An EFL Program Evaluation: A Case From Turkey

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ABSTRACT

English preparatory programs play a critical role in preparing students for their departments that offer English medium instruction. Therefore, investigating such programs has gained great significance as such an investigation provides us with critical information about how well the programs are functioning to achieve the desired outcomes. This study attempted to investigate the delivery and effectiveness of such a program implemented at a foreign language school in Turkey. The study focused on both the process and the program outcomes utilizing the context, input, process, and product (CIPP) model. A Likert-scale questionnaire of 28 items was used to gather the quantitative data from 81 preparatory students who actively attended the program. The data was processed through SPSS 25.0, with a specific focus on descriptive statistics. The findings revealed that while the students generally held positive perspectives towards many aspects of the program, such as the program's goals, its delivery, communication among the concerned parties, and found the objectives attainable. However, the study did also indicate that some revisions were necessary regarding skill focus. While some skills were heavily covered, others, such as listening and speaking, found relatively less room in the program.

INTRODUCTION

Program evaluation studies have been an efficient means to unravel how language programs function and whether they serve their aims. Program evaluation is defined as "the determination of the worth of a thing consisting of those activities undertaken to judge the worth or utility of a program (or alternative programs) in improving some specified aspect of an educational system" (Worthen, 1990, p.42). Although scholars highlight the program evaluation's multiple purposes, one of the crucial aims of program evaluation is to provide information about the program being evaluated. According to Rallis and Bolland (2004), program evaluation is a systematic inquiry that provides information for decision-making and helps make judgments of merit, worth, value, or significance. Program evaluation studies are considered as an important way to ascertain the value of a program. Therefore, authorities running the program, students and educators of the program, people who think to invest in the program, and other stakeholders can obtain information about the program. Such data can help them make decisions about the program. "No curriculum model would

be complete without an evaluation component" (Nunan (1988, p. 116). From this point of view, it is inevitable to propose that evaluating a program is an obligation rather than an option.

Even though English is taught almost at every formal education level in Turkey, preparatory programs play a critical role in preparing students for departmental programs with English medium instruction (EMI). One out of every five higher education programs in Turkey is offered in English (Arik & Arik, 2014). Students in such programs are offered more than 260 hours of English instruction during each term of an academic year in Turkey (Official Gazette-Date: 04/12/2008 n. 27074). As a result, great importance is attached to preparatory programs, and investigating these programs has become of great significance.

By considering the importance of program evaluation research, this study attempted to investigate an English preparatory program implemented at a foreign language school to shed light upon its implementation and effectiveness. Therefore, stakeholders of the program in question could have deep insights into the program; and the information to be elicited could be utilized for many purposes, including revising the program, figuring out whether it is functioning as expected, and informing the parties interested in the program. To attain such aims, the following research questions were formulated:

1. How is the English preparatory program at Harran University (Turkey) implemented in terms of skills, strategies, assessment, and textbooks?
2. How collaborative is the relationship between students, instructors, and administrators at the School of Foreign languages at Harran University (Turkey)?
3. How effective is the program run at the School of Foreign Languages at Harran University (Turkey) from students' perspectives?

LITERATURE REVIEW

The CIPP model, which stands for context, input, process, and product, is a model for evaluation developed by Stufflebeam (1971). According to Stufflebeam, evaluation is "the process of delineating, obtaining, reporting and applying descriptive and judgmental information about some object's merit, worth, probity, and significance to guide decision making, support accountability, disseminate effective practices, and increase understanding of the involved phenomena" (2005, p.61). The model "is configured especially to enable and guide comprehensive, systematic examination of social and educational projects that occur in the dynamic, septic conditions of the real world . . ." (Stufflebeam & Shinkfield, 2007, p. 351). Gredler (1996) cites two critical assumptions as a basis for the CIPP method. Regarding these assumptions, Gredler underscores that evaluation has a significant role in stimulation and transformation, and it is a required element of the program of an organization.

