

**ADDIS ABABA UNIVERSITY
INSTITUTE OF LANGUAGE STUDIES
DEPARTMENT OF FOREIGN LANGUAGE AND
LITERATURE**

**AN ASSESSMENT OF THE FIRST CYCLE SECONDARY SCHOOL
ELT CURRICULUM REFORM PROCESS**

**BY
MEKURIA ABERA**

JUNE, 2006

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CURRICULUM REFORM PROCESS**

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ABSTRACT

The purpose of this study was to assess the reform conducted on the first cycle secondary school ELT curriculum in 2004-2005. The assessment mainly focused on whether or not the ELT curriculum reform elements were handled appropriately. Moreover the study also tried to look into the English language teachers reaction about the over all reform and the implementation of the reformed ELT curriculum.

The study involved four ELT curriculum experts working at ICDR and twenty-three first cycle secondary school English language teachers who have been teaching the language in five government and private secondary schools in four administrative regions of Ethiopia.

The data for the study were gathered through questionnaire, interview and document inspection. Two different types of questionnaires were designed by the researcher and administered to the ELT curriculum experts and to the English language teachers. Interview was conducted with nine English teachers who filled the questionnaire. In addition, documents, which could provide us with any information on the current ELT curriculum reform, were inspected.

The results of the study showed that some of the ELT curriculum reform elements were not properly dealt with by the responsible reform agents. They also implicated some sort of disorganization and lack of systematic handling of the reform tasks. Furthermore, the results of the English language teachers' reactions show that most of the teachers have positive attitude towards some aspects of the current ELT curriculum reform and its implementation even if they believe that they were sidelined from the reform tasks and information.

The study was culminated by making pertinent recommendations on the basis of the findings.

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CHAPTER 1

Introduction

1.1 Statement of the Problem

Because of the status of English as an international language of science, politics and trade, most countries in the world have introduced the Teaching of English as the Second and Foreign Language in their educational system (Crystal, 1988; stern, 1983). This effort of teaching the language in the school system requires the use of a curriculum which defines the rationales and goals of teaching the language, the means of achieving the goals and the techniques of evaluation employed when implementing the curriculum (Yalden, 1991; Hirst, 1980).

Due to the dynamic nature of English language education, ELT curriculum needs to undergo a cyclic reform. That means the ever-growing and unsatisfied needs of the stakeholders in the English language teaching and learning often calls for a reform on the ELT curriculum. In fact, the reform may range from minor changes on some aspects of the curriculum to total changes of the existing ELT curriculum.

ELT curriculum reform is a complex process, which involves various types of actions, decision and resources (Fullan, 1993). Particularly, if the reform takes place at a national level, it requires a systematic correlation of the socio political and socio economic situation of the country with the practical educational system of the country.

Having considered the importance of a cyclic reform on the ELT curriculum, the Ministry of Education of Ethiopia has currently undertaken a reform on grade nine and grade ten ELT curriculum (The first cycle of secondary school ELT curriculum). The reform process was started at the beginning of 2004, and the reformed ELT curriculum was finalized to be operational from 1998 Ethiopian secondary school academic calendar.

Most of the reform tasks have been discharged by ELT curriculum experts who work at ICDR (Institute of Curriculum Development and Research) with the collaboration of

Regional Education Bureaus. However, the responsibility of distributing the reformed ELT curriculum materials has been entrusted to the Ministry of Education at central and regional level.

In this research paper, attempts were made to assess the overall ELT curriculum reform process vis-à-vis the theoretical aspects of ELT curriculum reform and teacher concerns about the overall reform and implementation process. In the former case, attempts were made to look into whether or not needs assessment, pilot training, publicization, teachers training and evaluation techniques were involved in the reform and implementation process. Besides, the objectives of the reform and the overall procedures followed in the reform endeavor were appraised. In the latter case, the assessment mainly focused on teachers' reactions towards the overall reform and the implementation of the reformed ELT curriculum vis-à-vis the enhancement of students' English language learning and effective implementation of the reformed ELT curriculum.

1.5 Objectives of the Study

The general objective of this study was to assess the overall ELT curriculum reform process and teacher's reactions towards the reform and the implementation of the reformed curriculum. Specifically, it attempted to answer the following questions.

1. What prompted the need for the reform on the grade nine and grade ten ELT curriculum?
2. Had the necessary ELT curriculum reform elements and procedures been properly dealt with in the current ELT curriculum reform?
3. What were the reactions of the English Language teachers towards the reform and the implementation process?

1.2 Significance of the Study

Since the ELT curriculum reform is a continuous process, the result of this study could

be beneficiary to any future ELT curriculum reform endeavors in the country. This is to say that the results of this study might suggest the strong points and the drawback of the current ELT curriculum reform, and the insights gained from this study might be used in the country's future ELT curriculum reform projects. On top of these, the results could also be beneficiary to researchers who will be interested in studying further the same or related topics.

1.3 Scope of the Study

This study was confined to assessing the 2004-2006 English language curriculum reform conducted in the country. It was also confined to appraising the curricular reform elements, procedures and teachers' reactions towards the overall reform and implementation of the reformed curriculum. It involved four ELT curriculum experts who were in charge of reforming the ELT curriculum and twenty-three grade nine and grade ten English language teachers selected from five government and private secondary schools in four administrative regions of the country.

1.4 Limitation of the Study

The researcher believes that the assessment of an ELT curriculum reform process requires longer study time to see through the overall reform process from the beginning to the end and many more subjects from more regions in the country. However, since the time, human and financial resources limitations did not allow the researcher to conduct the study in a comprehensive manner, he attempted to get the most out of the limited resources and sample subjects.

CHAPTER 2

Review of the Literature

2.1 Introduction

In this part of the paper, a brief review of the literature related to the major topic of the thesis has been made. Definition of an ELT curriculum, The approaches in ELT curriculum development and reform, the reasons for ELT curricular reform, the stages in ELT curriculum reform, the agents of ELT curriculum reform, the impact of English language teachers' attitude towards the reform and its implementation and some fundamental considerations in the ELT curriculum reform were discussed.

2.2 What Is an ELT Curriculum?

An ELT curriculum refers to a document that contains statements of the country's English language policy, goals of the language program, syllabus framework and the evaluation mechanisms employed in the language program (Richards, 2001; Rodgers, 1985).

The language policy indicates the county's views and stances on the English language and the rationales for introducing the teaching of the language in the country's educational system (Dubin and Olshtain, 1986).

While the goals refer to the statements which explicate the general outcomes of the language program (Clark, 1987). They indicate the overall language behavioral changes expected of learners after the completion of the program.

The ELT syllabus is the document, which gives the overall guidance on the type the language content to be included in the program and the methodology to be employed to attain the curricular goals (Dubin and Olshtain, 1986). It also contains the micro level objectives, which are consistent with and geared towards the attainment of the ELT curriculum goals.

program to assess the attainment of the curricular goals (Hargreaves, 1989). It also indicates the manner and the time of evaluation in the English language program.

2.3 Approaches to ELT Curriculum Development and Reform

Different scholars in the field of ELT curriculum development and reform suggest different approaches to ELT curriculum development and reform. It is difficult to get agreed-up-on approaches. However, the approaches suggested by Clark (1987) seem to be inclusive of the others and explicated in a detailed manner. He suggested three approaches, which explain language curriculum design and reform process. These are classical humanism, reconstructionism and progressivism.

2.3.1 Classical Humanism

This approach follows a top-down approach to curriculum design and reform as all the decisions and actions in the design and reform emanate from the center and permeate to the peripheries. The general tenets of this approach as stated by Clark (1987:81) leads to a curriculum development in view of the following points:

1. the fundamental aim is to promote generalizable intellectual capacities.
2. an analysis of the content of a particular subject into its constituent elements of knowledge determines what is to be taught and learnt. This is then sequenced in what is deemed to be a logical way from the simple to more complex.
3. a course book is created to cover the various elements of knowledge.
4. unit by unit objectives are seen in terms of conscious control of the various elements of knowledge set out along the way.
5. all learners in a class are expected to move through the course book at the same pace.
6. the methodology employed lays emphasis on conscious awareness of rules and patterns, and subsequent application of them in controlled and then more open contexts.
7. assessment is norm referenced and concerned with the selection and placement of those who will enter the next stage of education.

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6. the methodology employed lays emphasis on conscious awareness of rules and patterns, and subsequent application of them in controlled and then more open contexts.
7. assessment is norm referenced and concerned with the selection and placement of those who will enter the next stage of education.

