

ASSESSING THE T.T.I. AMHARIC
SYLLABUS

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ABSTRACT

The purpose of this thesis is to assess the developmental processes of the Amharic syllabus for the Teachers Training Institutes (T.T.I's). It is the purpose of this thesis to examine whether or not the Amharic syllabus is properly developed and processed on the basis of the Tyler Model. The thesis further tries to determine whether the concerned head officials of the Institute for Curriculum Development and Research, the Department of Teacher Education and the T.T.I's Amharic instructors are well aware of or/ and have a clear knowledge of the Tyler Model. In connection with this, it attempts to clearly indicate whether there is any definite model that the concerned professionals adhere to when developing a curriculum or/ and a syllabus. To achieve these objectives, the necessary data were collected, analysed and discussed.

Initially, for a syllabus to be well planned, developed and prepared, many factors have to be considered. These include the involvement of experienced experts, the cooperation and devotion of the experts and the continuous effort of the concerned professionals in general. Taking this point into account, however, the results of the study have showed that:

1. There is no definite model whatsoever throughout the educational system in general and for the designing of the T.T.I. Amharic syllabus in particular.
2. The Amharic syllabus for the T.T.I's is not properly planned and developed on the basis of the Tyler Model. There has not been any change or improvement made on the syllabus since was originally prepared in 1974 (E.C.).

3. Most of the Amharic instructors are not clear about the basic principles of the Tyler Model. This does ^{not} mean, however, that they do not have a theoretical knowledge of the model. The point is that they are not clear about the guiding principles of the model.

On the basis of the findings, an attempt has been made to put forward relevant recommendations towards taking deliberate actions for the proper planning, developing and improvement of the Amharic syllabus for the T.T.I's so that there will be a possibility of producing effective primary teachers of enhancing the teaching-learning process of the elementary education.

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1. THE PROBLEM AND ITS PROCEDURAL STEPS

1.1. Introduction :

Many educators have said many things about the importance of language. For instance, Eva (1965) has said the following statement:-

"Language is the key to the heart of a people. If we lose the key we lose the people. If we treasure the key and keep it safe, it will unlock the door to untold riches, riches which cannot be guessed at from the other side of the door." (P.15)

From Eva's point of view, language is used for many purposes. The immediate urgency of a language is communication of daily needs. But as soon as the need arises for the expression of thoughts of a deeper and more complex nature, a different and more advanced form of expression is sought. Further, the needs of any nation today demand highly skilled professionals in all directions of human activity and for these a knowledge of language is essential (Longstreet: in Shan, et at., 1971).

Even though the four language skills (i.e. listening, speaking, reading and writing respectively) are the means of communication, it is of vital importance to proceed the development of these skills as complementary aspects of human expression throughout the overall development of the educational process of a nation. Such a developmental process will be possible only through a proper and systematic curriculum planning (Ruth, G., 1957).

The same thing holds true with the Amharic language. All the above points are expected to be accomplished by it. Amharic is a national language. It is taught as a subject from junior secondary upto higher institutes. It is also a medium of instruction in all Ethiopian elementary schools, whether governmental or non-governmental excluding foreign community schools. In this case, there is no question for the necessity of having an effective Amharic syllabus. First of all, it is unquestionable that it should be systematically and intellectually planned; continuously reevaluated and improved. Because, it is a dynamic principle that curriculum development is a never ending process /Oliva, 1988/. That is to say, continuous examination, evaluation and improvement of curriculum are of vital importance. Such a dynamic principle should be directly practised in the Teacher Training Institute (T.T.I.) Amharic syllabus. Because, on the basis of the researcher's experience, as a T.T.I. Amharic instructor, the syllabus has not get a chance for a change or improvement. Even he doubts whether or not it is planned properly with a minimum effort.

Hence, the researcher is very much concerned with the assessment of the T.T.I. Amharic syllabus. That is to say, he wants to investigate its developmental process and effectiveness (i.e., the planning process/ in terms of the principles of the Tyler Model.

In fact different schools of thought have their own views on the educational process in general due to their own philosophical principles/positions. The Tyler Model belongs to one school of thought. According to the advocates of such a school, some of the primary aims of education should be:

a) to inculcate skills, attitudes and beliefs of the learner, so that he will have the possibility of changing his behavior and will be able to practise in more desirable directions under controlled conditions (Ozmen and Craver, 1986). That is to say, the skills, attitudes and beliefs have to be inculcated not in the way the learner needs only /i.e., like a child-centered principle/, but in the way that the society in general and the learner in particular need (Ibid.).

b) to produce work-oriented /skilled man or productive people. This is the opposite to the subject-centered principle whose purpose is to produce elites /Aggarwal, 1981/. According to him, the proponents of the Tyler Model believe that such an educational system has to be considered as a kind of importance against employment for the citizens. The main purpose is to train individuals to become socially efficient so that they can contribute to increase production and national wealth. They also argue that all knowledge a pupil gains in the school, all culture he acquires in the school will be of no use, if he cannot make both ends meet when he enters life /Seschadri, C., 1984/. According to him, everybody should be a producer as well as a good citizen and not a sponge on another person.

