



Evaluation of 5th Grade English Curriculum According to Stufflebeam’s Context, Input, Process, Product (CIPP) Model

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Abstract

Communication is the transfer of any sensation, thought or information to the other side in different ways. The most important means of communication among people is language. Foreign language is called as languages except native language. English is very important as the first foreign language in our country and it has become an effective tool for communicating, participating in international business activities and learning about events around the world. Language teaching is more than educating a class; it is a process involving different activities, and it is the teacher's responsibility to determine when and how learners will interact in the classroom environment. English teachers want to provide their students with the information they need to be competent at a certain level of target language and English curriculum has also been changed. Curriculum evaluation is considered as an element of the curriculum. For this reason, the purpose of the this study is to assess the Secondary School 5th grade English Curriculum according to Stufflebeam's CIPP model, depending on the teacher's opinions. In this study, it is aimed to present an existing situation by referring to teachers' opinions on Secondary School English Curriculum, thus a descriptive model was used and this is a "single case study". The sample of the research consists of 10 teachers who actively work in a private school in the province of Aydın in the academic year of 2017-2018. Semi-structured interview form was used to determine the opinions of teachers ,who are practitioners of the 5th grade in secondary school, about English Curriculum .The interview form consists of 12 questions, 3 for context evaluation, 3 for input evaluation, 4 for process evaluation and 2 for product evaluation. In this context, as a result of the interviews made with the teachers as the practitioner and the expert of the curriculum, it has been inferred that the curriculum has not been properly fulfilled in an assessment and measurement as a result of the partial deficiencies when we analyzed the content, process and product. This case indicates that those who implement the curriculum are undecided about the curriculum.

Keywords: Curriculum Evaluation, Fifth grade English Curriculum, Language Teaching,

Introduction

Communication is the transfer of any sensation, thought or information to the other side in different ways. The most important means of communication among people is language. Language is generally the direct means of communication between people (Tosun, 2006). It is also assumed that there are over five or six thousand languages spoken in the last century on earth. From past to now, some of these languages have been continuously spoken by more people through interaction and trade among them whereas some of these languages have disappeared. When we look at the languages most spoken on the world, we come across with Chinese, English, Spanish, Hindi and Turkish.

Language is much more than a simple expression; it also helps two individuals and countries in different cultures to contact with each other. Every human being has a common native language spoken in their surroundings, family, society and country. Foreign language is called as languages except native language. For our country, this concept of foreign language is sometimes French, sometimes German. In today's globalizing world, English has become a universal language, and this language makes you one step ahead of every other field. For this reason, English is very important as the first foreign language in our country and is demanded by our people. Many people are aware of the value that the English has in today's world. For this reason, the demand for learning English is increasing day by day. There are many different factors that make English dominant and important; In the developing world, many

things are done in English, including intercountry trade, education abroad. While some people see English as the opening window to the outside world because it is a widely used language as a means of communication with people from different countries; some people see that they can follow the latest research done on Earth, so the English is a necessary tool for them to reach the source of information. It is widely accepted that English has become an effective tool for communicating, participating in international business activities and learning about events around the world.

Sebütekin (1987, s. 515) stated the importance of the foreign language in terms of the individual as follows; Foreign language knowledge helps people from different countries to share their knowledge, experience, thoughts and feelings with each other in the shortest way, thus it makes easier for individuals to develop their societies as well as providing practical benefits in their education, professional work and daily life (as cited in Koydemir, 2001).

A big deal has been given about teaching foreign languages in Turkey, a lot of time has been spent both in public and as an individual (Işık, 2008). After 1950 English has been the most widely taught as a foreign language in schools (Genç, 1999, cited in Seçkin, 2011; Yücel et al., 2017) Language teaching is more than educating a class; it is a process involving different activities, and it is the teacher's responsibility to determine when and how learners will interact in the classroom environment. English teachers want to provide their students with the information they need to be competent at a certain level of target language. After the proclamation of the Republic, the importance of foreign languages was emphasized in order to create a modern society but the preparations for foreign language education were began in the 1980s. (Yücel et al. 2017) Referring to the development of foreign language education in Turkey, at first the foreign language education started in 6th grade with the law enacted in 1997 and English education was introduced as 2 hours of compulsory and 1 hour of elective per week in the 4th grade (Aslan, 2008). In 2006, the Ministry of National Education decided to update the primary curricula in order to adapt the constructivist approach to the curriculum (Kandemir, 2016).