8. reporting is seen in terms of awarding each pupil in aggregate mark or grade for each subject studied.

In this approach, university instructors are the decisive agents who handle the whole language curriculum design and reform process. In fact, what is considered to be a reform on language curriculum is a change of examination (ibid).

2.3.2 Reconstructionism

This approach follows a top-down approach to curriculum design and reform with the principle of Research, Development and diffusion (RDD). The curriculum development is viewed as a linear process in which the objective to be attained in terms of 'learners' language behavior is central to the design process. As Clark (1987:16) explains the ELT curriculum development process follows the following steps:

1. diagnosis of needs
2. formulation of objectives
3. selection of contents
4. organization of contents
5. selection of learning experience
6. determination of learning experience
7. determination of what to evaluate and the way of doing it.

In this approach the curriculum development and reform process is handled by a group of curriculum experts who are responsible for undertaking the research, the design and diffusion of the language curriculum from the center to the peripheries (White and et al, 1991).

2.3.4 Progressivism

This approach follows a bottom-up approach to ELT curriculum development and reform. Teachers and schools take the responsibility of the design and the reform of the curriculum on their own. Curriculum development is viewed as a process. Regarding this Clark (1987:55) writes,

Process approach to the foreign language curriculum tends to concentrate on creating the right environment for individual internal interlanguage development to proceed smoothly. There is less stress on syllabus definition and more emphasis on the need for a set of language learning process in motion ... The principles of procedure within process approach to the foreign language curriculum spring from psycholinguistic studies of language acquisition allied to socio linguistic studies of the creation and processing of discourse rather than form and analysis of language or of learners communicative needs.

In this approach teachers are encouraged to conduct action researches to find solutions to the language curricular problems in their school (Fullan, 1994; Morris 1980).

In an ELT curriculum reform endeavor, it might be possible to adopt one or the other of these approaches. However, these days an eclectic approach to curriculum reform is widely advocated as both top down and bottom up approaches to the reform are proved to be ineffective in most situations (Fullan, 1994).

2.4 Reasons for Curriculum Reform

Language teaching is a dynamic field in education. Several changes have been occurring in the teaching of first, second and foreign languages and most of these changes have been followed by the change in the language-teaching curriculum. In fact, the fundamental reasons, which could result in the changes in language teaching curriculum include: a change in a country's educational policy, inventions of better language teaching methods, the mismatch between the intended goal and the outcome and the cyclic reform on the curriculum.

2.4.1 A Change in Educational Policy

To cope with the ever-changing world civilization, a country may be forced to change the educational policy in general and the language police in particular. Particularly, these days, since countries have realized the role of English language in the worldwide communication, they have incorporated the teaching of the language in their education system (White, 1988; Stern 1983). I think it is difficult, if not impossible, to produce citizens who act and communicate globally without the knowledge of the English

This evaluation is preliminary to the next endeavors (Berwick, 1990).

And if this prior situational analysis implicates the need for an ELT curriculum reform, the next step will be the needs survey. The needs survey is conducted to find out what the existing language teaching program lacks and what the stakeholders in the language teaching and learning want (Richards, 2001). The language teaching and learning needs could be elicited from students, teachers, school administrators, parents, employees and teaching and learning materials. In cases where English is used as a means of instruction in a foreign language situation like Ethiopia, the need survey should also include the language proficiency expected of learners in the other subjects as well. As regards the ways of conducting the needs survey, Nation (2000: 5) writes.

These are discovered by a variety of means: Testing; questioning and interviewing, recalling previous performance; consulting employees, teachers and other involved; collecting data such as textbooks and manuals that the learners will have to read, and then analyzing them; and investigating the situation in which learners will use the language.

The needs survey made at the situational analyses stage will be used as a basis for end/means specification and content organization.

Furthermore, at this stage, the responsible reform agents need to set a blueprint plan, which bears the objectives and the procedures of the overall reform.

2.5.2 End/ Means Specification

Once the decision to develop the language curriculum is made, it has to be followed by the task of setting goals, which indicate the expected pattern of behavior on the part of the learners after the implementation of the language curriculum (Clark, 1987). The goal needs to be stated in general and measurable terms since it is central to the remaining procedures. Its attainability should also be predictable through the working measuring instrument (Nation, 2000; Johnson, 1989). The other important decision at this stage is means specification. This is mainly the decision of **draw**ing to the existing linguistic and language teaching theories (Yalden, 1987). This decision of choosing language-teaching method, which is to be employed to realize the attainability of the goal, could be made

with the help of research findings (Stern, 1983). According to the goal of the language curriculum, structural, functional or interactional language teaching methods could be adopted (Richards and Rodgers, 1983).

2.5.3 Program Implementation

This stage mainly involves teaching and learning material preparation, teacher training and pilot trialing of the program.

The curricular goals will be realized only when they are adequately embedded in the language teaching and learning materials. Therefore, the materials need to be designed by personnel who have clear knowledge of the curricular goals and the language policy of the country. Besides, the material writing committee needs to involve the English language teachers who teach at the level (Richards, 2001). Teachers' guides, student materials including teaching aid materials are prepared at this stage (Johnson, 1989).

Parallel to the material preparation, training should also be given to teachers and school managers. No matter how effective the curriculum development is, it won't be genuinely implemented without active involvement and full knowledge of the teachers and managers about the overall curricular development, implementation and evaluation process. Hence, the teachers should be well informed about the rationales for the language curriculum reform, and if the reform incorporates a new approach to the language teaching, teachers need to be trained on the new approach (White, 1988). Generally, tangible effort needs to be made to publicize the reform information to the concerned stakeholders.

If the reform is conducted at a national level, since it might be somewhat difficult to train all the language teachers at a time, it is advisable to train super trainers from each region or districts. These super trainers could give the training in their respective region or district (Richards, 2001).

Generally, a useful preparation should be made to enable the teachers implement the reformed ELT curriculum in the actual classroom smoothly and effectively (Water and

Vilches, 2001; White, 1988; Yalden, 1987).

The reformed ELT curriculum should not be directly diffused for implementation. Rather, there should be pilot trialing of the program in selected sample schools in different regions. This pilot trialing is believed to be helpful in detecting unexpected implementation difficulties and drawbacks in the reformed ELT curriculum (Richards, 2001).

2.5.4 Classroom Implementation

The overall curricular goals will be realized through the interplay among the teaching learning materials, the teacher, and the learners in a language classroom (Yalden, 1987; Dubin and Olshtain, 1986). Each and every procedure accomplished this far has to bring about better learning on the part of the learners in the language classroom because everything in the language curriculum reform aims at bringing learners' learning which is consistent with the objectives, decisions and actions taken at each preceding step. Generally, this is the stage at which the reformed ELT curriculum is actually implemented.

2.5.5 Evaluation

Evaluation is an integral part of the whole language curriculum reform and implementation processes. That is, the language curriculum reform and implementation begins and ends with evaluation (Hargreaves, 1990). In other words each language curriculum reform stage is liable to evaluation, and at the same time it is the result of prior evaluation. Actually we can say that evaluation is a cyclic process, which steers the entire language curriculum reform processes (Allen, 1984).

2.6 Agents of Curricular Reform

The term agent has been used to refer to people who could in one way or the other be involved in the language curriculum reform process. Since a language curriculum reform is a very broad process, it may involve policy makers, language curriculum experts, teachers, school managers, learners, employees and the society at large. In the

Stenhouse, 1975). Since, in most cases, the reform involves something new to the accustomed teaching tradition, teachers may refuse to adopt the innovation. Particularly if the teachers are not well trained and qualified, they may ignore the innovation and keep on their usual tradition (Prabhu, 1987). In order to avoid such situations, the reform agents responsible for the implementation of the innovation should speculate this problem and come up with sensible solution, which could equip these ill trained, and less qualified teachers with the necessary skill that enables them implement the innovation smoothly. In the same manner, the innovation may encounter resistance on the part of school managers and learners. Especially if the reform incurs some input, private schools managers may resist the innovation: Hence, the responsible body needs to provide schools with the necessary inputs needed for the implementation of the reform. As regards the learners, if the new ELT curriculum is not up to their expectation and if it is not compatible to the existing teaching and learning situation they may show some sort of resistance to the implementation of the reformed curriculum. Therefore, the parties responsible for the implementation of the reformed curriculum have to anticipate resistance from different parties and handle it smoothly.

