appreciated. High mean scores of 2.84 to 3.09 were also reported by participants in the Department of Applied Psychology, indicating that curriculum, objectives, and alignment were met. However, pace, interaction style, grammar order, language ability, and course material logic obtained moderate grades, ranging from 2.56 to 2.78. Both departments thought the course content and resources met objectives, however, participants said they were somewhat proficient in presentation style grammar, and linguistic organization.

Reliability Statistics of Technical Writing related to "course conduct and teaching-learning process"

With a Cronbach's alpha coefficient of .958, the test at the Department of Chemistry showed high internal consistency and precision. In the Department of Applied Psychology, the test had good internal consistency with a Cronbach's alpha coefficient of .796, though not as high as in Chemistry. Results from Descriptive Statistics of Technical Writing related to "course conduct and teaching-learning process" are presented in Table 7.

Table 7
Results from Descriptive Statistics of Technical Writing related to "course conduct and teaching-learning process".

Items	Chemistry					Applied Psychology				
	N	Mini	Max	Mean	SD	N	Mini	Max	Mean	SD
1. The teacher used different ways to group students in the classroom (pair work, group work, individual work, and whole-class work).	31	1.00	4.00	3.2581	.99892	32	1.00	4.00	2.9062	.99545
2. The teacher used only English in class.	31	1.00	4.00	3.1613	.96943	32	1.00	4.00	2.6250	.94186

3. I used only English in class.	31	1.00	4.00	2.8387	1.1283	32	1.00	4.00	2.4063	.91084
4. The teacher set up rules and routines were clear.	31	1.00	4.00	2.7742	.95602	32	1.00	4.00	2.4687	.71772
5. The teacher checked students' learning and ensured all the students were participating in the activities.	31	1.00	4.00	2.8065	.94585	32	1.00	4.00	2.4063	.75602
6. The teacher gave equal attention to all students in the class.	31	1.00	4.00	2.9355	.89202	32	1.00	4.00	2.4062	.79755
7. The teacher's methodology was helpful and effective in improving my technical writing skills.	31	1.00	4.00	2.9677	.91228	32	1.00	4.00	2.4375	.75935
8. The teacher presented tasks interestingly and enthusiastically, which made the tasks seem achievable to the students.	31	1.00	4.00	2.8710	1.0244	32	1.00	4.00	2.5938	.79755
9. The teacher increased the students' self-confidence in technical writing skills.	31	1.00	4.00	2.9355	.89202	32	1.00	4.00	2.4375	.80071
10. When needed, the teacher was available for guidance and advice.	31	1.00	4.00	2.9355	1.0307	32	1.00	4.00	2.5625	.75935
Valid N (listwise)	31					32				

Table 7 shows descriptive statistics on course conduct and teaching-learning processes for Technical Writing (ENG-422) in the 6th semester of Chemistry (31 participants) and Applied Psychology (32 participants). Participants in the Department of Chemistry agreed that the instructor divided the class into groups depending on teaching methods and that lectures and student replies were in English, with mean scores of 3.16 and 3.26 for statements 1 and 2. Statements 3 to 10 about teaching methods and student engagement had lower mean scores (2.77–2.96). Participants at the Department of Applied Psychology agreed that the classroom was divided into diverse working arrangements and that lectures and student answers were in English, with a mean score of 2.91 for statement 1. Statements 2 to 5 on teaching methods and procedural clarity had lower mean scores of 2.41 to 2.63. Generally, both departments agreed on classroom division and English language use, but less on teaching techniques and other areas of teaching and learning.

Reliability Statistics of Technical Writing related to "Assessment and students' performance"

The Department of Chemistry obtained a high level of internal consistency (Cronbach's alpha = 0.958) according to the Cronbach's alpha test, which signifies accurate measurements of the same fundamental concept. The Department of Applied Psychology exhibited a high level of internal consistency (Cronbach's alpha = 0.796), suggesting that the measurements it provided were reliable with respect to the same fundamental concept, albeit with less precision than those in the Department of Chemistry. *Results from Descriptive Statistics of Technical Writing related to "assessment and students' performance" have been given in Table 8.*

Table 8
Responses from Descriptive Statistics of Technical Writing related to "assessment and students' performance".

