

Evaluation of the Intensive English Language Teaching Programme for the Fifth Grade according to Students' Views

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Abstract

In the academic year 2017-2018, the Ministry of National Education in Türkiye launched intensive English as a foreign language program specifically designed for fifth-grade students in middle school. This study, employing a quantitative research design methodology, aims to assess the program's effectiveness from the perspective of fifth-grade students and include sixth, seventh, and eighth-grade students who have previously undergone this program. The study adopts the CIPP (Context, Input, Process, and Product) evaluation model developed by Stufflebeam (2003) to achieve this goal. Data were collected through a comprehensive questionnaire consisting of 31 questions, administered to 208 students enrolled in a secondary school in Diyarbakır, Türkiye. Statistical analyses, encompassing both descriptive and inferential methods, were conducted using the SPSS software. The findings indicated an overall positive attitude among students towards the program, with female students expressing more favorable opinions than their male counterparts. Furthermore, it was observed that fifth and sixth-grade students held more positive views compared to seventh and eighth-grade students. Consequently, the study suggests that certain adjustments and refinements may be necessary for the program.

Keywords:

Curriculum Evaluation, English as a Foreign Language, Fifth Grade English Programme

Introduction

In the twenty-first century, proficiency in the English language has become indispensable due to its status as the world's universal means of communication. The significance of acquiring a foreign language is growing steadily, primarily due to increased interconnectivity and exchange of ideas between nations (Yolcu & Dimici, 2021). Recognizing English as a global lingua franca is widespread, acknowledging its pivotal role in facilitating communication among diverse nations (Darama et al., 2018). Consequently, English ranks among the most sought-after foreign languages worldwide. Like many other countries, Türkiye



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places a premium on English language acquisition, with it being the most commonly pursued foreign language (Kayabaşı & Köse, 2018).

The aspiration to acquire proficiency in a foreign language is steadily rising (Demirtaş & Erdem, 2015). Throughout its history, Türkiye has undertaken various initiatives and research endeavors in foreign language education, reflecting its commitment to this crucial aspect of global communication (Kırkgöz, 2007; Yalçınkaya & Taşdemir, 2019).

Foreign language education in Türkiye has its roots dating back to the Ottoman era (Yaman, 2018). Since the establishment of the Republic, Türkiye has implemented various programs to enhance proficiency in foreign languages (Aksoy et al., 2018). Given its current global dominance, English has emerged as a paramount foreign language in the Turkish context (Darama et al., 2018). A significant turning point occurred in 1997 when a substantial educational reform was introduced (Haznedar, 2010). As part of this reform, English became a compulsory foreign language in the 4th-grade curriculum, starting from the 1997-1998 academic year. In 2006, further educational revisions were made to the English curriculum (Yaman, 2018), with the Ministry of National Education (MONE) developing a new educational framework. This new curriculum placed greater emphasis on holistic and communicative teaching approaches (Haznedar, 2010).

In 2012, MONE in Türkiye initiated the "4+4+4" program, encompassing all grade levels. The Common European Framework gained prominence with this program, and communicative teaching methods received increased attention (Yaman, 2018). Consequently, English became an integral part of the elementary school curriculum, starting from the second grade in 2013 (MONE, 2013). This shift towards earlier foreign language instruction aligns with research findings highlighting the advantages of language acquisition during childhood (Lightbrown & Spada, 2013). It is widely recognized that commencing language learning at a young age, preferably during childhood, is essential for developing accurate pronunciation and fluency. Studies have demonstrated that children exposed to a language from an early age exhibit higher fluency rates and accurate pronunciation (Lightbrown & Spada, 2013). This phenomenon is supported by Krashen's critical age hypothesis, which posits that there exists a critical period for language development (Williams & Burden, 1997). Consequently, foreign language education has gained increased attention within early childhood education, with Özkan et al.'s (2018) study providing evidence in favor of this hypothesis. Their results underscored the benefits of commencing foreign language education at an early age, highlighting its positive impact on students.

Despite numerous attempts to reform the English curriculum, Demirtaş and Erdem (2015) have noted that none of these efforts have yielded success. However, in 2017, the Ministry of National Education (MONE) made a pivotal decision to introduce a novel and intensive foreign language program for fifth-grade students (MONE, 2017). It has now been five years since this initiative was launched, during which a multitude of studies (Dilekli, 2018; Şahin & Göksoy, 2019) (Yolcu & Dimici, 2021) have been conducted to elucidate and assess the program while gauging public perceptions of it. As the details of these studies might be seen in the following section (literature review), these studies focus on teachers' and administrators' views on the program. However, the number of studies investigating the attitudes and opinions of students, who are at the focal point of the education process, towards the program is almost negligible. Therefore, this study focuses on the views of all students who are still going through and have gone through this program. Demirtaş and Erdem (2015) suggest that the curriculum assessment is indispensable because it serves as a guiding framework for instruction. So, this research endeavor seeks to elucidate the effectiveness of the program and its progression since its initial implementation to acquire valuable insights into its impact.