Referencing the evaluation of a university's English modules, Marcinkoniene (2005) concluded that the school personnel could be encouraged to reevaluate learning objectives, adjust materials, and create procedures to monitor both their and students' performance and progress. Chen (2009) evaluated 20 English instructional classes offered in the Applied English Department (AED) of an institution by utilizing the CIPP model. In the study, the participants proposed a significant number of suggestions. Chen addressed the need to reappraise AED structures, the teaching contents and methods, assessment, and the learners' needs. Also, Al-Nwaiem (2012) investigated a language program in Kuwait. The results indicated that physical conditions had significant flaws, and improvements were necessary. The students had negative perceptions about the content and materials, and the assessment criteria were highly criticized. Another study was

carried out by Taqi and Shuqair (2014) to appraise the viability of a language program of a Kuwaiti school. The findings revealed that even though there appeared to be an improvement in the students' skills, it was not as noteworthy as expected. The results of this study implied the existence of some significant deficiencies in the current program. Mohammad and Itoo (2016) proposed to uncover whether the intended outcomes were accomplished in a preparatory program. Drawing on the findings, Mohammad and Itoo reasoned that though the program achieved its goals to a certain extent, it did not reach the optimum targets. It was recommended that the syllabus should be reconsidered to make it increasingly up-to-date and decrease the gap between what was focused on and what was accomplished. Dehkordi and Talebinezhad (2018) also completed a study by utilizing the CIPP model. The results indicated that the program served well. Nevertheless, some improvements such as revising objectives, teaching methods, and the like could still be considered to increase the effectiveness.

As for the studies conducted in Turkey, after a careful examination of the data, Muşlu (2007), in her evaluation of the writing curriculum of a school of foreign languages, revealed that the course pack and supplemental materials used in the courses required modification because an enormous number of the participants had the conviction that they were inadequate. The genre and approach employed in the program were uncovered to be sound. Tools used to assess skills like portfolios, project work, and journal composing were found to improve communication between educators and students. Örmenci (2009) investigated the 4th, 5th, and 6th grades English language program of Key Stage I. The investigation was meant to have a few bits of perspectives into the educational program's general characteristics, objectives, and content from the educators' perspectives. Even though the participants were predominantly positive towards the program, a few shortcomings were also mentioned. To illustrate, they underlined that despite the program's intense content, it lacked sufficient teaching hours. As a result, some objectives of the program seemed unattainable. Another study was conducted by Özkanal and Hakan (2010) to research a preparatory program's adequacy from students' points of view. The researchers concluded that the students had positive perceptions about the program, which they believed to be effective. Also, the educators' methods of instructing were found to be satisfactory. Still, it was obvious that there was a need to improve physical conditions. By using the CIPP model, Düzyol (2012) investigated the viability of an induction program applied to candidate teachers by focusing on the stakeholders' perceptions. Based on the findings, Düzyol remarked that the participants perceived certain issues and difficulties such as mismatches between their needs and the targeted goals, lack of powerful techniques, scarcity of materials, unnecessary courses, problematic and invalid tests, and an inadequate number of educators. Vırlan (2014) also used the CIPP model to explore instructors' and students' views concerning a university's writing educational plan. In the study, the participants partially agreed that the program was consistent with its objectives. They emphasized the need for a few revisions in the program. Moreover, Arap (2016), in her study where the CIPP model was utilized, aimed to investigate English preparatory programs at the tertiary level in Turkey. The outcomes indicated that preparatory programs at the four state universities generally addressed both the educators and students' needs and desires. Özdoruk (2016) investigated the English language educational program at a school of foreign languages. The study's focus was on the context, objectives, teaching methods, appropriateness, materials, and assessment. Although the results implied that the program design was proper enough to enhance learners' main language skills, a need for revision was evident. Additionally, the participants held positive perspectives about the educators, materials, portfolio tasks, and physical environment. Özüdoğru (2017) conducted a mixed-method study to examine the adequacy of a non-compulsory preparatory program at a state university. The findings demonstrated that both the instructors and students showed displeasure

with the physical environment even though they underlined that the program was satisfactorily focused on writing skills, speaking skills, and vocabulary teaching. The students were 'strongly' satisfied with their instructors. Still, there appeared to be room for improving the content, and the focus could be more on skills. In their study, Cesur and Cinkavuk (2018) examined the second grade English language teaching (ELT) program of the elementary schools in Tokat from ELT educators' perspectives. The results revealed that the participants held positive perspectives towards the program's content, objectives, general characteristics, and assessment. All in all, the participants accepted that a few pieces of the program could be overhauled and enhanced. Cengiz (2019) aimed to identify the shortcomings and qualities of a private university preparatory program in addition to the parts needing improvement. The results demonstrated a mismatch between the students' perspectives and instructors' opinions concerning the program's implementation. Cengiz indicated that high instructor quality, instructors with various backgrounds, content classes, and portfolios could be assumed to be the strong sides. Nonetheless, the investigation uncovered that the program in force and the proficiency examination had a mismatch, which appeared to be the most noteworthy shortcoming. The other weaknesses were the course books, educators' incompetency in content areas, physical environment, and plagiarism. In a mixed-method study, Bayram and Canaran (2019) concluded that homework assignments, tests, and the program itself were seen as qualities while the shortcomings were extracurricular exercises and online projects. In the study, the instructors proposed a few enhancements concerning the pacing of the program course books and other booklets, the number of portfolio assignments, and the image portrayal part in the oral test. Finally, a case study was carried out by Aktaş and Gündoğdu (2020. Based on the results, the preparatory program was found to lack both objectives and reasoning. Although the students were willing to learn English, they could not achieve the ideal proficiency level. Besides, the participants agreed that the skill courses' teaching was far from being adequate, and there were some communication issues between the administration and other stakeholders.