Therefore, the English curriculum has multiple intelligence theories in 2006; teacher - centered education has been omitted; the curriculum has updated with a student- centered curriculum which focuses on the mix of teacher-student collaboration student- centered instead of teacher-centered, process curriculum instead of product evaluation (MOE, 2006). In 2012, a major reform was made in the area of education and the 8-year compulsory education was updated to 12 years. In addition to this, the transition from 8 + 4 to 4 + 4 + 4 years model has been regaulted in the Turkish Education System. English curriculum has also been changed and The starting point of English education has been taken down from 4th grade to 2nd grade in primary education. In other words, 8-years-old children in the old system were studying English while 6-year-children started to learn English including listening, speaking activities. English lessons are organized on weekly course schedules in the 2nd, 3rd, and 4th grades as 2-hour courses and in the 5th, 6th, 7th, and 8th grades as 4-hour courses in the week (Kandemir, 2016).

Studies show that language development is faster when one starts at a young age to learn a foreign language. Lambert (1973; as cited in İlter, Er2007) mentioned that the kids would be more successful than their peers in the future education life if they started to learn foreign language education before critical age period of the native language acquisition. Learning foreign languages in Turkey has been reduced to younger ages.

Curriculum evaluation is an important way to measure whether a curriculum actually works or not as planned. When weaknesses are identified, it helps to protect the quality of the curriculum as it allows for the development of a curriculum and ensures a successful and new

curriculum by verifying its success. (Rosenbusch, 1991). Curriculum evaluation is considered as an element of the curriculum, which is the comparative outcome of the effectiveness of the curriculum in the direction of the data obtained by different measurement techniques in order to change the missing pieces. (Gözütok, 1999). Uşun (2009) defines curriculum evaluation as "a tool that can be used on the road to achieving the goals for which the applicants of the field will be able to decide on the applicability of the curriculum they plan." Oliva (2009) curriculum evaluation is the process of obtaining information for the evaluation of systematically determined decisions in the preparation of a curriculum.

The overall aim of the CIPP model, which gives importance to process evaluation, is to look at all the components of the evaluation and look for answers to these questions. Stufflebeam's Context, Input, Process and Product evaluation model is "a comprehensive framework for conducting formative and summary assessments of projects, staff, products, organizations and evaluation systems" (Stufflebeam & Shinkfield, 2007). The model emerged in the late 1960s to provide greater accountability for the US urban school district reform project, and aims to address the limitations of traditional assessment approaches (Stufflebeam, 1971). The CIPP evaluation model is structured to provide and guide a comprehensive, systematic review of social and educational projects, especially in the dynamic and septic conditions of the real world "(Stufflebeam & Shinkfield, 2007). Over the years, the model has been refined (Alkin, 2004) and used by various disciplines (Stufflebeam & Shinkfield, 2007).

It reveals deficiencies in the curriculum being implemented. Therefore, it is highly suitable for evaluating social context projects that emerge dynamically. (Alkin, 2004). According to Stufflebeam and Shinkfield (2007), the most basic principle of the model is "to develop, not to prove". the proactive implementation facilitates the decision-making and quality assurance of model, and makes the way for retrospective use. They provide a unique systematic and contextual guide to the assessment of needs, services and learning. Stufflebeam and Shinkfield demonstrate this connection with the following observation: Context, Input, Process, and Product evaluation has strong alignment with service and principles f the model. It seems that the CIPP model looks at the education from a more system point of view. It focuses on providing an assessment service for the current curriculum to the decision makers of an institution, rather than pursuing an individual study. (Madus, Scriven and Stufflebeam, 1983: 124, as cited in Dinçer, 2013).