Items	Chemistry					Applied Psychology				
	N	Mini	Max	Mean	SD	N	Mini	Max	Mean	SD
1. The teacher gave feedback to you about what you had done and what you still needed to work on.	31	1.00	4.00	3.1613	.93441	32	1.00	4.00	2.8750	.90696

2. The teacher gave you sufficient feedback on your performance in the assignments/quizzes/exams.	31	1.00	4.00	3.0323	.83602	32	1.00	4.00	2.5937	.79755
3. The marking received was fair.	31	1.00	4.00	2.8710	1.0244	32	1.00	4.00	2.6250	.79312
4. The quiz/exam results demonstrated your actual proficiency in the ability to use English.	31	1.00	4.00	2.8065	.98045	32	1.00	4.00	2.5000	.71842
5. The teacher sets out the assessment criteria before the tests.	31	1.00	4.00	2.8710	.99136	32	1.00	4.00	2.5313	.80259
6. Homework/assignments were relevant to the course aims and objectives.	31	1.00	4.00	3.0323	.94812	32	1.00	4.00	2.6563	.74528
7. Interaction between students was assessed.	31	1.00	4.00	3.0000	.93095	32	1.00	4.00	2.8438	.80760
8. The teacher chose different materials or activities to assess your technical writing skills.	31	1.00	4.00	2.7742	1.0865	32	1.00	4.00	2.5000	.91581
9. Your technical writing skills have been correctly evaluated in the course.	31	1.00	4.00	2.9355	1.0307	32	1.00	4.00	2.3750	.79312
Valid N (listwise)	31					32				

Table 8 shows assessment and performance statistics for Technical Writing (ENG-422) in the 6th semester Departments of Chemistry (31 participants) and Applied Psychology (32 participants). Participants in the Department of Chemistry agreed with assertions about instructor feedback (mean scores 3.00 to 3.16 for statements 1, 2, 6, and 7). However, evaluation and feedback statements 3, 4, 5, 8, and 9 had lower mean scores of 2.81 to 2.87. In the Department of Applied Psychology, participants moderately agreed that teachers gave feedback (2.84 and 2.87 for propositions 1 and 7). Statements 8 and 9 on evaluation and feedback had lower mean scores of 2.50 and 2.38, suggesting poorer satisfaction. Overall, both departments agreed on teacher input. However, they agreed less on course evaluation and feedback procedures.

Results of Data Obtained from the Teachers

The importance of non-major English courses and their applicability to students' practical and professional lives were widely acknowledged by teachers. "*Yes, these courses are necessary for practical and professional life,*" asserts a participant teacher, highlighting the course's fundamental function in providing students with the linguistic skills they need for daily living. However, a constant concern shared by several teachers is the syllabus' apparent emphasis on theory rather than actual application. Several teachers express this sentiment. For instance, one teacher notes, "*Focus on theory,*" while another describes that the courses are "*limited to theory, not practicality.*" This emphasizes the need for curriculum improvements at Government College University, Faisalabad, that better meet the varied needs and goals of students who do not major in English. Further, several teachers believe there needs to be more clarity between the declared purposes or aims of the non-major English courses and the actual content taught. This is emphasized by a teacher who says, "*Course outlines according to students' understanding level fulfill the aim of knowledge, but the methods of teaching have issues*" This comment implies that although the course outlines may have been created with particular goals in mind, there may be a discrepancy in how these goals are achieved. Besides, teachers generally agree about the value of non-major English courses, although they also support improvements in the design of syllabuses. While some say they are happy with the courses, others point out things that may be done better. One teacher highlights the need to develop syllabuses corresponding to students' comprehension levels, saying that "*course outlines according to the level of students' understanding fulfill the aim of knowledge.*" This implies that while designing a syllabus,

taking into account the students' competency levels while creating the course content can be crucial. Constructing a bridge that connects theory and practice is emphasized by various teachers. The teachers emphasize that the syllabus should prioritize the development of practical language skills. In addition, the teachers discuss the efficacy of their teaching strategies. For example, according to one educator, "*the GTM [Grammar Translation Method] is used from various points of view but... [is] highly effective for Pakistani students.*" Others point out obstacles that can affect the efficacy of their selected teaching strategies, such as students' lack of interest or somber demeanor during lectures. Moreover, teachers discussed a variety of components of the evaluation of students, including quizzes, assignments, presentations, and midterms. They understand how crucial assessments are for determining how well students progress and develop their skills. Teachers' opinions on how often tests should be given vary. While some believe that midterms and quizzes are essential for assessing students' learning and development, others have reservations about the frequency and scheduling of the assessments. To illustrate the possible stress connected to frequent tests, one teacher says, "*These are the only causes of depression for students; only annual exams should be conducted.*" Regarding the suitability of the content of assessments, teachers may hold different opinions. While some think that assessments align with the course's goals and material, others point out areas for improvement. Some teachers strongly emphasize evaluations' use as teaching tools. They see midterms, assignments, and quizzes as chances for students to show their understanding and apply what they have learned. On the other hand, some could see them mainly as assessments. There may be variations in the types of evaluation that teachers want to utilize. While some prefer written tests and assignments, others might value oral evaluations, demonstrations, or hands-on activities. The range of assessment formats can comprehensively analyze pupils' language proficiency. Teachers agree that scheduling exams is essential properly. Some may be concerned about the timing of the assessments and if they keep up with the pace of the course.