METHODOLOGY

This study is an abridged version of the master thesis conducted by Kuzu (2020). The participants were 81 (50 females and 31 males) preparatory class students receiving an English program 24 hours a week at the School of Foreign Languages at Harran University in Turkey. In the program that included integrated skill courses and a main English course, two groups of students were divided into five classes. The former group (36) was the A2 level English language teaching (ELT) students, for whom the program was mandatory. The latter group (45) included students from various departments who could optionally attend the program.

The study's data was collected through a Likert-scale questionnaire that was prepared considering Stufflebeam's (1971) CIPP model. The questionnaire was piloted to ensure its reliability. The researcher composed the questionnaire items following the examination of similar studies in the literature (Arap, 2016; Karataş, 2007; Özdoruk, 2016; Tunç, 2010; Vırlan, 2014). The 28-item questionnaire was divided equally into the dimensions of context, input, process, and product. Before the main study was conducted, ELT scholars approved its quality and reliability, and a conducted pilot study revealed reliable statistics.

As for the analysis, the data was analyzed through SPSS 25.0. The appropriateness and missing data were checked, and the descriptive statistics were tabularized. Cronbach's alpha values for each component and the entire test were also computed. As presented in Table 1, all the values were observed to be above .60, which is generally considered acceptable for reliability.

Table 1. Cronbach's Alpha Values for the Questionnaire

Components	Cronbach's Alpha
Context	.729
Input	.687
Process	.826
Product	.742
The entire test	.907

RESULTS

In Table 2, the students' views on the context aspect were presented. The statistics for this part disclosed that the students, in general, had positive perceptions about the context part of the program. To be more specific, the program's content was up to date (81.4% agreed). The design of the program was perceived to be skill-oriented (90.2% agreed). The objectives of the program were clear and straightforward for the students (82.7% agreed). The content of the program was found to be consistent with its objectives (84.0% agreed). The students stated that the program's objectives were suitable for their level (80.3% agreed). The program considered the students' needs and expectations (82.7 % agreed). The students mostly believed that the courses were complementary to each other (92.6% agreed). The highest mean score for the part was 4.43, while the lowest mean score was 4.08. The average mean, on the other hand, was 4.19.

Table 2. Students' Views on Context

ITEMS	Absolutely Agree	Agree	Neutral	Disagree	Absolutely Disagree	Total	M	SD
1. The content of the English preparatory program is up to date.	36 44.4%	30 37.0%	10 12.3%	4 4.9%	1 1.2%	81 100%	4.18	.92
2. The English preparatory program is designed to improve basic English skills.	31 38.3%	42 51.9%	4 4.9%	3 3.7%	1 1.2%	81 100%	4.22	.80
3. The objectives of the English preparatory program are clear and straightforward.	28 34.6%	39 48.1%	11 13.6%	2 2.5%	1 1.2%	81 100%	4.12	.82
4. The content of the English preparatory program is in line with the program objectives.	28 34.6%	40 49.4%	12 14.8%	1 1.2%	0 0%	81 100%	4.17	.72
5. The objectives of the English preparatory program suitable for my level.	28 34.6%	37 45.7%	12 14.8%	3 3.7%	1 1.2%	81 100%	4.08*	.86
6. Preparatory program courses take into account my needs and expectations.	30 37.0%	37 45.7%	9 11.1%	5 6.2%	0 0%	81 100%	4.13	.84
7. The courses in the English preparatory program are complementary to each other.	45 55.6%	30 37.0%	3 3.7%	2 2.5%	1 1.2%	81 100%	4.43*	.78

4.19
Average mean

The students' opinions about the input aspect were illustrated in Table 3. The findings indicated that the teaching environment was appropriate for teaching English (90.1% agreed). They also highlighted that they could express their thought in the lessons (83.9% agreed). The students showed partially positive attitudes towards the materials utilized in the program (69.2% agreed). They believed that the textbooks were suitable to their level (75.3% agreed). Besides, they underlined that homework and in-class activities helped them improve their skills (86.4% agreed). The participants agreed that the classroom presentations contributed to learning English (86.5% agreed). Finally, they suggested that the examples and exercises given in the lessons made the English learning process easier (92.6% agreed). For this part, the highest mean was 4.44, while the lowest one was 3.86. The average mean was 4.21.