Context Evaluation

The purpose of the contextual assessment is to assess the overall physical preparedness of the curriculum, to analyze whether the current objectives and concerns are in accordance with the needs, and to assess the sensitivities of the identified needs to the identified needs in an effective manner (Stufflebeam, 2003). The aim is to define the environment, to define the desired and absolute conditions connected to that environment, to focus on the unreachable or ignored needs, and to define the logic behind the requirements that have not been achieved.

Input Evaluation

The purpose of the input evaluation is to help the recognition of a curriculum that the necessary changes can be made. In the course of the input assessment, experts or assessors will likely identify or formulate relevant approaches. They then identify possible approaches and begin to develop a sensitive plan (Stufflebeam, 2003). The input evaluation shapes the curriculum for the identified needs. It then defines strategies and procedures that will achieve desired outcomes in the field of education. Finally, it is the most important aspect to define and identify the capacity of the new system, to examine and seriously control possible approaches and to present additional strategies. The outcome of the input assessment is a step

to compensate for the needs identified. The input assessment is designed to provide data and determine how resources will be used to achieve curriculum objectives (Ornstein and Hunkins, 1993).

Process Evaluation

Process evaluation increases the opportunity for the curriculum to regularly judge the area it applies properly and efficiently. It is used by prescribers to predict difficulties and to receive feedback on important changes that need to be overcome and to evaluate other decisions (Ornstein and Hunkins, 1993). The process evaluation observes the implementation process of the curriculum. Questions, is it done? and curriculum provide continuous control at the application point. Significant purposes of process evaluation include feedback on process enrollment and scope of activities and whether regulatory or auditing of the curriculum is necessary or not.

Product Evaluation

Product evaluation identifies and includes planned and unscheduled curriculum outcomes (Stufflebeam, 2003). The main role of product evaluation is to measure, clarify and evaluate the success of a curriculum (Stufflebeam and Shinkfeld, 1985). Questions, did the curriculum succeed? "It's also similar to the outcome evaluation. The purpose of the product evaluation is to evaluate the value and importance of the curriculum results. The main objective is to verify the curriculum that meets the requirements of all curriculum participants. The Product evaluation can result in the curriculum being modified or removed. It can also evaluate the outcome of curriculum activities. The context analyzes the diversity between results and a predetermined standard in relation to data about the input and process. The objective is to examine the curriculum plan in a particular classification (Ulum, 2016).

The purpose of the study is to evaluate the secondary school 5th grade English Curriculum according to Stufflebeam's CIPP model depending on the teacher's opinions. The research question is "What are the opinions of teachers about the English curriculum being applied in the fifth grade regarding the context, input, process and product dimension?"

Method

Design

In this study, it is aimed to describe the existing situation by referring to teachers' opinions on secondary school English curriculum, thus a descriptive model was used and this is a descriptive "single case study" (Yin, 2001; Yıldırım & Şimşek, 2013) which is one of the types of qualitative research.

The participants

The sample of the research consists of 10 teachers who actively work in a private school in the province of Aydın, Turkey in the 2017-2018 academic year. The information about teachers' ages and their experiences are indicated in the following chart:

Teacher	Age	Experience (year)
T1	33	8
T2	26	2
T3	26	3
T4	28	5
T5	30	6
T6	38	10
T7	35	11
T8	42	18
T9	36	13
T10	24	1

Data Collection Tools

Semi-structured interview form was used to determine the opinions of teachers, who are practitioners of the 5th grade in secondary school, about English Curriculum. The interview form consists of 12 questions, 3 for context evaluation, 3 for input evaluation, 4 for process evaluation and 2 for product evaluation.

Data analysis

In this study, an interview form was prepared in which the teacher who applied the English Curriculum included interview questions in order to determine their opinion on the effectiveness of the curriculum. Questions that should be included in the context of Context-Input-Process-Product model were formed in the interview form. Teachers' expressions are coded as "Ö1, Ö2, Ö3, Ö4 Ö10". At the beginning, observation and interview records were transferred to the article in Word form. Then the observation record and interview record are coded by two investigators to confirm the reliability of the data. The resulting codes are classified under themes. As a result, these codes are combined and interpreted.

