

**AN EVALUATION OF THE IMPLEMENTATION OF
SEVENTH GRADE ENGLISH SYLLABUS IN
EASTERN GOJJAM**

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ABSTRACT

This study was mainly aimed to investigate the extent of implementation of grade 7 English syllabus.

The subjects of the study included 20 teachers, 100 students and 8 directors from eight schools in Eastern Gojjam, selected using multi-stage cluster, available, purposive and simple random sampling techniques. Six 1999 first semester examination papers were also collected from 6 schools. Observation, questionnaire, interview and document analysis were used to gather data. Percentages, mean values, correlation, t-test and regression were used to analyze the collected data.

Results show that 65% of the teachers and above that in certain roles saw themselves as not competent, with their existing knowledge and skill, to use roles suggested in the syllabus and declared that they need inservice training and help from colleagues. Teachers over all mean value in perceived competence also found to be 2.6, in between category 2 (inservice training and help form colleagues) and category 3 (little help from colleagues). Teachers extent of implementation of the syllabus found to be 38.75% and the quality of implementation was also close to attempted (1.02), from a four point rating scale. At least 80% of the teachers were at or below 'mechanical use' in all categories except acquiring information, entailing disjointed and superficial implementation. Teachers also failed to measure proportionally various objectives of the syllabus as most of the exam items (73%) were related to language rules. Teachers, however, reported relatively higher degree of implementation (59%) while students report tend to be similar to what is observed.

Inservice training, perceived competence and participation found to have a significant positive relationship with actual classroom practice of teachers and along with experience accounted for 49% of the variation in actual classroom practice. Teachers perceived competence tend to be the only independent significant predictor of teachers

actual classroom practice accounting for 35% of the variation. Lack or inadequacy of inservice training, students poor background knowledge, teachers lack of competence to use syllabus roles, difficulty of roles and poor supply of materials such as textbook and teacher's guide appeared to be the major hindering factors in the implementation of the syllabus.

The conclusion to be drawn from the study is that aspects of the new English grade seven syllabus are being implemented minimally and poorly due to teachers lack of competence and other factors mentioned earlier. The implementation process in the past two years failed to maintain some fertile grounds like training teachers with new skills and knowledge and supplying necessary materials sufficiently. Hence it appears to be wise and timely to take appropriate measures to change the much unchanged operational syllabus.

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ABBREVIATION

MOE - Ministry of Education

ICDR - Institute for Curriculum Development and Research

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Educational reform is an indispensable response when an existing curriculum found to be defective and irrelevant. It occurs due to different reasons. One of these is when crises develop in the educational system (McNeil, 1990). These crises take various forms: an unmatched manpower demand and production of the same being a crucial one. In response to this, different kinds of change in the educational system can be introduced depending on the intents aspired to be achieved. One kind of change is restructuring which is the modification of educational systems through decentralization and new concepts of teaching roles (McNeil, 1990). A case in point can be our country.

In our country it had been a tradition to copy the curriculum of various countries based on political affiliation. To mention, French, British, American and East Germany educational systems had been introduced. Because of this, the curricula at different times were criticized for their mismatch with the country's social, economic and cultural conditions (Teshome, 1976).

With the change of government, a new education and training policy has been developed and adopted as of 1994. The policy is acknowledged for its stress to produce individuals who are problem solvers (Tekste, 1996). To make it more

feasible and relevant, regions of the country have got the opportunity to adapt curricula which accord with the particular social and economic conditions. Hence it is possible to say the country has commenced the appropriate track.

Nonetheless, one should not expect everything to proceed fully in the intended and planned manner. Supporting this, Hord (1995: 87) noted that "policy implementation, like other change efforts, never proceeds as planned, no matter how well the planning is done". Similarly, Hall (1995) mentioned that the largest gaps in understanding and misinterpretation in education is that between policy makers and practitioners.

As to why this gap happens, some explained it in terms of unanticipated issues and events (Hord, 1995). Others, according to Hall (1995) see it in terms of the too simplistic view that policy makers and teachers have to point along the policy practice continuum. That is, policy makers see the work of teachers as straightforward and simple. Conversely, teachers perceive their work environment as extremely complex. Posner (1992) and Fullan (1991) also stated physical, cultural, temporal, economic, political, legal, organizational and personal factors as major causes for the existence of discrepancy between intended and implemented curriculum.

Routed on this, Posner (1992); Saylor et. al., (1982) and Goodlad and his associates (as cited in McNeil, 1990), identified four kinds of curricula. Formal curriculum which includes intentions that are approved by state or local bodies such

as curriculum policies, syllabuses, teachers guides and textbooks; perceived curriculum which is what teachers perceive the curriculum to be; operational curriculum which is going on in classrooms; and experiential curriculum which consists of what students derive from and think about the operational curriculum.

These variations in curriculum show that changing the formal curriculum does not necessarily imply change of the operational curriculum. It rather necessitates a lot of things to be accomplished. Stressing this, Posner (1992) stated that changing the operational curriculum (What is going on in classrooms) requires altering what actually happens as teachers, students and subject matter interact not simply changing the frames within which these interactions occur. Similarly Hord (1995: 97) explained that "Change is a process, not an event, so it is for the individuals at the classroom." Hall (1995) also stated that innovation adoption is a process rather than a decision point- a process that each innovation user experiences individually.

Seemingly, many researchers reported disparities between the planned and implemented curriculum. Cohen (1985) and Cusick (1986) as cited in Posner (1992) found that teachers usually transform meaningful challenging tasks into routine, risk free tasks and turn the learning of critical thinking into memorization of facts and the performance of mindless tasks. Walberg and Geneva (1990) also stated that research on curriculum implementation repeatedly manifested that new curricula often fail to be adopted or used as intended. Gross, Giacquinta and Bernstein as cited in Fullan and Pomfret (1977), after observing the implementation

of an innovation in primary schools, found that the quantity of implementation was very low, 16%. The quality of implementation as measured by a three point rating scale ranged from a high of 2.74 to a low of 1.23. Hall and Loucks (1975) also developed various levels of use of the planned curriculum. The levels range from non-use (state in which the user has little or no knowledge of the innovation) to renewal (state in which the user re-evaluates the quality of use of the innovation), with six intermediary levels.

The above scholars underscore that actual implementation of syllabi or curricula is difficult, equally important as development and needs to be examined. It is unwise to think that a certain syllabus would appear in classrooms as intended without modifications and transformations for good or bad. Rather it is more likely that it would be modified in an unintended and even unwanted manner. Thus one would speak about change by addressing and examining what actually is going on in classrooms, not simply based on designed syllabi or curricula.

As far as English is concerned, Nunan (1988b) studied a number of communicative classrooms and mentioned there was very little happening in these classes which could be called communicative language use. He further noted that classroom observation demonstrates that there is a disparity between the rhetoric of the planned curriculum and the reality of the classroom, and that teachers are very often unaware of this gap. Long and Sato as cited in Nunan (1988b) also found that English second language teachers continue to emphasize form over meaning, accuracy over communication.

Hence curriculum analysts and evaluators should scrutinise the factors curriculum developers ignored for a smooth implementation of a new curriculum (Posner, 1992). Besides, curriculum evaluators should determine whether the stated purposes and activities are valid, appropriate and acceptable (Nunan, 1988; and Sayior et al., 1982). The implemented curriculum needs also to be studied for it determines the assessed curriculum and classroom experiences of students. Evaluating the assessed curriculum can also give additional information about what is going on in classrooms besides classroom observation. Teachers' emphasis in objectives and contents can be uncovered by examining the learning outcomes which they want students to achieve.

Such comprehensive evaluation of curriculum aspects appears to be scarce in our country except the studies made by Getachew (1994) and Kindalem (1998) which evaluated specifically the implemented curriculum of the lower level social studies subjects and the new social studies syllabus of primary education respectively. Getachew (1994) found that the specifications of the syllabus geared to grade one were relatively better implemented than those for grades two and three, a wide gap was observed between the designed intents of the syllabus and what is actually being implemented in grade three. Kindalem (1998) found that 64.76% of the teachers in his study were rated as low and very low in general teaching characteristics.

The main concern in both studies was on the implemented curriculum. The assessed curriculum (teacher made examinations) was not addressed. Besides,

though both studies found the existence of disparity between the planned and implemented curriculum, the quantity (the extent) and quality (how well) of implementation and the level of use of the syllabi were not dealt with and clearly identified.

Above all, evaluating the various aspects of curriculum is crucial when educational changes are introduced so as to monitor the practice. Therefore, it appears to be a timely task to investigate the feasibility of new roles in relation to teachers competence, the disparity between what is intended and implemented and to unravel the factors that impede the implementation of the newly designed syllabus of grade seven English.

1.2 Statement of the Problem

As mentioned in the introductory part, new curricula are substituting the then syllabi after the new education and training policy was developed in our country. Curricula for primary education have gone through the tryout stage, and they are in full implementation. The assumption is that concerned bodies like the ICDR evaluate the curricula in the tryout stage and make the necessary adjustments before they are used in a large scale implementation. Besides, problems identified in the previous syllabi are expected to be alleviated in the development of the new syllabi. Some of the pitfalls identified were the ambiguous nature of syllabus objectives, the sole emphasis on cognitive domain and the mismatch between the social, economic and psychological conditions of learners and contents. This would have an impact in achieving the purposes aspired for.

Besides, though the education and training policy is acknowledged for its emphasis on producing problem solver citizens, its pedagogical feasibility was questioned by writers like Tekste (1996). Of course, although it is in social studies, Kindalem (1998) found that most teachers, 66%, classroom practice in demonstrating the teaching characteristics required by the new social science syllabus of primary education was low. The reasons for a lower extent of implementation are many. One crucial factor is the teacher. The forthcoming question related to teachers is the subject knowledge they have-how competent they feel in applying roles demanded by the syllabus. The extent of congruency between the planned and implemented curriculum of the new English syllabus would be by far interesting as the new syllabus demands new teaching roles. Supporting this, Hord (1995) stated that change should be monitored so that implementation can be orchestrated and co-ordinated at the classroom level.

In addition to these, evaluating the assessed curriculum would be helpful as it provides a comprehensive picture about the status of the various components of curriculum.

It is on the basis of these rationales that this thesis was intended to investigate teachers' subject knowledge through their self-perceived competence, to estimate the extent and quality of implementation, to identify teachers' level of syllabus use and to pinpoint the factors that impede the implementation of the syllabus.

To accomplish these purposes, the following questions were formulated.

1. To what extent do teachers feel competent in using roles incorporated in the syllabus?
2. what is the extent of congruency between actual classroom practice of teachers and expected frequency of teaching learning activities suggested in the syllabus?
3. To what extent do teachers think that they are applying roles and activities of the syllabus as suggested?
4. How frequently are students exposed to various activities suggested in the syllabus?(students' perception).
5. Do the examination items prepared by teachers proportionally cover objectives that ought to be tested?
6. At what level of use are teachers in implementing the syllabus?
7. What is the interrelationship among perceived competence, inservice training, participation in syllabus development, experience and actual classroom practice of teachers?
8. Do teachers' perceived competence, experience, inservice training and participation have a significant impact on actual classroom practice of teachers?
9. What are the major factors that influence the implementation of the syllabus?

1.3 Significance of the Study

Analysing teachers' perceived competence, the implemented and assessed syllabus and identifying the factors that affect the process of curriculum implementation serves a great deal curriculum designers, researchers and teachers. Supporting this, Hord (1995: 187) mentioned that "monitoring change so that implementation can be co-ordinated and or-chestrated at the school and classroom level is of utmost importance." Moreover, the findings of this study are expected to have the following values:

1. To address the needs of teachers in the light of new requirements, it is worthwhile to investigate teachers' perceived competence of the various roles stated in the syllabus. On the basis of this, concerned bodies could design the appropriate support for teachers to successfully implement the syllabus.
2. Measuring the quantity and quality of implementation, identifying teachers' level of syllabus use and unravelling the factors that affect implementation helps syllabus designers to look into the practicality of plans. Based on this, attempts can be made to minimize uncovered problems and harmonize expectations with realities.
3. Teachers can see whether or not they are implementing the curriculum as expected which necessitates the need to avoid unnecessary deviations and distortions in order to narrow the gap between realities and standards.

4. Teachers as test developers can also see the extent of matching or deviation between what is measured in examinations and what ought to be measured content and objective wise. That is, the negative or positive washback effect of exams on teaching would be identified which helps to take the appropriate measures and cautions in designing their exams.
5. The study appears to be the first of its kind in analysing teachers' perceived competence, in measuring the extent and quality of implementation and in identifying teachers' level of syllabus use in the context of the new curriculum and in the area of implementation studies at large (in Ethiopia situation). So it can serve as a starting point for further research

1.4 Delimitation of the Study

The study is conducted in Eastern Gojjam. It is confined to grade seven English. This was due to time constraint. The ideal point for implementation is also roles and behavioral patterns such as pair work, role-play, language games, and others stated or suggested in the syllabus. Other aspects of teaching like classroom management and questioning techniques are not incorporated in the study.

1.5 Limitation of the Study

One limitation of the study is the small sample size. The analysis of the study is based on data obtained from 20 teachers. The other limitation arises from the need to measure actual classroom practice of teachers. Teachers were expected

to manifest behavior as suggested in the syllabus, hence adheres to rigidity. Thirdly, it was not possible to get a sample instrument used to measure level of use in English or other subjects. The instrument the researcher came across was one applied for tobacco prevention curriculum. The items were less than twenty and prepared in the form of questionnaire. Teachers were simply asked to report by saying Yes/No. The limitation of that instrument was well recognized and the researchers suggested the use of interview in measuring level of use to prevent teachers from reporting whatever they feel through cross checking (McCormick et al., 1995).

1.6 Definition of Important Terms

1. Assessed syllabus: Examinations prepared by teachers so as to measure the attainment of intended outcomes.
2. Implemented syllabus: What actually is going on in classrooms.
3. Level of use: distinct states that represent observably different types of behaviour and patterns of innovation use as exhibited by individuals and groups. Each level encompasses a range of behaviours, but is limited by a set of identifiable decision points. (Hall, 1975).
4. Perceived Competence: teachers rating on a four point scale how competent they felt to teach roles identified in the syllabus.
5. Quality of implementation: teachers rated value on a scale how well they were implementing the roles and behavioural patterns of the planned syllabus.

6. Quantity of implementation: the frequency with which teachers engaged in implementing roles and behavioural patterns of the planned syllabus.
7. Roles and behavioral patterns - techniques and activities suggested in the syllabus and teacher's guide like language games, role play, dramatization, pair/group work, dialogue, inferring words from context which teachers are expected to use and students are expected to carry out.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 What is a Syllabus?

A syllabus is a plan which is more specific and explicit than a curriculum. The definitions given to them by Dubin and Olshtain (1988: 34-35) shows this difference clearly. According to them "a curriculum contains a broad description of general goals by indicating an overall educational cultural philosophy which applies across subjects..." A syllabus, on the other hand, is "a more detailed and operational statement of teaching and learning elements which translates the philosophy of the curriculum into a series of planned steps leading toward more narrowly defined objectives at each level." Yalden (1987: 18) also cited Robertson's (1971) definitions of curriculum and syllabus to show their difference. He defined curriculum as "the goals, objectives, content, processes, resources and means of evaluation of all learning experiences planned for pupils both in and out of the school". A syllabus is "a statement of the plan for any part of the curriculum, excluding the element of curriculum evaluation itself."

Though there is a broad agreement on what a syllabus is as distinct from curriculum, scholars do not agree unanimously as what a syllabus should incorporate. For instance Widdowson (1984) makes a distinction between syllabus and teaching methodology. In his view, a syllabus should be limited to content specification and methodology should be dealt with separately. Allen (1984: 61)

also shares Widdowson's idea by noting that a syllabus is concerned with "a specification of what units will be taught as distinct from how they will be taught which is a matter for methodology." On the other hand, Yalden (1987) believes that a syllabus is a part of curriculum which specifies the goals contents, processes resources and evaluation instruments of a subject. As such, she doesn't seem to make a distinction between syllabus and teaching methodology.

This variation of what a syllabus should incorporate seems to prevail among countries.

In America, the term 'syllabus' is used interchangeably with 'curriculum' to mean "the goals, objectives, content, process, resources and means of evaluation of all learning experiences planned for pupils (Yalden, 1989: 29)." In Britain, it means "the part of curriculum activity concerned with the specification and ordering of course content or input (Nunan, 1988b: 14)." In this context, it is only concerned with the 'what' of curriculum.

In our country, syllabus includes specific objectives, contents, resources, teaching techniques (in a general form), and evaluation instruments to be used in a specific subject. In this paper, besides the official document that says grade seven English syllabus the term syllabus is supposed to include the teacher's guide of grade seven English (a guide that indicates how teachers should teach the textbook). Besides, the terms syllabus implementation and curriculum implementation are used interchangeably in the paper.

The syllabus under consideration, that is, grade seven English syllabus, has 15 units. Each unit has four basic components: listen and speak, read and write, vocabulary and structure. The units are stated in the form of activities that students carryout: asking and giving personal information, describing people, animals and objects, advising people, reporting what people say describing actions, drawing conclusions, telling stories from pictures etc. To these end, role play, language games, pair/group work, oral presentation, writing sentences, interviewing and reporting are suggested in the syllabus (for detailed information see Appendix M).

Yet, the most crucial thing is the extent these intentions are being implemented at classroom level-syllabus/curriculum implementation.

2.2 The Nature of Curriculum Implementation

Curriculum implementation is one of the main aspects of curriculum development- the process of which continues even after the plans are tried out. It is an aspect in which the rhetoric plans intended to be achieved face the less controlled and less predictable realities. The definitions given by various scholars show this process and are also similar. Fullan (1991) defined implementation as the actual use of an innovation in practice. Similarly, Dalton (1988:14) defined implementation as "the actual use of curriculum/syllabus or what it consists of in practice". The important feature of these definitions - the actual use of curriculum in practice - is shared by many scholars like Marsh (1992), Evans, (1993), Pratt, (1980), and Berman and McLaughlin, (1976). All

imply that by subjecting the plans to the here and the now the process of implementation gives curriculum life.

Despite its complex nature, the emphasis given to implementation had been minimal until 1970s (Fullan, 1991; Hall and Loucks, 1975). Program developers were concerned more on writing plans which teachers are expected to implement. The assumption was good and interesting plans would produce a similar kind of outcome in the hands of teachers. Nonetheless, as Ornstein and Hunkins (1988) put it, when educators realize that many new programs "do nothing more than dust on shelves", educators start to be concerned with what happens next to the best written educational plans. Paradoxically, what was neglected and underestimated by policy makers in the educational scene as a stage of curriculum development found to be a complex and cumbersome task.

Seemingly, many educators underscored the cruciality and complexity of implementation. Dervegt and Knip (1990: 191) noted that "implementation is a complex, concrete, and fragmented 'nuts-and-bolts' affair involving a series of discrete activities through out the school. It is close to the bone as the change looks like." Similarly Pratt (1980: 435) stated that "the voyage from first identification of student need to eventual learner achievement is often stormy, but more good curricula sink without trace on the shoals of implementation." According to these scholars, the "change without change", or "intention becoming facade syndrome" or "innovation reinvention" are phrases which

indicate the centrality of implementation and the evolving nature of plans while being implemented.

From these remarks, we can easily see that implementation, as compared to other curriculum aspects, is a complex process as it confronts real classroom situations. It is concrete because, as noted by Dervegt and Knip (1990: 191), it involves teachers, students, administrators and other concerned bodies in direct contact with the innovative concept. It is related to 'bolts and nuts' because it demands "not to get the innovation in place but also to get the innovation components in tune".

Because of its complexity, successful implementation involves a great deal of material and manpower cost (Hord, 1995). Its demands are many like the factors which interwovenly affect it (Verspoor, 1993; Walter, 1981; Hall, 1995). In relation to this, Hall (1995: 104) stated that "implementation is an equally costly phase of the change process. It requires parallel policies and procedures to those that are addressed routinely for development." Besides, Leslie Bishop in Ornstein and Hunkins (1988) mentioned that implementation requires reorganizing and adjusting personal habits, ways of behaving, program emphases, and existing curricula and schedules. As such, it seems that with a change in curriculum, the frameworks necessary to put it into practice need also to be altered. Hence, it would be of great help to have a look at what these procedures, structures and adjustments include so as to clearly visualize the process of implementation.

2.2.1 Dimensions of Implementation

Fullan (1991) claimed that there are at least three dimensions in implementing a new program. These are the use of new material, the use of new teaching approaches, and the alteration of pedagogical belief. Evans (1993), Ornstein and Hunkins (1988), also noted that implementation requires planning on three inseparable factors: people, programs, and organizations. Both of them stressed that while it is possible to emphasize one of these aspects, implementing educational innovations successfully calls for addressing all of them as they are interdependent.

In a thorough review of implementation studies they made, Fullan and Pomfret (1977), identified five major dimensions to be changed in implementing a new curriculum: subject matter or materials, organizational structure, role and behavior, knowledge and understanding and value internalization vis-a-vis a particular innovative idea or development.

The subject matter component refers to the contents and media that teachers are expected to transmit and use or that students are expected to acquire and be aided by. According to them curriculum developers should look for the appropriate content and media that would lead to the attainment of intended outcomes. Yet, the final fate of whether the plan would be implemented depends on individual teachers as they have reasonable power in abandoning or integrating them in daily lessons (Brown and McIntyre n.d). Besides, as parts of

pedagogical innovation (change in teacher behavior and subject contents), contents are liable to various interpretation as to what they mean, what they demand, and how they can be put into practice. As such, Brown and McIntyre noted, they are not simple to implement as intended compared to organizational innovations.

Structural alterations include changes in formal arrangements and physical conditions - different ways of grouping students, alternative spatial or temporal arrangements, and an adequate supply of new materials. Categorizing aspects of this dimension like grouping under organizational innovations (which are imposed upon teachers by administrators like grouping and classroom organization) Brown and McIntyre (n.d) argued that structural dimensions are simple to implement as they are presented clearly, and that teachers have little control over the decision to abandon them. To supplement this view with empirical evidence, they reported that 80% of secondary schools in Scotland were taught first science by one teacher and 89% of the classes were arranged in mixed ability groups for one year after the introduction of official publication.