Theoretical Framework

The term "curriculum" encompasses the educational journey we embark upon. In educational science, it boasts a multitude of interpretations owing to its extensive literature. Kelly (2009) notes the manifold explanations and uses of the term "curriculum." He conceives of it as the entirety of a student's knowledge and practical experience through exposure and preparation. Wiles (2008) observes that within the education literature, four distinct interpretations of curriculum exist. For some, it may denote only the written component of education, while others, in line with many academics, perceive it as an amalgamation of school experiences. The third conception regards it as a plan replete with objectives and goals, and the final interpretation portrays it as the guiding framework one must follow to attain these goals.

On the other hand, evaluation involves gauging the success of a targeted area. Within the educational context, it assumes various definitions. White (1971) defines evaluation as assessing something's worth, essentially determining whether that entity is effective or not. Thorpe (1988) further elaborates, stating that evaluation entails the comprehensive analysis of all facets of an implementation undertaken to ascertain the program's effectiveness. When these two terms, curriculum and evaluation, are intertwined, they give rise to the concept of "curriculum evaluation." This concept stands as a pivotal element within the

curriculum (Darama et al., 2018). Curriculum evaluation, as per White (1971), is the process of constructing and reconstructing the curriculum. It serves as a critical tool for determining whether a curriculum accomplishes its intended objectives and provides valuable insights into identifying shortcomings within the curriculum (Darama et al., 2018).

Curriculum evaluation is a multifaceted endeavor, and over the years, researchers have devised various models to assess curricula (White, 1971). Among the array of models, four have garnered particular attention within the research community. These models include Tyler's objective model, Stake's responsive model, Scriven's goal-free model, and Stufflebeam's CIPP model (2003), as Anh (2018) discussed.

This study employs Stufflebeam's CIPP model (2003), which stands for Context, Input, Process, and Product. Notably, this model places a significant emphasis on the process evaluation aspect (Darama et al., 2018). Stufflebeam (2003) himself underscored that curriculum evaluation should be viewed as a means "to develop, not to prove." The primary aim of the CIPP model is to assess various elements within the curriculum (Darama et al., 2018). The first dimension of the model is context evaluation, which serves the purpose of assessing the readiness of the physical and educational environment that the curriculum operates within (Stufflebeam, 2003). This dimension focuses on providing insights into the educational surroundings (Stufflebeam, 2003). Following context evaluation, the next crucial dimension is input evaluation. According to Darama et al. (2018), input evaluation is regarded as the cornerstone of curriculum evaluation. It is aimed at comprehending the needs and requirements of the curriculum and plays a pivotal role in grasping the essential changes that may be necessary (Stufflebeam, 2003). The third dimension within the CIPP model is process evaluation, which entails the observation of the implementation procedures (Darama et al., 2018). As argued by Darama et al. (2018), gathering feedback through process evaluation is of paramount importance as it aids in determining whether any adjustments are needed. Finally, the last dimension in the model is product evaluation. This dimension involves the assessment of outcomes emerging from the educational setting (Stufflebeam, 2003). Product evaluation is instrumental in helping researchers ascertain the overall success or efficacy of the curriculum in question.

Literature Review

The domain of curriculum evaluation has been a subject of extensive research across various educational contexts. Numerous studies have been conducted, spanning a broad spectrum of educational disciplines. To illustrate, Abat (2016) conducted a comprehensive

examination utilizing the CIPP model to evaluate the 9th-grade mathematics curriculum. The outcome of this study revealed a prevalent sentiment among teachers that additional materials and resources are required to enhance the curriculum.

Notably, foreign language programs have been a focal point of inquiry. Darama et al. (2018) employed the CIPP model in their investigation, soliciting teachers' perspectives regarding the 5th-grade English curriculum. The findings underscored a sense of dissatisfaction among educators. While recognizing that teachers possessed a sound grasp of the curriculum, the study identified specific areas for improvement that left teachers less than satisfied.

The evaluation of foreign language curricula has spanned educational levels, from elementary school to university programs. Yalçinkaya and Taşdemir (2019) investigated the middle school foreign language curricula. Participating teachers expressed concerns regarding the suitability of the curriculum for students' proficiency levels. They also highlighted that the curriculum's content intensity tended to sideline the development of speaking and listening skills.