Findings

Context Dimension of the English Curriculum

Three questions were asked to the teachers in context dimension. The first question directed at the teachers is "What is the goal of the 5th grade English curriculum?" The following codes were obtained from the answers given by the teachers under the goals of the curriculum theme that "To get into the dialogue, to acquire the skills of reading, writing and listening, to use of language at a self-sustaining level". The views of the four teachers are expressed as follows:

T3: "To educate individuals who can express themselves at the basic level of English, have enough vocabulary to interact with people, enter into dialogue. "

T5: " To bring the students to the level from A1 to A2+. Our objective is professionalize reading, writing and listening skills as a priority. "

T7: " The ability to use international language at world standards and to follow globalization"

T10: " English language, which is a universal language in which technology is rapidly developing and the world is becoming smaller and smaller, is to train individuals who will be able to perform all four skills at a sufficient level by each individual. "

As a second question about the context dimension, teachers were asked: "What can you say about the curriculum in general?" question.

Eight of the 10 teachers talk about the weakness of the English curriculum. The views of teachers are expressed as follows:

T2: *"Curriculum jamming and trying to raise things on time is limiting teachers."*

T4: *"In most cases, our curriculum focuses more on books and annual program rather than speaking, which is most needed in English Language Teaching.."*

T5: *"Lesson hours are quite inadequate. Most of the time, there is not enough time left for activities that reinforce learned topics. This can be regarded as a negative aspect of the curriculum."*

T6: *"In Curriculum, Natural environment formation was used for communicative and realistic language using, and language learning. Language is learned more quickly through the use in the natural environment can be regarded as a positive aspect of the curriculum."*

T8: *"The curriculum creates an environment that is connected with life so that students can transfer the information they learn to their lives in a realistic way. The positive part of the curriculum is that it is easier for students to learn because they can transfer English into their lives."*

T9: *"Listening comprehension, reading comprehension, writing and speaking are positive aspects of the curriculum. Books are changed every year. This is the negative one."*

Two of the 10 teachers talk about the strength of the English curriculum. The views of teachers are expressed as follows:

T7: *"Due to the flexibility of the teaching hours, we have more opportunities in terms of time and activity. Thus, we have a better chance of interacting with our students in order to communicate in English. Our curriculum focuses on 4 skills and I can say that our curriculum is advantageous because the activities are time-adjusted."*

T10: *"In the curriculum, sequential textbooks are used in terms of material and activity, as well as the curriculum has a substructure supported by auxiliary resources. Therefore our curriculum is full and responds to achievements."*

As a final question of the contextual assessment, the teachers were asked "Is the total duration of the English curriculum sufficient?" question, while three teachers indicated that the curriculum duration was inadequate, 7 teachers said that the total duration of the curriculum was sufficient.. The views of teachers are expressed as follows:

T1: *"I do not think it's enough. we have problems about time and place that students can use language in natural settings. Students see English only as a course and the language is used only in the classroom."*

T2: *"As I mentioned before, the total time is not enough for activities that enable students to learn all of the foreseeable issues and to reinforce language. "*

T4: *"I think it's enough..Through the acquisition, students can dare to express themselves at a simple level, due to they are subject to an intensive English curriculum at some age levels.."*

T6: “ *Language learning is a process. If the process is longer, the language is learned quickly. Time is Adequate. ”*

T8: “ *When students are exposed to the English language extensively, they feel the necessity of involuntarily thinking and expressing themselves in English. ”*

T9: “ *I think it is enough due to the curriculum is carried out with 3 different teachers (1 native) in 20 hour and 14 hour format and every skill is seperated.. ”*

Input Dimension of the English Curriculum

There are 2 questions were asked to the teachers in context dimension. The first question directed at the teachers is "What preparations are you making to achieve the objectives of the curriculum?". The following codes were obtained from the answers given by the teachers under the preparations for the curriculum theme that ““watching video, games, activities, and visual tools””.