Notwithstanding the view that structural dimensions are simple to implement, it seems wise to consider the extent to which facilities and logistics are made available. It is unlikely to achieve a similar kind of implementation success like the above one in grouping students or classroom arrangement in situations where material facilities and financial power are poor. And of course,

in situations like ours structural dimensions do not appear to be simple to implement considering the cost they require, but not because they are complex. Simple to do doesn't necessarily mean simple to implement.

The third dimension - behavioral and role relationship-includes changes in teaching methods, in tasks and activities to support teaching methods, and new role relationships between teachers and students. This dimension of implementation is regarded as the most important and difficult task by educators. For instance, White (1993: 114) stated that "Because innovation is fundamental in nature, it will involve changes in teachers' practises. This serves as the reminder of the private and personal aspects of innovation with regard to language curriculum." Similarly, Fullan (1991: 42) noted that "change in teaching approach or style in using new materials presents greater difficulty if new skills must be acquired and new ways of conducting instructional activities established." Routed on its centrality, some educators rely exclusively on behavioral indicators on measuring degree of implementation (Nhundu, 1997).

Similarly, this study also examines teachers behavior in the classroom. That is, the extent to which teachers manifest expected roles and behavioral patterns would be thoroughly examined. This is very much beneficial because there is a change on expected teachers roles and behavioral patterns in the new syllabus as compared to the pre-existing ones. This demands teachers to adjust themselves with the new roles, tasks, activities and relationships with students, wearing off the habits they develop while teaching the previous one.

The fourth dimension of implementation is related to knowledge and understanding that teachers have about the objectives, subject matter, implementation strategy and role relationships. Needless to say that teachers will not implement a syllabus successfully without being competent and knowledgeable about the principles and procedures that underlie the syllabus. And, of course, scholars like Bennett et al., (1995), Cole (1971) in Fullan and Pomfret (1977), and Guskey (1988) studied this dimension by asking teachers questions about their knowledge and competence of curriculum elements and found a positive relationship between this dimension and implementation. For instance, Guskey (1988) studied teachers competence by measuring through efficacy questionnaire and found that teachers who feel confident and competent about their abilities in teaching the curriculum appear to be effective in the classroom and the most receptive to the implementation of new instructional practises. Similarly, Bennett et al., (1995), in their study of teachers' perceived competence in the implementation of the national primary school curriculum of England and Wales, by using questionnaire, found that the difficulty indices of English and Mathematics were low as compared to other subjects like Science, History, Geography, and Technology. Consequently, teachers were able to implement roles and behavioral patterns of English and Mathematics better than other subjects. In particular to English, they found that teachers perceived competence vary with in the elements that make up the syllabus: contributing to small group discussion was ranked as first and 84% of the teachers feeling well competent and skilled, whereas skimming, scanning and reading closely

was ranked at the last, 13th place, only 60% of teachers feeling well competent and skilled.

Cole (1971) in Fullan and Pomfret (1977) also studied teachers knowledge and understanding of a social science curriculum of elementary schools by using questionnaires with rating scales and found that teachers scored very high on their knowledge (above, 4.5 on a five point scale). Crowther (1972) in Fullan and Pomfret (1977) combined classroom observation, interviews and questionnaire to measure teachers knowledge in implementing a primary school social studies curriculum. According to him, of the 13 teachers, five reported none or slight implementation, three reported some and five reported full implementation. Interview was conducted with 16 students from eight classrooms so as to see the relationship between teachers report and that of students. The results showed that there was agreement between what was observed by the researcher, what was reported by students and teachers.

Notwithstanding the limitation that teachers may report what will guarantee them security and safety, the above findings showed a positive relationship between perceived competence and degree of implementation. As such, it would be justifiable to supplement implementation studies by dealing with teachers' perceived competence and students report on their classroom experience.

The fifth dimension is related to valuing and commitment. The assumption is if teachers value aspects of the curriculum and if their pedagogical beliefs and philosophies match with the curriculum, the possibility of effective implementation is high. In relation to this, Brown and McIntyre (nd: 43) writes:

innovation will be implemented in any classroom only in so far as the individual teacher has a favourable attitude toward it has the motivation ... to modify his current patterns of teaching and to understand what is meant by the innovation and how to go about introducing it.

But this doesn't mean valuing by itself will result in successful implementation (Fullan and Pomfret, 1977).

2.2.2 Measuring Degree of Curriculum Implementation

As has been pointed out previously teachers behavior and role relationship is the commonest dimension used in measuring curriculum implementation. Though there is this agreement among scholars, they do not come together on the procedures and emphases to be given in measuring curriculum implementation. Before considering the various views it seems worthwhile to rationalize the need to study curriculum implementation.

Wang et al., (1992) noted that it is inadequate to certify program effectiveness on the basis of student outcomes alone. Hence the need for describing processes and situations responsible for the outcomes is well justified.

Data are required on how the program is implemented. Nhundu (1997), Fullan and Pomfret (1977) also raised three reasons for studying implementation. The first reason stems from the curiosity to know what has changed. It is obvious that actual change is in the hands of teachers. As a result in order to examine what has changed, studying implementation would be a sole alternative. The second reason given is grounded on the need to understand some of the reasons why many educational changes fail to become established. In others words, it is intended to maintain mutual adaptation by both planners and users (teachers and students). Implementation needs also to be studied so as to keep it from being ignored or confused with other elements of curriculum development such as adoption which refers to decision to use an innovation at an idealistic level.

Based on these rationales, measuring degree of implementation has been widely undertaken by scholars. But there is no consensus on the procedures and methods to be used. Consequently, two main orientations developed: fidelity of implementation and process perspective.

2.2.2.1 Fidelity of Implementation

Adherents of this perspective claim that:

... an already developed innovation exists and the task is to get individuals and groups of individuals to implement it faithfully in practice - that is, to use it as it is "supposed to be used" as intended by the developer. (Fullan, 1991: 66).

They insist that innovations should be put into practice with close correspondence to the approved models or else suffer the consequences of "dilution", resulting in the reduction of outcome effectiveness (Marsh, 1992). Teachers, administrators and other concerned bodies are expected to put into practice the various components of the innovation in line with plans. If so, program implementation would be effective.

There are a lot of research undertakings related to this perspective. Common to most, evaluative instruments were developed by analyzing roles and behavioral patterns from documents. The data gathering techniques include observation, questionnaire and document analysis with the intention to cross - validate the findings through triangulation. For instance, Gross, Giacquinta and Bernstein (1971) as cited in Fullan and Pomfret (1977: 242) defined degree of implementation as "the extent to which organizational members have changed their behavior so that it is congruent with the behavior patterns required by teachers." Defining so, they measured the implementation of a program in elementary school by using 12 behavioral patterns selected on the basis of analysis of documents and discussions with developer of the curriculum. A classroom observation checklist, with a five point rating scale, was used. The findings showed that only 16% of the time teachers displayed behavior congruent with the innovation.

In a different study, in which frequency and minutes were used as indicators, Adamu (1991) found that teachers spent 189 times, or for 945 minutes or 72% of the time in classes in introducing topic, expanding explanation of topic and reviewing topic. This curriculum, according to him, can be said well implemented because the curriculum expects teachers to teach Science using the process approach.

Yildirim (1996) employed teachers and students report in examining the extent of implementation of middle school social studies curriculum in Turkey. He identified, seven teaching strategies (lecturing, question-answer(recitation), discussion, group activity, student presentation, quiet reading from textbook, and role playing /simulation/) suggested by curriculum developers to be used by teachers in the teaching learning process. Then he made students and teachers categorize them according to their frequency, very often (5), often (4), sometimes (3), rarely (2), and never (1). Teachers reported that the most frequent strategy used is recitation, with mean value of 4.51, followed by student presentation (3.51) and lecturing (3.43). Contrary to teachers' report, students ranked lecturing as the most frequent, with a mean value of 4.41, followed by student presentation (3.69) and recitation (3.41). Of course, student presentation appeared to be the second most frequent activity as reported by both teachers and students. But lecturing and recitation were ranked as first and third by students which is directly the opposite of what teachers reported.

According to his discussion, role playing and group activity were ranked between "sometimes" and "rarely" by both teachers and students, the mean values being 3, 2.07 and 2.48 respectively as reported by teachers. Students report show that the mean values of discussion, role playing and group activity to be 2.68, 2.12 and 1.98 respectively. Generally, the findings show that, as stated by him, classroom situations remained to be teacher dominated despite the intention of creating a student-centered classroom.

All the aforementioned research undertakings seem to address implementation 'in toto'-what teachers as a whole are operating in classroom situations. They don't show the variation among teachers in implementing the curriculum in an explicit way. However, it is pretty clear that teachers vary in their ability to implement a planned curriculum. Some may have the competence and commitment to put it into practice. Others may not have the competence to do so. This indirectly entails that implementation has a continuum (Marsh, 1992; McCormick et al. , 1995; Swann and Brown, 1997). According to them, the only definite point is non implementation. From then on, implementation varies ranging from minor adaptations to a high fidelity of use. Because of this, a yes/no dichotomy is necessary but not sufficient to measure implementation (McCormick et al., 1995).

In view of this, Hall and Loucks (1975), based on their experiences in the field as practioners and adoption agents, developed a more systematic and

explicit way of measuring degree of implementation under the fidelity perspective - levels of use. The rationale for doing so, as noted by them, stems from the belief that implementation is a process rather than a decision point—a process that each innovation user experiences individually. Levels of use is defined as "distinct states that represent observably different types of behavior and patterns of innovation as exhibited by individuals or groups. p.55." They remarked that each level incorporates a range of behaviors, but is limited by a set of identifiable decision points. According to them implementation is developmental, to say that, teachers do not use an innovation for the first time as effectively and efficiently as they do after some years. This doesn't, however, necessarily mean experience assures increment in level of use.

They identified eight levels of innovation use that an individual may demonstrate in implementing a planned curriculum. These levels are non-use, orientation, preparation, mechanical use, routine, refinement, integration, and renewal. Within each level, there are seven categories: knowledge, acquiring information, sharing, assessing, planning, status reporting and performing. These categories describe what the user should demonstrate in order to be assigned under a certain level. For instance, a teacher to be assigned under the level of non-use may know nothing about the innovation (knowledge), takes little or no action to solicit information (acquiring information), doesn't communicate with others about the innovation (sharing), takes no action to analyse the information (assessing), schedules no time to use the innovation

(planning), reports little or no personal involvement with the innovation (status reporting), and takes no discernible action toward using the innovation (performing). Other levels also have similar description given for each category. Below, a description of the levels of use and the seven categories are presented, taken from Hall and Loucks (1975: 55).

Table I : Levels of Use

<p>LEVEL 0</p> <p>NON-USE: State in which the user has little or no knowledge of the innovation, no involvement with the innovation, and is doing nothing toward becoming involved.</p>
<p>DECISION POINT A</p> <p>LEVEL I</p> <p>ORIENTATION: State in which the user has acquired or is acquiring information about the innovation and/or has explored or is exploring its value orientation and its demands upon user and user system.</p>
<p>DECISION POINT B</p> <p>LEVEL II</p> <p>PREPARATION: State in which the user is preparing for first use of the innovation.</p>

DECISION POINT C

LEVEL III

MECHANICAL USE: State in which the user focuses most effort on the short-term day-to-day use of the innovation with little time for reflection. Changes in use are made more to meet user needs than client needs. The user is primarily engaged in a stepwise attempt to master the tasks required to use the innovation, often resulting in disjoint and superficial use.

DECISION POINT D-1

LEVEL IV A

ROUTINE: Use of the innovation is stabilized. Few, if any, changes are being made in on going use. Little preparation or thought is being given to improving innovation use or its consequences.

DECISION POINT D-2

LEVEL IV B

REFINEMENT: State in which the user varies the use of the innovation to increase the impact on clients within immediate sphere of influence. Variations are based on knowledge of both short-and long-term consequences for clients.

DECISION POINT E

LEVEL V

INTEGRATION: State in which the user is combining own efforts to use the innovation with related activities of colleagues to achieve a collective impact on clients within their common sphere of influence.

DECISION POINT F

LEVEL VI

RENEWAL: State in which the user re-evaluates the quality of use of the innovation, seeks major modifications of or alternatives to present innovation to achieve increased impact on clients, examines new developments in the field, and explores new goals for self and the system.

Table II: Categories

Knowledge	That which the user knows about the characteristics of the innovation, how to use it and consequences of its use
Acquiring Information	Solicits information about the innovation in a variety of ways, including questioning resource persons, corresponding with resource agencies reviewing printed materials, and making visits.
Sharing	Discusses the innovation with others. Shares plans, ideas, resources, outcomes, and problems related to use of the innovation.
Assessing	Examines the potential or actual use of the innovation or some aspect of it. This can be a mental assessment or can involve actual collection and analysis of data.
Planning	Designs and outlines short-and/or long-range steps to be taken during process of innovation adoption i.e. aligns resources, schedules activities, meets with others to organize and/or coordinate use of the innovation.
Status reporting	Describes personal stand at the present time in relation to use of the innovation.
Performing	Carries out the actions and activities entailed in operationalizing the innovation.

For further information about the characteristics a teacher should manifest to be assigned under a certain level of use, refer to appendix L.

Literature about the levels of use indicate that most teachers when they first use an innovation are at level III - mechanical use. After two or three years, 30-40 percent of teachers would reach at level IVA - routine use and remain stable (Hall and Loucks, 1975). Most teachers, according to them, never proceed to level V - integration, for it is not customary to evaluate their use and make significant change. However, a teacher may not necessarily be at the same level of use in relation to the seven categories. According to them, teachers may have a knowledge of level III - mechanical use but still may not take any action to put into practice the curriculum (level 0 - non use seen in terms of performing). This entails, as noted by them, the need to measure all the categories independently.

If so, in the view of this researcher, an important question seems overlooked by Hall and Loucks. That is if teachers can be on different levels as measured by the seven categories, on what bases do we assign a teacher under a certain level. Perhaps it is possible to say on the level in which the teacher attained the majority of categories. Yet this procedure does have its drawback. For instance, a teacher may have the knowledge, acquire information, discuss issues with others and schedules activities required for level IV, but may not perform them. In this kind of circumstances, it appears to be practically

unfounded to assign the teacher under level IV. After all, the main concern is whether teachers put the curriculum into practice or not-performing. Hence, it seems due attention need to be given to the seventh category-performing.

To sum up, the approach is not intended to be confined to identifying what a teacher's level of use is. Rather it is to promote the work of curriculum developers. Hall (1995) claimed that intervention strategies need to be different in form and content for teachers at different levels of use. For instance, according to Hall, teachers at level of 'orientation' look for descriptive information about the planned curriculum that can help them shape adoption decisions, teachers at 'mechanical' use level require information on how-to-do-it tips, not presentations about theory and philosophy. This entails the need to design the appropriate support for different teachers based on the level of use they demonstrate rather than a one shot kind of workshop.

Before we proceed into the other perspective for measuring degree of implementation, a look at the criticisms of the fidelity perspective seems in order. Posner (1992) cautioned that the fidelity perspective may make teachers passive recipients of innovation, resulting in frustration and resentment. Marsh (1992) also expressed a similar concern that the approach could impose a rigidity in the thinking of program developers and teachers. Consequently, researchers come up with another approach to study curriculum change - process perspective.

2.2.2.2 Process Perspective

Proponents of this approach propose that change is a result of mutual adaptation by curriculum developers, teachers and students (Berman and McLaughlin, 1976; Fullan, 1991; Marsh, 1992; Leinhardt, 1980). According to Fullan (1991: 66), in this perspective, "decisions are made by both developers, teachers and students as they work with particular new programs and the users' situation mutually determining the outcome". The emphasis is on describing the implementation process, the factors that affect it and their impact (Marsh, 1992).

Leinhardt (1980) noted that in the process perspective implementation is conceived as a dependent variable where the different intricated factors affect it. The program is studied as implemented. There are no listing of activities to be specified for monitoring purpose prior to implementation. Advocates claim that behaviors and roles of teachers should be developed while the program is going on. As such, this perspective appears to be similar with principles and procedures of Scriven's goal - free evaluation and Eisner's connoisseurship model. Because both models propose that evaluation should not be influenced by program standards. What they say is, the evaluator should be 'unbiased observer'.

However, in the fidelity perspective implementation is studied as independent variable affecting achievement and the effectiveness of a program. Objectives and activities suggested by curriculum developers serve as 'ideal

points' and implementation is measured as distance from the ideal (Leinhardt, 1980). Which perspective to apply in measuring implementation depends on the extent to which the planned curriculum is specified. If the curriculum is well specified, the fidelity perspective appears to be appropriate. And, if the curriculum is not specified prior to implementation, the process perspective would fit well (Fullan and Pomfret, 1977).

Personally, the researcher presumes, besides the extent in which roles and behaviors of teachers are specified in the curriculum, the purpose of studying implementation appears also to matter in deciding which perspective to use. If the intention is to examine the extent in which a certain curriculum is implemented, the fidelity perspective seems in order. But if the aim is to analyse what is going on in classroom situations following the introduction of a curriculum, without much reference to the curriculum, the process perspective appears to be in an appropriate place.

2.3 Teacher Made Examinations as Reflections of Curriculum Implementation

In the outset of this study, it is pointed out that besides classroom observation, tests prepared by teachers help a great deal to indicate the operational curriculum (what is going in classrooms (Posner, 1992; Nhundu, 1997; Leung, 1991; Adamu, 1991). Of course, testing has much more significant place in the teaching learning process and would have a nourishing

or deleterious impact-'backwash' or 'washback' (Hughes, 1995 ; Prodromou, 1995). Underscoring the negative washback effect of testing on teaching, Prodromou (1995: 14) writes:

Professional neglect of the backwash effect (what it is, how it operates and its consequences) is one of the main reasons why new methods often fail to take root in language classes. Many teachers trapped in an examination preparation cycle, feel that communicative and humanistic methodologies are luxuries they can not afford.

According to him, the methodological implication of negative washback effect include a concentration on word-and-sentence level linguistic features, a focus on skills which in terms of administration and marking are easier to test, and equating teaching a textbook as if it were a 'testbook.' The latter refers to a situation where "a teacher asks a question, receives a correct answer from a particular student, and then moves on to ask the next student the next question .p.15". Here the concern is not learning, rather to identify whether students know or not.

To alleviate some of these problems, it is vital to maintain a match between testing objectives and curriculum objectives. Stressing this point, Nunan (1988b: 117), noted that, "in communicative testing, the testing procedures should relate directly to the objectives of the course." In other words, they should aim to test what has been taught. By implication, with a

change in curriculum, test contents and objectives are also supposed to be changed in a way appropriate to measure curriculum intents. By virtue of this assumption, many scholars addressed examination papers prepared by teachers while studying the implementation of curriculum. But many findings reveal lack of congruency between what is tested and what ought to be tested. In a study to determine the implementation of education from the point of view of production in Zimbabwe, Nhundu (1997: 116) analysed teacher prepared examinations and reported that:

Students were neither evaluated on the basis of the acquisition of practical skills and their ability to relate theory or practice nor were they assessed on such broad but desirable characteristics as innovativeness, co-operation, leadership success and the development of attitudes relevant to the successful implementation of education with production.

Similarly Adamu (1991), in examining the implementation of a syllabus which places emphasis on field studies, guided discovery, laboratory techniques and skills, found that 90% of the items were designed to test the cognitive domain. Leung (1991) also reported a similar kind of finding in which a negative washback effect was evident as the items were lower level cognitive questions despite the intention to develop critical thinking and creativity. This, according to him, is the reflection that the teaching learning process was not directed towards these ends.

To sum up, it seems an acknowledged procedure to use teacher prepared tests in measuring degree of implementation. In communicative language teaching, the test should aim to test communicative competence. This may appear difficult to do it in paper and pencil. However, the items can be shaped to measure students receptive and productive skills. Besides, rating scales can be used to test communicative competence rather than using grammar focused test (Nunan, 1988).

Hence analysing teacher prepared examinations in our context would be important for two main reasons. First, with the widely agreed assumption that teachers test what they taught in classrooms it seems possible to crossvalidate what is observed in classroom situations by analysing examination items. Second, whether exam items prepared by teachers promote the essence of the new syllabus (develop communicative competence) would be uncovered by doing so.

2.4 Factors Affecting Curriculum Implementation

The success of curriculum implementation depends on frame of reference factors that underlie its process. Some of the factors such as the availability of curriculum materials, content knowledge of teachers and the feasibility of the curriculum are "proximal" in the sense that their effect is easily visible and are also manageable, whereas others such as budget size, socio-political conditions, and cultural factors are 'distal', in that, their effect is indirectly through the

'proximal' factors and takes a long period to manipulate them (Posner, 1992). Fullan and Pomfret (1977), after reviewing 16 studies on measuring implementation, identified four broad categories of factors that affect implementation. These are characteristics of the innovation, strategies and tactics, characteristics of the adopting unit and characteristics of macro socio political units. In this review, only those factors that are pertinent to and within the scope of the study are presented.

2.4.1 Characteristics of the Innovation

An innovation is "an idea, program or practice that is perceived as new by individual or group (McCormick et al., 1995: 210)". In view of this, the new English syllabus and the methodology - communicative approach - can be considered as an innovation to our school systems. Of course, boldly enough, of the five degrees of curriculum change pointed out by McNeil (1990) four of them can be relevant to our situation: Substitution (replacing one element with another such as textbooks), alteration (minor modification of existing materials), perturbation (modification in class schedules), and restructuring (change in teachers role). The fifth-value orientation change - which includes change of school philosophy seems a bit complex and out of the scope of this paper.

As a result, new curricula do not have the same kind of requirement in terms of both material and manpower cost. Some, like substitution of materials, may easily fit into existing structures, while others may require a great deal of

restructuring and adjustment (McNeil, 1990). Hence, variation in degree of implementation may occur among different curricula, given the same kind of teachers, material facilities and students. To verify this, Fullan and Pomfret (1977) identified two factors: complexity and explicitness. White (1993), besides these two factors, added trialability and compatibility as determinants related to the curriculum.

Explicitness refers to the extent of clarity and specificity in which expected behavioral and role changes are stated in the curriculum (Fullan and Pomfret, 1977). The assumption is, if the curriculum is not clear and explicit, teachers would fail to extract the elements that constitute it, which result in low degree of implementation. Supporting this, Doyle and Ponder (1977) in Guskey (1988) found that instrumentality, which refers to how clearly and specifically teacher practises are presented, was the main factor that determine degree of implementation. As a result, to avoid the vagueness of planned curriculum, to guide how new roles and behaviors could be established, and to alleviate the frustration of teachers, it is unquestionable that greater explicitness in terms of roles and behavioral patterns of teachers need to be established (Fullan, 1991).