Further examinations were conducted by Erdem and Toy (2017), who undertook a needs analysis on the 5th-grade curriculum. Their study illuminated teacher discontent stemming from factors such as class size, the absence of curriculum materials, and the scarcity of textbooks. This dissatisfaction echoed the findings of Demirtaş and Erdem (2015), whose research revealed negative teacher perceptions of the revised 5th-grade curriculum. Teachers emphasized the difficulty students encountered in achieving the intended skills.

The studies on curriculum evaluation also extend to English preparatory programs, which have received notable attention. Sağlam and Akdemir (2018) explored student perspectives toward university preparatory programs and unearthed a generally positive outlook among students, irrespective of gender differences. Similarly, Şen Ersoy and Yapıcıoğlu (2015) and Kayabaşı and Köse (2018) reported similar findings, particularly with regard to student motivation and their willingness to participate. These studies underscored that participants exhibited higher levels of motivation when attending preparatory classes on a voluntary basis.

The evaluation of the 5th-grade extensive foreign language class curriculum has been the subject of numerous studies, each employing various models and approaches. Demirtaş and Erdem (2015) conducted a study revealing that teachers harbored negative sentiments toward implementing 5th-grade intensive foreign language classes. They further noted that teachers felt inadequately informed about the implementation process. Similarly, Dilekli

(2018) reached comparable conclusions, uncovering negative perceptions among teachers. Notably, Dilekli (2018) highlighted that teachers often attributed these negative perceptions to subpar school conditions, which they believed hindered the effective execution of language skill development.

In contrast, Yolcu and Dimici's (2020) study presented a different perspective, demonstrating that teachers, administrators, and students held positive views regarding the implementation of the program. Students, in particular, expressed their satisfaction with the acquisition of speaking skills. However, even within the context of favorable teacher attitudes, Özkan et al. (2018) identified five critical shortcomings related to the implementation: technological inadequacies, a dearth of instructional materials, constraints in-class hours, deficiencies in planning, and concerns about class size.

Conversely, Kambur's (2018) study provided a contrasting viewpoint, with teachers expressing contentment with the allocated class hours. Şahin and Göksoy (2019) delved into the issues plaguing the 5th-grade intensive foreign language class program, citing challenges such as a shortage of instructional materials, insufficient teacher training, deficiencies in the DyNed and EBA programs, a lack of proficiency in Turkish grammar, uninformed parents, and inadequacies in lesson planning. Moreover, class size emerged as a significant concern, as underscored by Kayabaşı and Köse (2018) and Kambur (2018).

In another study conducted by Berkant and colleagues (2019), technical difficulties encountered by teachers were documented, further highlighting the complexities involved in curriculum implementation. Dilekli (2018) underscored the critical importance of curriculum content in this multifaceted landscape of curriculum evaluation.

The participating teachers consistently cited the curriculum's content as excessively demanding for students, resulting in a distancing effect on the part of teachers from actively engaging their students in English language use. Dinçer and Koç (2020) echoed this sentiment, contending that the implementation's content was indeed intensive. Despite their positive attitudes, teachers identified various issues, including a burdensome curriculum, insufficient support for professional development, and the inadequacy of teaching materials.

Moreover, the literature has underscored concerns regarding the appropriateness of the curriculum for students' proficiency levels. Several studies have indicated that teachers believed the learning outcomes of the implementation did not align with the students' skill levels (Kayabaşı & Köse, 2018; Berkant et al., 2019).

In contrast, Aksoy et al. (2018) recognized both advantages and disadvantages stemming from the implementation. They noted advantages such as the accumulation of past experiences, early exposure to English, positive impacts on students' academic achievements, extended language exposure, improvement in the four language skills, and heightened motivation for language learning. Interestingly, the study also identified certain drawbacks, including a decline in students' motivation and adverse effects on their performance in other subjects due to the implementation.

Furthermore, the literature has highlighted a range of adverse outcomes associated with the implementation, including insufficient instructional materials, a shortage of teachers, inadequate physical conditions, deficiencies in teacher quality, and limitations within the existing curriculum.

As mentioned previously, several studies have been undertaken to gain deeper insights into the implementation of the fifth-grade intensive foreign language program. The primary objective of this study is to assess the effectiveness of this implementation and to gain a comprehensive understanding of the perspectives held by students. Notably, a substantial portion of the existing research has predominantly focused on exploring the viewpoints of teachers, with comparatively limited exploration of students' perspectives. Consequently, the primary aim of the current study is to ascertain the viewpoints of students concerning the fifth-grade intensive foreign language class implementation.