2.8 The Impact of English Language Teachers' Attitude Towards an ELT Curriculum Reform

Since the English language teachers assume the crucial role of implementing the reformed ELT curriculum in the language classroom, their attitude towards the overall reform matters tremendously. If they have positive attitudes towards the people involved in the reform tasks and the changes involved in the new ELT curriculum, they may not show reluctance to adopt the changes in the new ELT curriculum and try to implement them in the language classroom (Richards, 2001). On the contrary, if the English language teachers think that the changes involved in the reform are complex and demanding, they may be recalcitrant to adopt and implement them in the English language classroom (White et al, 1991). Any negative attitude towards the changed elements in the new ELT curriculum could likely result in resistance on the part of the English language teachers.

CHAPTER 3

Research Methods

This study attempted to assess the current (2004-2006) first cycle secondary school ELT curriculum reform process. Thus the data for the study were collected as follows.

3.1 Samples

The subjects of this study included twenty-three grade nine and grade ten English teachers in the non-randomly selected schools in the four regions- Chamo Secondary School (Arba Minch, SNNP), Nafiad School and St. Joseph School (In Adama, Oromia Region), Minilik Senior Secondary School (Addis Ababa, Region 14) and Debre Birhan Senior Secondary School (Debre Birhan, Region 3).

In addition, four ICDR (Institute of Curriculum Development and Research) experts who work in the English Desk and who have been in charge of the current ELT curriculum reform were also included in the sample of the study.

3.2 Data Collection Instruments

The data for the study were gathered through questionnaire, interview and document inspection.

3.2.1 Questionnaire

In order to collect the data for the study, two different questionnaires were used. The first type was used to gather the data from the ELT curriculum experts at ICDR, while the second one is used to gather information from grade nine and grade ten English teachers.

The questionnaire administered to the curriculum experts included open-ended question, which required the experts to give the appropriate answers to the given questions. There were some questions, which require the experts to provide the researcher with documents regarding the objectives of the reform, the personnel

The questionnaire administered to the teachers was designed adapting the Concern Based Adoption Model (CBAM) suggested by Holloway (2003: webpage1) for describing the concern that teachers may have in curricular change. Using this model, Stage of Concern Questionnaires (SoCQ) was designed by the researcher. Among the seven stages, the researcher assumed that the six stages were appropriate to elicit the necessary information concerning teachers' overall reactions about the current ELT curriculum reform. The six stages included:

- Stage 0 (awareness) - teachers have awareness about the reform and likely to be concerned about it.
- Stage 1 (informational) - teachers understand the areas of the reform and they are interested in the reform issues itself.
- Stage 2 (personal) - teachers begin to express concern about their ability to meet changing expectation.
- Stage 3 (management)- teacher's focus on implementation concern.
- Stage 4 (consequences) – teachers' concern about the impact or the influence that the reformed ELT curriculum will have on their students and parents of the students. .
- Stage 5 (collaboration) - teachers begin to seek out relationships that will assist them in implementing the innovation.

The questions in the questionnaire were presented in the form of Likert Scale. That means, teachers were asked to tell their reaction about the given statements by choosing the extent to which they agree or disagree with the statements. In addition to such questions, there were also questions, which required teachers to give their personal answers.

3.2.2 Interview

To triangulate the reliability of the information gathered through the questionnaire and document inspection, a structured interview was conducted with nine of the teachers who filled the questionnaire. The contents of the questions asked on the interview session were not that much different from the contents of the questions in the questionnaire. However, in the interview questions teachers enjoyed the freedom of expressing their reaction freely.

3.2.3 Document Inspection

Documents which could help the researcher to get information on the current ELT curriculum reform were inspected to triangulate the information obtained through the other instruments.

As stated in the table, two of the respondents said that they did not know when the reform had started. One of the respondents said the reform had started in 1994 (EC); while, the remaining respondent said that the reform had started in 1995.

The answer for the second question shows that the decision to reform the ELT curriculum had been made by the Ministry of Education.

Regarding how the reform started, one of the respondents replied that it had been started by revising the curriculum guide. The other respondent replied that the reform had started by referring to the policy and assessing the old curriculum materials. The third respondent reported that the reform had started based on needs assessment report.

When we see the objectives of the reform, one of the respondents said that the objective was to introduce new topics. The second respondent replied that the objectives of the reform were to make ELT communicative, to integrate socio-economic issues including HIV/AIDS and Civic and Ethical education. On the other hand, the third respondent said that the objectives of the reform were to meet societal and learners' needs and national goals; while, the fourth respondent said that the objectives of the reform were to incorporate government policy documents, to make English more communicative and to make contents more relevant to the students' needs.

As indicated in the table, the government covered the budget for the reform.

We can get three different answers to the sixth question, two of the respondents said that the previous curriculum had been used for five years. One of the respondents also said that it had been used for 12 years; while, the other respondent replied that it had been used for 15 years.

As I have mentioned in the introductory part of this chapter, these four experts are the personnel who are directly involved in the current ELT curriculum reform and responsible for undertaking various tasks in the reform process. Hence, it is paradoxical that they gave different responses. This result may imply that there had not been pre-

planned time schedule which guided the time budget of the overall reform process.

The differing responses for how the ELT curriculum reform started may also imply that the threshold levels of the reform process were not clear and definite to the experts.

Above all, the diversity of the responses given on the objectives of the reform might suggest some kind of disorganization. The failure to state the objectives of the reform precisely might imply that the experts did not set clear aims to be achieved out of the reform. The researcher made an attempt to inspect some ICDR documents related to this reform, and he could not find a document, which states the objectives of the reform.

Similar to the responses to the objective of the reform, the responses provided by the experts to the period in which the previous ELT curriculum had been used were different. These differing responses might suggest that the preceding reform(s) were not well documented. Had the previous reform works been well documented, the experts could have provided consistent responses. In fact, the researcher managed to find out from the documents (Student texts) that the previous ELT curriculum had been used for about nine years.

Ali in all, the results discussed so far might implicate that the preliminary stages of the reform process are somewhat blurred. They might also insinuate some sort of disorganization and lack of systematic handling of the preliminary stages of the reform. On top of these, the results on the preliminary stages of the reform did not provide us with precise information on what prompted the reform. According to Richards (2001.57) and White (1988.145) the results of the preliminary stages lack proper handling of the basic reform elements. Particularly, having no clear plan and objective of the reform might negatively affect the reform process and the product of the reform.

4.1.2 Approaches to ELT Curriculum Reform

The data in this section were mainly used to look into the type of the approach the ELT curriculum experts adopted in their effort to reform the first cycle secondary school ELT curriculum. The details of the study are presented in table 2.

Table 2. Approaches Used in the Current ELT Curriculum Reform

Question	Responses		Reasons
1. Which approach has been used to reform the ELT curriculum?	S1	Bottom up	- To get feedback
	S2	Eclectic	- It requires the appropriate participation of all professionals from top to down
	S3	Eclectic	- Stakeholders involved at various stages
	S4	Top down	- Government provides funds for production and printing - Government wants socio economic issues to be integrated in to ELT

As indicated in table 2, two of the respondents replied that eclectic approach to ELT curriculum reform had been used. However, one of the respondent reported that bottom up approach to a reform had been used. Conversely, the remaining respondent said that top down approach to ELT curricular reform had been used. The respondents provided different reasons to justify their responses.

Even if two of the respondents provided similar answers, there were still disparities of responses. And the discrepancy of the responses may imply that the experts did not adopt a definite and agreed - upon approach to ELT curriculum reform. In fact, when we look into the overall aspects of the reform, we might infer that a top - down approach had been used

because each and every aspects of the curriculum reform task and decision element was undertaken by the personnel working at the center (These include ELT experts at ICDR and commissioned writers and editors) and the reformed ELT materials had been distributed to the regional schools for adoption and implementation. In deed, these days, following a top-down approach to the ELT curriculum reform has been discouraged as it does not involve the main stakeholders in English language teaching and learning (Fullan, 1994).

4.1.3 The Agents of the Reform

The agent of the reform refers to the people who have been participating in the reform process in any way. And in this section, an attempt was made to elicit information, which could help us to look into the appropriateness of the personnel who involved in the current ELT curriculum reform activities. The details of the data are presented in table 3.

language at a university and a college level), the material writers might not be the right people for the task.

Although the materials were said to have been published within the country, paradoxically the distribution of the materials have been belated because of undisclosed reason. Some materials were diffused to some schools in soft copies with CD ROM, particularly for private schools. However, the materials of the reformed curriculum have not reached most schools in regions. The researcher presumes that the delay in the distribution of the materials could be attributed to lack of prior planning of financial and material resources.