The second feature of curriculum which would affect implementation is complexity - the degree of difficulty in learning new behaviors and roles entailed by the curriculum (Fullan and Pomfret, 1977). Regarding this, Bennett et al., (1995: 54) stated that "radical change inevitably creates tension and anxiety,

increases work load, undermines teachers confidence and self efficacy, and temporarily deskills." Berman and McLaughlin (1976) also reported that from the various factors related to curriculum, the scope of change proposed by the design is the one that has a major effect on curriculum implementation. Favouring the idea of these scholars, Crowther (1972) as cited in Fullan and Pomfret (1977) found that teachers' perceived complexity was significantly related to degree of implementation.

As far as the relationship between these two factors is concerned, if the curriculum lacks clarity and specificity in showing what teachers are expected to do, it seems it would be difficult for teachers to learn what is entailed by the curriculum. Similarly, the more difficult to learn a certain behavior and role, it appears, the more difficult to make clear and specific the behaviors and roles of teachers. In view of this logic, they appeared to be interdependent.

Trialability and compatibility are additional factors related to the curriculum which are identified by White (1993). Trialability refers to the simplicity to test or check the effectiveness of the curriculum. The assumption is if teachers can easily verify how effective the curriculum is, they will pursue in implementing the curriculum with great commitment. However, if the demands to check the effectiveness of the curriculum are many and difficult to do, teachers may be hesitant to put the curriculum into practice.

Compatibility is related to the demands teaching methods pose in the organization of the classroom. According to White, new methods may require radical reorganization of classroom procedures, which, if not well done, create a problem in implementation. That is, if the classroom procedures teachers were using in implementing the pre-existing curriculum are similar to what is suggested in the current curriculum, implementation may be facilitated. But if what was suggested in the previous curriculum is in contrast with what is suggested in the current curriculum, that would perhaps hinder implementation.

Apart from these factors, Evans (1993), Posner (1992), Goldenberg and Gallimore (1991) mentioned the content of a curriculum, that is the quantity and difficulty of content, as a crucial factor that can influence implementation vis-a-vis the time necessary to teach the curriculum. According to them, the complementary tasks of teaching, content coverage versus content mastery, has a considerable impact on the daily lesson of teachers.

From the above discussion, it may seem that simple changes are likely to be implemented successfully and comprehensive changes are likely to fail. But, to our surprise, Clark et al., (1984) in Fullan (1991), Berman and McLaughlin (1976), stated that simple changes are least likely to adopt and implement successfully mostly because they are not considered to be useful seen in terms of the effort exerted. By contrast, Clark et al., in Fullan (1991) noted that "the greatest success is likely to occur when the size of the change is large enough to

require noticeable sustained effort, but not so massive that typical users find it necessary to adopt a coping strategy that seriously distorts the change."

2.4.2 Human Factors

The planned curriculum would be useless unless people change it into operational curriculum in the classroom. Regarding this, Dalton (1988: 106) stated that "curriculum becomes a reality when teachers implement it with real students in a real classroom." In a similar view, Posner (1992: 191) noted that "Not only do the characteristics of the people ... remain relatively stable, but also, more than any other frame factor they directly affect curriculum change". The views of these scholars indicate the cruciality of human factors in curriculum implementation. The most related human frames are teachers, students and administrators.

As far as teachers are concerned, the International Bureau of Education (1993: 1) remarked that "No one is in any doubt that the chief agent in the process of educational reform is the teacher." Posner (1992) also stated teachers crucial role in determining the success or failure of curriculum implementation. In relation to the teacher, two main issues can be raised: Pedagogical belief and willingness and knowledge about the curriculum. In relation to Pedagogical belief, O'Neil (1995: 164) writes:

Given that a syllabus statement is a text from which readers must construct meanings on which to plan actions, teachers interpret syllabus statements on the

basis of their pre-constructed conceptualizations of English and their pedagogical theory of what it means to teach and learn in English.

According to him, teachers marginalize or avoid parts of the syllabus which are not in agreement with their theoretical position. This is termed as "a filleting process" by Jenkins and Shipman (1976) - a process by which teachers use the parts of the syllabus which are in congruent with the ways they teach, and avoid those parts which are not in harmony with their principles. This virtually leads to "drastic mutation rather than straightforward adoption of the syllabus" (O'Neil, 1995: 164).

Similarly, Posner (1992) stated that in extreme situations teachers neglect a new curriculum which is inconsistent and accept one that is consistent with most of their beliefs. Supplementing this, Brown and Sally (1997) stated that the implementation of a curriculum at classroom level relies on teachers existing ideas about their day-to-day teaching and the extent to which they regard the new policy as desirable and practical. Hence, it is inescapable to consider teachers' belief by participating them in developing curriculum for it to be implemented successfully.

The other important factor related to teachers is the knowledge they have. In relation to this, McCormick et al., (1995) mentioned that teachers will teach best in areas which they are knowledgeable, have effective materials and

techniques. Wlater (1981), Posner (1992), Bennett and Carre (1995) also claimed that teachers' knowledge and understanding of the subject matter is a major factor that affect implementation. Of course, it is an obvious fact that teachers would not successfully implement a curriculum if they don't have the knowledge and understanding about the curriculum. This entails a clear message for curriculum developers, that is, the need to consider the status of teachers in curriculum planning. Regarding this, Swans and Brown (1997: 100) write, "Past records for curriculum initiatives show extraordinarily modest levels of pedagogical implementation, in part because curriculum innovators have failed to start where teachers are." In sum, for effective implementation, curriculum developers should take into consideration teachers existing knowledge and understanding of a subject matter before implementing a curriculum in a large scale. If it is lacking, then take the appropriate measure.

The second human factor that influence implementation are students. Posner (1992: 192) remarked that "the extent to which students possess academic skills and background knowledge is a major determinant of the success or failure of a curriculum." Fullan (1991) further mentioned that students participation in the design of new curricula determine the success or failure of implementation, because implementation compromises a change in the role relationship between teachers and students. This implies that, implementation requires a change in the classroom behavior of students in line with planned curriculum.

The school administrator is the third human factor that influence implementation. Understanding the crucial role of school administrators in implementation, McLaughlin (1987: 172) notes "Implementation is incredibly hard. ... and that successful implementation generally requires a combination of pressure (introducing new idea) and support by school administrators." Supporting this, Berman and McLaughlin (1976) found that projects sustainance and success was highly related with principal support. According to them, degree of implementation was different in different schools, mainly because the actions and concerns of principals were different. Similarly, Hord (1995) stated that there is a clear association between the amount of help and technical assistance provided for teachers and the amount of implementation. He further noted that principals actions convey the message as to whether a planned change is to be taken seriously or not. This will, as noted by Berman and McLaughlin, indirectly affect the willingness and dedication of teachers. These actions include many activities but the main ones are developing supportive organizational arrangements, training and ongoing information support, consultation and reinforcement, and monitoring and evaluation. To accomplish these actions, though the administrator do not directly play a role in implementing curriculum in the classroom, he/she needs to have a knowledge about the curriculum and the planning and management procedures involved (Fullan, 1991).

Generally, as the main constituents of the school system, the interaction within and among the three personal factors highly determines the success of implementation. The extent to which the philosophy of the planned curriculum matches with that of teachers, the feasibility of plans vis-a-vis teachers and students knowledge and the support actions provided by administrators decide the fortune of real classroom change.

2.4.3 Implementation Strategies

It is hardly possible to accomplish successful implementation of new curriculum without material and structural adjustments and behavioral change of teachers. Rather it necessitates to develop and apply appropriate methods such as inservice training, resource support and participating teachers in decision making.

Of the different strategies used in implementation, inservice training is the commonest one. According to the International Bureau of Education (1993: 1), "While there is no doubt that the teacher is the chief agent of educational reform, there is also a broad consensus on the need to introduce refresher courses prior to the implementation of the reform." Consolidating this, Johnson (1994: 53) writes that "an effective strategy for curriculum change has a double agenda: to change ideas about the curriculum and to change the human dynamics". This common agreement and strong belief on the cruciality of inservice training arises from the realization that many implementation programs failed because of

inadequate staff development opportunities (Patterson, et al., 1981). For instance, Hord (1995: 97) claims that "many implementation efforts stall and fail because staff have not been trained in new skills. This leads to frustration and undercuts implementation".

Of course, not only there is a need to provide refresher courses but also they have to be thorough and continuous. In relation to this, Goldenberg and Gallimore (1991: 69) notes:

To effect meaningful changes we must say good - bye to quick-fix workshops. We must, instead, create context in teachers' work lives that assist and sustain meaningful changes. We have to provide staff development that provides intellectual stimulation and opportunities to develop new knowledge and skills.

Similarly, McCormick et al., (1995) also asserted the insufficiency of second hand training (training given in the form of dissemination by teachers who participated in actual (first hand) training) in order to effectively implement a curriculum innovation. Instead, according to them, teachers need to be present at the training session and be exposed for ongoing training. They further noted that many training sessions through time allow teachers to get feedback about their previous implementation practices and develop their confidence for implementing the curriculum.

As to what constitutes inservice training, Patterson et al., (1981: 205) identified two main areas of staff development: reeducation and resocialization. The former refers to "the development or refinement of competence necessary to implement the innovation." It involves training in teaching ideas and behaviors for a new curriculum. The latter refers to "the development or refinement of roles and role relationships required for implementation." This means, according to them, changing interactive skills, attitudes and habits related to the implementation of the curriculum.

Research findings also seem to confirm the benefits of inservice training in curriculum implementation. For instance Solomon (n.d) in Fullan and Pomfret (1977) found that teachers who receive maximum training (pre-service, inservice and in the use of materials) scored ten percent higher in degree of implementation than teachers who were given minimum training (in the use of materials). Crowther (1972) in Fullan and Pomfret (1977) also found that inservice training prior to implementation was significantly related to degree of implementation. Furthermore, Berman and McLaughlin (1976) found that staff training was one of the main correlates that explain variation in degree of implementation.

To sum up, it appears to be an agreed upon fact that intensive staff training is a useful strategy for implementation. Hence, with the introduction of the new English syllabus, teachers should be exposed for training that would

equip them with the necessary knowledge and skills required for implementation of the syllabus. However, exposure to training will not suffice by itself. Thoroughness and continuity need to be maintained. Besides, revealing whether teachers who got inservice training (if there are) are implementing the new English syllabus in a manner indicated in the above findings is worthwhile. Because in the absence of this kind of cross-checking investigation, it is unsound to provide inservice training for sake of it.

The other implementation strategy which greatly affects implementation is resource support - the provision of materials, time and other facilities during implementation (Fullan and Pomfret, 1977). As pointed out in the dimension of implementation, structural alterations - like grouping, textbook preparation, classroom spacing - need to be made in line with the planned curriculum. In relation to this, Dubin and Olshtain (1988: 32) notes that "policy making can be realistic and effective only if it takes into account the limitation of available resources for implementation". They further stressed the importance of time available for the acquisition of language as it may serve as a constraint or promoter of implementation.

Unfortunately most research findings reveal failure in implementation due to lack of appropriate resource or instructional materials. Verspoor (1993) noted that poor material facilities due to economic problems is one of the main bottlenecks in the implementation of educational reform in developing countries.

Leung (1991) also identified the mismatch between resources needed by the curriculum and available school facilities as one of the main four barriers to the successful implementation of the geography curriculum of China. Furthermore, Nhundu (1997) also mentioned that the lack of congruence between curriculum intents and textbook contents and the inadequate supply of textbook as a main barrier to the implementation of education with production.

The situation in our country seems even worse. The Curriculum Evaluation Panel (1997) reported the shortage of facilities and materials as a major problem in the implementation of grade seven curricula. Getachew (1994), Kindalem (1997) also found out that inadequate supply of materials as a major stumbling block in the implementation of primary level social studies curriculum in Ethiopian schools as well.

The third important variable related to implementation strategy is participation. According to Patterson et al., (1981) it is not possible to assume that teachers will implement a new curriculum successfully if they understand it. Besides understanding the curriculum, they noted, two - way communication is necessary among those involved in implementation, if implementation is to be successful. Similarly, Hall (1995) mentioned that if teachers are required to develop a sense of belongingness and commitment to implement a new curriculum, their participation in decision making should be seriously considered. McNeil (1990), Hord (1995) also stressed the importance of

teachers' participation in curriculum development to maintain its feasibility with existing classroom realities.

Nonetheless, research findings on the relationship between participation and implementation do not seem as straight forward as they are expected to be. Expressing the non-causal relationship between these two variables, Johnson (1994: 67) writes:

Research on implementation shows that the extent to which a curriculum is implemented in the classroom is associated with teacher involvement in the process. However, it can not be assumed that teacher involvement in curriculum development assures implementation.

There are also research findings which strengthen the aforementioned idea. For instance, Duet (1972) in Fullan and Pomfret (1977) disclosed that teachers' degree of participation in curriculum development activities was significantly related to their reported degree of implementation. Berman and McLaughlin (1976) also stated that teachers' feeling whether they are considered or neglected found to be related with degree of implementation. By contrast, Lamont (1974) as cited in Fullan and Pomfret (1977) found no difference in the frequency of use and in teachers' feeling about the usefulness of curriculum guides between those who participated and those who didn't.

In general it appears that there is a general agreement on the importance of teachers participation for curriculum implementation. This could be justifiable when seen in terms of their being the chief agent of change at the classroom, and the need to maintain feasibility of the planned curriculum vis-a-vis teachers ability, students background and existing classroom realities.

2.5 Evaluation of Curriculum and Curriculum Implementation

The process of curriculum development doesn't stop by putting into practice the planned curriculum. There is a need to examine the strengths and weaknesses of the planned curriculum, the extent of congruency between actual practice and intended purposes, and the changes that takes place as a result of the curriculum. These tasks can only be accomplished by evaluating the curriculum produced.

The definitions given to evaluation tend to vary to certain extent, demonstrating the emphases given by scholars. Tyler (1949: 69) defined evaluation as "the process for determining the degree to which ... changes in behavior of students are actually taking place." McCormick and James (1983: 1) defined curriculum evaluation as "a process concerned with questions about what should be taught as well as with finding out what happens in the classroom." Cronbac (1963: 672) defined evaluation as "the collection and use of information to make decisions about an educational programme." Stufflebeam in Hunkins and Ornstein (1988: 252) defined evaluation as "the

process of delineating, obtaining, and providing useful information for judging decision alternatives."

These definitions, as has been pointed out above, indicate the emphases given by scholars. Tyler, as a pioneer of the objective model, stresses the need to examine whether students met intended purposes or not. McCormick and James emphasize the need to examine the relevance of contents and objectives included in the curriculum and the changes happened in real classroom situations. Cronbac and Stufflebeam underscore the importance of evaluation in providing information for decision making. Yet, all definitions tend to come together in implying one common point, evaluation is important to determine the worth of a programme.

Evaluation can be performed in the various stages of curriculum development: planning phase, tryout phase, and large scale implementation (Lewy, 1977). Nunan (1988) identified three stages of curriculum development where evaluation should be performed. These are evaluating the planned syllabus, evaluating the implemented syllabus, and evaluating the assessed syllabus. Scriven as cited in Ornstein and Hunkins (1988) identified two aspects of evaluation: intrinsic evaluation and pay-off evaluation. According to Scriven, intrinsic evaluation is concerned with studying the content and objectives included, the way content is sequenced, the accuracy of the content, the types of learning experiences and materials to be employed. This is similar to what

Nunan (1988) and Lewy (1977) named as evaluating the planned curriculum. Evaluation can also be performed in a stage of implementation so as to determine the effect it produced, the congruence of actual practice with intended plans and to identify existing problems (Nunan, 1988b). This refers to pay-off evaluation in Scriven's terms or evaluating the implemented syllabus in Nunan's and Lewy's terms. Nunan (1988b) identified an additional aspect of evaluation study-evaluating the assessed syllabus. According to him, the testing procedures should relate directly to the objectives of the course.

However, eventhough these scholars identify different aspects of evaluating curriculum components, researchers and evaluators tend to mingle them. For instance, Nhundu (1997), under the title of 'evaluating the implementation of education with production', addressed both the planned curriculum, the actual classroom practice and examinations prepared by teachers. Similarly Adamu (1991), Leung (1991), in evaluating the implementation of science and geography curriculum respectively, addressed the classroom practice and examinations prepared by teachers. Hence the categories in naming doesn't seem a hard and fast rule. Because the different components are interrelated, though they are distinct. Yet, in most cases, syllabus/curriculum evaluation refers to evaluation related to the plan (document), whereas implementation evaluation refers to examining what is going on in actual practise.

These evaluation studies can take place at different time and with different purposes. In relation to this, Scriven as cited in Beck and Yeoman (1987) introduced two types of evaluation: formative and summative evaluation. Formative evaluation is undertaken while the program is going on and is intended to improve an existing program. According to Morocco in Saylor et al.,(1981) formative evaluation can be used both in planning and implementation of a program. In the planning stage, formative evaluation help to revise the program before it is implemented in the total district. In the implementation phase, it helps to identify factors that influence the success of the program. Summative evaluation is intended to findout whether the curriculum has achieved intended outcomes. It is usually carried out after the curriculum has been implemented school wide.

In order to carry out these purposes of evaluation, different evaluation models have been developed. The models can be categorized into three different approaches (Lange, 1974; Lewy, 1977). The first group is concerned with examining the achievement of desired outcomes. The second group emphasizes assessing the merits gained, and the third group is concerned with decision making. This shows that the various models developed focus on some particular feature and purposes of evaluation, hence they complement each other rather than being alternative approaches (Baker, 1969; Weich, 1969; Lewy, 1977).

Tyler's model is the forerunners of evaluation models. This model relies on the need to examine whether students achieved intended outcomes. According to him, tests, interviews and questionnaires should be prepared so as to see the achievement of objectives by students. Then, the feedback gained from such evaluation would be used to reformulate objectives. This model has been liable to many criticisms. The model is criticised for its sole reliance on summative evaluation (Saylor et al., 1981). Scriven as cited in Bao (1989) also criticised the model for its sole emphasis on programme outcomes, which doesn't pay attention to process variables or the examination of antecedent conditions. Based on these critics, a new trend of evaluation aimed at studying how the curriculum operates and how it is influenced by environmental factors emerged-illuminative evaluation (Lawton, 1978). Consequently, a number of evaluation models came into existence. The main ones are Stake's congruence contingency model, Provus's discrepancy evaluation model, Scriven's goal-free evaluation model, Stufflebeam's context, input, process and product model, and Eisner's connoisseurship evaluation model.

Stake's model necessitates to gather data on three categories: antecedents (any condition that exists prior to teaching and learning like teachers' qualification, experience, students background), transactions (interaction among teachers, students, materials, and classroom environment), and outcomes (achievement gained), (Ornstein and Hunkins, 1988). Then relationships and

cause and effect would be examined between standards and collected data on the three categories. Stufflebeam's model requires data at four stages. In the stage of context the environment in which the program is to be run will be studied to determine objectives. In the input stage information on how to utilize resources and select strategies to meet program goals will be studied. The process stage addresses information on implementation decisions, and the product stage provides data to determine whether the final curriculum product accomplishes what is hoped. Provus's discrepancy evaluation model requires to define program standards, then to determine whether a discrepancy exists between performance and standards, and finally to use the information gained either to change program standards or to change performance (Provus, 1972). Scriven's goals-free evaluation and Eisner's connoisseurship models are similar. Scriven proposed that an evaluator should not be influenced by program standards. The evaluator is supposed to collect whatever data related to the total consequence of a program - "unbiased observer" (McNeil, 1990). Eisner recommended a process called educational criticism and connoisseurship. He made a comparison between a critic of classroom teaching and a critic of drama, noting that both require expertise. Yet, the former provide "a qualitative description of educational life." (Saylor, et al., 1981: 326).

When we see the places of these models in relation to the three approaches identified earlier, Tyler's model is definitely in the first group - determining whether objectives are met, Scriven's goal-free evaluation and

Eisner's connoisseurship models seem to rest on group two - assessment of merit and the rest fall in the decision making approach.

This entails that the models to be used appear to vary depending on the purpose of evaluation. If the purpose is to measure the total consequence of a program, Scriven's goal - free evaluation model is useful, and if the purpose is to see the achievement of stated plans the decision making model or Tyler's model would be appropriate (Saylor et al., 1981).

2.6 The Status of Curriculum Implementation in Ethiopia

The educational system of Ethiopia was characterized by lots of constraints and crises. The curricula at different times were criticized for their mismatch to the social and economic demands of the country. Educational facilities such as classrooms, chairs, desks, blackboard and curriculum materials were not available in adequate amount and kind. The teaching learning process was also too theoretical that it failed to equip students with necessary skills. There was also a shortage of trained teachers in schools (Teshome, 1976; Fasil, 1990).

Worse yet, despite the claim that education is one of the main concerns at various times, due emphasis was given on expanding schools and increasing enrollment, with lesser attention to implementation (Fasil, 1990).

Routed on these rationales, following the change of government, a new education and training policy was developed in 1994. Restructuring (such as decentralization and new teaching roles) and substitution of curricular materials (syllabi and textbooks) are the main reforms that followed it. Realizing the large number of under qualified teachers in schools, the policy also gives due attention on training teachers through inservice and preservice training.

Research studies in the last two years, however, entail that there exists a lot to be done in the implementation process. In a formative evaluation the Curriculum Evaluation Panel (1997: 38) carried out in the tryout of grade 3 and 7 syllabi, it was reported “Teacher centered teaching methods are frequented in most cases as opposed to methodologies suggested in curricular materials.” Kindalem’s (1998) evaluative study of teachers classroom performance in implementing primary level social studies syllabus also shows a similar result. 65% of the teachers in his study were rated as low and very low in general teaching characteristics. He also pointed out that teachers were not using techniques and activities suggested in the syllabus. As a result a wide gap was observed between what is intended and what actually goes on in classrooms.