Research Questions

The primary objective of this study is to tackle several critical questions concerning the fifth-grade implementation of the fifth-grade intensive foreign language class. More specifically, the study aims to address the following research questions:

1. What are the overall impressions of students participating in the fifth-grade intensive English as a foreign language program?
2. Are there variations in students' perspectives on the fifth-grade intensive English as a foreign language program based on their grade levels and gender?

Method

Study Group

The selected study group for this research is a middle school located in Diyarbakır, Türkiye. All students were duly informed that their participation in the study was entirely voluntary. A total of two hundred-eight students willingly elected to take part in this study. Of the 208 students who participated, 96 were girls,

constituting 46.2% of the sample, while 112 were boys, representing 53.8% of the participants.

The participants in this study encompassed students from various grade levels within the middle school. Since the intensive English program had been implemented since the 2017-2018 academic year, all secondary school classes had exposure to this program at the time of data collection. Taking this into account, the study was conducted with all secondary school students, recognizing that involving the opinions of students who had experienced the program in previous years would enhance the comprehensiveness of data collection. Specifically, there were 47 students from the 5th grade, accounting for 22.6% of the total; 45 students from the 6th grade, comprising 21.6%; 55 students from the 7th grade, constituting 26.4%; and 61 students from the 8th grade, making up 29.3% of the cohort.

The ages of the participants spanned from 10 to 13 years old, with the following breakdown: 23 students at the age of 10 (11.1%), 23 students aged 11 (17.3%), 55 students aged 12 (26.4%), 49 students aged 13 (23.6%), and 45 students aged 14 (21.6%).

Data Collection Instrument

Data collection for this study was conducted through the utilization of a questionnaire that was initially formulated by Karataş (2009). Subsequently, Arap (2016) further refined and developed this questionnaire. For the current research endeavor, Arap's 2016 version, initially designed for the tertiary level of education, was utilized. However, recognizing the different educational contexts of our study group, some questions were judiciously omitted to align with their level of comprehension and experience. The questionnaire itself is structured around a 5-item Likert scale, ranging from "totally disagree" to "totally agree," encompassing a total of 31 questions. Importantly, all questions within the questionnaire are presented in the students' native language. To facilitate the organization and analysis of the data, the questions are categorically divided into four distinct dimensions, corresponding to Stufflebeam's CIPP model, as previously elucidated. These dimensions encompass context, input, process, and product evaluation. The questionnaire comprises five questions for context evaluation, six for input evaluation, six for process evaluation, and 14 for product evaluation. In order to assess the reliability of the questionnaire, the Cronbach's alpha test was meticulously executed. The resulting statistics yielded values of 0.73 for context evaluation, 0.84 for input evaluation, 0.79 for process evaluation, and 0.91 for product evaluation. These results are deemed highly satisfactory, particularly in light of the recommended minimum alpha level of 0.70, as advocated by Pallant (2013), signifying the robustness and internal consistency of the

questionnaire.

Data Analyses

Subsequent to the data collection process, a thorough examination was carried out to identify and rectify any errors, including issues related to spelling, duplication, or missing data. When errors were detected within the questionnaires, these erroneous responses were systematically excluded from the dataset. Following this meticulous review, all collected data were meticulously transferred to an electronic database utilizing SPSS version 27. Further scrutiny of the data was undertaken to identify and rectify any potential errors or inaccuracies. With the dataset now prepared, the subsequent step involved the analysis of the results. The analytical process encompassed three distinct phases. Firstly, the descriptive statistics of students' perspectives regarding the program were presented in tabular format, offering a comprehensive overview of the participants' opinions. Subsequently, two statistical analyses were conducted to address the second research question: an independent sample t-test and a one-way ANOVA. The outcomes of these analyses were meticulously examined and subsequently presented in tabular form to facilitate an understanding of the research findings. It is important to note that while the questionnaire employed a 5-item Likert scale for data collection, the presentation of results in the tables has been succinctly summarized into three categories. Specifically, the percentages of responses categorized as "totally disagree" and "disagree" have been amalgamated under the "disagree" category. In contrast, the percentages of "totally agree" and "agree" have been consolidated into the "agree" category, streamlining the presentation of data for clarity and interpretability.

Results and Discussion

The results of the study are presented according to two research questions.

Students' overall opinions about the implementation

The first research question of the study aims to assess the overall orientation of students' perspectives, as positive or negative in general. Consequently, prior to conducting descriptive analyses of the 5-point Likert scale items, agree and strongly agree responses were combined to represent a positive viewpoint, while disagree and strongly disagree responses were combined to signify a negative viewpoint. This categorization is illustrated in the tables provided below. Table 1 shows the general opinions of students toward the content dimension of the implementation. The table shows the percentages, means, and standard deviation of each question regarding the content dimension.