The views of the teachers are expressed as follows:

T2: ‘ *Preparing the environment and preparing the listening and comprehending parts in a proper way, as well as using audio, visual, visual tools. ”*

T4: “ *It is necessary to prepare an environment that will enable the student to be exposed to the language by providing audio and visual materials. ”*

T7: “ *We use our weekly program ”*

T8: “ *We use our weekly plans, but we use word-level activities with our own creativity to help students. But always because of the second plan we have a chance to make preparations before the current regularly shared lesson plans.. ”*

T10: “ *I share with my students by preparing documents and audio-visual materials about what to achieve every month on the annual program Schedule ”*

As a second question about the input dimension, teachers were asked: “ What are your opinions about materials used in lessons(Course book, resource book, CD, etc.)? Do these materials have an impact on learning English?” question. All the teachers have mentioned that the materials used are useful and have a positive effect on the students. The views of the teachers are expressed as follows:

T1: “ *I think that the supplemental resources and the literary materials as homework format given every weekend are too much for both teachers and students. However, I think that the visual and audial materials we use as secondary school are adequately emphasized. ”*

T3: “ *I think it is enough because the activities on the audiovisual materials and the supplementary books through the electronic media which enable the students to be active increase the level of sympathy of the students towards to the foreign language. ”*

T7: “ *The development of the technology facilitated use of materials used in lessons. Especially, visual and audial materials make great contributions to learning. The fact that the students see what they hear at the same time on the screen is a great contribution to learning. ”*

T8: “ *There are many activities in the books that are appropriate for students. Reinforcing learned topics with materials such as video and flashcard is very effective on the student. ”*

Process Dimension of the English Curriculum

There are 4 questions were asked to the teachers in process dimension. The first question directed at the teachers is 'Which method(s) (strategy / technique) do you use during the course?' The following codes were obtained from the answers given by the teachers under the techniques / strategies applied in the curriculum theme that "Communicative Language Teaching Method and Suggestopedia". Teachers' views, mostly using the Communicative method, are expressed as follows:

T1: " *I like to use Total Physical Response (TPR) and communicative language teaching(CLT) methods. I do not prefer to use the Grammar Teaching Method.(GTM)"*

T5: " *I prefer to use production-oriented speaking activity and the game-oriented methods. The aim is to both reinforce and apply the words learned."*

T7: " *I also like to use Communicative approach as many teachers.."*

T10: " *I prefer to use a communicative approach in my classes because I think that learning in English is permanently learned by socially. "*

One of the teachers stated that he used the Suggestopedia technique during the course;

T9: " *In my opinion, the grammatical work done by memorizing is not permanent. I like CLT-level lessons that students are active."*

As a second question about the process dimension, teacher were asked: " are you satisfied with the process of teaching?" question. Some of the teachers expressed that they were not satisfied with the process. They mentioned adherence to curriculum and inadequate course time.

The views of the teachers are expressed as follows:

T2: " *I am satisfied with the process except for time inadequency."*

T3: " *I am not pleased with sharp lines and insistance of the curriculum."*

T4: " *Time is inadequate, the obligation to adhere to the curriculum negatively affects the process."*

T6: " *In general, I am satisfied, but there are major shortcomings in terms of curriculum"*

T9: " *Because of the institutional and one-sided management style, there are many points in which teachers are in difficult situations due to differences between the central and local situation.."*

T10: " *Students generally feel that they lack of everyday speech or abroad experiences because they always use official language in foreign language teaching and parallel to it in the curriculum."*

As a third question about the process dimension, teacher were asked: "Do you encounter difficulties in practice?" question. The vast majority of teachers mentioned of the difficulty of curriculum and student levels. The views of the teachers are expressed as follows:

T1: " *According to the student level, some activities can not be implemented"*

T2: *"In some cases, we encounter difficulties; time, classroom control, student level, the curriculum etc."*

T4: *"Yes, student-level is one of problems I encountered during implementation."*

T5: *"Yes, readiness has a certain influence on language learning. Students who do not have readiness can not learn the language"*

T7: *"I sometimes have difficulty in controlling the class. I have difficulty in reaching the levels of the students. As the course is short, I can not complete individual trainings"*

T8: *"Being related to the curriculum makes me very hard I can not tell my students about the things that they can see more in daily life. Students can not go far from reciting education. "*

The final question posed to teachers on process evaluation is "What kind of process is required for a good English course for you?" When the answers are examined, general themes are "planning, active participation, beginning of an effective lesson". Teacher's opinions about the question are like these.