The reasons identified in both studies for low implementation were shortage of curricular materials, lack of qualified teachers, teachers lack of competence to teach new curricular materials, and inadequate refreshment training for teachers. According to the Curriculum Evaluation Panel (1997)

many of the teachers in grade 7 were not diploma graduates (the required qualification to teach from grade 5-8). Workshops were not given for teachers in time. As a result, many teachers were not found to be competent to teach the new curricular materials. There was also lack of textbooks.

Generally, implementation of educational plans found to be very low in Ethiopia. What worsens the situation is the poor condition or non-existence of frame factors and the less attention implementation received from researchers. Hence the need to search for more information about implementation and thereby taking the appropriate measures seems in order for better outcomes.

CHAPTER THREE

DESIGN OF THE STUDY

The major aim of this study was to evaluate the implementation of grade seven English syllabus. To this end a descriptive survey method was employed. The use of this method is well supported by Kerlinger (1990) when the study aims at examining an issue in a relatively manageable number of samples taken out from a larger population.

3.1 Model and Framework of the Study

Among the various curriculum evaluation models, a particular stage of Provus's discrepancy evaluation model was used with some adaptation. According to Provus (1971) the model has four main stages: Design, Installation, Process and Product. Program evaluation, according to him, is the process of

- i) defining program standards;
- ii) determining whether a discrepancy exists between some aspects of program performance and the standards; and
- iii) using discrepancy information either to change performance or to change program standards.

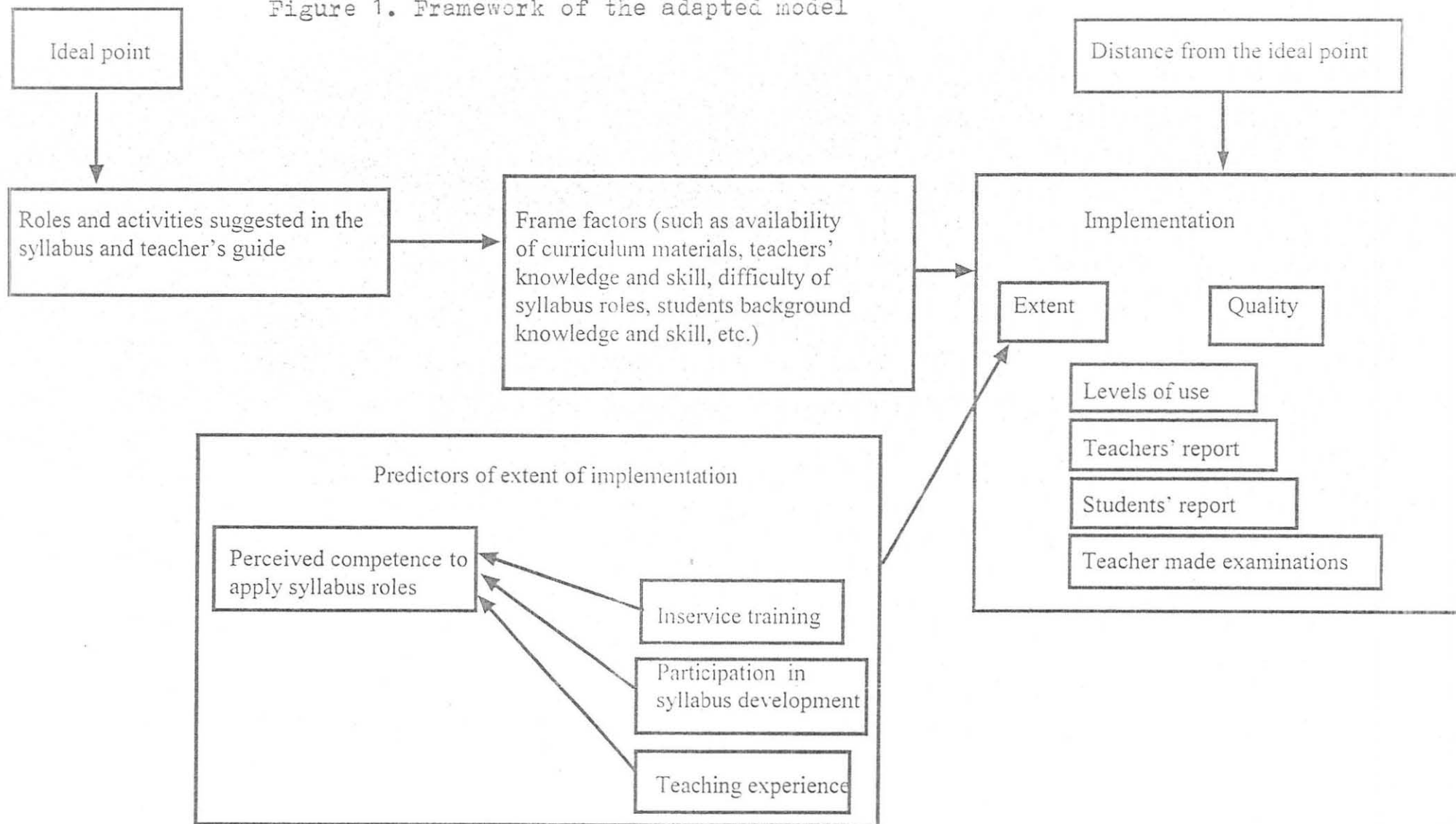
From the four stages, this thesis is particularly concerned with installation. During installation, evaluators are expected to examine the discrepancy between program design and actual classroom practice. Similarly this paper regards grade

seven English syllabus and teacher's guide as ideal point and implementation is measured how far it is from the ideal point.

To this end, Provus suggested the need to use classroom observation. In this thesis, however, questionnaire, interview and document analysis were used besides observation. Moreover, he identified teachers and evaluators to take part in the evaluation process. In this paper, students and examination papers prepared by teachers were also used to gain additional information. Implementation is also addressed independently in Provus's model. In this thesis predictors of implementation and frame factors that are supposed to affect implementation were included.

The framework of the adapted model looks like:

Figure 1. Framework of the adapted model



3.2 Subjects of the Study

The subjects of the study were 100 grade seven English teachers, 8,000 students and 43 directors of schools in 12 woredas of Eastern Gojjam.

English was selected for it is the researcher's minor area in his undergraduate study. This would be helpful in fulfilling the knowledge and skill the study demands. Grade seven was selected for two main reasons. The newly designed syllabus of this grade was operational for two years. Thus teachers would get the opportunity to acquaint themselves with the new roles and behavioral patterns suggested in the syllabus. Besides, the study aims at examining students judgment on the implementation of the syllabus. This requires to a certain extent mental maturity. Hence students of grade seven would be the appropriate choice as compared to the lower grade levels. Eastern Gojjam was selected to secure maximum efficiency with a relatively short period of time as the researcher is well familiar with the area.

3.3 Sampling Techniques

Multi-stage cluster sampling was used to reach at representative teachers, pupils and classrooms in the zone. The use of this kind of sampling technique in survey study is supported by Kerlinger (1986) so as to select representative samples from large number of cases.

From 12 Woredas of the zone, four Woredas were selected by random sampling. These Woredas were Gozamin, Yejubie, Bichina and Enarge Enawga woreda. From these woredas, 8 schools were selected on the basis of their accessibility and proximity to the researcher. These schools were Wonka, Abima, Tekelehaimanot, Hailu Yosedek, Yejubie, Deber, Yetemen and Woyera primary schools. All grade seven English teachers, 20, (one-fifth of the total population) and directors, 8, in these schools were selected by available sampling technique. The small number of teachers is due to the difficulty to perform classroom observation with large number of teachers in a limited period of time. This is well acknowledged by renowned authorities in measuring implementation like Fullan and Pomfret (1977).

100 students were selected by purposive and simple random techniques. Students classroom attendance checklists were taken from homeroom teachers. Students who were absent for more than 3 days were left out from the selection of the sample. This was done to include students who regularly attend classes. After rejecting these students, five students were selected from the various sections each individual teacher taught.

3.4 Data Gathering Instruments

Observation checklist: Lewy (1977) and Morris and Gibbon (1978) acknowledged the use of observation in evaluating implementation. Lewy (1977) noted that observation is useful to indicate how the lesson is divided in a variety of activities such as individual work, group/pair work, whole-class activity and others.

Morris and Gibbon (1978: 89) also writes, “Because of the richness and credibility of the information it can provide, on-site observation is a desirable part of implementation evaluation.”

There were two observation checklists. The first was designed to examine the extent of implementation. Items for the checklist were developed by extracting the roles and behavioral patterns from teacher's guide and syllabus, which teachers are expected to implement. English panel heads in the ICDR participated in identifying the roles and behavioral patterns. A total of 16 items were pointed out through this process (see Appendix A).

The observation checklist had five measures of frequency: very often (4), often (3), sometimes (2), rarely (1) and never (0). Each teacher was observed four times for each of the roles and activities. In each single observation a teacher was assigned under the dichotomous division of ‘Yes’/‘No’. If a teacher exhibited a role or an activity in each of the four observations, he/she earned 4 ‘Yes’ and was assigned in the category of very often (4). But if a teacher failed to manifest a role or an activity in one of the observations, he/she earned 3 ‘Yes’ and 1 ‘No’ and was assigned in the category of often (3). Similar procedure was used for the other categories.

The second observation checklist was intended to measure how well teachers were implementing the syllabus - quality of implementation. The items were similar to the instrument used in measuring the quantity of implementation except

the exclusion of two items. But the keys used in this case were very good (4), good (3), fair (2), attempted (1) and not at all (0).

Four criteria were employed to categorize teachers in these keys. The criteria were developed by analyzing the procedures and methodologies suggested in the teacher's guide and the syllabus. These criteria were:

1. Does the teacher give clear direction on what students are expected to do?
2. Does the teacher set an appropriate classroom situation for the activity? (such as teaching aids, students involvement, planning and preparation)
3. Does the teacher tell the purpose of the activity to the students? and,
4. Does the teacher monitor students while they are doing their work? (feedback, keeping them on track).

A teacher who demonstrated all these four criteria in his lesson would be categorized as very good (4). If a teacher failed to fulfil one of these criteria, he/she would be assigned as good (3). If he/she failed to fulfil two of these criteria, he/she would be assigned as fair (2), and if he/she failed to show up three of the criteria, he/she would be assigned as attempted (1) and not at all (0) if the activity doesn't happen in class (see Appendix B).

Questionnaire: Two kinds of questionnaire were prepared - teachers and students. The teachers' questionnaire had five parts.

The first part of the questionnaire was intended to gather background information about teachers and general information about inservice training, availability of textbook, teacher's guide, participation in syllabus development and other related issues. The second part was directed to collect data about teachers' perceived competence to apply 14 roles and behavioral patterns extracted from the syllabus (see Appendix C). To achieve this, four categories were formulated as follows:

1. I feel I am not competent and need substantial inservice support.
2. I feel relatively competent but need inservice and help from colleagues.
3. I feel competent with a little help from colleagues.
4. I feel I am competent with my existing knowledge and skill.

These categories and their descriptions were adopted from Bennett et al., (1995). Teachers were then asked to record in one of the four categories how competent they felt with their subject knowledge in each of the 14 roles and behavioral patterns.

In relation to the appropriateness of questionnaire, Fullan and Pomfret (1977) mentioned the questionnaire is an effective method of assessing teachers' perceived knowledge and understanding of roles and behavioral patterns suggested in a syllabus.

The third part of the questionnaire was intended to examine teachers' assessment of the teaching learning process-reported degree of implementation. The 16 roles and activities extracted from the teacher's guide and the syllabus were stated (see Appendix C). Teachers were then asked to indicate the frequency of the activities they use or are exposed to in class in five measures of frequency: very often (4), often (3), sometimes (2), rarely (1) and not at all (0).

The fourth and fifth part of the questionnaire were aimed at identifying the factors that affect the implementation of the syllabus. Eleven factors were sorted out from the literature and pilot study. In the fourth part teachers were asked to indicate the extent to which each factor affected the implementation of the syllabus on a rating scale of very severely (4), severely (3), moderately (2), slightly (1) and not at all (1). In the analysis the first two were merged as severely. The fifth part of the questionnaire asked teachers to order the 11 factors in terms of their priority in affecting the implementation of the syllabus.

The students questionnaire was intended to examine students' perceptions of the 16 activities in terms of their frequency. Students were asked to report the frequency they were exposed to these activities in a three-point rating scale - often (2), sometimes (1) and not at all (0) (see Appendix E).

Interview: Two interviews were prepared for teachers and directors. Teachers' interview was both close-ended and open-ended. There were a total of 56 main items. The interview was designed to look into teachers' level of use. The

items were developed on the basis of seven categories originated by Hall and Loucks (1975). It had seven parts that correspond to the seven categories: knowledge, acquiring information, sharing, assessing, planning, status reporting and performing. The items reflect behavior and patterns of syllabus use teachers exhibit in the eight levels of use: non-use, orientation, preparation, mechanical use, routine use, refinement, integration and renewal.

The questions for the first five categories required teachers to respond to each item. But for the last two categories - status reporting and performing-teachers were expected to pinpoint the statements that describe their personal status and performance (see Appendix D).

Directors' interview was open-ended. Its aim was to investigate how they were coping with the implementation of the syllabus: problems faced, support they provided for teachers and other related affairs (see Appendix F).

Document Analysis: Six first semester examination papers of 1998/99 academic year were collected from six of the schools (see Appendix J). In two schools examinations were administered by writing the items on the blackboard. As a result teachers didn't have a remaining copy at their disposal.

The items in the six exam papers were then assigned into the various objectives of the syllabus. The objectives were categorized into five major domains as stated in the syllabus: reading, writing, structure, vocabulary and pronunciation.

In categorizing examination items into five major domains, two MA TEFL second year students participated.

3.5 Tryout of Instruments

In order to test the reliability of the observation checklist intended to measure the extent of implementation, the researcher along with one MA student of education observed eight teachers twice. The inter-observer agreement was calculated and found to be 0.81 and 0.82 for the first and second session respectively (see Appendix G). The observation checklist for quality of implementation was tried in eight teachers by the researcher himself and the reliability coefficient was found to be 0.72 (see Appendix H).

The questionnaire was administered to a sample of eight teachers. Internal consistency was calculated for the part that deal with perceived competence and found to be 0.97 (see Appendix I).

The students questionnaire was tried on a sample of 15 students. Its purpose was to examine the clarity of the items. To this end, each activity was read for them and they were asked to mention what it meant. On activities which students exhibited confusion, some modifications were made.

Teachers' interview was tried on a sample of 6 teachers. The items at the beginning were close-ended and teachers were expected to respond by saying 'Yes/No'. In the try out, it was learnt that teachers responded affirmatively for

behavioral aspects which were difficult to acknowledge. Because of this, open-ended items that require teachers to describe, explain or enumerate what they responded affirmatively were included in the instrument.

The teachers in the pilot study were selected from two woredas in Eastern Gojjam - Amanuel and Dejen Woreda. The students were selected from schools in these woredas. These woredas were purposively excluded in the main study so as to avoid practice effect on the sample respondents.

3.6 Data Gathering Procedure

In measuring the extent of implementation each activity was expected to happen four times. Hence each teacher was observed at least four times. The observation for each activity was based on the suggestion of teacher's guide and the syllabus. That is, a teacher would be observed for an activity in the time he/she was expected to put it into practice. For instance, teachers would be observed whether they applied scanning and skimming, pair work, loud reading, silent reading, writing sentences, and oral presentation while they were teaching reading. Because the syllabus suggested these activities and roles to be employed while teaching reading.

On the basis of this kind of arrangement, an English teacher with a BA along with the researcher observed whether or not teachers applied the activities as suggested in teacher's guide and the syllabus. Hence the basis for observation was the purpose and procedures outlined in the syllabus and teacher's guide (see Appendix M).

In gathering data on how well teachers were implementing the syllabus, each teacher was observed once for each activity. The date and period of observation was arranged by asking teachers to report the time and the lesson topic to which they would apply the activities. This was done one week before the actual observation started. But the time which teachers reported to apply some of the activities was too long to wait for provided the compact time the researcher had. Hence, observation for some activities was only based on the topic which teachers reported. The researcher himself observed teachers.

Teachers' questionnaire was administered with the help of two assistants. The assistants were diploma holders. They were oriented to the purpose of the questionnaire and the directions were made clear to them. Teachers were then assisted in filling the questionnaire.

In administering students questionnaire the researcher explained each item turn by turn to the students. Students rated each activity following the researcher's explanation. In cases where students failed to understand some expressions, proper clarifications were provided.

In interviewing teachers, two separate sessions were employed. The first session was used to explain the purpose of the interview and to ask the questions for the first three categories. The other session was employed to ask the remaining items. Teachers were interviewed all the items from the beginning till their response found to be 'No' in each category. When a teacher's response found to be

'No' to a certain question, he/she would not be interviewed the rest of the questions that follow it. Because the assumption is a teacher could not demonstrate the next behavior if his/her response for the preceding item was 'No' as the items are developmental in nature. The researcher himself interviewed teachers.

This procedure didn't work for item number 5 on some categories. Because there were questions to be answered by saying 'No', yet required to resume asking the remaining questions. This was true for item number 1.5, 2.5, 3.5, 4.5 and 5.5.

3.7 Data Analysis Techniques

In analyzing perceived competence of teachers, percentages and mean values were used. The mean values were calculated for each activity on the basis of the values given for categories. Teachers rating for each item was summed and divided by the number of teachers (20). Individual teacher's perceived competence was also represented by mean values - the teacher's rating for each item was summed and divided by the number of roles (14).

To examine the difference in the perceived competence of inservice trained and not trained teachers, t-test was applied. Besides, to see the relationship between experience and perceived competence, Pearson Product Moment Correlation was applied.

In order to investigate teachers' reported use of activities, students' reported exposure to activities, and observed extent of implementation, mean values and percentages were used. Simple numerical figures and percentages were also applied in examining teachers' level of use.

The interrelationships among perceived competence, inservice training, experience, participation and implementation were calculated using Pearson Product Moment Correlation. To see the overall effect of these variables on implementation and to sort out significant predictors multiple regression was employed.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF RESULTS

This part of the study deals with presenting, analyzing, interpreting and discussing the data collected through observation, questionnaire, interview and document analysis.

4.1 Background of Teacher Respondents

In order to provide a clear image about the teachers involved in the study, some major characteristics of them are presented.

Table III: Background Information of Teacher Respondents

Characteristics	Category	No.	%	Total	
				No.	%
Sex	Male	19	95		
	Female	1	5	20	100
Qualification	12+2	7	35		
	12+TTI	10	50		
	12+ Summer Training	3	15	20	100
Teaching Experience	9-12	4	20		
	13-17	6	30		
	18-22	6	30		
	23-27	4	20	20	100
Teaching Load	15-20	4	20		
	21-25	14	70		
	26-30	2	10	20	100

As shown in table III except one female teacher all teachers involved in the study were males. Ten(50%) of them were TTI graduates, 7 (35%) were diploma holders and 3 (15%) were attending summer training programme for their diploma. In relation to teaching experience 4 (20%) teachers have served from 9 to 12 years, 6 (30%) teachers have served from 13 to 17 years, and 2 (10%) have served from 23 to 27 years. As far as teaching load is concerned, 14 (70%) teachers teach between 21-25 periods per week, 4(20%) teachers teach between 15-20 periods and 2 (10%) teachers teach 26-30 periods per week.

As a whole teachers tend to have relatively longer years of work experience as the minimum service is 9 years. Only 7 (35%) of the teachers fulfil the qualification required for the second cycle of primary education as they are diploma holders. The teaching load they have also is below or equal to 30, hence in agreement with what is suggested to be in the country. The Ministry of Education issued that a teacher could have upto 30 periods per week unless if he/she is not engaged in extra-curricular activities.

Besides these background information of teachers, there are other general information that would be helpful for further analysis of the study.

Table IV: Regarding Teachers' Inservice Training, Participation in Syllabus Development and the Usefulness of Teacher's Guide and Textbook

No	Items	No.	%
1.	Have you participated in workshops, seminars or in any form of training related to the new syllabus?		
	Yes	8	40
	No	12	50
2.	How long was it?		
	Below seven days	5	44
	8-15 days	3	45
	16-21 days	-	-
	above 21 days	-	-
3.	Have you taken part while the new English syllabus was developed?		
	Yes	7	35
	No	13	65
4.	In what way did you take part?		
	In setting objectives and contents	-	-
	In commenting on the syllabus before it was put into practice	-	-
	In commenting on the final draft	7	100
5.	How useful is the teacher's guide and textbook to you?		
	Very useful	3	15
	Useful	17	85
	Somewhat useful	-	-
	Not useful	-	-

Table Iv indicates that 8 (40%) of the teachers received inservice training related to the new syllabus. The rest, 12 (60%) teachers did not get inservice training. The duration of the training which the teachers received is below 16 days. Seven (35%) of the teachers took part in the development of the syllabus by commenting on the final draft, the remaining 13(65%) teachers didn't take part. As to the usefulness of teacher's guide and textbook in promoting the teaching learning process, the majority of teachers, 17 (85%) regard them as useful and 3(15%) teachers regard them as very useful.

It appears that 12 (60%) of the teachers did not get inservice training which is an important precondition to be fulfilled before teachers are expected to put a new syllabus/curriculum into practice. The duration of the training given for teachers seems relatively short. Teachers seem convinced about the usefulness of teacher's guide and textbook in promoting the teaching learning process.

This much suffices as a background information for the further analysis to be made. Some of the issues raised are addressed in later analysis. Following the main findings of the study are presented.

4.2 Teachers' Perceived Competence in Implementing the Syllabus

One of the main purposes of the study was to investigate teachers' self perceived competence to apply the roles and activities incorporated in the syllabus. The following table (Table V) deals with this aspect of the study.