Table 1.
Students' opinions on the context dimension of the implementation

Context / Percentages	Disagree	Neutral	Agree	Mean	sd
1. What I learned in the program is suitable for my preliminary knowledge of English.	26	19.2	54.8	3.42	1.47
2. The total course hours of the program are sufficient.	31.7	10.1	51.8	3.43	1.59
3. The textbook used in the program is suitable for my level.	29.4	18.8	50.8	3.30	1.59
4. The textbook attracts my attention.	42.3	17.8	40	2.90	1.48
5. The content in the textbook is understandable.	34.1	21.6	44.2	3.16	1.51

Table 2.
Students' opinions on the input dimension of the implementation

Input / Percentages	Disagree	Neutral	Agree	Mean	sd
6. The visual and auditory materials used in the program make it easier for me to learn.	25	20.2	54.8	3.40	1.37
7. The visual and auditory materials used in the program are of the quality that will attract my attention.	28.9	26	45.1	3.15	1.40
8. The visual and auditory materials used in the program have a positive effect on my language skills.	25	25	50	3.34	1.34
9. The worksheets distributed in the program make it easier for me to learn.	19.4	13.9	56.7	3.38	1.47
10. The worksheets distributed in the program have the quality of attracting my attention.	30.8	21.2	48.1	3.20	1.43
11. The worksheets distributed in the program have a positive effect on my language skills.	29.8	19.2	50	3.34	1.44

When the table is analyzed, it can be seen that students mostly have agreed with all items except for item 4. When looking more closely at the content dimension items, it can be understood that more than half of the students agreed (54.8%) that the program suited their previous learning experiences. It is encouraging to see that slightly more than half of the students believe that the program aligns with their prior learning experiences. This suggests that a significant portion of the students feel that the curriculum is in harmony with their existing knowledge, potentially fostering a sense of continuity in their language learning process. They (51.8%) had positive opinions about class hours. That means the implementation is above some students' level, and they need more time to be ready for it. The fact that over half of the students hold positive opinions about the allocated class hours is noteworthy. This indicates that a substantial portion of the students feel comfortable with the pace of the curriculum. However, it's essential to recognize that nearly half of the students may perceive the curriculum as being somewhat challenging, suggesting the need for additional support or adjustments to cater to different learning speeds.

Half of the students believed that textbooks were at their level, but nearly one-third of the students (29.4%) stated the opposite. The findings regarding textbook suitability are mixed. Half of the students believe that the textbooks are appropriate for their level, which is a positive sign. However, almost one-third of the students disagree, indicating that there may be significant variations in students' language proficiency levels within the same grade. These differences should be considered in curriculum planning to ensure that all students can access the material effectively. The content of the book is also seen as suitable according to nearly half of the students (40%), but more than

one-third of the students (34.1%) stated the opposite. Similarly, the perception of content suitability within the textbooks is split. While a notable portion of students find the content suitable, more than one-third disagree. This underscores the importance of providing differentiated instruction or supplementary materials to address the diverse needs of students in the classroom.

Almost half of the students (40%) stated that the textbook got their attention; however, almost half of the students (44.2%) disagreed and did not find the book interesting. The results regarding students' engagement with the textbook are intriguing. Roughly 40% of the students find the textbook attention-grabbing, indicating that the material resonates with them. Conversely, a slightly larger group disagrees, suggesting that a substantial proportion of students may not find the book particularly engaging. This divergence in opinions underscores the need for pedagogical strategies catering to students' varying learning styles and interests. This finding carries significant implications not only for educators but also for textbook developers and researchers. The perspectives of students hold considerable importance and should be given due regard in the educational landscape. Textbooks, being a cornerstone of the teaching process, warrant careful consideration and periodic revision to ensure their efficacy. When students express dissatisfaction with the primary teaching materials—namely, textbooks—it can have broader ramifications for the entire lesson. Such discontent may lead to a disengagement from the learning experience. Therefore, the selection of teaching materials assumes paramount significance. Educators must exercise conscientiousness in their choices, considering their students' varying levels and capacities.

More critically, the chosen instructional materials should possess the capacity to capture students' attention and establish meaningful connections between the content and the learners. This linkage is pivotal for fostering an environment of active engagement and effective learning within the classroom. The results are in accordance with some previous research, and some are not. The previous research stated general satisfaction of the participants (Aksoy et al., 2018; Dinçer & Koç, 2020; Yolcu & Dimici, 2021). Even though the participants of the current study agreed with the level of implementation, some studies found the opposite (Yalçinkaya & Taşdemir, 2019; Dinçer & Koç, 2020). Teachers thought class hours were enough (Kambur, 2018), whereas parents found them too much (Yalçinkaya & Taşdemir, 2019). Like the students in the current study, Dilekli (2018) stated that teachers think textbooks do not attract students' attention.