4.1.4 Pilot Trialing

In this section an attempt was made to elicit information, which could inform us whether or not the current ELT curriculum reform included pilot trialing as part of the reform element. The details of the data are presented in table 4.

Table 4. Pilot Trialing

Questions	Responses			
	S1	S2	S3	S4
1. Have you conducted pilot trialing of the reformed ELT curriculum?	No	No	Yes	No
2. When?	-	-	2003-2004	-
3. Where?	-	-	At different places	-
4. Who were involved in the pilot trialing?	-	-	Teachers and experts from regions	-

As indicated in table 4, three of the respondents reported that there had not been pilot trialing of the reformed curriculum. However, one of the respondents said that there had been pilot trialing of the reformed curriculum at different places in 2003-2004. In fact, the researcher found this response quite contradictory because the reform process per se, started in 2004.

It is believed that pilot trailing of the new curriculum has several vantage points. First of all, it may help in identifying undetected barriers, which could impede the implementation process. Besides, it may also help in probing students' and teachers' reactions towards the reformed materials, which in turn implicate the difficulty level of the new materials (Richards, 2001). Hence, the absence of pilot trailing might negatively affect the smooth implementation of the reformed curriculum.

4.1.5 Publicization

The data elicited from the ELT curriculum experts in this section were used to assess how the responsible agents publicized the reformed ELT curriculum to the stakeholders. The details of the data are presented in table 5.

Table 5. Publicization of the Reformed ELT Curriculum

Questions	Responses			
	S1	S2	S3	S4
1. Has there been an attempt made to publicize the reformed curriculum?	Yes	Yes	—	Yes
1.1 If your answer is yes how was it publicized?	- To REBS by ICDR	- Various publications, an on air, seminars and workshops		-Through workshops
2. Has there been any in service training on the reform?	Yes	No	No	No
1.2 When was the training given?	-2005	—	—	—
1.3 Where was the training given?	- In ICDR head office	—	—	—
1.4 Who gave the training?	- Experts	—	—	—
1.5 Who participated in the training?	- Teachers, REB's officials	—	—	—
1.6 How were the trainees nominated for the training?	- By REBS.	—	—	—

As indicated in table 5, three of the respondents replied that there had been attempts to publicize the overall reform. Only one respondent said that there had not been attempts to publicize the reform. The three respondents reported that the reform had been publicized through seminars, workshops, various publication and workshops.

Regarding in service training on the reform, three of the respondents said that there had not been in service training to teachers on the reform and its implementation. Only one respondent said that training had been given to teachers who had been selected by REB's officials from all the regions. This respondent reported that the training was given by experts at ICDR in ICDR head office in 2005.

The result of the above data may suggest that commendable attempts were made to publicize the reform. However, the absence of training may affect the implementation process (Johnson, 1989). Actually, since the reform is not that comprehensive involving a policy, goals and means change, there might be no need to conduct a lengthy training. And yet it is presumed that trainings, which could raise teachers' awareness about the rationales and the objectives of the overall reform and the changes involved in the reformed curricular materials, are of paramount importance.

4.1.6 Needs Assessment

As indicated in the literature an ELT curriculum reform involves assessing stakeholders' English language teaching and learning needs, and in this section of the data an attempt was made to assess whether or not the needs assessment was included in the current ELT curriculum reform. The details of the data are presented in table 6.

Table 6. Stakeholders' Needs Assessment

Questions	Responses			
	S1	S2	S3	S4
1. Was there any dissatisfaction on the previous ELT curriculum from any stakeholders?	Yes	- Yes, the reports of dissatisfaction was based on lack of some relevant issues such as HIV/AIDS, industrial development, etc.	—	—
2. Was there an attempt to assess the needs of the stakeholders before and after the decision to make a reform on the previous curriculum?	Yes	Yes	—	—
2.1 Who conducted the needs assessment?	- ICDR and regional bureau experts	- ICDR	—	—
2.2 How was it conducted?	Using questionnaire etc.	- Interview and questionnaire to teachers and students	—	—
2.3 Where was the needs assessment conducted?	- In Addis Ababa and some selected regions of the country	—	—	—
2.4 What was the result of the needs assessment?	- Refer to ICDR report	—	—	—

As can be seen in table 6, two of the respondents replied that there had been a report of dissatisfaction on the previous ELT curriculum. One of these respondents said that the dissatisfaction had been mainly the absence of some issues such as HIV/AIDS and industrial development in the previous materials. However two of the other respondents said that they had not come across a report of dissatisfaction from stakeholders.

Indeed, from the document inspection, the researcher managed to find out that there was some dissatisfaction on the previous ELT curriculum. Teachers' feedbacks on the materials evaluation suggested that there were lack of gender balance in the student texts, mismatch of syllabus objectives and teaching material contents, disorganization of contents, absence of exercises which promote learners' problem solving abilities, etc (ICDR, 2004).

As to the second question, two of the respondents reported that there had been attempts to assess the needs of the stakeholders. These respondents added that the needs assessment was conducted by experts in ICDR using questionnaire and interview administered to teachers and students in Addis Ababa and some selected regions of the country. However, these respondents did not provide response to the question asking about the result of the needs assessment. On the other hand, two of the remaining respondents did not provide any response to the questions asking about the needs assessment.

Although the researcher did not make an attempt to investigate whether or not the dissatisfaction reported by the teachers and their feedback have been adequately addressed in the reformed ELT curriculum, the result shows that the effort made by the experts to seek feedbacks from teachers and students was commendable. The tools said to have been employed to gather information about the stakeholders' English language teaching and learning needs were also viable and proved successful (Richards, 2001; Nations, 2000). In addition to the teachers' feedbacks, the experts' appraisal of the previous curriculum materials was worth appreciation. In deed the researcher believes that a commendable effort was made to assess the needs of the stakeholders though there are some doubts on the depth and range of the needs

assessment. Besides, as Morris (1980: 411) suggests, "If needs assessment was conducted, the methodology and the results should be adequately described". However, the experts who were in charge of the reform tasks could not provide us with the information on the results of the needs assessment they conducted precisely, and this may imply that they did not properly document the results of the needs assessment they conducted.

4.1.7 The Procedures of the Reform

The data of the procedures followed in the overall ELT curriculum reform could help us to look into the stages involved in the reform process. Besides, it could also help us to assess the various task and decision elements inherent in the stages. The details of the data are presented in table 7.

Table 7. Procedures Followed in the Current ELT Curriculum Reform

Question	Responses			
	S1	S2	S3	S4
1. What procedures had been followed in the overall reform process?	<ul style="list-style-type: none"> - Programmed formulation - Proposal for syllabi and textbook revision - Workshop for draft materials - Review of the comments given by the participants - Production of materials - Orientation for texts - Distribution of the materials 	<ul style="list-style-type: none"> - Content flow chart is developed - Curriculum guides are revised. - Textbooks and teachers guides are revised. - Sample units of the text piloted in sample schools - Textbooks are improved accordingly - Printed. 	<ul style="list-style-type: none"> - Curriculum design - Review at workshop - Textbook commissioning - Overseen by ICDR experts - Published - Introduced at workshop 	<ul style="list-style-type: none"> - Instrument preparation - Conducting needs assessment field and content analysis. - Analysis of needs assessment. - Writing report on needs assessment - Improving materials.

As can be seen in table 7, the respondents provided diverse responses for the overall procedures involved the reform process. Due to the diverse nature of the responses, the researcher believes that it is difficult, if not impossible to collate and discuss the responses as usual. Yet, when we look into the data, we might deduce that the reform was started with the designing of the curricular framework. This could be substantiated with the response given by three of the respondents: Program formulation, content flow chart development and curriculum design. By the same token, we can also infer from the experts' response that the reform came to an end with the publication and diffusion of the reformed ELT curricular materials.

First of all the disparity of the responses among the experts may imply that the overall reform process might have not started with a definite reform procedures thoroughly discussed and unanimously adopted by all the experts. According to (Johnson, 1990:2; White, 1988:141) the result may also suggest some sort of jumbling of the stages in the ELT curriculum development, which could also be applied to reforming the ELT curriculum.

Besides, the crux of the reform process, evaluation, seems to have been overlooked in the reform endeavor. Generally, the result of these data might implicate that some of the task elements in the reform process may have been discharged haphazardly and traditionally.