T2: *"There must be plenty of communication however certainly an impressive warm-up must be done for being sure that the whole attention of the learners is directed to the subject. After that, the lesson planning that all the students should have the right to say should be done."*

T3: *"Pre-course and post-course practice and post-course control process should be well planned and implemented as far as possible."*

T5: *"First of all, a plan must be made before the lesson. The plan is helping to the teacher considerably. Beginning with a course that attracts the attention of the student increases the rate of learning of the student pretty well. Activity should be done whenever possible about learned topics. "*

T6: *"A good English course is that the student is constantly exposed to the language, S/he is always active and busy with language. The longer and more efficient the process is, the healthier the learning is."*

T8: *"Since the course is spiral, the previous topics must be repeated at all times. Then, the new subject is provided to be taught the students in the context of the deduction approach so that the lesson process which contains current events and are edited to educate individuals who have a rather analytical way of thinking than memorizing teaching is needed."*

T10: *"I think that it is necessary to have a process that will increase permanence with the stories and videos that will keep the students in constant curiosity and have dialogues in each unit in accordance with fictional achievements."*

Product Dimension of English Curriculum

Two questions were asked to the teachers in the product evaluation dimension. The first question directed at the teachers is "how do you test the english competencies of the students? What do you think about the efficiency and usefulness of impact tools (exams, project-performance assignments), evaluation of curriculum implementation evaluations (outcome evaluation, process evaluation)?"

When the teacher opinions is regarding to efficiency of used measurement instruments are examined, the teachers' answers are gathered under the themes (being insufficient of the

exams and efficiency of formative assessment). The teacher opinions are expressed in the following way:

T1: *"I think that the proficiency of that you mean if it is exam adequacy to know english, it is enough for me, but proficiency is use of language like speaking it is not enough for me. I think that they are inadequate in terms of proficiency in the meaning of language. The exams should be supported by project and performance assignments. "*

T2: *"We have practices that test reading, writing, listening, speaking and grammar separately. They also just can not evaluate the result and it can evaluate the process. Except for exams there are also available competitions and games. "*

T3: *" If the applying evaluations are implemented with the measurement instruments in a reliable way the effects on learning will be great."*

T5: *" ,I think that the exams are useful to measure the qualifications of the pupils but it is very important rather formative assessment (like the portfolio) than summative assessment ."*

T6: *"Under the Progress exam, measurement tools are used that the students' one-month processes and other skills to measure separately listening, speaking, speaking and grammar skills. At the end of the semester, under the name of the final exam students are invited to speak individually, and are expected to express themselves in English in a conversational mood with visual materials."*

T9: *"There are shows which students write their theater and perform in front of the class. In addition, drama and musicals along with regularly implemented process monitoring exams are also applied."*

The final question was directed to the teachers on product evaluation is "Is it enough to measure exams (performance tasks, MIS) throughout the year?" Four of the 10 teachers participating in the study find that the exams are insufficient. Teacher views on the topic are as follows:

T2: *"I think it is inadequate. I think that only academic-focused measurements are made. "*

T5: *"No, because as a college we observe that our students find these tests easy. I find the materials prepared by MEB especially simple. "*

T7: *"It is sufficient if our goal is to measure language skills at academic level, but I am skeptical about transferring to their lives by themselves."*

The other six teachers think that the exams are sufficient. Teachers expressed their views as follows:

T1: *"We have many open-ended and multiple-choice assessment and evaluation techniques. Project assignments or oral or written presentations are also used to evaluate the process. That's why it is enough."*

T4: *"If we want to measure the listening and writing skills of the students, the exams are sufficient; based on these exams we can not understand whether the student can use the knowledge in daily life. "*

T9: *"I just do not think that the exams are enough. As I said, exams are important, but it is necessary to do activities that measure whether students can transfer the information they learn into their own life. "*

T10: *"During the course of the year, more tests are used than required. Instead of measuring the productivity of learning with only the test, more measurement tools should be applied to serve more creative ideas"*

Conclusion and Discussion

In order to be able to determine whether a curriculum is effective, the curriculum needs to be examined and evaluated in detail. In this context, as a result of the interviews made with the teachers as the practitioner and the expert of the curriculum, it has been inferred that the curriculum has not been properly fulfilled in an assessment and measurement as a result of the partial deficiencies when we analyzed the content, process and product.