Table 1 shows students' general opinions toward the implementation's input dimension. The table shows the percentages, means, and standard deviation of each question regarding the input dimension.

When the table is analyzed, it can be seen that students mostly have agreed with all items. When examined more thoroughly, it becomes clear that more than half of the students (56.7%) felt that worksheets and audio-visual resources (54.8%) made learning more straightforward. One-fourth of the students disagreed with their friends and did not think these materials (25%) and worksheets (19.4%) made learning more manageable for them. This result can indicate that these materials might not be at the students' level; therefore, they do not make learning easier. It's worth noting that when materials are too challenging, they can indeed hinder the learning process. Half the students thought these materials (50%) and worksheets had a positive impact on their language learning. This is an encouraging finding as it suggests that these resources contribute positively to language development. However, a significant portion, roughly one-fourth, of the students disagree with their peers regarding the positive impact of these materials and worksheets on their language skills. This dissent may be linked to the level of appropriateness of the materials. When materials are too advanced, they may not positively affect language skills and might even hinder progress. These materials (45.1%)

and worksheets (48.1%) attracted nearly half the students' attention.

Although nearly half of the students gave their attention, nearly one-third of the students did not find them attractive. It can be deduced that materials have some problems getting students' attention. When students become disengaged from the lesson, their motivation diminishes as well. These results can result in failure, so teachers and material designers must be more careful when developing a material. They will lose their whole purpose if the materials do not get attention. Materials needing to be more appealing may be primarily due to their inability to accommodate different learning styles. Even though visual and auditory learners can benefit from and enjoy these materials and worksheets, kinesthetic learners seem to be ignored. Many students who did not find the materials attractive might be these learners. Individual differences were not taken into consideration while designing and choosing materials for the lesson. The activities and materials must be for all learning types. When the table is analyzed more closely, it can be seen that students with neutral opinions towards the input dimension are nearly one-fifth of the whole participants. Although half of the students favor these materials, this number of students cannot be ignored. From these results, it can be argued that all materials need revising and should be designed more carefully while considering students' opinions and learning styles. Materials used for implementation were found to be insufficient, inadequate, and inappropriate by most of the previous research (Aksoy et al., 2018; Şahin & Göksoy, 2019; Dinçer & Koç, 2020). Dilekli (2018) stated that the materials used for the implementation did not attract students' attention.

Table 3 shows students' general opinions towards the implementation process. The table shows the percentages, means, and standard deviation of each question regarding the process dimension.

When the table (Table 3) is analyzed, it can be seen that students mostly agreed with all items. A significant majority of students (approximately 60%) agree that there is sufficient practice for learning situations within the curriculum. This positive feedback suggests that the curriculum effectively incorporates practical exercises that enable students to apply

Table 3.
Students' opinions on the process dimension of the implementation

Process / Percentages	Disagree	Neutral	Agree	Mean	sd
12. Adequate practice is given for each new subject learned in the program.	29.8	19.7	59.5	3.27	1.48
13. During the program, the subject is repeated when necessary.	24.1	21.2	54.8	3.45	1.48
14. Reinforcing assignments are given on the topics we cover in the program.	26.9	15.9	57.3	3.43	1.41
15. There are activities in the program in which we can work in pairs or groups.	38	20.7	41.4	3.03	1.36
16. There are activities in the program which allows me to use all my language skills.	36.1	21.6	42.3	3.00	1.40
17. Sufficient time is spent in the program to solve my problems related to English.	30.3	22.6	47.1	3.26	1.48

their language skills in real-life scenarios. More than half of the students (around 55%) express agreement that necessary repetitions are integrated into the curriculum. This acknowledgment of repetition is encouraging, as it indicates that students recognize the value of reinforcing their language skills through repeated practice. Roughly 41% of students agree that pair and group work activities are incorporated into the curriculum. While this percentage is lower than some other aspects, it still signifies that a substantial portion of students recognize the inclusion of collaborative learning experiences, which can enhance language acquisition through interaction and communication. At this point, it should be emphasized that collaborative learning positively affects the learning process and academic achievement levels of secondary school students in general. From this point of view, the fact that classroom activities should encourage cooperative and interactive learning as much as possible has also been revealed by the findings of other studies in the literature (Altun, 2017).