4.1.8 Evaluation

In this section of the data an attempt was made to elicit information on whether or not the responsible agents set evaluative mechanisms to appraise the overall reform process and the accomplishment of the reformed ELT curriculum. The details of the data are presented in table 8.

Table 8. Evaluation Mechanisms

Question	Responses			
	S1	S2	S3	S4
1. Has any evaluative mechanism been set to evaluate the overall reform process and the reformed curriculum? If your answer is yes, specify it.	No	No	No	Guided under CEERC

As indicated in table 8, three of the respondents reported that there had not been any evaluative mechanism set to evaluate the overall reform and the reformed ELT curriculum. However, one of the respondents pinpointed that the evaluative mechanisms could be found in the evaluation department.

Even if one of the respondents suggested that the evaluation was conducted by a separate group responsible for handling the evaluation tasks, the result of this data might imply that the pertinence of evaluation was neglected. This is because the notion of evaluation is somewhat familiar to people involved in any educational activity, let alone to experts who are in charge of the country's ELT curriculum. If there had been a plan of evaluation, these experts could have revealed it unhesitatingly. Since it is widely accepted that an evaluation is a steering element of the overall reform process, the absence of it in the current ELT curriculum reform might cast a doubt on the effectiveness of the overall reform (Hargreaves, 1990; Allen, 1984).

4.2 Data from English Language Teachers

In this section, the data gathered from grade nine and grade ten English language teachers are collated and discussed. The data are mainly about teachers overall reaction^s on the current English language curriculum^{reform}. They were gathered from twenty-three teachers who have been teaching English language in private and government secondary schools in four regions. The details of the subjects are presented in table 9

and table 10.

Table 9. Teachers' Experience in Teaching English Language

Years											
1-5		6-10		11-15		16-20		21-25		Unknown	
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
5	21.7	10	43.5	5	21.7	2	8.6	1	4.3	-	-

As may be seen in the above table, most of the subjects (around 65%) have taught English language for about 6-15 years. Teachers with 1-5 years of experience in teaching English language constitute 21.7%. While teachers with teaching experience of sixteen years and above constitute 13% of the subjects in the study.

The above data may suggest that the majority of the teachers have somewhat adequate experience in teaching English language.

Table 10. Teachers' Qualification

Teachers' qualifications							
Diploma		BA/BED		MA		Unknown	
No.	%	No.	%	No.	%	No.	%
5	21.7	18	78.2	-	-	-	-

As indicated in the table, 78.2% of the subjects are qualified with BA degree. Only 21.7% of the subjects are qualified with diploma.

The result of the above data could suggest that the majority of the teachers in the study

4.2.3 Informational Stage

In this stage, the data gathered from the subjects mainly focused on whether or not the grade nine and grade ten English language teachers were provided with adequate information about the rationales and the changes involved in the reformed ELT curriculum being introduced. The data could also help us to look into whether or not the teachers were interested in the information on the overall ELT curriculum reform and its implementation. Teachers' reactions have been presented in table 15.

As indicated in table 15, 73.9% of the respondents said that they were not certain about whether or not the rationales and the reasons for the current ELT curriculum reform had been explicitly informed to the English teachers in their school. Similarly, 17.3% of the respondents replied that they did not believe that the rationales and the reasons for the reform had been explicitly informed to the teachers in their school. Only 8.6% of the respondents said that they believed that the rationales and the reasons for the reform had been explicitly informed to the English the English teachers in their school.

With regard to the second question, 47.8 % of the respondents reported that they were not sure about whether or not the time and the way in which the reformed ELT curriculum was introduced were appropriate. On the other hand, 30.4% of the respondents said that they did not think that the time and the way the reformed curriculum was introduced to their schools were appropriate. Similarly, 13% of the respondents replied that they strongly believed that the time and the way in which the reformed curriculum was introduced to their school were inappropriate. Only 8.6% of the respondents replied that they believed the time and the way in which the reformed ELT curriculum was introduced to their school were appropriate.

As to the information on the areas of the reform, 52.1% of the respondents said that they were not certain about whether or not the teachers in their school had been informed on the areas of the reform. In fact, 17.3% of the respondents said that they strongly believed that English teachers in their school had not been informed on the areas of the reform. Similarly, 21.7% of the respondent said that they did not believe that the areas of the reform on the ELT curriculum had been informed to the teachers in their school. However, 8.6% of the respondents said that they believed that English^{language} teachers in their school had been informed on the areas of the reform involved in the ELT curriculum.

When we see the responses given to the fourth question, 73.9% of the respondents strongly claimed that they were concerned about the ELT curriculum issues. In the same manner, 26% of the respondent said that they were concerned about the ELT curriculum issues.

By the same token, 43.4% of the respondents strongly claimed that they were

respondents replied that they were not certain about whether or not the teachers in their school were professionally capable of implementing the reformed ELT curriculum.

The result of the above data may imply that even if most teachers think themselves as professionally capable of adopting changes in the reformed curriculum they seek some sort of training on the changes involved in the reformed curriculum.

The over all result of this stage shows that most teachers do believe that they are professionally capable to handle the tasks required of them effectively. This positive attitude of the English language teachers about their ability to implement the reformed ELT curriculum may have positive impact on the adoption and implementation of the changes (White et al, 1991).

4.2.4 Management Stage

At this stage an attempt was made to gather information on the teachers' concerns about the implementation of the reformed curriculum and the factors, which could influence the implementation process. The details of the data have been presented in table 17.

Table 17. Managing the Implementation of the Reformed Curriculum

The statements	Responses									
	Strongly agree		Agree		I'm not sure		Strongly disagree		Disagree	
	No.	%	No.	%	No.	%	No.	%	No.	%
1. There are factors (teacher, management material, learner, etc), which could negatively affect the implementation of the reformed ELT curriculum.	11	47.8	10	43.4	2	8.6	-	-	-	-
2. Implementing the reformed ELT curriculum will not be an easy task for most English teacher in your school.	2	8.6	15	65.2	3	13	-	-	3	13
3. Teachers play the fundamental role in the implementation of the reformed curriculum.	14	60.8	9	39.1	-	-	-	-	-	-
4. Getting used to something new in the reformed curriculum is demanding for both teachers and students	11	47.8	12	52.1	-	-	-	-	-	-
5. Implementing the reformed ELT curriculum requires some time to be familiarized within the schools.	7	30.4	16	69.5	-	-	-	-	-	-

As may be seen in the above table, 47.8% of the respondents said that they strongly believed that there were factors, which could negatively effect the implementation of the reformed ELT curriculum. Similarly, 43.4% of the respondents replied that they believed in the presence of factors, which could negatively affect the implementation process. Only 8.6 % of the respondents said that they were not sure about the prevalence of negative factors, which could negatively affect the implementation of the reformed curriculum.

In response to the second question, 65.2% of the respondents said that they believed that the implementation of the reformed curriculum would not be an easy task for most teachers in their schools. Similarly, 8.6% of the respondents said that they strongly believed that the implementation of the reformed curriculum would not be an easy task for most teachers in their school. On the other hand, 13% of the respondents replied that they were not certain whether or not the task of implementing the reformed curriculum would be difficult for most teachers in their schools. While, the remaining 13% of the respondents said that they didn't believe that the implementation of the reformed curriculum would be difficult for most teachers in their schools.

As regards the roles teachers play, 60.8% of the respondents replied that they strongly believed that teachers play fundamental roles in the implementation process. Similarly, 39.1% of the respondents said that they believed that teachers play a fundamental role in the implementation process.

The response to the fourth question shows that 47.8% of the respondents strongly believed that getting used to something new in the reformed ELT curriculum was demanding for both teachers and students. Similarly, the remaining 52.1% of the respondents said that they believed that getting used to something new in the reformed ELT curriculum was demanding for both teachers and students.

By the same token, 69.5% of the respondents replied that they believed that time is a crucial factor to be familiarized with, the reformed curriculum in their schools. In the same manner, 30.4% of the respondents said that they strongly believed in the pertinence of time to be familiarized with the reformed ELT curriculum.

The results in the above data may imply that most teachers are well concerned about the factors that could slacken the implementation process. Indeed, most teachers think that the implementation of the reformed curriculum could be demanding for most teachers. Despite their belief about the nature of the task, most teachers are well aware of the pivotal role expected of them in the implementation process. Most teachers also think that effective implementation of the reformed curriculum would be accomplished gradually.

In short, the results at this stage might suggest that most teachers are well concerned about the factors, which could influence implementation process. As White et al (1991:6) writes, "An innovation which places heavy demand on the school in terms of time, personnel and money will be less likely to be taken up." Hence, the results may imply that there may be some factors, which could negatively affect the implementation of the reformed ELT curriculum.