Table V: Teachers' Perceived Competence in Expected Roles and Activities in Relation to the four Categories

No.	Roles and Activities	Category 1		Category 2		Category 3		Category 4		Grand Mean
		No	%	No	%	No	%	No	%	
1	Organize and contribute effectively to group/pair work	-	-	4	20	9	45	7	35	3.15
2	Use role-plays in teaching speaking, pronunciation etc.	7	35	5	25	3	15	5	25	2.65
3	Use language games	7	35	4	20	4	20	5	25	2.35
4	Apply more than one strategy in teaching vocabulary such as pictures, context, simulations	-	-	10	50	4	20	6	30	2.8
5	Provide and correct controlled and free writing exercises	3	15	6	30	9	45	2	10	2.5
6	Pronounce words correctly as a model for students	-	-	9	45	9	45	2	10	2.65
7	Organize and manage conversation practice	-	-	10	50	8	40	2	10	2.6
8	Skim and scan from a passage	1	5	7	35	9	45	3	15	2.7
9	Create and use pre-reading and pre-listening questions for brain storming purpose	1	5	13	65	3	15	3	15	2.4
10	Discuss aspects of a passage with students	-	-	11	55	8	40	1	5	2.5
11	Spell correctly	-	-	5	25	10	50	5	25	3
12	Use devices such as comma, colon, semi-colon, full stop, and apostrophe	8	40	4	20	6	30	2	10	2.1
13	Use dramatization to teach pronunciation	12	60	4	20	4	20	-	-	1.6
14	Explain language focus/grammar rules such as tenses, direct and reported speech, relative pronouns	-	-	-	-	13	65	7	35	3.35
	Average of Grand Mean									2.6

Category 1-	I am not competent and need substantial inservice support.
Category 2-	I feel relatively competent but need inservice support and help from colleagues.
Category 3-	I feel competent with a little help from colleagues.
Category 4-	I feel competent with my existing knowledge and skill.

Table V indicates that teachers' perceived competence range from a low of 1.6(none of the teachers feeling competent with out support) in 'use dramatization to teach speaking and pronunciation' a high of 3.35(7(35%) of teachers feeling competent (cat.1) in 'explain grammar rules'). Seen as a whole, teachers seem to feel relatively competent only in three of the expected roles and activities. These are 'organize and contribute effectively to group/pair work' (3.15), 'spell correctly` (3), and 'explain grammar rules' (3.35).

The mean values of the remaining roles and activities tend to be lower than 3 implying that a considerable number of teachers, in general, need some kind of help, either from colleagues or in the form of inservice training. Of course, when category 1,2, and 3 were combined with the idea that they suggest the need for help whatever the kind and extent may be, 65% and above (in certain activities) of the teachers fall in this group for all of the expected roles and activities. For instance, all teachers reported that they need support to use dramatization, 19(95%) to discuss aspects of a passage, 18(90%) to organize and manage conversation practice, punctuation, pronounce words correctly and provide and correct writing exercises.

Fifteen (75%) also reported that they need help to use role-plays, language games and spell correctly.

The table also entails, though not depicts exactly, the kind of help teachers need. The mean values of 11 roles and activities (excluding the aforementioned three which teachers recorded with a mean value of 3 and above) range in between 1.6 and 2.8. And it is one role - use dramatization - that has a mean value below 2. Hence it is logical and mathematically sound to say teachers appear to look for a help in what are suggested in category 2 and 3, in service support and help from colleagues and little help from colleagues respectively. Crudely, it may mean that with an inservice support, at most, many of the teachers may feel competent to apply these roles and activities.

This assumption can further be substantiated by examining the mean values teachers individually scored. The mean values of teachers range from 3.5 to 1.93 (see table VI). This denotes that there are teachers who regard themselves as competent in many of the roles and also there are teachers who view themselves not competent, hence need inservice training and colleague help.

Table VI: Individual Teacher's Perceived Competence in Mean Values

Teachers	Mean Values
T1	3.285
T2	2.142
T3	3.142
T4	3.571
T5	2
T6	2.142
T7	1.928
T8	2.071
T9	2.071
T10	3.428
T11	3.357
T12	2.285
T13	2.285
T14	3.214
T15	2.071
T16	3.214
T17	2.142
T18	2
T19	3.5
T20	1.928
Average of mean values	2.6

Table VI also indicates that 12 (60%) of the teachers have mean values slightly higher, lower or equal to 2, thus falling closer to category 2 -"I feel

relatively competent but need inservice support and help from colleagues." The rest 8 (40%) teachers have mean values higher than 3 in 12 of the roles and activities.

To find out the possible explanation for this variation, teachers' background characteristics were considered. Those characteristics which appeared pertinent and convenient for analysis were exposure to inservice training and work experience

Table VII: The Impact of Inservice Training on Teachers' Perceived Competence

Roles	Inservice Trained Teachers (n=8)			Not Trained Teachers (n=12)			t
	Sum	Mean	S	Sum	Mean	S	
1	31	3.87	0.33	33	2.5	0.5	6.47
2	30	3.75	0.43	19	1.58	0.52	9.31
3	29	3.62	0.48	18	1.5	0.65	7.52
4	29	3.62	0.76	29	2.41	0.46	3.66
5	26	3.25	0.43	24	2.0	0.71	4.24
6	26	3.25	0.43	27	2.25	0.43	4.84
7	26	3.25	0.43	26	2.16	0.37	5.74
8	27	3.37	0.48	27	2.25	0.6	4.21
9	24	3	0.87	24	2.0	0.41	3.28
10	23	2.85	0.6	27	2.25	0.43	2.47*
11	28	3.5	0.71	32	2.5	0.5	3.5
12	26	3.25	0.43	16	1.33	0.47	8.79
13	20	2.5	0.5	12	1.0	0	9.87
14	27	3.37	0.48	41	3.41	0.39	-0.2*

* $t_{\alpha} = 2.55$ $P > 0.01$

Table VII reveals that a statistically significant difference exists in the perceived competence of inservice trained and not trained teachers in 12 of the roles and activities ($P < 0.01$). It is to mean that teachers who got inservice training regard themselves as better competent than teachers who didn't. In one role, 'discuss aspects of a passage,' the difference failed to be statistically significant ($P > 0.01$). Untrained teachers seem also to feel better competent in 'explain grammar rules' but it was not statistically significant ($P > 0.01$).

It would thus appear that the inservice training (related to the new syllabus) given to teachers has been of benefit in enhancing teachers' perceptions of their competence to implement the 12 roles and activities. As far as the role 'explain grammar rules' is concerned, teachers who didn't get inservice training may consider it as dealing with pre-stated rules which they have to cram and put into practice, hence simple to implement. However, inservice trained teachers might have the exposure to how to teach grammar through modern approaches like creating situations which students have to infer the rules, thus develop a better appraisal of their competence.

The other variable that was supposed to be helpful in explaining the variation in perceived competence is experience. As mentioned in table III, teachers appeared to have relatively long years of work experience. As a result, it was not possible to categorize them as short and long years of service. Hence to examine the relationship between the two variables, correlation coefficient was calculated

Table VIII: Frequency of Teaching Learning Activities Occured in Class (Teachers' Response)

No	Teaching Learning Activities	Very Often (4)		Often (3)		Sometimes (2)		Rarely (1)		Never (0)		Grand Mean
		No	%	No	%	No	%	No	%	No	%	
1	Students working in pairs/groups	10	50	5	25	5	25	-	-	-	-	3.25
2	Students playing role of others	-	-	3	15	11	55	6	30	-	-	1.85
3	Students playing language games	-	-	-	-	3	15	4	20	13	65	0.5
4	Students making oral presentation	-	-	8	40	10	50	2	10	-	-	2.3
5	Student listening and taking notes	-	-	9	45	7	35	4	20	-	-	2.25
6	Students conversing with each other (dialogue)	8	40	4	20	7	35	1	5	-	-	2.95
7	Students reading aloud in class	6	30	7	35	5	25	2	10	-	-	2.85
8	Students reading silently a textbook	14	70	4	20	2	10	-	-	-	-	3.6
9	Students skimming and scanning from a reading passage	4	20	7	35	7	35	2	10	-	-	2.65
10	Students inferring meaning of new words from a context	-	-	7	35	6	30	6	30	1	5	1.95
11	Students constructing and writing sentences	-	-	4	20	4	20	10	50	2	10	1.5
12	Students making drama	-	-	-	-	2	10	2	10	16	80	0.3
13	Students working individually	11	55	6	30	3	15	-	-	-	-	3.4
14	Teacher explaining/lecturing	-	-	10	50	5	25	6	25	-	-	2.25
15	Teacher asking questions students answering/recitation	15	75	4	20	1	5	-	-	-	-	3.71
16	Students discussing among each other	-	-	12	60	6	30	2	10	-	-	2.5
	Average of Grand Mean											2.36

Teachers report (Table VIII) indicate that teacher asking question which students answer (3.71), students reading silently (3.6), students working individually (3.4), students working in pairs/groups (3.25) and students conversing with each other (2.95) are the five most frequently performed activities in classrooms. Except one activity-students conversing with each other (2.95)- which has a mean value slightly below 'often', the rest have mean values that fall between 'often' and 'very often'. Teachers also reported that students making oral presentation(2.3), students listening and taking notes (2.25), teacher explaining/lecturing (2.25) and students discussing among each other (2.5) are activities that occur closer to 'sometimes'. It is interesting to note that, if it happens to be true, teachers lecture/explain 'sometimes' as this may create a suitable condition and provide ample time to carry out other activities suggested in the teacher's guide.

Yet, the activities that occur least frequently as reported by the teachers are those that seem very relevant in language competence development. These are: students making drama (03), students playing language games (03), students constructing and writing sentences (1.5), students playing role of other (1.85), and students inferring meaning of new words from a context (1.95). All of them are used below 'sometimes', and the first two are used below 'rarely'.

Teachers as a whole reported that they were manifesting behavior congruent with expected activities and roles 59% (756 of 1280) of the time or recorded mean value of 2.36, an implementation above 'sometimes'.

Table IX: Observed Frequency of Teaching Learning Activities in Class

No	Teaching Learning Activities	Very Often (4)		Often(3)		Sometimes (2)		Rarely (1)		Never (0)		Grand Mean
		No	%	No	%	No	%	No	%	No	%	
1	Students working in pairs/groups	-	-	4	20	10	50	1	5	5	25	1.65
2	Students playing role of others	-	-	2	10	4	20	2	10	12	60	.80
3	Students playing language games	-	-	-	-	-	-	2	10	18	90	0.1
4	Students making oral presentation	-	-	1	5	3	15	4	20	12	60	.065
5	Student listening and taking notes	-	-	-	-	1	5	1	5	18	90	0.15
6	Students conversing with each other (dialogue)	-	-	2	10	4	20	5	25	9	45	1.15
7	Students reading aloud in class	5	25	10	50	5	25	-	-	-	-	3.0
8	Students reading silently a textbook	12	60	4	20	6	20	-	-	-	-	3.4
9	Students skimming and scanning from a reading passage	-	-	4	20	6	30	4	20	6	30	1.4
10	Students inferring meaning of new words from a context	-	-	3	15	4	20	3	15	10	50	1.0
11	Students constructing and writing sentences	-	-	4	20	4	20	6	30	6	30	1.35
12	Students making drama	-	-	-	-	-	-	-	-	20	100	0
13	Students working individually	3	15	10	50	7	35	-	-	-	-	2.8
14	Teacher explaining/lecturing	20	100	-	-	-	-	-	-	-	-	4.0
15	Teacher asking questions students answering/recitation	20	100	-	-	-	-	-	-	-	-	4.0
16	Students discussing among each other	-	-	-	-	-	-	-	-	20	100	0
	Average of Grand Mean											1.59

Table IX depicts that classrooms are dominated by teacher explaining/lecturing (4), teachers asking questions students answering (4), students reading silently a textbook (3.4), students reading aloud in class (3), and students working individually (2.8). Following these, students working in pairs (1.65), students skimming and scanning from a reading passage (1.4), students constructing and writing sentences (1.35), students conversing with each other (1.15) and students inferring meaning of new words (1) are activities that appear to be prevalent between 'rarely' and 'sometimes'. The rest of the activities tend to occur between 'rarely' and 'never'. And in no classroom were students making drama or discussing among each other.

Seen as a whole teachers manifested behavior congruent with what is expected, 39.75% of the time. This value could be reached by calculating the number of times teachers implemented each activity. That is, if all teachers exhibit all activities in all observations (4), there will be a total of 1280 occurrences (4x20x16). In this study the total number of occurrence is 508 (39.75%). The percentage, however, seems inflated by the frequency of two activities-teachers explain/lecture and teachers asking questions which all teachers carry out in all observations and spend the majority of the allocated time on them. If we exclude them, the percentage of congruency declines to 27.2%.

It is interesting also to note that considerable differences exist between what is observed and reported by teachers on the frequency of activities. In thirteen of the activities teachers' reported frequency is higher than the observed frequency.

The variation in most activities is large enough that the activities fall in different categories of frequency. For instance working in pair/groups has a mean value of 3.25 which is above 'often' as reported by teachers. The observed mean value of this activity is 1.65, which is below 'sometimes'. Students conversing with each other (dialogue) has a mean value of 2.95, which is closer to 'often', as reported by teachers but the observed mean value is 1.15 which is slightly above 'rarely'. Students discussing among each other has a mean value of 2.65 which is above 'sometimes' as reported by the teachers, yet this activity was totally non-existent in classrooms. Similar variations exist in activities 2,4,5,9, 10 and 11.

These variations in the frequency of activities may be explained from two perspectives. Firstly, according to Johnson (1994), teachers in most cases are unaware about the existence of discrepancy between intended plans and implementation. As such it would not be uncommon to find out disparities between reported and observed degree of implementation. The second explanation could stem from human beings' natural tendency to report what guarantees them safety and security. As a result, it is likely that teachers would report relatively higher degree of implementation to keep them secured (Fullan and Pomfret, 1977).

As a means of supplementing teacher reported and observed frequency of activities, students were made to report their exposure to the activities on a three point rating scale. Eighty seven (87%) of these students reported that they always attend English classes, while 13% reported that they attend frequently. As far as classroom participation is concerned 59% of the students mentioned that they

frequently take part in answering and asking questions, 38% said sometimes and 3% said they didn't take part at all.

Table X: Frequency of Teaching Learning Activities (Students' Response)

No	Teaching Learning Activities	Often (2)	Sometimes (1)	Never (0)	Grand Mean
1	Students working in pairs/groups	21	26	53	0.68
2	Students playing role of others	3	14	83	0.2
3	Students playing language games	-	11	89	0.11
4	Students making oral presentation	4	5	91	0.13
5	Students listening and taking notes	6	7	87	0.19
6	Students conversing with each other (dialogue)	8	27	65	0.43
7	Students reading aloud in class	86	14	-	1.86
8	Students reading silently a textbook	73	27	-	1.73
9	Students skimming and scanning from a reading passage	9	21	70	0.39
10	Students inferring meaning of new words from a context	14	22	64	0.5
11	Students constructing and writing sentences	4	29	67	0.37
12	Students making drama	3	4	93	0.1
13	Students working individually	86	14	-	1.86
14	Teacher explaining/ lecturing	88	12	-	1.88
15	Teacher asking questions students answering/ recitation	89	11	-	1.89
16	Students discussing among each other	3	17	80	0.27
	Average of Grand Mean				0.79

According to the students (Table X), the five most frequently carried out activities that they experienced are teacher asking questions students answering (1.89), teacher explaining/lecturing (1.88), students working individually (1.86), students reading aloud in class (1.86) and students reading silently a textbook (1.73). All of them have mean values near to 'often'. The remaining activities have mean values below 'sometimes' (1).

Students response as a whole appears to be somewhat divergent from teachers and convergent with what is observed. For instance, teacher lecturing/explaining is in 10th place or it is not one of the five most frequently carried out activities in class as reported by teachers. Whereas the result of the observation and students report point it out to be one of the most frequently carried out activities in class. Students working in pairs/groups and students conversing with each other are also reported by teachers as two of the five most frequently carried out activities with mean values of 3.25 and 2.95, above 'often' and closer to 'often' respectively. But these activities are rated below 'sometimes' and 'rarely' through observation and by students report. Students working in pairs has mean value of 1.65 and 0.67 as observed and reported by students. Both figures indicate the activity is used below 'sometimes'. Students conversing with each other is also rated slightly above 'rarely'. Students conversing with each other is also rated slightly above 'rarely', 1.15, through observation and below 'sometimes', 0.43 by students.

On top of these variations, teachers reported that students making oral presentation (2.3), students listening and taking notes (2.25), students skimming and scanning from a reading passage (2.65) and students discussing among each other (2.5) happen in classrooms above 'sometimes'. However, the result of observation and students report show that these activities are carried out between 'rarely' and 'never'.

The reasons given to explain the variation in observed and teacher reported frequency of activities might also serve to justify the variation among the three measures of frequency. To add to that more specific possible reasons could be hypothesized. Firstly, teachers could not want to expose themselves by reporting that they do not often use activities like pair work and dialogue which the syllabus and teacher's guide suggest now and then. Secondly, teacher explaining/lecturing imply that students are listening while the teacher is talking, consequently activities that require students' active participation will be hindered if teachers do so. Hence teachers may take caution not to report that they are often lecturing/explaining so as not to expose themselves.

Despite the aforementioned differences, some similarity tends to exist among the responses of teachers, students, and observed results. Teachers asking questions students answering, students working individually, students reading aloud and silently were activities mentioned as occurring most frequently. Language games, constructing sentences, role-play, inferring words from context, and drama were mentioned as least frequent by both of them. This appear to show that classrooms

are dominated by activities that demand teachers and students very little effort. Whereas challenging activities like role-play, language games and others mentioned above seem to be scarce or non-existent. McNeil's (1990) view that teachers change or avoid challenging tasks into routine and risk-free affairs seem to prevail in this case.

Table XI: Teachers' Quality of Use of Activities and Roles

No	Activities and Roles	Very Good (4)		Good (3)		Fair (2)		Attempted (1)		Not at all (0)		Grand Mean
		No	%	No	%	No	%	No	%	No	%	
1	Students working in pairs/groups	-	-	2	10	6	30	7	35	5	25	1.25
2	Students playing role of others	-	-	2	10	6	30	-	-	12	60	0.6
3	Students playing language games	-	-	2	10	-	-	-	-	18	90	0.3
4	Students making oral presentation	-	-	4	20	3	15	2	10	11	55	1.0
5	Student listening and taking notes	-	-	1	5	1	5	-	-	18	90	0.25
6	Students conversing with each other (dialogue)	2	10	3	15	6	30	1	5	8	40	1.5
7	Students reading aloud in class	-	-	4	20	12	60	4	20	-	-	2.0
8	Students reading silently a textbook	2	10	3	15	11	55	4	20	-	-	2.15
9	Students skimming and scanning from a reading passage	-	-	2	10	4	20	8	40	6	30	1.1
10	Students inferring meaning of new words from a context	-	-	2	10	1	5	8	40	9	45	0.8
11	Students constructing and writing sentences	-	-	2	10	4	20	6	30	8	40	1.1
12	Students making drama	-	-	-	-	-	-	-	-	20	100	0
13	Students working individually	6	30	12	60	2	10	-	-	-	-	2.2
14	Students discussing among each other	-	-	-	-	-	-	-	-	20	100	0
Average of Grand Mean												1.02

As shown in table XI, the mean values of most of the activities were below 2. Students working in pairs (1.25), students making oral presentation (1), students conversing with each other (1.5), students reading aloud in class (2), students reading silently a textbook (2.15), students scanning and skimming from a reading passage (1.1) and students working individually (2.2) were applied in between 'fair' and 'attempted'. The rest of the activities had mean values below 'attempted' (1). The overall mean value also appeared to be 1.01, indicating that teachers were attempting to implement the syllabus with poor quality. Of course there were teachers who appeared to be non-implementers.

Teachers overall quality of implementation appeared to be in the category of 'attempted' as the average of the grand mean is 1.02. This shows the low quality of implementation.

4.4 Behavioral Indicator of Implementation

Implementation was also assessed in this study through levels of use-distinct behavioral state that describe teachers use of an innovation.

Table XII: Number of Teachers in Relation to the Different Categories and Levels of Use

Levels of Use	Categories						
	C ₁ knowledge	C ₂ Acquiring Information	C ₃ Sharing	C ₄ Assessing	C ₅ Planning	C ₆ Status Reporting	C ₇ Performing
Level 0 non use (1)	-	-	-	-	-	-	-
Level I orientation (2)	-	3 (15%)	-	-	-	-	-
Level II preparation (3)	-	-	9 (45%)	2(10%)	-	-	-
Level III Mechanical use (4)	16(80%)	-	8(40%)	14(70%)	20(100%)	20 (100%)	15(75%)
Level IV A Routine use (5)	3 (15%)	17 (85%)	3(15%)	4(20%)	-	-	-
Level IV B Refinement (6)	1(5%)	-	-	-	-	-	-
level V Integration (7)	-	-	-	-	-	-	-
Level VI Renewal (8)	-	-	-	-	-	-	-
Grand Mean	4.25	4.55	3.7	4.1	4.0	4.0	3.75

Table XII depicts that 16 (80%) teachers were at 'mechanical use', 3(15%) at 'routine use' and 1(5%) at 'refinement' in category 1, knowledge. This indicates that all teachers reported that, at least, they know the short term effects and daily requirements for implementing the new English syllabus. That is to say teachers appear to perceive themselves as knowledgeable as to what they would have to do in order to implement the syllabus. It, however, doesn't mean they know how to do it. This can be verified by the responses they gave to the open-ended interview question to mention the short-term effects and daily requirements to implement the syllabus and to the close-ended interview question of whether or not they can apply the syllabus with minimum effort or without worrying.

In response to the former question, nearly all teachers mentioned the roles and activities stated in the syllabus and teacher's guide. The commonest ones were pair work, role play, language games, dialogue, contextualization, skimming and scanning. When, during an interview, teachers were asked whether they know how to use them with minimum effort, only four (20%) responded affirmatively. That is why, it is said that though teachers know what is expected from them in order to put the syllabus into practice, the how to do it remains obscured to most of them (80%).

In acquiring information the majority of teachers, 17 (85%), were at 'routine use'-collected information on ideas and techniques required to implement the syllabus and reduced the amount of time and work needed, and 3 (15%) teachers were at 'orientation level'-seeks descriptive information about the syllabus. Yet,

all teachers didn't attempt to look for materials and information that help to change the activities and techniques stated in the syllabus for better and effective student outcomes.

The majority of teachers, (80%), in response to knowledge category indicated that they know the activities and roles required to implement the syllabus on daily basis- 'mechanical use'. For acquiring information, the majority of teachers, (85), were at 'routine use', one level more advanced than the knowledge category. This may appear unlikely to occur as the categories are hierarchical. However, a thorough examination of the levels of use chart may help to explain this event. Teachers to be assigned under routine use for knowledge category have to respond affirmatively to the interview question whether they have the knowhow to apply the syllabus with minimum effort. As mentioned previously the majority's response was 'No', hence failed to reach 'routine use'. But for a teacher to be assigned under 'routine use' in acquiring information there doesn't appear to exist any special requirement different from 'mechanical use'. Teachers are expected to respond in negation to the interview question whether he/she has made any special effort in collecting information different from other teachers. The results indicated 17 (85%) teachers responded in line with this expectation, thus attain 'routine use' in acquiring information.