Table 3. Students' Views on Input

ITEMS	Absolutely Agree	Agree	Neutral	Disagree	Absolutely Disagree	Total	M	SD
8. The classes are suitable for teaching English lessons.	41 50.6%	32 39.5%	7 8.6%	1 1.2%	0 0%	81 100%	4.38	.75
9. I have the opportunity to express my thoughts in English in lessons.	32 39.5%	36 44.4%	10 12.3%	3 3.7%	0 0%	81 100%	4.19	.79
10. The materials in the English preparatory program (textbook, additional copy, reading texts, PowerPoint presentations, videos) are interesting and sufficient.	25 30.9%	31 38.3%	17 21.0%	5 6.2%	3 3.7%	81 100%	3.86*	1.04
11. The textbook used in the program is suitable for my level.	35 43.2%	26 32.1%	12 14.8%	6 7.4%	2 2.5%	81 100%	4.06	1.05
12. Homework and in-class activities (group work, group discussions, role play, etc.) given in the learning-teaching process improve my English skills.	37 45.7%	33 40.7%	7 8.6%	3 3.7%	1 1.2%	81 100%	4.25	.86
13. The presentations we make in the lessons contribute to learning English.	42 51.9%	28 34.6%	6 7.4%	4 4.9%	1 1.2%	81 100%	4.30	.90
14. The examples and exercises given by our teachers in the lessons make it easier to learn English.	42 51.9%	33 40.7%	6 7.4%	0 0%	0 0%	81 100%	4.44*	.63

4.21
Average mean

The items related to the process aspect of the preparatory program focused on the delivery and the classroom environment. The participants' views on the process were given in Table 4. The results displayed that the program enabled the students to be active participants (86.4% agreed). Also, it was revealed that subjects which the students failed to comprehend fully were revisited,

and support was provided in times of need (88.9 % agreed). As for the main skills, the students affirmed that listening (70.4%), speaking skills (76.5%), reading skills (81.5%), writing skills (80.2%), and grammar and vocabulary skills (83.9%) were emphasized in the program. The means of the items for the process part were also relatively acceptable. That is, the highest mean was 4.23, and the lowest mean was found to be 3.90, while the average mean of the part was 4.09.

Table 4. Students' Views on Process

ITEMS	Absolutely Agree	Agree	Neutral	Disagree	Absolutely Disagree	Total	M	SD
15. The program allows me to actively participate in the lesson.	31 38.3%	39 48.1%	10 12.3%	1 1.2%	0 0%	81 100%	4.23*	.71
16. Subjects that are not understood during the program are repeated and supported with relevant exercises	26 32.1%	46 56.8%	6 7.4%	3 3.7%	0 0%	81 100%	4.17	.72
17. The program places sufficient emphasis on listening skills.	22 27.2%	35 43.2%	19 23.5%	4 4.9%	1 1.2%	81 100%	3.90*	.90
18. The program places sufficient emphasis on speaking skills.	27 33.3%	35 43.2%	15 18.5%	3 3.7%	1 1.2%	81 100%	4.03	.88
19. The program places sufficient emphasis on reading skills.	26 32.1%	40 49.4%	10 12.3%	4 4.9%	1 1.2%	81 100%	4.06	.87
20. The program places sufficient emphasis on writing skills.	32 39.5%	33 40.7%	11 13.6%	4 4.9%	1 1.2%	81 100%	4.12	.91
21. The program places sufficient emphasis on grammar and vocabulary skills.	29 35.8%	39 48.1%	11 13.6%	0 0%	2 2.5%	81 100%	4.14	.83
							4.09 Average mean	

The items related to the product aspect mostly focused on the outcomes of the program. According to the students' responses, it was revealed that the program had satisfied their interests and needs (79.1% agreed). The participants were also partially content with the language skills they had developed throughout the program (65.4% agreed). A significant number of the students believed that the program had provided a basis for their future English needs (83.9% agreed). Communication with instructors in the program was found to be adequate by the majority large number of the participants (82.7% agreed). Additionally, the participants were pleased with the assessment tools (81.5% agreed). Integration of technology into the process was perceived to be sufficient (80.3% agreed). Finally, the students' perceptions regarding the rapport between the administrators, educators, and students were substantially positive (82.7% agreed). When we cast a look at the mean scores for the product part, we can see that the highest mean was 4.18 and the lowest one was found to be 3.80. The average mean was also comparatively high, with 4.05.