This research was carried out to find an answer to the question of "what are the opinions of teachers about the English curriculum being implemented in the 5th graders?". Curriculum (or curriculum) evaluation is the systematic collection, analysis and reporting of descriptive and judicial information about the goals, design, process and output of a curriculum (Çeliker, 2015). Teachers' views have been applied to achieve this goal. The answers to the questions on the interview form used as a data collection tool in the study formed themes encoded by the researchers and the themes were analyzed. It was determined that these answers are in agreement with each other. This case indicates that those who implement the curriculum are undecided about the curriculum.

Regarding the contextual dimension of the curriculum, answering the question "What are the views of teachers about the contextual dimension of the English curriculum in the fifth grade? When the answers to the questions of this scope are analyzed, it is often said that the teachers have knowledge about the curriculum's goal and that the total employment is sufficient but the weaknesses of the curriculum are found. Context; it is the first step of the CIPP model. The objectives, the needs to be met, and the context in which the problem is solved are examined in the context of the curriculum (Unal, 2013).

As for the input dimension of the curriculum, it is aimed to answer the question "What are the opinions of the teachers about the input dimension of the English curriculum in the fifth grade?" When the answers to these questions are evaluated, it is seen that the teachers are prepared for the lesson and that they especially prepare the contents for the visual and audial materials in order to provide more active participation of the students and that the tools provided by the institution during the course enable the active participation of the students. Input evaluation provides information about the resources needed to reach the goals of the curriculum and how these resources can be used, as well as serving for decisions on structuring. The experts determine the capacity of the training environment and determine the appropriate strategy and the curriculum objectives (Özaydın et al., 2012). It was determined that the input size of the curriculum was sufficient according to the opinions of teachers in this data.

When asked about the process dimension of the curriculum, the question "What are the views of teachers about the process dimension of the English curriculum being applied to the fifth grade?" was asked. Most of the teachers indicates that they use, the Communicative Language Teaching method which is the contemporary learning approach, and they are against to the methods which focus on learning with memorization and grammar knowledge. It can be said that they are indecisive about the course duration. In general, a good lesson should be well planned at first, and the student should be actively involved in activities.

The product evaluation, which is the final stage of the model, involves collecting data about the product of the curriculum and comparing the product with the expected product

(Yaşar and Ersoy, 2012). Product evaluation includes assessment of success (Parmaksız and İncirci, 2016). It is based on the comparison of the product with the actual product by collecting data. This assessment provides information about whether or not the curriculum which is implemented will continue or how should be affected (Demirel, 2013).

Teachers are asked about the product assessment dimension of the curriculum, "What are the views of teachers about the product dimension of the English curriculum being applied to the fifth grade?" the teachers have mentioned the exams which are made, are insufficient for measuring the knowledge and skills of the students and portfolio, performance tasks and similar evaluations should be carried out in addition to the exams in the process and product. To contribute to this process, the CIPP model developed by Stufflebeam, which contains many aspects of the curriculum, has been used in the research. The most important theme underlying this model is that the most important purpose of that assessment is not revealing, it is enhancing (Arseven, 2009). It is thought that the findings obtained from the study of the evaluation of the 5th grade English language curriculum will give some insight to the researcher who will work on this area.

Suggestions

This research is limited to the 5th grade English Language Teaching Curriculum and similar studies can be done for other levels. It takes a lot of time and effort to study all the dimensions of Stufflebeam's model which deals with all four dimensions of the curriculum. The research can be done in detail for each dimension. In addition, the data obtained will be more meaningful. Surveys and questionnaires can be used as a means of collecting data in order to increase the validity of the survey. It can be included in all stakeholders in education.

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