In relation to sharing 9 (45%) teachers rest on 'preparation level', 8(40%) teachers on 'mechanical use' and 3 (15%) teachers on 'routine use'. This is to mean that the first group of teachers were limited in discussing and planning resources

required for initial use of the syllabus but do not share materials and make discussions on related problems to reduce hampering factors which the second group of teachers manage to do. The third group is those who argued that there exists little improvement in implementing the syllabus from time to time. The majority of teachers (85%) are still found to be at or below 'mechanical use'.

In the category of assessing 2(10%) teachers fall on 'preparation level' - analyzed available resources and requirements to use the syllabus, 14 (70%) teachers are at 'mechanical use', and examined themselves in relation to problems they face in implementing the syllabus and 4 (20%) teachers assessed their implementation of the syllabus with little attention paid for improving use-'routine use'. In planning) all teachers were at mechanical use - teachers were restricted in planning resources and activities primarily related to the daily use of the syllabus, there are no intermediate and long range plans. The same happens to be true for status reporting, all reported their focus on attempting to implement the syllabus with lots of constraints such as time, competence and resource-'mechanical use'. None of them think that implementation is proceeding satisfactorily with few problems, if at all. For the seventh category, performing, 15 (75%) teachers were on 'mechanical use' - they managed to implement the syllabus with lots of constraints and 5(25%) were on 'preparation use'-studied thoroughly the syllabus, but are not confident enough whether they are putting it into practice.

Generally though teachers were at different levels in some of the categories as it might happen, it mostly appears that they were below or at 'mechanical use'.

The majority of teachers were primarily engaged in an attempt to master the tasks required to implement the syllabus, often resulting in disjointed and superficial use (Hall and Loucks, 1975). This finding indicates that the teachers reached ‘mechanical use’ in two years, which they would have attained in the first year of implementation. Because according to Hall (1995) most teachers when they first experience a new idea or innovation, they are at ‘mechanical use’. Had it been in line with what is suggested in Hall (1995), teachers would have reached at ‘routine use’.

4.5 The Interrelationship among Major Background Characteristics of Teachers and Implementation and their Impact upon It

So far implementation was addressed ‘in toto’ without examining the relationship it has with some independent variables or the extent to which it is affected by them. Following, this aspect of the study is presented.

Table XIII: The Interrelationships of Experience, Inservice Training, Participation, Perceived Competence among each other and with Implementation (what is Observed or the frequency of activities)

	Implementation	Experience	Inservice Training	Participation	Perceived Competence
Experience	-.29	1.0	.01	-.09	0.08
Inservice Training	.57*	.01	1.0	.80*	.98*
Participation	.49**	-.09	.80*	1.0	.79*
Perceived competence	.60*	.08	.98*	.79*	1.0

* P<.01, ** P<.05.

Perceived competence has a positive and statistically significant association with implementation ($r=.60$, $P<.01$). Teachers with higher perceived competence were more likely to implement the roles and activities of the syllabus than with lower perceived competence. Training also has a positive and statistically significant association with both implementation and perceived competence ($r=.57$ and $r=.98$ $P<.01$) respectively. Teachers who received inservice training regard themselves as better competent and were more likely to implement the roles and activities than teachers who didn't. Participation also has a positive and statistically significant association with both perceived competence and implementation ($r=.79$, $P<.01$ and $r=.49$, $P<.05$) respectively. That is, teachers who took part in commenting on the final draft of the syllabus view themselves as better competent and were more likely to implement the roles and activities. Experience is found to have a weak negative relationship with implementation ($r=-.29$) and very little positive relationship with perceived competence ($r=.0826$). This implies that as teachers work experience increases, their actual classroom practice tends to decrease.

Table XIV: The Influence of Experience, Inservice Training, Participation and Perceived Competence on Implementation

Variables	Multiple R	F-test	SSreg	SStat	Multiple R ²	F-test
Experience, participation, training, perceived competence with implementation	0.70	*96.46	530.68	623.82	.49	*101.21
Perceived competence independently	.60	**53.16	163.41	211.38	.35	*87.18

$$F(1,18) = 9.91, ** P < 0.01$$

$$F(4,15) = 3.65, * P < 0.05$$

Table XIV indicates that there is a statistically significant relationship between implementation and the rest of the four variables (inservice training, participation, experience and perceived competence ($R=.70$, $F\text{-cal} = 3.64$, $P < 0.05$). This means teachers with high-perceived competence, longer years of work experience and who received inservice training and took part in commenting on the final draft of the syllabus were more likely to implement the roles and activities of the syllabus than their counter parts. In statistical terms, 49 percent of the variation in implementation is attributed to the combined variation of the four independent variables.

Stepwise multiple regression was used to determine significant predictors of implementation, and perceived competence of teachers was found to be sole significant predictor of implementation ($R^2=.35$, $P < 0.01$) accounting for 35 percent

of the overall variation in implementation. Though participation and inservice training were found to be positive correlates of implementation, regression analysis revealed that they were not significant independent predictors of implementation. Experience, participation and inservice training accounted for 14% of the variation in implementation.

4.6 The Relationship between Teacher Made Examinations and Syllabus Domains

With the view that operational curriculum (what is going on in classrooms) is a reflection of what is taught and tested (Posner, 1992), examination items prepared by teachers were analysed.

Table XV: Number of Examination Items Against the Syllabus Domains

Objectives and Domains of Language	Number of Items	Percentage
Structure . Give personal information . Ask people information . Describe people, animals etc. . Express themselves	146	73
Reading . Extract pieces of information from a reading passage . Gather information from a text . Take notes of facts and information from a text	4	2
Writing . Remember and Reproduce what students read by writing it . Respond to questions in writing	15	7.5
Pronunciation . Pronounce words intelligibly	1	0.5
Vocabulary . Enlarge their stock of vocabulary . Improve their mastery of word recognition . Improve their ability to guess meaning of new words	34	17
Vocabulary . Enlarge their stock of vocabulary . Improve their mastery of word recognition . Improve their ability to guess meaning of new words		
Total	200	100

As shown in table XV, from the 200 questions prepared by English teachers, 73% of the items were on structure, 17% were vocabulary items, 7.5% were writing items, 2% were reading items and 0.5% were pronunciation items. Hence teachers seem much concerned with testing only language rules despite the essence of the new English syllabus-develop communicative competence.

This finding supports Leung's (1991), Adamu's (1991) and Nhundu's (1997) results. According to these scholars, students in their study were not tested what ought to be tested. That is, examination items were not congruent with syllabus objectives, which ultimately leads to negative wash back effect on teaching.

4.7 Factors that Influence the Implementation of the Syllabus

Table XVI: Teachers' Rating of Factors that Influence the Implementation of Grade Seven English Syllabus

No	Factors	Severely (3)	Moderately (2)	Slightly (1)	Not at all (0)	Mean
1	Poor supply of materials, such as textbooks, teacher's guide, syllabus	13(56%)	-	7(35%)	-	2.65
2	Unclear syllabus objectives and teaching activities	-	17(85%)	3(15%)	-	1.85
3	Students poor background knowledge and language skill	11(55%)	4(20%)	4(20%)	1(5%)	2.25
4	Inadequacy of periods to cover syllabus objective and contents	-	3(15%)	2(10%)	15(75%)	0.4
5	Absence or inadequacy of inservice training on how to teach by communicative approach	13(65%)	1(5%)	6(30%)	-	2.35
6	Difficulty of roles and activities incorporated in the text book	8(40%)	10(50%)	2(10%)	-	2.3
7	Lack of knowledge and competence to use context, role-play language games, and dramatization	9 (45%)	6(30%)	5(25)	-	2.2
8	Large number of students in class	4(20%)	4(20%)	2(10%)	10(50%)	1.1
9	Teaching Load	-	2(10%)	2(10%)	16(80%)	0.3
10	Poor supply of facilities such as chairs, desks, and black board	11(55%)	6(30%)	3 (15%)	-	2.4
11	Lack of support from school directors on how to implement the syllabus	-	5(25%)	15(75%)	-	1.25

Table XVI indicates that except teaching load (0.3), inadequacy of periods to cover syllabus objectives and contents (0.4), large number of students in a class(1.1) and lack of support from school directors on how to implement the syllabus (1.25), the rest seven factors are reported to have a moderate or sever effect by most teachers, as their mean values are above 2.

Poor supply of textbook, teacher's guide and syllabus and absence or inadequacy of inservice training related to the new syllabus were reported by 13 (65%) of the teachers as having sever influence on the implementation of the syllabus. Students poor background knowledge and poor supply of facilities such as desks, chairs and blackboard were also regarded as sever factors by 11 (55%) of the teachers. Lack of knowledge and competence to apply the roles and activities of the syllabus and difficulty of roles and activities are regarded as having sever influence by 9(45%) and 8(40%) of the teachers respectively.

Generally it appears that though the degree varies all of the factors tend to affect the implementation of the syllabus. The six factors identified earlier as having sever influence by many teachers can be taken as the significant ones.

Table XVII: Teachers Ranking of the Factors that Influence the Implementation of Grade Seven English Syllabus

No.	Factors	Mean	Rank
1	Poor supply of materials, such as textbook, teachers' guide, syllabus	3.9	5
2	Unclear syllabus objectives and teaching activities	6.45	7
3	Students poor background knowledge and language skill	2.9	2
4	Inadequacy of periods to cover syllabus objective and contents	9.3	9
5	Absence or inadequacy of inservice training in how to teach by communicative approach	2.6	1
6	Difficulty of roles and activities incorporated in the textbook	3.05	3
7	Lack of knowledge and competence to use context, role-play language games, and dramatization	3.55	4
8	Large number of students in class	9.9	11
9	Teaching Load	9.3	9
10	Poor supply of facilities such as chairs, desks, and black board	6.3	6
11	Lack of support from school directors on how to implement the syllabus	8.75	8

As shown in table XVII absence or inadequacy of inservice training, students poor background knowledge, difficulty of roles and activities, lack of knowledge and competence, and poor supply of textbook, teacher's guide and syllabus took the first five positions. Interestingly, a considerable number of teachers seem to place similar emphasis on these five factors as their mean values considerably vary from the factor that took the sixth position, poor supply of facilities such as chairs, desks and black board (6.3).

Three of the five factors are interrelated. That is, if teachers do not get inservice training, it is more likely that the roles and activities suggested by the syllabus will be difficult to them. Relatedly, teachers will lack the knowledge and competence required of them. In relation to this, Hord (1995: 97) notes "Implementation efforts stall and fail because staff have not been trained in new skills. This leads to frustration and undercuts the implementation plan." Similarly, Kennedy (1991) as cited by Bennet and Carre (1995: 187) writes, "The importance of subject knowledge has been recognized over the last decade, that is, teachers can not teach what they don't know."

Students poor background knowledge and language skill and the poor supply of textbook and other facilities were also reported by teachers as major barriers in the implementation of the syllabus. Supporting this, Posner (1991) underscored the crucial role students possession of required academic skills and knowledge play in the implementation of the syllabus. The poor supply of textbook and other facilities is also a common yet detrimental problem in the implementation of syllabus (Kindalem, 1998; Getachew, 1994; Leung, 1991; Verspoor, (1993).

Thus, it seems appropriate and acceptable for teachers to regard inadequacy or absence of inservice training as the most hindering factor in the implementation of the syllabus. Because 12(60%) of the teachers did not receive inservice training, and even for those who received the inservice training may not be sufficient provided the short duration it lasted, below 16 days. In view of this, Bennett and

Carre (1995) reminded the lack of awareness on the great difficulty to develop understanding of new concepts and ideas in a short period of training.

Directors also supported teachers' response. According to them, one major bottleneck in the implementation of the syllabus is the unchanged teaching practice of teachers. They noted that teachers most of the time teach in a way they were previously teaching. This happened, according to them, because teachers themselves did not know well how they could teach using the new roles and behavioral patterns due to lack or inadequacy of inservice training. The other factor pointed out by directors was the delay in arriving and poor supply of materials. According to them textbooks sometimes reach the schools near the end of the first semester. And even the available books didn't suffice for students.

One director made significant remark on the implementation of the syllabus.

He commented:

What are changed significantly are the textbook and teacher's guide. Teachers are expected to use very interesting methodologies that one could not do where other things remain unchanged much. Teachers were not changed through training, and there is poor supply of chairs, chalkboard, desks and textbook.

4.8 Discussion

The focus of this study was to evaluate the implementation of grade seven English syllabus in Eastern Gojjam. It is unquestionable that implementation

requires teachers to have the knowledge and skill needed to put the roles and behavioral patterns into practice. With this in mind, teachers perceived competence was examined. As indicated, most of the teachers needed an inservice support, feeling not competent with their existing knowledge and skill. The data also appears to support this teachers' need. Because 12(60%) of the teachers were not given training related to the new syllabus. This is very unfortunate given the wide agreement and strong place prior training of teachers with new skills and knowledge before large scale implementation has in the literature(Fullan, 1991; Hord, 1995; and Johnson, 1994).

Interestingly, inservice trained teachers appear to feel more competent than untrained teachers in many of the roles and activities. This may indicate that the training given has been effective in enhancing teachers perceived competence. The very high correlation between the two variables, .98, also strengthens this assumption.

Experience, however, failed to correlate significantly with perceived competence. It is true that more experience in this study doesn't mean better exposure to the new roles and activities of the syllabus. All teachers have a two year work experience related to the new syllabus. Yet, the assumption that experienced teachers would easily integrate the new roles and activities, as happened in Bennett, et al., (1995) study, and then develop a better competence doesn't seem to be supported.

Participation also appeared to be significantly correlated with perceived competence, .79. Those teachers who participated in developing the syllabus were more likely to feel better competent than teachers who didn't take part. Of course, 6 of the teachers who participated also received inservice training, a correlation of 0.8. Hence the correlation coefficient between participation and perceived competence or between inservice training and perceived competence might not appear as indicated if inservice training and participation were not highly correlated. That is, if trained teachers but not participated and the vice-versa were included, the result might have been a different one.

More than what might be expected from a situation where teachers are appealing for an inservice support, teachers reported that they implement activities of the syllabus 59% (756 of the expected 1280) of the time, or recorded mean value of 2.36 from an ideal value of 4 (very often), an implementation above 'sometimes'. The observation, however, indicated a 39.75% of congruency or an implementation below 'sometimes', 1.5. Students' report also came closer to what is observed. When teacher explaining and teacher asking question students answering were excluded the degree of congruency declines to 27.2%.

These figures indicate the extent (quantity) of implementation and show nothing how well (the quality) teachers were putting the syllabus into practice. As mentioned for most activities it was in between 'fair' (2) and 'attempted' (1). This is to mean that even what was reported as implemented by teachers or the observed

implementation failed to fulfil two or more of the procedures that ought to be followed.

The behavioral indicator of implementation (level of use) may help to express the aforementioned figures in short but more observable terms. Many of the teachers were below or at mechanical use in many of the categories. It means, as Hall (1995: 186) puts it:

Users (teachers) focus efforts on the short-term, day to day use of the innovation (syllabus) ... changes in use are made more to meet user (teacher) needs than client (students) need. The user (teacher) is primarily engaged in a step wise attempt to master the tasks required to use the innovation (syllabus), often resulting in disjointed and superficial use. (words in brackets are the researcher's own words)

From the description given to mechanical use, two points appear worth considering and could be related to the above discussion. The first point is that mechanical use implies 'superficial and disjointed implementation.' This expression of implementation might be related with the 39.75% extent (quantity) and the low quality of implementation. Secondly, teachers in mechanical use are primarily engaged in mastering tasks. Seemingly many of the teachers in the study reported that they need inservice training to apply the roles and activities suggested in the syllabus. This call for an inservice training on the side of teachers could stem from the need to maintain their undermined perceived competence that could be achieved through mastering roles and activities suggested in the syllabus.

When examination items were analyzed 73% of the items were related to objectives from the structure domain. There were no speaking and listening items. The rest were from writing (7.5%), reading (2%), vocabulary (17%) and pronunciation (0.5%). These figures may show teacher's emphasis on grammar rules in the teaching learning process. Other aspects were not that much considered. This may be related with what mechanical use entails-superficial and disjointed implementation.

Despite the above aggregate descriptions of implementation, it is unquestionable that individual teachers vary in implementing the syllabus. What accounts for this variation? Experience, inservice training, participation, and perceived competence accounted for 49% of the variation in implementation. This indicates that there are other variables, which would explain implementation but not considered in the study- an area for further research.

Of the above four variables, perceived competence appeared to be the only statistically significant predictor of implementation. Inservice training was found to have an impact on and was also highly correlated, .98, with perceived competence. Thus, it indirectly may mean inservice training had an impact on implementation through perceived competence. And of course, the correlation between inservice training and implementation was .57. Still, the question why didn't inservice show up as significant predictor of implementation triggers further discussion on the issue.

Two possible reasons could be raised. The first one is related with the very nature of multiple regression. That is, had perceived competence been avoided from the multiple regression equation, inservice training might have showed up as a significant predictor of implementation. Secondly, the inservice training given to teachers might be helpful in enhancing teachers' perceived competence, but not significant enough to go deep into implementation provided the short duration it lasted.

Surprisingly, experience found to have a weak negative relationship with implementation. This needs a thorough examination. But from the data it appeared that those teachers who received inservice training were with relatively lower years of work experience.

In general, multiple measures were used to assess implementation, teachers' and students' report, observation, and a behavioral indicator of implementation process (level of use). Triangulation was maintained and would increase the validity of the findings and provide a clearer image of implementation, the strength of this study.

Inadequacy or absence of inservice training, students poor background knowledge, lack of knowledge and competence and poor supply of textbook and teacher's guide were regarded as most hindering factors by teachers in the implementation of the syllabus.

As a whole it is learnt that implementation of grade seven English is proceeding in a staggering manner during its early stages. All the data collected support this. Most of the teachers do not regard themselves as competent enough to use many of the new roles without help. The extent and quality of implementation are at lower and poor stages. The level of use teachers reached is below what it should be. And the examination items were not comprehensive in measuring syllabi objectives.

Moreover, whatever the reason might be the extent of support given in the past two years is inadequate to successfully implement the syllabus. Many teachers are still untrained on how to use the roles suggested in the new syllabus. Textbooks are not being made available sufficiently. And many teachers do not fulfil the required qualification to teach in grade seven. This wouldn't have been much disgracing as the implementation is during its infant years. The main point, however, is whether the situation remains as it is as time passes.

Addressing teachers' need is inescapable to alleviate this dark feature of implementation. The implication of 'mechanical use' by itself denotes what ought to be done. Hall (1995) stressed that teachers in this level do not need presentations about theory and philosophy. Rather teachers are looking for how-to-do-it tips, coaching and on site technical assistance. This is to mean in our context the support to be given should deal with knowledge and skill on how to apply roles identified in the syllabus in a situation where material facilities are poor, there are large

number of students and others. This should be given due attention by the Ministry of Education or ICDR in designing intervention strategies for teachers.

The importance of training, though not well taken in the implementation of this syllabus, is manifested in many ways. It appeared to develop teachers perceived competence and teachers with high-perceived competence were more likely to implement the syllabus. Teachers' ranking of inservice training as a major factor in influencing implementation also strengthens this point.

The study also suggests quick-fix workshop or seminar that last for a short duration is not sufficient to successfully implement a syllabus. The failure of training to be a significant predictor of implementation, the poor quality of implementation, many teachers being at mechanical use, and the non-or little implementation of roles like language games, role plays, students discussing among each other, students making oral presentation and dramatization in spite of teachers' difference in training gives weight to this assumption.

Finally one could deduce from the data and describe the findings of this study in relation to 'concerns theory' developed by Hall and Loucks (1977). According to Hord (1995) there are seven stages of concern:

- 0 Awareness - Individual has little concern about or involvement in the innovation.
- 1 Informational - Individual has a general awareness of the innovation.

- 2 Personal - Individual is uncertain about the demands of the innovation and his/her inadequacy to meet these demands.
- 3 Management - Individual focuses up on efficiency, organizing, managing demands.
- 4 Consequence - Individual focuses up on impact of the innovation on his/her students.
- 5 Collaboration - Individual coordinates and collaborates with others in using the innovation.
- 6 Focusing - Individual explores possibility of major changes and alteration.

Viewed in the light of this model, most of the teachers may be on higher informational and personal stages. Many teachers in this study were aware of the demands of the syllabus but not competent and confident enough to use them in classrooms. This of course needs a through investigation and may be one area for further research - what is the relationship between level of use and concerns theory?

Besides there are some questions that need to be addressed to have rich information on implementation. what is the relationship between level of use and extent of implementation? Do teachers in our country improve their use of a syllabus through time? Would teachers in this study reach at routine use after one or two years? If not, why?

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary

The purpose of this study was to evaluate the implementation of grade seven English syllabus in Eastern Gojjam. To this end the following questions were formulated.

1. To what extent do teachers feel competent in using roles incorporated in the syllabus?
2. What is the extent of congruency between actual classroom practice of teachers and expected frequency of teaching learning activities?
3. To what extent do teachers think that they are applying roles and activities of the syllabus as suggested?
4. How frequently are students exposed to various activities suggested in the syllabus?
5. Do the examination items prepared by teachers proportionally cover syllabus objectives that ought to be tested?
6. At what level of use are teachers in implementing the syllabus?
7. What is the interrelationship among perceived competence, inservice training, participation in syllabus development and actual classroom practice of teachers?

8. Do teachers' perceived competence, experience, inservice training and participation have a significant impact on actual classroom practice of teachers?
9. What are the major factors that influence the implementation of the syllabus?