4.2.5 Consequence Stage

At this stage attempts were made to assess teachers concerns about the impact that the reformed curriculum could have on their students and parents of their students. The details of the data have been presented in table 18.

Table 18. Teachers' Reactions about the Influence of the Reform

The statements	Responses									
	Strongly agree		Agree		I'm not sure		Strongly disagree		Disagree	
	No.	%	No.	%	No.	%	No.	%	No.	%
1. Students and their parents are happy with the way English language has been taught in your school	-	-	5	21.7	8	34.7	2	8.6	8	34.7
2. Students and their parents would be happy if the ELT curriculum was reformed.	-	-	13	56.5	10	43.4	-	-	-	-
3. A reform on the previous ELT curriculum will enhance students. English language learning	3	13	16	69.5	4	17.3	-	-	-	-
4. A reform on the previous ELT curriculum will have positive impact on all the stakeholders in English language teaching and learning	2	8.6	11	47.8	10	43.4	-	-	-	-

As can be seen in the above table, 34.7% of the respondents said that they were not sure whether or not students and their parents had been happy with the way English language had been taught in their school. Of course, 21.7% of the respondents suggested that students and their parents had been happy with the way English language had been taught in their school. Conversely, 8.6% said that they strongly believed that the students and their parents were not happy with the way English

language had been taught in their school. In the same manner, 34.7% of the respondents said that they did not believe that student and their parents had been happy with the way English language had been taught in their school.

The responses to the second question show that 56.5% the respondents believed that students and their parents would have been happy if the ELT curriculum had been reformed. On the other hand, 43.4% of the respondents said that they were not certain about whether or not students and their parents would have been happy if the ELT curriculum had been reformed.

Regarding the third question, 69.5% of the respondents said that they believed that the reform of the previous curriculum would enhance their students' English language learning. Similarly, 13% of the respondents said that they strongly believed in the impact of the reform in enhancing their students' English language learning. However, the remaining 17.3% of the respondents replied that they were not sure about whether or not the reform on the previous curriculum would enhance their students' English language learning.

As regards the last question 47.8% of the respondents said that they believed that the reform would have positive impact. In deed 8.6% said that they strongly believed that the reform could have positive impact on the stakeholders in the language teaching and learning. On the other hand, 43.4% of the respondents replied that they were not certain about whether or not the reform would have positive impact on the stakeholders in language teaching and learning.

The results in the above data may imply that most teachers either do not know their students and students' parents reactions about the way English language has been taught in their school or they do not think that students and their parents are happy with the way the language has been taught in their school. In relation to this Morris (1980:419) explains "A program that achieved all its objectives may still be judged a failure if the people involved disliked the experience". Nevertheless, the majority of the teachers believe that the reform will bring better English language learning for students than their previous experience. In the same manner, the majority of the teachers

assume that the reform on the ELT curriculum will have positive impact on the stakeholders in English language teaching and learning.

To sum up, the results elicited from the data show that most teachers think that the reform on the ELT curriculum will have positive impact on students. Put another way most teachers believe that the reform will enhance students' English language learning in their schools.

4.2.6 Collaboration Stage

At this stage an attempt was made to assess teachers' concerns on the importance of establishing relationships amongst themselves and the external ELT curriculum reform agents. The details of the data are presented in table 19.

Table 19. Teachers' Reactions about Collaboration

The statements	Response									
	Strongly agree		Agree		I'm not sure		Strongly disagree		Disagree	
	No.	%	No.	%	No.	%	No.	%	No.	%
1. Seminars and trainings could create a cooperative environment, which in turn help for smooth implementation of the reformed ELT curriculum.	12	52.1	11	47.8	-	-	-	-	-	-
2. English teachers in your school can help each other in the implementation of the reformed curriculum.	8	34.7	15	65.2	-	-	-	-	-	-
3. The English department head can serve as a bridge between the English language teachers in your school and the external reform agents.	4	17.3	11	47.8	8	34.7	-	-	-	-
4. English language teachers need to establish cooperation with one another, with school administration and with students when implementing the reformed curriculum.	15	65.2	8	34.7	-	-	-	-	-	-
5. Any problem that may arise when implementing the reformed curriculum can be solved through discussions among the department members.	11	47.8	12	52.1	-	-	-	-	-	-

As can be seen in table 19, 52.1% of the respondents said that they strongly believed in the importance of training and seminars for establishing cooperative environment. In the same manner, 47.8% of the respondents replied that they believed that seminars and training could create cooperative environment, which could help for smooth implementation of the reformed curriculum.

As regards the second question, 65.2% of the respondents reported that they believed that the department members could help each other in the implementation of the reformed ELT curriculum. Similarly, 34.7% of the respondents strongly claimed that the department members could help each other in the implementation of the reformed ELT curriculum

Similarly, 47.8% of the respondents said that they believed that the department heads could serve as a bridge between within the school and external reform agents. Of course, 17.3% of the respondents said that they strongly believed in the role of the department heads as a bridge between within the school and ^{the} external reform agents. On the other hand, 34.7% of the respondents replied that they were not certain about whether or not the department heads could serve as a bridge between within the school and the external reform agents.

As to within school cooperation, 65.2% of the respondents reported that they strongly believed in the importance of establishing cooperation amongst the school teachers, administrators and students. Similarly, 34.7% of the respondents said that they believed in the need to establish cooperation among English teachers, school administrators and students.

With regard to the role of discussion, 52% of the respondents said that they believed that the problems that might arise during the implementation of the reformed curriculum could be solved through discussion among the department staffs. In the same manner, 47.8% of the respondents replied that they strongly believed in the pertinence of discussion among the teachers, school administrators and students to solve the problems that might arise during the implementation of the reformed ELT curriculum.

The results in the above data may imply that most teachers believe that seminars and trainings could create a cooperative environment, which could positively influence the implementation process. They also suggest that the majority of the teachers seem to have realized the importance of cooperation amongst the different parties who have been participated in the overall ELT curricular reform and implementation process.

In addition, the results may also imply that most teachers believe that problems that may arise in the implementation of the reformed ELT curriculum could be solved through discussions among themselves and the concerned parties.

All in all, we can deduce that teachers are well concerned and well aware of the importance of cooperation among the different parties who have been involved in the ELT curricular reform and implementation process. And the concern and the awareness of the teachers about the cooperative effort needed on the implementation of the reformed ELT curriculum will have positive impact on the implementation task. As regards this issue, Morris quoted in Richards (2001:97) explains, "A school with a relatively open climate, where teachers collaborate with each other and where the principal and [senior teachers] are supportive of teachers is more likely to try to implement the change."

4.3 Analysis and Interpretations of the Interviewees' Responses

In this section of the paper an attempt was made to analyze and interpret the data gathered through interviewing grade nine and grade ten English teachers who have been currently teaching in five government and private secondary schools in four regions. These data were used to triangulate the data gathered through other instruments. The interview was conducted with nine teachers who filled the questionnaire. An attempt was made to interview at least two teachers in a school.

The details of interviewees' responses could be summarized as follows,

As a response to the first question, eight of the nine interviewees replied that they had not been involved in the current ELT curriculum reform in any way. However one interviewee said that he/she had involved in the reform through participation in a

workshop, which had advised on how to make the four language skills productive.

The result of these data implies that the majority of the teachers do not think that they were involved in the current ELT curriculum reform. In deed this result may have negative impact on the adoption of the reform. As Morris (1980: 428) states, "teachers and administrators who have had no input in to new curriculum will have no sense of ownership of the innovation." This result might also contradict with the result obtained from ELT curriculum experts' data. That means, the experts' result showed that English teachers did participate in the reform process.

As to the second questions seven of the interviewees replied that they believed the ELT curriculum was designed by appropriate personnel. These interviewees added that the curriculum was designed by curriculum experts and university teachers and the appropriateness of these personnel could not be called into question. However, two of the interviewees replied that they did not believe that it was designed by appropriate personnel.

The result of these data suggests that most teachers believe that the ELT curriculum was designed by appropriate personnel. This belief might have positive influence on the implementation process. That means, teachers might not resist adopting the reformed ELT curriculum because of their attitude toward the people who designed it (Richards. 2001). However, this belief might also have negative impact if teachers assume that the curriculum is somewhat perfect which does not need adaptation with contexts.