Table 5. Students' Views on Product

ITEMS	Absolutely Agree	Agree	Neutral	Disagree	Absolutely Disagree	Total	M	SD
22. The program has responded to my individual interests and needs so far.	22 27.2%	42 51.9%	12 14.8%	3 3.7%	2 2.5%	81 100%	3.97	.89
23. The skills I have gained in the language so far in the program are satisfactory.	18 22.2%	35 43.2%	23 28.4%	4 4.9%	1 1.2%	81 100%	3.80*	.88
24. The program has provided a basis for my future English needs.	24 29.6%	44 54.3%	10 12.3%	3 3.7%	0 0%	81 100%	4.09	.75
25. I have been able to adequately communicate with my instructors so far.	30 37.0%	37 45.7%	10 12.3%	4 4.9%	0 0%	81 100%	4.14	.82
26. Assessment tools (visa, final, assignments, portfolio, etc.) are sufficient and appropriate.	24 29.6%	42 51.9%	14 17.3%	0 0%	1 1.2%	81 100%	4.08	.76
27. Technology has been used sufficiently in the implementation of the preparatory program so far.	34 42.0%	31 38.3%	13 16.0%	3 3.7%	0 0%	81 100%	4.18*	.83
28. According to my observations, sufficient coordination and rapport between students, teachers, and administration have been ensured throughout the program.	33 40.7%	34 42.0%	9 11.1%	2 2.5%	3 3.7%	81 100%	4.13	.97
							4.05 Average mean	

DISCUSSION

The result of the study provided important information concerning the preparatory program being implemented. The participants held favorable attitudes toward the program in many aspects. However, the degree of satisfaction related to various aspects slightly changed on some of the questionnaire items. First of all, the students generally agreed that the program was up to date, and its objectives were clear. Also, they stated that a consistency existed between its content and objectives. Therefore, the results indicated that the aim of the preparatory program was attainable, which opposed Örmenci's (2009) study.

Regarding the design, the participants were respectively satisfied with the courses, objectives, and the fact that the program considered their needs. Additionally, the design was proper enough to develop learners' skills. In this sense, the findings of this study were comparable to Özdoruk's (2016) study. However, the degree of effectiveness could be improved because the item that measured the students' satisfaction was rated slightly lower than other items, although it was still positive. The students also stated that the courses were complementary to each other. The English courses improved the learners' language skills, and the contents of the courses were parallel in many ways.

The participants were satisfied with the teaching process to a significant extent. They agreed that the necessary topics were revised when they were not understood properly. They strongly

emphasized their contentment with grammar and vocabulary skills, and they believed the program put proper emphasis on main language skills, including listening, speaking, reading, writing, grammar, and vocabulary. Still, the item related to the listening and speaking skills was rated lower than other skill-concerning items. In this respect, Özüdoğru (2017) reached a similar conclusion, which suggested that the program adequately concentrated on writing skills, speaking skills, and vocabulary teaching.

As for the assessment, Bayram and Canaran (2019) emphasized that assessment tools were perceived to be the strengths of the program they investigated. Their conclusion supported this study since the participants in this study had a high degree of consensus on the assessment tools' sufficiency and appropriateness.

Regarding the materials used in the program, the study disclosed that the materials were perceived positively by a high number of students. They were generally satisfied with the contents of the materials and activities. Contrary to the findings of many studies in the literature (e.g., Al-Nwaiem, 2012; Düzyol, 2012; Markinkoniene, 2005; Muşlu, 2007; Vırlan, 2014), the materials were observed to be a strength of the program in this study. Although some studies (Al-Nwaiem, 2012; Chen, 2009) highlighted the participants' dissatisfaction with the content and materials, this study unveiled that the participants had positive opinions about the content, objectives, assessment tools, and implementation of the program. In line with the study carried out by Mohammad and Itoo (2016), the objectives of this program were revealed to be appropriate and clear to a significant extent. Nonetheless, the results implied that some additional materials could be utilized in the program to enhance effectiveness.