Observation, questionnaire, interview and document analysis were used to collect data from 20 teachers, 100 students, 8 directors, and to analyze six first semester examination papers prepared by teachers. The collected data was analyzed through percentages, mean values, correlation, t-test and regression. The findings showed that,

1. Teachers recorded a mean value of 2.6 in perceived competence, in between category 3 (I feel competent with a little help from colleagues) and category 2 (I feel relatively competent but need inservice and help from colleagues). Many of the teachers, 65% and above in certain roles, aspire for help in all the roles suggested in the syllabus. There is statistically significant difference in the perceived competence of inservice trained and not trained teachers in 12 of the roles (excluding use dramatization and explain language rules). Experience was found to have a very weak positive relationship with perceived competence, .082, closer to zero.
2. Teachers reported about a 59% congruency between what ought to be and what actually happened in the frequency of suggested syllabus activities or a mean value of 2.36, an implementation above 'sometimes' (2). They

also reported teacher asking question students answering (3.71), students reading silently (3.60), students working individually (3.4), students working in pairs (3.25), and students conversing with each other (2.95) are the five most frequent activities.

3. Teachers exhibited a 39.75% congruency from what ought to be done or scored a mean value of 1.59, an implementation below 'sometimes'. The classroom situations were dominated by teacher explaining (4), teacher asking questions students answering (4), students reading silently (3.4), students reading aloud (3), and students working individually (2.8). All the remaining activities occurred below 'sometimes' (2).
4. Students reported that teacher asking question students answering (1.89), teacher explains/lectures (1.88), students working individually (1.86), students reading aloud (1.86), and students reading silently (1.72) are the five most frequently carried out activities. They also reported that the remaining activities occurred in class below 'sometimes'.
5. The quality (how well) of implementation found to be close to the category of 'attempted' (1.02), implying that most of the time teachers ignored or over looked three procedures that would have been employed in the teaching learning process.
6. The majority of teachers, 80% and above in some levels, found to be below or at mechanical use or level IV in all categories except in acquiring information, implying that many teachers were implementing the syllabus in disjointed and superficial manner.

7. A significant positive relationship was found among perceived competence, inservice training, participation and actual classroom practice of teachers.
8. Forty-nine percent of the variation in actual classroom practice of teachers is explained by the combined effect of perceived competence, experience, inservice training and participation. Perceived competence appeared to be the only statistically significant predictor of actual classroom practice of teachers accounting for 35% of the variation.
9. The largest proportion of examination items, 73%, prepared by teachers were from structure, 17% were from vocabulary, 7.5% were from writing, 2% were from reading and 0.5% were from pronunciation.
10. Absence or inadequacy of inservice training, students poor background knowledge, difficulty of roles and activities suggested in the syllabus, lack of knowledge and competence to use stated roles and poor supply of materials such as textbook, syllabus and teacher's guide were reported to be the five most detrimental factors by teachers.

5.2 Conclusions

On the basis of these findings, the following conclusions are made.

1. The majority of the teachers do not feel competent with their existing knowledge and skill to apply the roles suggested in the syllabus and teacher's guide. As a result they appear to regard themselves as in need of inservice training and colleague help.

2. The inservice training given to the teachers appears to contribute in enhancing teachers perceived competence.
3. The teaching experience of teachers seems to have no relationship with teachers perceived competence.
4. Teachers extent of implementation found to be low and their quality is also poor. Only those roles that demand from them very little effort and which they are accustomed to use like explanation, asking question, making students read aloud and silently and individual work tend to dominate classrooms. The rest happen sometimes, rarely or not at all. Despite this prevailing fact teachers appear to report a relatively higher degree of implementation for many roles and activities.
5. The majority of teachers are found to be lagging in one level (mechanical use) from what would have been attained (routine use), resulting in disjointed and superficial syllabus implementation.
6. Inservice training, perceived competence and participation are found to have a significant positive relationship with actual classroom practice of teachers. Besides, these factors along with experience appear to have an impact on actual classroom practice of teachers. Independently, only perceived competence showed up to have a significant impact on classroom practice of teachers. That is teachers who feel better competent were more likely to use roles and activities in the syllabus than their counter parts.
7. Contrary to what the syllabus aims at - develop students language competence in various language domains - teachers seem to emphasize

only on testing language rules (structure). Students were not tested adequately on various skills like reading and writing. This ultimately may have a negative wash back effect on the teaching learning process.

8. Many factors impede the implementation of grade seven English syllabus. The major ones are lack or inadequacy of inservice training, students poor background knowledge, lack of competence and knowledge, difficulty of roles and poor supply of materials such as teacher's guide and textbook. Some of these factors are interrelated, hence it is their combined effect which would seriously deter teachers in implementing the syllabus.

5.3 Recommendations

On the bases of the above findings and conclusions made the following recommendations are forwarded.

1. It is unquestionable that to change what is going on in classrooms, the interaction among students, teachers and subject matter need to be altered in line with intended plans. To this end equipping teachers with new skills and knowledge is inescapable to implement the syllabus effectively. This could be done by organizing workshops, seminars and summer training. The training to be given in this case should be related with how-to-do-it tips rather than presentations on theory and philosophy of the new syllabus. In doing so,
 - 1.1 It would be helpful and practical if the training considers real classroom situations or if it is given in real classroom situation.

- 1.2 Attempts should be made to provide continuous and thorough training to bring change in teachers knowledge, skill and willingness that could reach classroom levels.
 - 1.3 Follow up assessment of the effectiveness of the training given and identifying priority areas/roles which teachers need help in should be given due attention to address teachers' need and to estimate the amount and kind of inservice training needed.
2. Teachers, wittingly or unwittingly, believe that implementation is proceeding in a better way from what it actually is. This would damage the implementation process as teachers might think what they are doing is close to what ought to be done and stick there. Hence proper evaluation and follow up of teachers that could reflect their weaknesses and strengths by qualified people like English panel heads in the ICDR and regional education bureau might help to inform them how well they are doing and to close the gap and alleviate teachers' exaggerated judgment of implementation.
3. Measuring the attainment of the syllabus objectives appears to be a significant issue to improve the teaching learning process. Like the need to provide teachers training in new skills and knowledge required in the implementation of the syllabus, it is crucial to equip teachers with ways and mechanisms that would help them to measure reading, writing, speaking and listening. To achieve this the English language department in teacher education colleges might consider the importance of providing

measurement courses related to English besides organizing workshops and seminars.

4. Educational Material Production and Distribution Agency should strive to supply materials like teacher's guide and textbooks in sufficient quantities and at the appropriate time to schools.
5. Finally the researcher would like to recommend that other studies be made on implementation by dealing with qualitatively what actually is going on in classroom through process perspective. Besides problems that are detected and identified in the discussion part need to be researched to have a full and clear image of implementation in our country.

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APPENDIX A
Addis Ababa University
School of Graduate Studies
Department of Curriculum and Instruction
Observation Checklist 1

This checklist is intended to measure the extent of grade seven English syllabus implementation. The activities will be recorded in the category of Yes/No on the basis of whether they happened in classrooms. Each teacher will be observed four times. Finally the Yes/No category will be changed into five measures of frequency: very often (4), often (3), sometimes (2), rarely (1) and never (0). That is, if an event happens in four of the observation days it will be 'very often' (4), if in 3, it will be 'often' and so on.

Name of the teacher _____
 Teaching point of the period _____
 Section _____
 Time duration _____
 Date _____

No.	Activities	Yes	No
1.	Students working in pairs/small groups		
2.	Students playing role of other people		
3.	Students playing language games		
4.	Students making oral presentation		
5.	Students listening and taking notes		
6.	Students conversing with each other		
7.	Students reading aloud in class		
8.	Students reading silently a textbook		
9.	Students skimming and scanning from a reading passage		
10.	Students inferring meaning of new words from a context		
11.	Students constructing and writing sentences		
12.	Students making drama		
13.	Students working individually		
14.	Teaching explaining/Lecturing		
15.	Teacher asking-students answering/recitation		
16.	Students discussing among each other		

APPENDIX B
Addis Ababa University
School of Graduate Studies
Department of Curriculum and Instruction
Observation Checklist 2

This checklist is aimed at examining how well (the quality of implementation) English teachers carry out activities suggested in grade seven syllabus.

Name of the teacher _____
 Teaching point of the period _____
 Section _____
 Time duration _____
 Date _____

No.	Activities	(4) Very good	(3) good	(2) fair	(1) attempted	(0) Not at all
1.	Students working in pairs/small groups					
2.	Students playing role of other people					
3.	Students playing language games					
4.	Students making oral presentation					
5.	Students listening and taking notes					
6.	Students conversing with each other					
7.	Students reading aloud in class					
8.	Students reading silently a textbook					
9.	Students skimming and scanning from a reading passage					
10.	Students inferring meaning of new words from a context					
11.	Students constructing and writing sentences					
12.	Students making drama					
13.	Students working individually					
14.	Students discussing among each other					

APPENDIX C

Addis Ababa University
School of Graduate Studies
Department of Curriculum and Instruction
Questionnaire (Teachers)

The purpose of this questionnaire is to collect information about the extent of implementation of grade seven English Syllabus. The information to be collected through the questionnaire will be used only for research purposes. I, therefore, kindly request you to provide genuine information for it highly determines the success of the study.

Thank you in anticipation.

PART I

Direction: Please mark with a tick (✓) your responses on the space provided. And fill the appropriate response, if the question requires written response.

1. Name of the School _____
2. Grade and Section you teach _____
3. Sex of the respondent: Male _____
Female _____
4. Qualification 12 complete _____
12 + (TTI) _____
12 + 2 _____
If any other, _____
5. Years of experience in teaching _____
6. How many periods do you teach per week? _____
7. Have you participated in workshops, seminars or in any form of training related to the new syllabus?
Yes _____
No _____
8. If your answer for number six is yes, how long was it?
Below seven days _____

- 8-15 days _____
- 16-21 days _____
- more than 21 days _____
9. If your answer for number six is yes, how many times have you participated?
- One _____
- Two _____
- Three _____
- More than three _____
10. Have you taken part while the new English syllabus was developed?
- Yes _____
- No _____
11. If your answer is yes, in what way do you take part? In setting objectives and contents while it was being drafted.
-
- In commenting on the syllabus, before it was put into practice.
-
- In commenting on the syllabus after it was put into practice
-
- If any other _____
12. To what extent are comments and suggestions, if any, incorporated in the designed Syllabus?
- a) completely c) to a certain extent
- b) mostly d) not all
13. Do you have the teacher's guide and textbook of grade seven English?
- a) Yes b) No
14. How useful are the teacher's guide and textbook to you in promoting the teaching learning process as intended?
- a) very useful c) some what useful
- b) useful d) not useful
15. To what extent are you committed to implement the roles and behavioral patterns identified in the teacher's guide and textbook?
- a) very committed c) some what committed
- b) committed d) not committed

PART II

Direction: Following 14 statements are provided. Put a mark with a tick (✓) your perceived competence of each statement with one of the four alternatives.

1. Refers to: 'I feel competent with my existing knowledge and skill'
2. Refers to 'I feel competent with a little help from colleagues'
3. Refers to 'I feel relatively competent but need in service support and help from colleagues'
4. Refers to 'I am not competent and need substantial in-service support'.

No.	Statements	Ratings			
		1	2	3	4
1.	Organise and contribute effectively to group/pair work				
2.	Use role-plays in teaching speaking, pronunciation etc.				
3.	Use language games				
4.	Apply more than one strategy in teaching vocabulary such as pictures, context, simulations				
5.	Provide and correct controlled and free writing exercises				
6.	Pronounce words correctly as a model for students				
7.	Organise and manage conversation practice				
8.	Skim and scan from a passage				
9.	Create and use pre-reading and pre-listening questions for brain storming purpose				
10.	Discuss aspects of a passage with students				
11.	Spell correctly				
12.	Use devices such as comma, colon, semi-colon, full stop, and apostrophe				
13.	Use dramatization to teach pronunciation				
14.	Explain language focus/grammar rules such as tenses, direct and reported speech, relative pronouns				

PART III

Direction: Following sixteen teaching-learning activities are presented. Indicate with a tick (✓) the frequency these activities occur in your teaching. The basis for rating is the extent to which you carried out these activities as stated in teacher's guide, textbook or the extent in which they occur (happen) in classrooms.

- 4 - very often (VO)
- 3 - often (O)
- 2 - sometimes (S)
- 1 - rarely (R)
- 0 - never (N)

No.	Teaching-Learning Activities	VO (4)	O (3)	S (2)	R (1)	N (0)
1.	Students working in pairs/groups					
2.	Students playing role of others					
3.	Students playing language games					
4.	Students making oral presentation					
5.	Students listening and taking notes					
6.	Students conversing with each other (dialogue)					
7.	Students reading a loud in class					
8.	Students reading silently a textbook					
9.	Students skimming and scanning from a reading passage					
10.	Students inferring meaning of new words from a context					
11.	Students constructing and writing sentences					
12.	Students making drama					
13.	Students working individually					
14.	Teacher explaining/lecturing					
15.	Teacher asking questions students answering/recitation					
16.	Students discussing among each other					

PART IV

Direction: Following list of possible factors that influence the extent of the implementation of grade seven English syllabus are presented. Indicate the extent they hamper the teaching learning process with a tick (✓).

- 4 - very severely
 3 - severely
 2 - moderately
 1 - slightly
 0 - not at all

No.	Factors	Very severely (4)	Sever (3)	Mode rate (2)	Slightly (1)	Not at all (0)
1.	Poor supply of materials such as textbook, teacher's guide, syllabus					
2.	Unclear syllabus objectives and teaching activities					
3.	Students poor background knowledge and language skill					
4.	Inadequacy of periods to cover syllabus objectives and contents					
5.	Absence or inadequacy of in service training on how to teach by communicative approach					
6.	Difficulty of roles and activities incorporated in the textbook					
7.	Lack of knowledge and competence to use context, role-play, language games, and dramatization in teaching various components of the syllabus					
8.	Large number of students in a class					
9.	Teaching load					
10.	Poor supply of facilities such as chairs, desks, and black board					
11.	Lack of support from school directors on how to implement the syllabus					

PART V

Direction: The aforementioned factors are again presented. Rank them according to their priority in influencing the implementation of grade seven English syllabus.

N.B. 1 shows the factor is the most hindering one, while number 11 shows the factor is the least in affecting implementation. Hence, the ranking will be from Number 1 to 11.

No.		Rank Order
1	Poor supply of materials such as textbook, teacher's guide, syllabus	
2	Unclear syllabus objectives and teaching activities	
3	Students poor background knowledge	
4	Inadequacy of periods to cover syllabus objectives and contents	
5	Absence or inadequacy of in service training on how to teach by communicative approach	
6	Difficulty of roles and activities incorporated in the textbook	
7	Lack of knowledge and competence to use context, role-play language games, and dramatization in teaching various components of the syllabus	
8	Large number of students in a class	
9	Teaching load	
10	Poor supply of facilities such as chairs, desks, and black board	
11	Lack of support from school directors on how to implement the syllabus	

APPENDIX D

Addis Ababa University
School of Graduate Studies
Department of Curriculum and Instruction

Interview for Teachers

The purpose of this interview is to identify teachers existing status in using the grade seven English syllabus. The items are developed on the basis of the seven categories originated by Hall and Loucks (1975) so as to identify teachers level of innovation use.

1. Knowledge

1.1 Do you know what communicative methodology is?

- a) Yes b) No

1.1.1 If yes what does it mean?

1.2 Do you know the general characteristics of communicative methodology?

- a) Yes b) No

1.2.1 Mention some of the major ones

1.3 Do you know logistical requirements and necessary resources to implement the new syllabus? a) Yes b) No

1.3.1 State the major ones

1.4 Do you know the short term effects and daily requirements of implementing the new syllabus? a) Yes b) No

1.4.1 What are they? _____

1.5 Do you know how to use the communicative methodology with minimum effort or with out worrying your self? a) Yes b) No

1.6 Do you know the cognitive and affective effects of using communicative methodology on students? a) Yes b) No

1.6.1 Mention some of them.

1.7 Do you know how to coordinate with other teachers to develop language competence of students? a) Yes b) No

1.7.1 What do you have to do?

1.8 Do you know alternative activities and techniques to be used in teaching the syllabus other than those indicated in it?

a) Yes b) No

1.8.1 If so, describe some of them.

2. Acquiring Information

2.1 Have you taken any action to gain information about communicative methodology other than the teacher's guide and textbook?

a) Yes b) No

2.1.1 What do you do?

2.2 Have you sought materials, opinion or knowledge about communicative methodology by discussing with others or attending workshops?

a) Yes b) No

2.3 Have you looked for information and resources from your surrounding as a preparation to use the new syllabus?

a) Yes b) No

2.4 Have you solicited information on such things as logistics, techniques and ideas so as to reduce the amount of time and work required in using the syllabus? a) Yes b) No

- 2.5 Have you ever made an effort to collect information different from other teachers on how to improve the way you teach the new textbook?
a) Yes b) No
- 2.6 Have you tried to look for information and materials that help to change the activities and techniques stated in the syllabus so as to enhance the effectiveness of the teaching learning process?
a) Yes b) No
- 2.7 Have you tried to gain the opinion of other English teachers in order to collaboratively apply the new syllabus?
a) Yes b) No
- 2.8 Have you sought information and materials about other communicative activities and textbooks that serve as alternatives or to make adaptations to the existing ones?
a) Yes b) No

3. Sharing

- 3.1 Have you tried to talk with other teachers about the communicative methodology? a) Yes b) No
- 3.2 Have you discussed on materials or ideas related to the new syllabus and its possible out comes? a) Yes b) No
- 3.3 Have you discussed and planned about the resources required to use the new syllabus? a) Yes b) No
- 3.4 Have you shared resources with other teachers in teaching the new syllabus in order to alleviate problems?
a) Yes b) No
- 3.5 Have you improved the way you teach the new syllabus from time to time?
a) Yes b) No
- 3.5.1 In what ways have you improved?

- 3.6 Have you discussed your own techniques and procedures of teaching the new textbook with other English teachers with the intention of modifying them? a) Yes b) No

4.7 have you evaluated how effective your collaborative effort with other English teachers is in enhancing students language competence?

a) Yes b) No

4.8 Have you analyzed the advantages and disadvantages of alternative activities to be used?

a) Yes b) No

5. Planning

5.1 Have you taken appropriate steps and scheduled any time to implement the new syllabus? a) Yes b) No

5.2 Have you planned to gather resources and information while being prepared to teach the new textbook? a) Yes b) No

5.3 Have you identified steps and procedures required to organize activities and events stated in the textbook? a) Yes b) No

5.4 Have you planned to organize and manage resources, activities and events required in the daily teaching and learning process of English?

a) Yes b) No

5.5 Have you planned intermediate and long range actions for a possible variation in teaching the new textbook?

a) Yes b) No

5.6 Have you developed intermediate and long range plans with possible resources, events and steps to be used in teaching the new syllabus?

a) Yes b) No

5.7 Have you planned to coordinate your actions with other English teachers to enhance the impact of the new syllabus on students language competence? a) Yes b) No

5.8 Have you planned activities that would replace those stated in the new textbook? a) Yes b) No

6. Status Reporting

Which statement describes what you did and what you are doing at the present time in relation to the implementation of the new syllabus?

6.1 I am not involved in implementing the new syllabus.

- 6.2 I am orienting myself what the new syllabus is.
- 6.3 I am preparing my self to apply the roles and activities outlined in the new syllabus.
- 6.4 I am attempting to implement the syllabus with lots of constraints.
- 6.5 I am satisfied in implementing the new syllabus as required as I have very little problems in how to do it.
- 6.6 I am varying the activities and techniques suggested in the syllabus with the purpose of improving students language competence.
- 6.7 I spend my time and energy with other English teacher so as to integrate the way I teach the textbook with them.
- 6.8 I am considering major modifications or alternatives to be used by substituting the present textbook?

7. **Performing**

Which of the following statement describe the actions that you carried out?

- 7.1 I took no observable or visible action to learn about implement the new syllabus.
- 7.2 I explored the new syllabus and its requirements by talking with other teachers, attending workshops, or observing other teachers when they are using it.
- 7.3 I studied thoroughly the new syllabus and other reference materials related to it.
- 7.4 I managed to implement the new syllabus though there are problems related to my competence.
- 7.5 I implemented the new syllabus smoothly with very little problems related to my competence, and management.
- 7.6 I explored and put into practice alternatively the activities indicated in the textbook so as to develop students English competence.
- 7.7 I collaborated with other teachers in implementing the new syllabus so as to expand its impact on students.
- 7.8 I explored other activities or techniques that could be used in place of those indicated in teacher's guide.

APPENDIX E
ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF CURRICULUM AND INSTRUCTION
STUDENTS' QUESTIONNAIRE

The purpose of this questionnaire is to collect information about the extent of implementation of grade seven English syllabus. The information to be collected through the questionnaire will be used only for research purposes. I, therefore, kindly request you to provide genuine information for it highly determines the success of the study.

Thank you in anticipation.

Part I

Direction: Please mark with a tick (✓) your responses on the space provided.

1. How often do you attend your English class?
Always; Frequently; Sometimes
2. How often do you take part in asking and answering question in your English class?
Frequently; Sometimes; Not at all

Direction: Following sixteen teaching-learning activities are presented. Indicate with a tick (✓) the frequency you are exposed to these activities in your English class.

No	Teaching Learning Activities	Often (2)	Sometimes(1)	Never(0)
1	Students working in pairs/groups			
2	Students playing role of others			
3	Students playing language games			
4	Students making oral presentation			
5	Students listening and taking notes			
6	Students conversing with each other (dialogue)			
7	Students reading a loud in class			
8	Students reading silently a textbook			
9	Students skimming and scanning from a reading passage			
10	Students inferring meaning of new words from a context			
11	Students constructing and writing sentences			
12	Students making drama			
13	Students working individually			
14	Teacher explaining/lecturing			
15	Teacher asking questions students answering/recitation			
16	Students discussing among each other			

APPENDIX F
ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF CURRICULUM AND INSTRUCTION

Interview Guide for Directors

Name of the school _____

Woreda _____

1. How do you think the implementation of grade seven English syllabus is proceeding?
2. What changes do you see in the teaching techniques of teachers?
3. What major problems do you observe in the implementation process?
4. What should be done to alleviate these problems?