The planned course outlines are often well-liked by teachers who consider them thorough and lucid. Since these outlines offer a path for instruction and learning, they are seen as a strength. One teacher says, for example, "*Written methodically. Create with kids' learning positions in mind.*" The theoretical component of the courses is an asset for specific teachers. According to them, the courses give students a solid conceptual foundation in English. For instance, one teacher responded, "*The aims of knowledge meet the goal of knowledge.*" The course goals are considered by teachers to be understandable and clear. Teachers and students showed the clarity of the objectives is seen as beneficial for them. Several teachers agree that the courses improve students' language proficiency in speaking, writing, listening, and reading, regardless of their doubts regarding their applicability. For them, this increase in talent is a good thing.

The teachers often point out the courses' apparent lack of practicality as their most significant shortcoming. They showed concern about the content's propensity to be less application-focused and more theoretical. Consider this statement from one teacher: "*The courses are limited to theory, not practicality.*" According to some teachers, there needs to be more alignment between the courses and students' expectations and practical needs. The material ought to be more applicable to the aspirations of the students in the future. Several teachers point out problems related to students' interests and level of participation. As they observed, some students did not show interest in classrooms, which might impact the learning process. It is emphasized by teachers that theory and practice must coexist in harmony. Although they emphasize the value of developing theoretical knowledge, they also emphasize the importance of developing practical language abilities.

Discussion

Comparing these results with earlier studies on English language instruction in related contexts is essential to contextualize them. Several previous studies have focused on the evaluation of English subjects by using the CIPP model in contexts other than Pakistan. Similar to those studies, we used the CIPP model regarding the context phase (course content and materials), Input phase (course aims and objectives), the process phase (course conduct and teaching process), and the product phase (students' feedback of their performance). The results of the previous studies are relatively similar to the current study. For instance, Chun-Fu (2009) used the CIPP model for the evaluation of the Applied English Department (AED), and he chose English courses such as English Writing, Vocabulary and Reading Comprehension, and English Grammar. This research study was conducted in the context of second language learning in southern Taiwan. Overall, as the data's conclusions showed, the AED had several aspects that could be improved. Another research study was carried out by Tunc (2010) on the CIPP model for evaluating English Language Teaching Programs at a Public University. The results of this research are moderately similar to the current study. This study's results showed that to increase the program's effectiveness, specific changes had to be made to its physical setup, content, materials, and evaluation aspects. This research study was conducted in Turkey's second language learning context.

To sum up, the findings of this study shed light on the compatibility between needs, materials, processes, and products in English courses taught to non-English majors at Government College University, Faisalabad, Pakistan. While these courses have some strengths, such as positive assessments of teaching strategies and some course components, there is still potential for development in subject relevancy, language immersion, and feedback systems. To better address the requirements and objectives of students who are not majoring in English, these findings can be used to inform curriculum development and course design. Additionally, the study's compatibility with the CIPP paradigm strengthens its legitimacy as a thorough assessment of educational programs. According to the recommendation, the long-term effects of these course changes on student language competency and academic success should be investigated further.

Conclusion

The evaluation of English courses at Government College University, Faisalabad, in non-English degree programs revealed both strengths and weaknesses. While students generally found the courses effective for basic English skills, discrepancies in achieving objectives highlighted the need for improved teaching strategies and course materials. Teachers and students recognized the importance of these courses for practical and professional life but noted issues with theoretical content and limited real-world application. Instructional strategies varied, emphasizing the importance of adaptable approaches despite challenges like resource limitations and student involvement. Assessment methods also varied, suggesting a need for more consistent alignment with course material. The improvement of the ongoing curriculum is crucial to provide a more relevant and efficient English learning experience, balancing theory and practice to meet the evolving needs of non-English major students and enhance the quality of English education at the university. Some teachers feel the training should take a more practical approach.

Based on the study's conclusions, recommendations for improving English courses in non-English degree programs at Government College University, Faisalabad, include: regularly updating course materials to align with student needs, encouraging diverse

teaching strategies, ensuring consistent assessment practices, addressing resource limitations, fostering student engagement, promoting faculty collaboration, and establishing a system for ongoing evaluation and feedback. These measures aim to enhance the relevance and effectiveness of English education for non-English major students, better preparing them for academic and professional success.

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