Concerning communication and coordination among the parties, the questionnaire results showed that sufficient and proper communication and coordination existed among the parties. The two items concerning communication and coordination were rated highly. The rapport among the students, instructors, and administrators was also worth mentioning. Notably, Muşlu (2007) concluded that assessment tools supported communication between instructors and students. Thus, this study reached an agreement with Muşlu's.

Additionally, Aktaş and Gündoğdu (2020) investigated the communication atmosphere among the parties involved in the education process. Their study's results displayed the existence of miscommunication among the concerned stakeholders, particularly between the instructors and administrators. Nevertheless, the participants of this study believed that there was a positive communication atmosphere in the program.

Negative perspectives toward physical conditions were underlined in some studies (e.g., Cengiz, 2019; Özkanal & Hakan, 2010; Özüdoğru, 2017; Vırlan, 2014). Özdoruk (2016), on the other hand, mentioned participants' positive opinions toward the physical environment. In this study, the students were satisfied with the environment where instructional activities were carried out. The findings indicated that the classrooms were appropriate for teaching and learning English. Moreover, the participants' perceptions regarding being active in the lessons were positive as they agreed that they could express themselves during the courses. In-class activities, assignments, and presentations were also found to be appropriate and useful. Besides, technology, as an essential part of the materials, was appropriately utilized. Positive and constructive communication, coordination, and rapport between the students, instructors, and administration affected the program's participants' perceptions. In other words, they were content with the program to a great extent. They believed that they made considerable progress during the program's delivery, a finding which is contradictory to Taqi and Shuqair's (2014) study.

As to the overall effectiveness, the participants showed no important sign of dissatisfaction. The program was generally perceived to be effective in many aspects such as design, students'

needs and progress, materials, physical conditions, and skills. Still, some skills, such as listening and speaking, could have been given more significance to increase the program's effectiveness in general. The results of this study were comparable to the studies carried out by Arap (2016), Cesur and Cinkavuk (2018), Dehkordi and Talebinezhad (2018), and Lee (2002). To sum up, the study participants had favorable perceptions about the English preparatory program at Harran University, Turkey. Some aspects of the program, such as materials, communication among parties, assessment, delivery of courses, physical environment, and other characteristics of the program, potentially did favorably influence the participants' perspectives.

CONCLUSION

This study evaluated an English preparatory program from the students' perspectives using the CIPP model. The results of the study remarked some important information concerning the program. To begin with, the participants perceived that many aspects of the program functioned well. Goals set by the program designers and implementation can be mentioned as the strong sides of the program. The participants also believed that their needs and expectations were generally considered. Another positive aspect highlighted in the study was communication and atmosphere. The participants stated that they could get in touch with the instructors and administrators sufficiently. As for the assessment tools, the participants were content with the assessment tools. The results indicated that the assessment tools were satisfactory and measured the students' improvements. Technology was also found to be one of the strongest aspects of the program. Many students agreed that they make use of technological tools during teaching and learning.

Moreover, the participants agreed that the courses were complementary. The contents of the courses were parallel in many ways, and the teaching of different courses supported the students to achieve an overall proficiency in English. The course materials were viewed to be sufficient in addition to the fact that in-class activities were effective. Physical conditions were appropriate for teaching and learning English. Regarding the general objectives and content of the program, the participants perceived them as clear and reachable.

However, the program was still open to improvement. Although the participants were content with the program to a great degree, there might have been some aspects that could be improved. To mention but a few, the focus on the main language skills could be revised because the agreement degree to the sufficiency of basic skills was changed depending on the skill. The agreement on the program's emphasis on listening and speaking skills was found lower than other skills. Additionally, the students' improvements in English were also one of the topics open to discussion. They believed that their proficiency levels advanced. Nonetheless, it was questionable since the overall agreement on this particular aspect was still lower than others. As a result, irrespective of how much a program is effective, numerous enhancement methods are still possible. Thus, the implemented program can be made more effective and sophisticated even though the results were relatively positive. In this sense, the teaching of some courses can be revised to balance the focus on the basic skills. The students' needs can also be investigated so that their motivation and interest in English can be enhanced, which can be a facilitatory factor in their improvement. Finally, this study followed a quantitative approach to obtain data. Other data collection tools can help have a fuller picture of the program and the teaching-learning process. In this respect, the need for further research is evident. Considering the novel insights it offers, this study may have significant implications for English material evaluation and development, EFL program designers, administrators, and teachers and students.

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