For the third question, five of the interviewees replied that they believed the reform would bring better changes in English language teaching and learning in their schools. They added that the reformed ELT curriculum addressed the four skills, especially, the speaking and listening skills and changed teachers' and students' roles. However, four of the interviewee replied that they were not certain about whether or not the reform would bring better changes in English language teaching and learning as they had not seen the reformed curriculum.

In a related question, four of the interviewees replied that it was difficult for them to

extrapolate about their students and students' parents' attitude toward the implementation of the reformed curriculum. Three of the other interviewees said that their students and their students' parents would be happy when the reformed curriculum would be implemented. Conversely the remaining two interviewees replied that they did not think that their students and students' parents would be happy when the reformed curriculum would be implemented.

The result of the above data may imply that the majority of the teachers believe that the reform will bring better changes in English language teaching and learning in their schools. However, the data also imply that the majority of the teacher either could not forecast about their students and parents' reaction towards the reformed ELT curriculum or they do not think that their students and parents would be happy when the reformed curriculum would be implemented.

Fortunately, this result squares with the result obtained from the ^{teachers'} questionnaire data.

Regarding the question about the needs assessment, five of the interviewees answered that they did not believe that stakeholders' needs had been surveyed. On the contrary, two other interviewees replied that they believed that stakeholders' needs had been surveyed and incorporated in the reformed ELT curriculum. The remaining two interviewees said that they were not certain about whether or not stakeholders' needs had been surveyed and incorporated in the reformed curriculum.

In a related question, all the interviewees replied that they had never been asked about the way English language had been taught in their schools.

The result in the above data may suggest that the majority of the teachers do not believe that proper needs assessment was conducted in reforming the ELT curriculum. Besides, we may infer from the data that most teachers were not contacted as part of an effort to assess English language teachers' needs.

This result is consonant with the result obtained from the teachers' questionnaire. But, it contradicts with the result obtained from ELT curriculum experts' data. Hence, it might cast a doubt on the comprehensiveness of the needs assessment said to have been

conducted by ICDR ELT curriculum experts.

As regards the seventh question, all the interviewees replied that they had not attended a seminar or training on the implementation of the reformed ELT curriculum. Yet, two of these interviewees suggested that one English teacher from their schools had attended a seminar on issues related to the reformed ELT curriculum.

The result in the above data implies that most teachers did not attend a seminar or training on the reform and the implementation of the reformed curriculum.

This result does not contradict with the result obtained from experts' data as the ELT curriculum experts also reported that there was not an attempt to give training on the implementation of the reformed curriculum.

Regarding the distribution of the reformed ELT curriculum materials, all the interviewees said that they did not believe that the materials of the reformed curriculum had reached their school in appropriate time. However, some of the interviewees suggested that they had received the soft copy and the draft textbooks.

The result of these data may suggest that the reformed ELT curriculum materials have not reached most schools.

This result is quite consonant with the result obtained from teachers' questionnaire data. Both results implicated that the final stage of the reform process is in limbo.

As to the ninth question, six of the interviewees replied that they believed that teachers in their school had the necessary skill to implement the reformed ELT curriculum. They justified their claim saying that most of the English teachers in their schools were qualified with BA degree in English language teaching. On the contrary, two of the other interviewees replied that they might face problems when implementing the reformed ELT curriculum. They added that they might face problems because of plasma TV and lack of teachers' involvement in the reform process. The remaining interviewee said that he/she was not certain about whether or not teachers in their schools had the necessary skills to implement the reformed ELT curriculum.

The result in the above data may imply that most teachers believe that English teachers are equipped with the necessary skills to implement the reformed ELT curriculum smoothly and effectively.

This result is quite compatible with the result obtained from teachers' questionnaire data.

Finally, all the interviewees gave diverse responses to the tenth question. Only four of the interviewees virtually suggested that they could solve implementation problems through cooperative discussions among department staffs. The remaining interviewees suggested that they might solve implementation problems by reading related books, informing supervisors about the problems, using their experience, etc.

This result may imply that teachers could employ various techniques to solve those problems that they might face when implementing the reformed curriculum.

In fact, this result is not that much contradictory with the result obtained from the collaboration stage of teachers' data.

CHAPTER 5

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

- 5.1.1 The initial stages of the ELT curriculum reform process lack proper organization. This is to say that there had not been a definite and clear scheme which could guide the whole aspects of the reform process and serve as a yardstick in the appraisal of the accomplishment of the overall reform process. Besides, there had not been a definite and agreed-upon procedures to have been followed in dealing with the ELT curriculum reform elements.
- 5.1.2 Virtually, a top-down approach to an ELT curriculum reform was used in reforming the current grade nine and grade ten ELT curriculums.
- 5.1.3 Even if the ELT curriculum experts claimed to have involved the English teachers and students in the reform process, most of the decisions made and the actions taken in the reforming endeavor were handled by few individuals at the central level of the country's educational system. That means most of the decision elements and the task elements involved in the ELT curriculum reform were handled by the personnel who have been working at ICDR and the Ministry of Education and very few commissioned writers and editors. Put another way, quite languid effort was made to make the mainstream stakeholders the integral part of the ELT curriculum reform process.
- 5.1.4 Although pilot trailing of the reformed ELT curriculum is believed to be the major element in an ELT curriculum reform endeavor, the current ELT curriculum reform did not include this element.
- 5.1.5 Notwithstanding the commendable efforts made to publicize the ELT curriculum reform by the reform agents at the center, the publicization activities were not that comprehensive to reach the mainstream stakeholders in every region of the country.

- 5.1.6 In the same manner, commendable efforts were made on the part of the ELT curriculum experts to assess the English language teaching and learning needs of the stakeholders. However, the result obtained from the teachers' data cast a doubt on the adequacy of the nature and the magnitude of the needs assessment said to have been conducted. Therefore, we can conclude that the needs assessment claimed to have been conducted by the experts was confined to limited materials and human sources of information about the English language teaching learning needs.
- 5.1.7 Evaluation was not properly taken as a fundamental element in the current ELT curriculum reform process.
- 5.1.8 Adequate and sufficient information about the rationales and the areas of the reform in the ELT curriculum was not provided to the teachers who were expected to implement the reformed ELT curriculum.
- 5.1.9 The awareness of most teachers about the overall ELT curriculum reform was somewhat superficial, as they did not believe they were the integral part of the reform process. Most teachers were aware of the reform on a rumor basis.
- 5.1.10 Most grade nine and grade ten English language teachers believe that they are professionally capable to implement the reformed ELT curriculum.
- 5.1.11 The majority of grade nine and grade ten English language teachers believe that the reform on the ELT curriculum will have positive impact on students English language learning.
- 5.1.12 Most grade nine and grade ten English language teachers believe that collaboration amongst in the schools and the external reform agents could help a great deal for smooth and effective implementation of the reformed ELT curriculum.

5.2 Recommendation

On the basis of the findings of the study the following recommendation have been made.

- 5.2.1 An ELT curriculum reform endeavor should begin with setting definite and crystal clear schemes, which indicate the objectives of the reform, the duration of the reform, the procedures to be followed in the reform, the personnel to be involved in the reform and the amount of financial resources needed for the whole reform undertakings and the source of these resources. Besides, the personnel involved in the reform, particularly, the people heading the reform process should be categorically cognizant of the schemes.
- 5.2.1 Since both top-down and bottom up approach to ELT curriculum reform proved to have been ineffective (Fullan, 1994), an eclectic approach, which could participate the mainstream stakeholders in the reform decisions and activities, should be adopted.
- 5.2.3 It is widely accepted that the seclusion of teachers from the reform process might jeopardize the implementation of the reformed ELT curriculum as teachers might consider it an imposition. Therefore, the English language teachers should be given pivotal roles in the ELT curriculum reform endeavor.
- 5.2.4 The responsible party who manage the ELT curriculum reform process should publicize the reform process and the outcome of the reform to all the stakeholders in a comprehensive manner. Indeed, since electronic media have the potential to reach most of the stakeholders, they should be utilized in the publicization efforts. Furthermore, seminars and workshops, which aim at publicizing the ELT curriculum reform, should be arranged (organized) in a systematic manner to address the majority of the mainstream stakeholders.
- 5.2.5 More comprehensive needs assessment covering more regions of the country and seeking more information from more sources should be conducted before and after the decision to reform the ELT curriculum.