Furthermore, the proponents of such a school firmly believe that educational aims should be based on the needs of the society and that of the learner in all societal aspects (i.e., human, moral and spiritual, health, economic, social, physical, sociological, educational, etc.) Syler, et al., 1981: Oliva, 1988). In line with this, they believe that educational contents should be selected

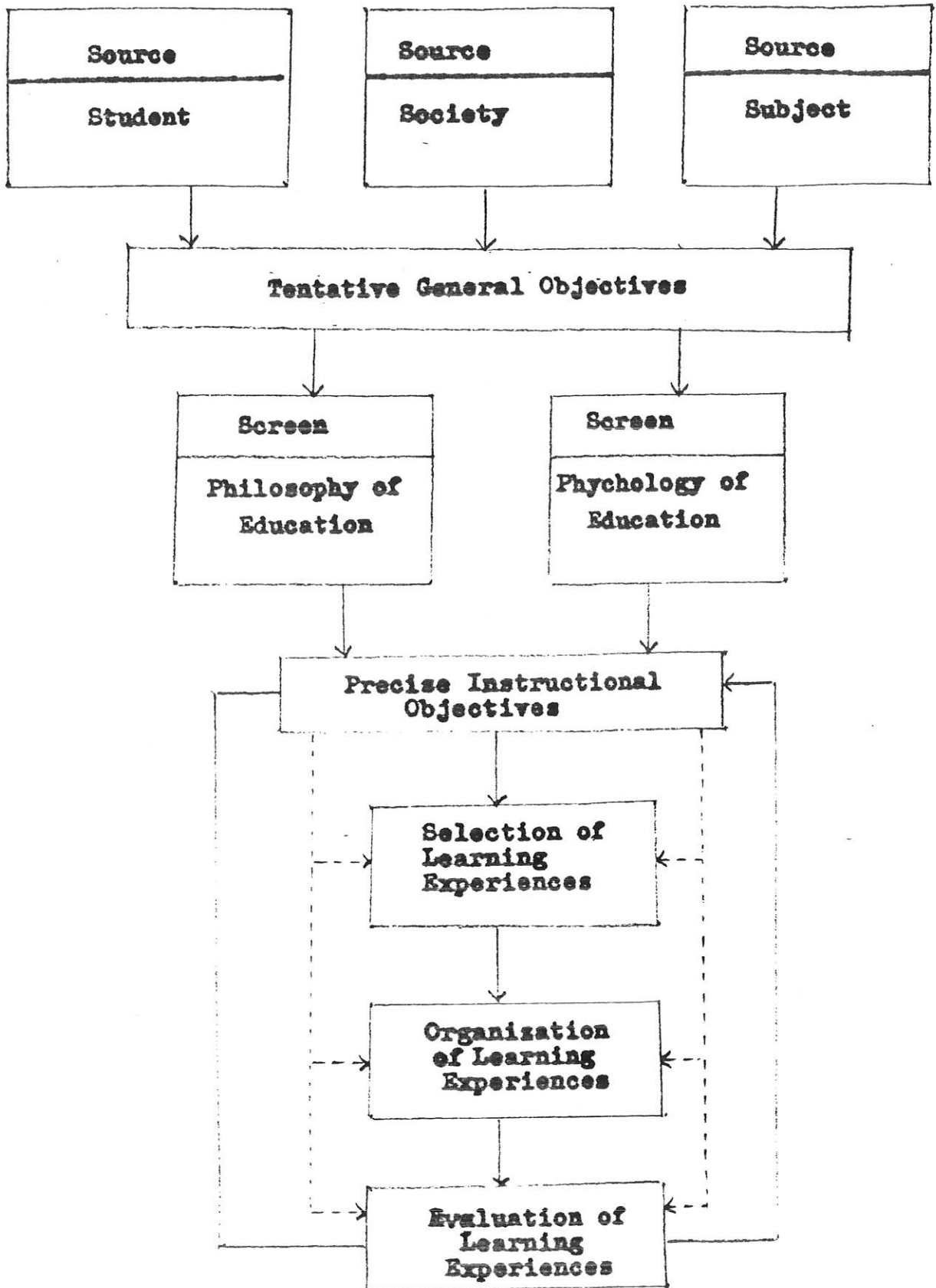
in terms of their significance, survival and interests of the learner /Smith, Stanley and Shores, 1957: in Connel, et al., 1965). In fact, such a principled proposal is consciously and seriously considered in terms of the Tyler Model.

The Tyler Model - a process for selecting educational objectives - is widely known and practised in curriculum circles. Although Tyler proposed a rather comprehensive model for curriculum development, the first part of his model the selection of objectives, received the greatest attention from other educators (Oliva, Ibid.).