Approximately 42% of students believe that the curriculum's activities allow them to practice all language skills effectively. This suggests that students perceive a holistic approach to language learning, encompassing listening, speaking, reading, and writing skills. Almost half of the students (around 47%) feel that sufficient time is allocated to address issues related to English similar to the previous studies in the literature (Erdem & Toy, 2017; Aksoy et al., 2018; Darama et al., 2018). This indicates that students appreciate the consideration given to addressing challenges or questions they may have regarding the language. Although the participants of this study believed that skill studies were enough, previous research had the opposite results. Yalçinkaya (2019) stated that there was insufficient time for speaking and listening activities. Dilekli (2018) and Aksoy et al. (2018) revealed that skill studies cannot be achieved well enough because of the physical conditions.

Table 4 shows the general opinions of students towards the process dimension of the implementation. The table shows the percentages, means, and standard deviation of each question regarding the process dimension.

When the table is analyzed, it can be seen that students have agreed with most of the items. Students mostly disagreed with items 23 and 27. A significant majority of students (approximately 56%) believe that the knowledge they acquire in the program serves as a foundational basis for their future learning. This recognition of the curriculum's role in building a strong educational foundation is encouraging. Over half of the students (around 54%) feel that the program encourages them to learn English. This positive influence on motivation and engagement is vital for effective language acquisition. The majority of students (approximately 56%) express positive thoughts regarding the impact of project assignments. This indicates that project-based learning activities are perceived as effective in enhancing their learning experience. A significant majority of students (around 57%) agree that their vocabulary has expanded as a result of the program. This is quite encouraging on behalf of language learning since vocabulary growth is a fundamental component of language development. About half of the students (around 48%) state that the program has instilled in them the habit of studying English. This is a positive outcome as it promotes self-directed learning. However, it did not give them the habit of working with a group, as indicated by many students (41.4%). Almost half of the students (49.6%) stated that there has been an improvement in their reading skills. A majority of students (approximately 51%) perceive improvements in their writing skills, indicating that the program has been effective in developing their ability to express themselves in writing. More than half of the students (54.8%) considered their listening skills to be developed as well. Only speaking skills were

Table 4.
Students' opinions on the product dimension of the implementation

Product / Percentages	Disagree	Neutral	Agree	Mean	sd
18. The program formed the basis for my future English learning. (to the next grade or high school classes)	26.4	15.9	56.2	3.52	1.48
19. The program encouraged me to learn English.	30.3	14.9	54.1	3.34	1.48
20. The project assignments given in the program affected my language skills positively.	25.9	17.8	55.8	3.49	1.41
21. The program has increased my English vocabulary.	22.1	20.7	57.2	3.54	1.36
22. The program gave me the habit of studying English.	28.4	23.6	48.1	3.32	1.40
23. The program gave me the habit of working with a group.	41.4	26.0	32.7	2.89	1.48
24. At the end of the program, my improvement in English reading skills is positive.	30.8	19.7	49.6	3.22	1.44
25. At the end of the program, my improvement in English writing skills is positive.	26.9	21.6	51.4	3.32	1.34
26. At the end of the program, my improvement in English listening skills is positive.	30.8	14.4	54.8	3.31	1.47
27. At the end of the program, my improvement in English speaking skills is positive.	32.7	19.2	48.1	3.18	1.49
28. At the end of the program, my improvement in English grammar skills is positive.	32.7	17.8	49.5	3.23	1.45
29. The knowledge I gained about the language at the end of the program is positive.	28.3	16.8	54.8	3.36	1.47
30. The language skills I gained at the end of the program are positive.	26.9	18.3	54.8	3.45	1.47
31. The program is complementary to my other courses.	33.2	27.4	39.4	3.07	1.47

seen as not developed. Notably, a significant portion of students (around 33%) disagree about improving their speaking skills. This suggests that speaking skills require additional attention and instructional focus. Approximately half of the participants (49.5%) regarded their English grammar as improved. Students (54.8%) had positive thoughts about their knowledge of English. This indicates a sense of accomplishment and confidence in their language abilities. They (54.8%) also had positive thoughts regarding the skills they gained. Most students (39.4%) agreed that the program complements other courses. Similar results were reported in the literature. For example, Aksoy et al. (2018) expressed that the implementation positively impacted future studies. This correlates with the current study, with more than half of the students agreeing on it. As stated above, skills studies needed to be seen more by the previous research. School conditions were seen as responsible for this result (Yalçinkaya & Taşdemir, 2019; Dinçer & Koç, 2020), but the current study showed that students think that their skills were improved except for the speaking skill. Yolcu and Dimici (2021) had opposite results in terms of speaking skills that students expressed positive thoughts on their speaking skill development.

Students' opinions about the implementation in terms of their gender and grade

Table 6 shows the opinions of students in terms of gender. The table shows the percentages, means, and standard deviation of each question regarding the process dimension.