- 5.2.6 The significance of evaluation should be pronounced. That means, there should be pre-set evaluation mechanisms, which measure the achievement of the overall ELT curriculum reform process per se, and the ultimate curricular goals.
- 5.2.7 In an effort to reform the ELT curriculum there should be a systematic and coordinated handlings of the reform elements from the initial stages up to the end of the reform endeavor.
- 5.2.8 The essential information about the rationales and the areas of the reform in the ELT curriculum should be disclosed precisely to the entire concerned stakeholders.
- 5.2.9 Last, but not the least, in order to ameliorate the factors which could negatively affect the implementation of the reformed ELT curriculum, the ELT curriculum experts should closely monitor the implementation activities and provide the English language teachers assistance on the major problems they may encounter.

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Appendix 1

Questionnaire for ICDR English Language Curriculum Experts

The following questions have been designed to elicit information from ICDR English curriculum experts on the current (2004-2006) first cycle secondary school (grade 9&10) English language curriculum reform. The researcher appreciates a great deal your prompt responses to all the questions.

1. When did the current ELT curriculum reform start?

2. Who made the decision to reform the ELT curriculum?

3. How did the ELT curriculum reform start?

4. What is (are) of the objective(s) of the reform?

5. Who covered the budget for the reform?

6. How long had the previous curriculum been used?

7. Which approach has been used to reform the ELT curriculum?

a) Top-down b) bottom up c) eclectic

Why? _____

8. Who have been involved in the curriculum reform process?

- Please, specify the number and specialization of the personnel involved in the reform process

9. Who prepared the teaching and learning materials?

9.1 Where were the ELT materials published?

9.2 Who was responsible for the distribution of the materials?

- Please, specify the number and specialization of the personnel involved in the ELT material preparation.

10. Has there been any pilot trialing of the reformed ELT curriculum?

10.1. When? _____

10.2 Where? _____

10.3 Who were involved in the pilot trialing? _____

11. Has there been any attempt made to publicize the current ELT curriculum reform to the stakeholders?

- If your answer is "yes", how was it publicized?

12. Has there been any in service training on the reform?

- If your answer is "yes",

12.1 when was the training given?

16. Has any evaluation mechanism been set to evaluate the overall reform process?

➤ If your answer is "yes", please state it (them) briefly

17. What is your personal observation of the overall ELT curriculum reform process?

7. Who do you think is responsible for undertaking a reform on the ELT curriculum?
- a) English language teacher's
 - b) English language curriculum experts
 - c) Students
 - d) Through collaboration of English language teachers, curriculum experts and student
8. Have you ever been contacted by any individual (officials from the Ministry of Education, experts from ICDR) concerning the teaching and learning of English in your school?
- a) Yes
 - b) No
- If your answer is 'yes',
- a) what did they seek from you?

 - b) what was your response to them?

Read the following statements carefully and circle the letter that bears your reaction against the given statements.

9. The rationales and the reasons for the ELT curriculum reform have been explicitly informed to the teachers of English in your school.
- a) strongly agree
 - b) agree
 - c) I'm not sure
 - d) strongly disagree
 - e) disagree
10. The time and the way in which the current ELT curriculum reform is introduced to English teachers in your school are appropriate.
- a) strongly agree
 - b) agree
 - c) I'm not sure
 - d) strongly disagree
 - e) disagree

11. Every English teacher in our school has been informed on the areas of the reform on the ELT curriculum.
- a) strongly agree b) agree c) I'm not sure
d) strongly disagree e) disagree
12. Teachers' job is to teach what he/she has been prescribed to teach; he/she needn't worry about the English language curriculum.
- a) strongly agree b) agree c) I'm not sure
d) strongly disagree e) disagree
13. Teachers need to focus more on the teachers' and students' texts than on the English language curriculum.
- a) strongly agree b) agree c) I'm not sure
d) strongly disagree e) disagree
14. English language curriculum reform requires more training to English language teachers on the areas of the reform on the ELT curriculum.
- a) strongly agree b) agree c) I'm not sure
d) strongly disagree e) disagree
15. English language teachers in your school are professionally capable of implementing the current English language curriculum.
- a) strongly agree b) agree c) I'm not sure
d) strongly disagree e) disagree
16. There are factors (teacher, management, material, learner, etc), which could negatively affect the implementation of the new English language curriculum.
- a) strongly agree b) agree c) I'm not sure
d) strongly disagree e) disagree

17. Implementing the new English language curriculum will not be an easy task for most English teachers.
- a) strongly agree b) agree c) I'm not sure
d) strongly disagree e) disagree
18. Teachers play the fundamental role in the implementation of the new English language curriculum.
- a) strongly agree b) agree c) I'm not sure
d) strongly disagree e) disagree
19. Getting used to something new in English language teaching and learning is demanding for both teachers and students.
- a) strongly agree b) agree c) I'm not sure
d) strongly disagree e) disagree
20. Implementing the new English language curriculum requires sometime to be familiarized in the schools.
- a) strongly agree b) agree c) I'm not sure
d) strongly disagree e) disagree
21. Students and their parents are happy with the way English has been taught in your school.
- a) strongly agree b) agree c) I'm not sure
d) strongly disagree e) disagree
22. Students and their parents would be happy, if the ELT curriculum was conducted.
- a) strongly agree b) agree c) I'm not sure
d) strongly disagree e) disagree

23. A reform on the previous English language curriculum will enhance students' English language learning.

- a) strongly agree b) agree c) I'm not sure
d) strongly disagree e) disagree

24. A reform on the previous ELT curriculum will have positive impact on all the stakeholders in English language teaching and learning.

- a) strongly agree b) agree c) I'm not sure
d) strongly disagree e) disagree

25. A reform on the previous English language curriculum will have positive impact on all the stakeholders in language teaching and learning.

- a) strongly agree b) agree c) I'm not sure
d) strongly disagree e) disagree

26. Seminars and trainings could create a cooperative environment which in turn helps for smooth implementation of the reformed ELT curriculum

- a) strongly agree b) agree c) I'm not sure
d) strongly disagree e) disagree

27. English ^{teachers} in your school can help each other in the implementation of the new curriculum.

- a) strongly agree b) agree c) I'm not sure
d) strongly disagree e) disagree

28. The English ^{department} head can serve as a bridge between the English language curriculum reform agents and English teachers in your school.

- a) strongly agree b) agree c) I'm not sure
d) strongly disagree e) disagree

29. English language teachers need to establish cooperation with one another, with school administration and with students when implementing the new English language curriculum.

- a) strongly agree b) agree c) I'm not sure
d) strongly disagree e) disagree

30. Any problem that may arise when implementing the new curriculum can be solved through discussions among the department members.

- a) strongly agree b) agree c) I'm not sure
d) strongly disagree e) disagree

Appendix 3

Interview Questions for English Language Teachers

4.4.1 The following interview questions have been designed to triangulate the data gathered through the questionnaire. The researcher appreciates a great deal your prompt response to all the questions.

1. Were you involved in the current ELT curriculum reform?
 - 1.1 If your answer is 'yes', how?
 - 1.2 If your answer is 'no', why not?
2. Do you think that the ELT curriculum is designed by appropriate personnel?
3. Do you think that the current ELT curriculum reform will bring better changes in English language teaching and learning in your school?
 - 3.1 If your answer is 'yes', how?
 - 3.2 If your answer is 'no', why not?
4. Do you think that your students and their parents will be happy when the new ELT curriculum will be implemented?
5. Do you think that stakeholders' (learners', parents, teachers, employees, etc) needs had been adequately surveyed and have been incorporated in the new ELT curriculum?
6. Have you ever been asked about the way English has been taught in your school? (That means about the positive sides and the drawbacks on the overall English language teaching learning process in your school).
7. Have you or your colleagues attended a seminar or training on the implementation of the new ELT curriculum?

If your answer is 'yes',

- 7.1 do you think that the training could give teachers clear picture(s) of the objective(s) of the reform and the way in which the new curriculum will be implemented in the classroom?
- 7.2 do you think that the seminar or the training was given by appropriate personnel in appropriate time and place?
- 7.3 do you think that the way in which teachers who attended the training were selected was appropriate?
- 8 Do you think the materials for the new ELT curriculum have reached your school in appropriate time?
9. Do you think that teachers in your school have the necessary skills to implement the new ELT curriculum; or do you think that you and your colleague may face problem(s) while implementing the new curriculum in the classroom?
10. How could you possibly solve the problems(s) that may arise while implementing the new curriculum?

Declaration

This thesis is my original work and has not been presented for degree in any other university and that all sources of materials used for the thesis have been duly acknowledged.

Name Mekuria Abera

Signature 

Place _____

Date of submission 06.07.17