**A Summary Table of the Pilot -test
Inter-Observer Agreement for the First
and Second observation Sessions.**

No. of Teachers	The First Observation Session		The Second Observation Session	
	Observer 1 (X ₁)	Observer 2 (Y ₁)	Observer 1 (X ₂)	Observer 2 (Y ₂)
1	20	22	27	26
2	20	18	16	18
3	30	25	28	27
4	26	28	29	28
5	23	21	22	20
6	24	26	26	26
7	26	24	22	28
8	32	30	28	28
	$\sum X_1 = 201$	$\sum Y_1 = 194$	$\sum X_2 = 198$	$\sum Y_2 = 201$

$$\sum X_1^2 = 5181$$

$$(\sum X_1)^2 = 40401$$

$$\sum Y_1^2 = 4810$$

$$(\sum Y_1)^2 = 37636$$

$$\sum X_2^2 = 5038$$

$$(\sum X_2)^2 = 39204$$

$$\sum Y_2^2 = 5157$$

$$(\sum Y_2)^2 = 40401$$

$$\sum X_1 Y_1 = 4999$$

$$\sum X_2 \sum Y_2 = 5074$$

$$r = \frac{\sum XY - \sum X \sum Y}{\sqrt{(\sum X^2 - (\sum X)^2)(\sum Y^2 - (\sum Y)^2)}}$$

$$r_1 = \frac{8 \times 4999 - 201 \times 194}{\sqrt{(8 \times 5181) - 40401)(8 \times 4810 - 37636)}}$$

$$= \frac{758}{\sqrt{1047 \times 844}}$$

$$\Rightarrow 0.806$$

$$r_2 = \frac{8 \times 5074 - 201 \times 198}{\sqrt{(8 \times 5038 - 39204)(8 \times 5157 - 40401)}}$$

$$= \frac{794}{\sqrt{1100 \times 855}}$$

$$\Rightarrow 0.821$$

**A Summary Table of the Reliability of the
Observation Checklist for measuring Quality of
Implementation**

No. of teachers	Raw score on even items	Raw score on odd items
	(<i>e</i>)	(<i>O</i>)
T ₁	9	10
T ₂	10	10
T ₃	10	8
T ₄	10	10
T ₅	12	11
T ₆	8	10
T ₇	6	8
T ₈	9	8
	$\sum e = 74$	$\sum o = 75$

$$\begin{aligned}
 (\sum e)^2 &= 5476 & (\sum o)^2 &= 5625 \\
 \sum e^2 &= 706 & \sum o^2 &= 713 \\
 \sum oe &= 702
 \end{aligned}$$

$$r_{XX_1} = \frac{2r_{oe}}{1 + r_{oe}}$$

r_{XX_1} = the reliability of the whole instrument

r_{oe} = the reliability coefficient obtained by correlating the scores of the odd statements with the scores of the even statements

$$\begin{aligned}
 r_{oe} &= \frac{n \sum oe = \sum e \sum o}{\sqrt{(n \sum e^2 - (\sum e)^2)(n \sum o^2 - (\sum o)^2)}} \\
 &= \frac{8 \times 702 - 74 \times 75}{\sqrt{(8 \times 706 - 5476)(8 \times 713 - 5625)}} \\
 &= \frac{5616 - 5550}{116.56} \\
 &= 0.566 \\
 &= \frac{2 \times 0.566}{1 + 0.566} \\
 &= \underline{\underline{0.722}}
 \end{aligned}$$

**Summary of Pilot-test on Internal
Consistency of Percieved Competence
Rating Scale of Teachers' Questionnaire**

Item No.	Raw Scale of Respondents								$\sum Xi$	$\sum X$	SXi
	T ₁	T ₂	T ₃	T ₄	T ₅	T ₆	T ₇	T ₈			
1	2	2	3	2	2	2	2	3	18	42	0.875
2	2	2	3	2	2	1	2	3	17	39	0.3613
3	2	1	2	1	1	2	2	2	12	20	0.25
4	2	2	3	2	1	2	2	2	16	34	0.25
5	3	3	3	2	2	2	2	2	19	47	0.2587
6	2	2	2	2	2	2	2	2	16	32	0
7	3	2	3	2	2	2	3	3	20	52	0.25
8	2	2	3	2	2	2	2	2	17	36	0.1093
9	2	2	3	2	2	2	2	2	17	36	0.1093
10	2	2	3	3	2	2	2	3	19	47	0.2587
11	3	2	3	3	2	2	2	2	19	47	0.2587
12	1	1	2	2	1	1	1	2	11	17	0.2343
13	1		2	1	1	1	1	2	10	14	0.1875
14	4	3	4	3	4	3	3	4	28	100	0.25
	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)			
Total	31	27	39	29	26	25	28	34			2.9653

$\sum X = 239$

$\bar{X} = 19.19$

$\sum SXi = 2.9653$

Coefficient of alpha (α_r) = $\frac{n}{n-1} \left[\frac{1 - \sum SXi}{\bar{X}} \right]$

= $\frac{8}{7} \left[\frac{1 - 2.9653}{19.1} \right]$

= $\alpha_r = 0.965$

APPENDIX J
ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF CURRICULUM AND INSTRUCTION

Teacher Prepared Examinations (*Sample Questions*)

In 1991 E.C. 1st Semester Final Examination

English for Grade 7

School-Yejubie

- I. Choose the best answer
1. Who is the ____ person in the class?
a) short b. shorter c. shortest d. none
 2. Bogale is as ____ as Regasa.
a. old b. older c. oldest d. none
 3. The judge knew that the merchant ____ a greedy man.
a. is b. are c. was d. were
 4. Last week he ____ his bag when he rested by the stream.
a. drops b. dropped c. is dropping d. drop
 5. ____ did you go to school? last sunday
a. Where b. who c. which D. when
 6. She helps her mother by ____ water
a. fetching b. fetch c. ironing d. eating
 7. The man shouted ____ his wife.
a. with b. at c. on d. to
 8. There isn't ____ sugar.
a. some b. any c. many d. none
 9. He has ____ matches.
a. a piece of b. a loaf of c. sine d. a and b
 10. We-live in D/M but now we live in Yejubie.
a. didn't use to b. Used to c. Since d. a and b
 11. ____ adult rhino is 180 cm tall.
a. a b. an c. a and b d. none
 12. Ato Alemayehu teaches students English in grade 8 once a day. who teaches in grade 8?
a. the students b. English c. Ato Alemayehu d. once a day
 13. How often does he teach?
a. English b. the teacher c. in grade 8 d. once a day

14. I ____ bread last night.
 a. drank b. eaten c. ate d. will eat
15. What was she doing? She ____ a letter.
 a. wrote b. is writing c. writes d. was writing
16. Ato Belay is a doctor ____ works in hospital.
 a. where b. who c. which d. why
17. He ____ a book and a pen.
 a. have b. are c. has d. is
18. The time is 6:20. This means ____.
 a. 20 to 6 b. 6 past 20 c. 20 past 6 d. half past 6.
19. My mother's brothers are my ____.
 a. aunts b. uncles c. daughters d. Sons
20. the man was ____ angry that he shouted at his wife.
 a. for b. why c. too d. so

II. Give the correct responses

21. I will be 14 next year.
 22. I can't ride a bicycle.
 23. I enjoy dancing.
 24. I won't be late again.
 25. He isn't fat.

III. Match A with B

- | <u>A</u> | <u>B</u> |
|-----------|--------------|
| 26. fast | A. Old |
| 27. good | B. dirt |
| 28. easy | C. slow |
| 29. clean | D. bad |
| 30. Young | E. difficult |

T.H. E School Grade 7 English Examination 1st Semester 1991 E.C. Time 50 Mits.

Name _____ Section _____ Roll No. _____

- I. Instruction: Read the passage carefully and answer the questions that follow and write your answer on the given blankspace.

A bird once sat on a tree. He had a large piece of meat in his mouth. A fox came by the tree, Looked up and saw the bird, with the meat in his mouth. The fox wonted the meat, so he tried to cheat the bird. he said

FIGURE 1 — LoU CHART

LEVELS OF USE SCALE POINT DEFINITIONS OF THE LEVELS OF USE OF THE INNOVATION	CATEGORIES		
Levels of Use are distinct states that represent observably different types of behavior and patterns of innovation use as exhibited by individuals and groups. These levels characterize a user's development in acquiring new skills and varying use of the innovation. Each level encompasses a range of behaviors, but is limited by a set of identifiable Decision Points. For descriptive purposes, each level is defined by seven categories.	KNOWLEDGE	ACQUIRING INFORMATION	SHARING
LEVEL 0 NON-USE: State in which the user has little or no knowledge of the innovation, no involvement with the innovation, and is doing nothing toward becoming involved.	That which the user knows about characteristics of the innovation, how to use it, and consequences of its use. This is cognitive knowledge related to using the innovation, not feelings or attitudes.	Solicits information about the innovation in a variety of ways, including questioning resource persons, corresponding with resource agencies, reviewing printed materials, and making visits.	Discusses the innovation with others. Shares plans, ideas, resources, outcomes, and problems related to use of the innovation.
DECISION POINT A	<i>Takes action to learn more detailed information about the innovation.</i>		
LEVEL I ORIENTATION: State in which the user has acquired or is acquiring information about the innovation and/or has explored or is exploring its value orientation and its demands upon user and user system.	Knows general information about the innovation such as origin, characteristics, and implementation requirements.	Seeks descriptive material about the innovation. Seeks opinions and knowledge of others through discussions, visits, or workshops.	Discusses the innovation in general terms and/or exchanges descriptive information, materials, or ideas about the innovation and possible implications of its use.
DECISION POINT B	<i>Makes a decision to use the innovation by establishing a time to begin.</i>		
LEVEL II PREPARATION: State in which the user is preparing for first use of the innovation.	Knows logistical requirements, necessary resources and timing for initial use of the innovation, and details of initial experiences for clients.	Seeks information and resources specifically related to preparation for use of the innovation in own setting.	Discusses resources needed for initial use of the innovation. Joins others in pre-use training, and in planning for resources, logistics, schedules, etc., in preparation for first use.
DECISION POINT C	<i>Begins first use of the innovation.</i>		
LEVEL III MECHANICAL USE: State in which the user focuses most effort on the short-term, day-to-day use of the innovation with little time for reflection. Changes in use are made more to meet user needs than client needs. The user is primarily engaged in a stepwise attempt to master the tasks required to use the innovation, often resulting in disjointed and superficial use.	Knows on a day-to-day basis the requirements for using the innovation. Is more knowledgeable on short-term activities and effects than long-range activities and effects of use of the innovation.	Solicits management information about such things as logistics, scheduling techniques, and ideas for reducing amount of time and work required of user.	Discusses management and logistical issues related to use of the innovation. Resources and materials are shared for purposes of reducing management, flow and logistical problems related to use of the innovation.
DECISION POINT D-1	<i>A routine pattern of use is established.</i>		
LEVEL IV A ROUTINE: Use of the innovation is stabilized. Few if any changes are being made in ongoing use. Little preparation or thought is being given to improving innovation use or its consequences.	Knows both short- and long-term requirements for use and how to use the innovation with minimum effort or stress.	Makes no special efforts to seek information as a part of ongoing use of the innovation.	Describes current use of the innovation with little or no reference to ways of changing use.
DECISION POINT D-2	<i>Changes use of the innovation based on formal or informal evaluation in order to increase client outcomes.</i>		
LEVEL IV B REFINEMENT: State in which the user varies the use of the innovation to increase the impact on clients within immediate sphere of influence. Variations are based on knowledge of both short- and long-term consequences for clients.	Knows cognitive and affective effects of the innovation on clients and ways for increasing impact on clients.	Solicits information and materials that focus specifically on changing use of the innovation to affect client outcomes.	Discusses own methods of modifying use of the innovation to change client outcomes.
DECISION POINT E	<i>Initiates changes in use of innovation based on input of and in coordination with what colleagues are doing.</i>		
LEVEL V INTEGRATION: State in which the user is combining own efforts to use the innovation with related activities of colleagues to achieve a collective impact on clients within their common sphere of influence.	Knows how to coordinate own use of the innovation with colleagues to provide a collective impact on clients.	Solicits information and opinions for the purpose of collaborating with others in use of the innovation.	Discusses efforts to increase client impact through collaboration with others on personal use of the innovation.
DECISION POINT F	<i>Begins exploring alternatives to or major modifications of the innovation presently in use.</i>		
LEVEL VI RENEWAL: State in which the user re-evaluates the quality of use of the innovation, seeks major modifications of or alternatives to present innovation to achieve increased impact on clients, examines new developments in the field, and explores new goals for self and the system.	Knows of alternatives that could be used to change or replace the present innovation that would improve the quality of outcomes of its use.	Seeks information and materials about other innovations as alternatives to the present innovation or for making major adaptations in the innovation.	Focuses discussions on identification of major alternatives or replacements for the current innovation.

Procedures for Adopting Educational Innovations Project, Research and Development Center for Teacher Education, University of Texas at Austin, 1975, N.I.E. Contract No. NIE-C-74-0087.

FIGURE 1—LoU CHART

CATEGORIES

ASSESSING

PLANNING

STATUS REPORTING

PERFORMING

Examines the potential or actual use of the innovation or some aspect of it. This can be a mental assessment or can involve actual collection and analysis of data.

Designs and outlines short- and/or long-range steps to be taken during process of innovation adoption, i.e., aligns resources, schedules activities, meets with others to organize and/or coordinate use of the innovation.

Describes personal stand at the present time in relation to use of the innovation.

Carries out the actions and activities entailed in operationalizing the innovation.

Takes no action to analyze the innovation, its characteristics, possible use, or consequences of use.

Schedules no time and specifies no steps for the study or use of the innovation.

Reports little or no personal involvement with the innovation.

Takes no discernible action toward learning about or using the innovation. The innovation and/or its accouterments are not present or in use.

Analyzes and compares materials, content, requirements for use, evaluation reports, potential outcomes, strengths and weaknesses for purpose of making a decision about use of the innovation.

Plans to gather necessary information and resources as needed to make a decision for or against use of the innovation.

Reports presently orienting self to what the innovation is and is not.

Explores the innovation and requirements for its use by talking to others about it, reviewing descriptive information and sample materials, attending orientation sessions, and observing others using it.

Analyzes detailed requirements and available resources for initial use of the innovation.

Identifies steps and procedures entailed in obtaining resources and organizing activities and events for initial use of the innovation.

Reports preparing self for initial use of the innovation.

Studies reference materials in depth, organizes resources and logistics, schedules and receives skill training in preparation for initial use.

Examines own use of the innovation with respect to problems of logistics, management, time, schedules, resources, and general reactions of clients.

Plans for organizing and managing resources, activities, and events related primarily to immediate ongoing use of the innovation. Planned-for changes address managerial or logistical issues with a short-term perspective.

Reports that logistics, time, management, resource organization, etc., are the focus of most personal efforts to use the innovation.

Manages innovation with varying degrees of efficiency. Often lacks anticipation of immediate consequences. The flow of actions in the user and clients is often disjointed, uneven and uncertain. When changes are made, they are primarily in response to logistical and organizational problems.

Limits evaluation activities to those administratively required, with little attention paid to findings for the purpose of changing use.

Plans intermediate and long-range actions with little projected variation in how the innovation will be used. Planning focuses on routine use of resources, personnel, etc.

Reports that personal use of the innovation is going along satisfactorily with few if any problems.

Uses the innovation smoothly with minimal management problems; over time, there is little variation in pattern of use.

Assesses use of the innovation for the purpose of changing current practices to improve client outcomes.

Develops intermediate and long-range plans that anticipate possible and needed steps, resources, and events designed to enhance client outcomes.

Reports varying use of the innovation in order to change client outcomes.

Explores and experiments with alternative combinations of the innovation with existing practices to maximize client involvement and to optimize client outcomes.

Appraises collaborative use of the innovation in terms of client outcomes and strengths and weaknesses of the integrated effort.

Plans specific actions to coordinate own use of the innovation with others to achieve increased impact on clients.

Reports spending time and energy collaborating with others about integrating own use of the innovation.

Collaborates with others in use of the innovation as a means for expanding the innovation's impact on clients. Changes in use are made in coordination with others.

Analyzes advantages and disadvantages of major modifications or alternatives to the present innovation.

Plans activities that involve pursuit of alternatives to enhance or replace the innovation.

Reports considering major modifications of or alternatives to present use of the innovation.

Explores other innovations that could be used in combination with or in place of the present innovation in an attempt to develop more effective means of achieving client outcomes.

THE GRADE 7 SYLLABUS

(Sample Copies)

1. OBJECTIVES

In Grades 1-6 the students acquired basic listening, speaking, reading and writing skills in English. They learnt to talk about themselves and their immediate environment. They also learnt to listen to and read texts on a variety of topics and to write short paragraphs.

The Grade 7 syllabus aims to build on these foundations and to develop the listening, reading and writing skills which the students will need to study other subjects in English effectively. It therefore concentrates on developing the students' ability to understand and use the information in oral and written passages on topics related to the other subject areas.

By the end of Grade 7 the students should be able to:

1. understand explanations and talks on topics related to *the other subject areas*
2. ask and talk about a range of topics related both to their everyday lives and to the other subject areas
3. read factual passages silently and independently and to use the information in them
4. *write paragraphs* on everyday topics and scenes

2. TOPICS

The students should acquire these language skills with regard to a variety of everyday and instructional topics. These should be related to the overall theme of the Grade 7 materials: ETHIOPIA--Our Country

Specific topics include:

People and Culture

1. A Famous Ethiopian
2. Ethiopian Customs
3. Festivals
4. A Historical Place
5. Daily Life in Town and Country

Activities

6. People and Work
7. Marriage Customs
8. Everyday Events
9. Health and Hygiene
10. Travel

The Natural World

11. Ethiopian Wildlife
12. Producing Our Food
13. Our Environment
14. Our Natural Resources
15. Deforestation

3. LANGUAGE SKILLS

The listening, speaking, reading and writing skills which the students should acquire by the end of the year are listed below.

3.1. Listening Skills

By the end of Grade 7 the students should be able to:

1. understand instructions, information and explanations given in English by different speakers
2. understand passages and conversations on each of the syllabus topics
3. understand talks on topics related to each of the other subject areas
4. listen to short stories and factual passages and be able to identify the topic and repeat the main details
5. listen to passages and be able to select the information needed to label plans and maps and complete forms and tables
6. listen to and enjoy poems and stories
7. understand English radio and television programmes on the syllabus topics

3.2. Oral Skills

By the end of Grade 7 the students should be able to:

1. pronounce the sounds of English intelligibly
2. use appropriate social expressions in common everyday situations
3. ask and answer questions about oral and written texts
4. ask and talk about important topics related to the other subject areas
5. participate in simple conversations on a variety of everyday topics
6. participate as speakers and listeners in pair and group activities
7. perform each of the following skills with reasonable fluency and accuracy:

SKILL	EXAMPLE SENTENCES OR QUESTIONS
Asking for and giving personal information	"I was born in TIRR." "So was I."
Identifying people, animals and objects	Which is the boy who broke the window? None of those books is mine. It is either a hawk or an eagle.
Asking about and describing people, animals and objects	Although he is short, he is very strong. How long is your pen? Neither lions nor tigers eat grass.

Asking about and describing buildings and places	<i>Lake Shala is not as deep as Lake Tana.</i>
Talking about the family	<i>My mother and father help each other.</i>
Asking and saying what people want	<i>You can have either a banana or an orange. I would rather have a banana, please.</i>
Asking and talking about daily routines	<i>How often do you go to the market?</i>
Asking and talking about people's plans	<i>He is leaving for Kenya tomorrow.</i>
Asking and saying what people have and have not done	<i>I haven't finished my homework yet.</i>
Talking about results and consequences	<i>If I see your sister, I'll speak to her. My mother was ill so I had to cook lunch.</i>
Asking about and describing everyday scenes	<i>The girls were reading. The boys were playing.</i>
Reporting what people say	<i>He says he is tired.</i>
Advising people	<i>You should eat fresh fruit. Smoking is dangerous.</i>
Drawing conclusions	<i>Almaz hasn't come. She must be ill.</i>
Describing actions	<i>It is difficult to climb up a rope.</i>
Telling a story from pictures	<i>It was six o'clock. The men were working.</i>

3.3. Reading Skills

By the end of Grade 7 the students should know the meaning of at least 1,600 words.

They should be able to:

1. read silently and independently
2. read factual passages for information
3. read and respond to poems and short stories
4. read simplified readers for enjoyment
5. read and understand different kinds of text, including timetables, maps, charts, and diagrams
6. read and generally understand texts on each of the syllabus topics
7. read and generally understand texts on topics related to each of the other subject areas

8. identify the following sentence relationships:
 - example
 - reason
 - cause--effect
9. arrange sentences in the correct sequence
10. predict the content of paragraphs and passages
11. read paragraphs and passages and be able to:
 1. infer the meaning of unknown vocabulary
 2. identify the main topic
 3. remember the main details
 4. find specific information
 5. identify what reference words refer to
 6. find evidence to support facts
12. use the information in texts to complete forms, tables, and diagrams
13. find the meaning of unknown words in a dictionary

3.4. Writing Skills

By the end of Grade 7 the students should be able to:

1. complete sentences and paragraphs by adding words and phrases
2. expand sentences and paragraphs by adding words and phrases
3. write compound sentences with 'and' 'but'
4. write guided and controlled paragraphs on the syllabus topics
5. complete forms and tables
6. write notes on personal and everyday topics
7. write 25-word paragraphs on everyday topics and scenes
8. spell 250 words correctly
9. take dictation of seen and unseen sentences and paragraphs
10. punctuate sentences and short paragraphs with:
 - capital letters
 - full-stops
 - commas
 - question marks
 - apostrophe 's'
11. write a guided summary of a reading text

DECLARATION

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

A handwritten signature in black ink, appearing to read 'Dawit Mekonnen', written over a horizontal line.

Dawit Mekonnen

This thesis has been submitted for examination with my approval as university advisor.

A handwritten signature in black ink, appearing to read 'Dr. Marew Zewdie', written over a horizontal line.

Dr. Marew Zewdie



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Date June 11, 1999

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Ref. No. C&I/675/91/99

TO: **The School of Graduate Studies**

FROM: **Marew Zewdie (Ph.D.)**
Head, Department of Curriculum and Instruction

SUBJECT: **MA Thesis of Dawit Mekonnen**

Please find enclosed the thesis of Dawit Mekonnen entitled "An Evaluation of the Implementation of the Seventh Grade English Syllabus in Eastern Gojjam." Ato Dawit Mekonnen has accommodated all the comments forwarded by the examiners as witnessed by them.

Thank you.