When Table 5 is analyzed, it can be deduced that gender has a significant role in students' opinions regarding the implementation. It can be seen that girls had more favorable opinions towards the implementation. Female students had more positive opinions about the content of the implementation, with a mean of 3.47. Compared to male students, female students had more positive thoughts about input, with a mean of 3.50. Regarding the process items, female students had more positive opinions, with a mean of 3.46. Again, female students had more positive attitudes considering product items, with a mean of 3.56. Possible reasons for these gender-related differences could include varying levels of exposure to English language and materials outside of school, differences in learning styles and preferences, or even societal and cultural factors that influence attitudes towards language learning. It is essential to acknowledge that individual differences

Table 5.
Students opinions on the implementation in terms of their gender

	Gender	Number	Mean	sd	t	p
Context	Female	96	3.47	1.02	2.83	0.00
	Male	112	3.05	1.05		
Input	Female	96	3.50	1.07	2.54	0.01
	Male	112	3.13	1.03		
Process	Female	96	3.46	0.96	2.97	0.00
	Male	112	3.05	1.02		
Product	Female	96	3.56	0.97	3.71	0.00
	Male	112	3.07	0.94		

P<0.050

Table 6.
Students opinions on the implementation in terms of their grades

		Sum of Squares	df	Mean Square	F	Sig.
Context	Between Groups	17.20	3	5.73	5.425	0.00
	Within Groups	215.692	204	1.057		
	Total	232.900	207			
Input	Between Groups	6.810	3	2.270	2.027	0.111
	Within Groups	228.423	204	1.120		
	Total	235.233	207			
Process	Between Groups	11.122	3	3.707	3.729	0.012
	Within Groups	202.820	204	0.994		
	Total	213.942	207			
Product	Between Groups	8.208	3	2.736	2.891	0.036
	Within Groups	192.109	203	0.946		
	Total	200.318	206			

*The difference caused by 7th and 8th grade students in all part

within each gender group can be significant, and not all female students or male students will share the same perceptions. As educators and curriculum developers, understanding these gender-related differences can help tailor teaching approaches and curriculum materials to better suit the diverse needs and preferences of students, ultimately enhancing the effectiveness of language education for all. Further research may go deeper into the specific factors contributing to these gender-related variations in opinions. Even though the current study found differences in terms of gender, Sağlam and Akdemir (2018) found the opposite result: they did not find any significance.

Table 6 shows the opinions of students in terms of grades. The table shows the percentages, means, and standard deviation of each question regarding the process dimension.

When Table 6 is analyzed, it can be deduced that grade also has a role in students' opinions regarding the implementation. Except for the input dimension, there is a difference between groups among the other three dimensions. Post Hoc Tukey HSD test was conducted to find out which groups make a difference and determined that 5th and 6th-grade students had more favorable opinions towards the implementation than 7th and 8th-grade students. Students who are still taking the programme and students of the year immediately after the programme seem to have more positive opinions about the programme, which is a very interesting finding.

Conclusion

In this study, fifth-grade intensive language class implementation was tried to be evaluated using Stufflebeam's CIPP model according to students' perspectives. All four parts of the model were analyzed. At the end of the study, it was deduced that students generally had a positive attitude towards the program. They had positive opinions about all four dimensions. Even though students thought positively about the program, they did not find the textbooks interesting. Time for the course and repetitions were seen enough. Students stated that the implementation gave them the habit of studying English rather than in groups. Language skills were viewed as developed except for speaking skills. Female students had more positive thoughts than male students. It was also seen that 5th and 6th-grade students had more positive thoughts than 7th and 8th-grade students regarding three dimensions: context, process, and product. It can be deduced from the results that the implementation is considered beneficial by slightly more than half of the students. However, one-third of the students had negative opinions towards the implementation.

The current research provides new information to the literature and has some suggestions for teachers and implementation decision-makers. First of all, students did not find the textbooks interesting and only had mediocre reviews for the materials used in the class. MONE only allows the use of their textbook in the classroom. Decision makers should take this opinion and make textbooks more enjoyable for the students. Teachers can also bring different materials to attract students' attention. MONE should give some space for teachers to be autonomous in material choosing so that teachers can diversify their choice of materials and enrich the learning environment. Secondly, some students believed the implementation needed to be more suitable for their level. Schools can provide a placement test to see students' level. Students can be divided into level groups, as suggested by CEFR.

Despite providing information on the research done on the program, the current study has some limitations. First, the global pandemic (Covid-19) has affected students' attendance. Therefore, the participants of this study are limited. Since the current study only gathered data from Diyarbakir province, it was limited to that province. The current study also gathered data from only one school. Future studies can be expanded to more schools and provinces, even schools from different regions.

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