As it is seen in the next diagram, Tyler recommended that curriculum planners identify general objectives by gathering data from three sources: the learners, contemporary life outside the school, and the subject matter. After identifying numerous general objectives, the planners refine them by filtering them through two screens: the educational and social philosophy of the school and the psychology of the learning. The general objectives that successfully pass through the two screens become specific instrumental objectives. Then the process goes on upto evaluation of the process /Tyler, 1949: see also the diagram on p.5/.

Hence, having considered the importance of the above points, the researcher believes that in a country like Ethiopia, which is very backward in all aspects /i.e., trained man-power, educational facilities, etc./, the Tyler Model seems more advantageous to the present Ethiopian conditions. Because, there are not well qualified T.T.Is. that can produce well qualified teachers. *The schools also are not well facilitated with the necessary materials* /i.e. advanced textbooks, laboratories, etc./ that are mostly helpful for other models/ i.e. the subject centered model, the child-contered model, etc.).

The Tyler Model



Moreover, the Tyler Model seems very convenient for the present standard of Ethiopian teachers to accomplish the given task easily. It also seems convenient to the learner; because after fulfilling the expected outcomes, he is expected to contribute to the society in general and to himself in particular, being a competent citizen of the society.

Generally speaking, on the basis of many researched facts [Kibler, et al., 1981), it is the best model for fulfilling the principles of formulating educational objectives; of selecting and organizing contents and of evaluating the process continuously. Further, as previously mentioned, it is necessarily based on the needs of the society in general and that of the learner in particular. To such an extent, following the principles of the model, to assess the developmental process of the T.T.I. Amharic syllabus seems convincing.

To sum up, on the basis of the afformentioned points, it seems justifiable to strictly apply the Tyler Model in the Ethiopian educational system in general and in the developmental process of the T.T.I. Amharic syllabus in particular. That is why the researcher is very much concerned with such a study.

1.2. Background:

Even though Ethiopian modern education started late, it is a documented fact that a progressive process was seen until the era of the Italian invasion; but discontinued due to the fact that Italy was expanding her fascist policy in some African countries including Ethiopia (E.S. Pankhurst, 1955).

However, right after the liberation, the modern education process continued and some schools were reopened and other new schools were established. In the meantime, the first Teacher Training School (later-T.T.I.) was housed in one room at Minilik II school in 1944. Since then, the number of T.T.Is., was increasing. For instance, in 1949, four T.T.Is. were opened in Addis Ababa, Harar, Jimma, and Nazareth (Ibid.). Right from the beginning, one of the major T.T.I. objectives was to train elementary teachers with a rich academic background with special emphasis on the national language (Amharic) of instruction. Further, it was to help the trainees develop the basic communicative skills of listening, speaking, reading and writing, so that they will be able to manipulate Amharic as the language of instruction in grades 1-6 (Department of Teacher Education, June, 1965).

In the course of time, different programs had been tried. Thus, the teachers training programs were of 1,2,3, and 4 years duration with candidates for each program being recruited from those that have completed 11th, 10th, and 8th grades respectively.

This was in order to obtain the required number of additional teachers each year and at the same time to open a vocational opportunity for those who do not want to continue their academic study at higher level. The program continued conducted simultaneously until June, 1965 (Ibid.). However, the quality of the T.T.I. syllabus and that of the trainees was questionable (Taddesse, 1964). That is to say, the T.T.I. syllabus in general and the Amharic syllabus in particular were not properly planned. Correspondingly, the quality of the trainees was poor (Ibid.).

However, starting from September, 1966, all T.T.Is. began offering a uniform two-year program (Ministry of Education and Fine Arts, August 1965). In fact, this program continued until the break of the Ethiopian Revolution.

The other point is that for the first five years after the Revolution, students from grades 8-12, were enrolled to be trained as elementary teachers by a crash program, for 4-6 weeks. But, it was interrupted for two years by the nationwide literacy campaign. However, starting from 1979, a regular one-year program has been functioning until now.

1.3. The Problem: -

In line with the above concepts, the researcher wants to briefly outline the background of the T.T.I. Amharic syllabus, the efforts made to process and improve it, the type of participants of the process, the necessity of a language syllabus and statement of the problem in relation to the basic questions.

In this case, the MOE being helped by some group of educators from abroad (i.e., British and later Canada) was undertaking the Teacher Training Program (T.T.P.). It was in such a way that the foundation of T.T.P. in Ethiopia was laid. This group of educators prepared the T.T.I. syllabus which was synonymous with the secondary school syllabus except for a small injection of methods of teaching (MOE, 1937-1963 E.C.). The same thing holds true with the T.T.I. Amharic syllabus. It was selected from the secondary school Amharic syllabus and was outlined in a page. Such a program continued until 1966 without any change (Ibid.).

Then, the Department of Teacher Education (DTE-established in 1966) in collaboration with the Teacher Training Curriculum Committee (TTCC - established in 1965), organized a T.T.I. curriculum workshop in 1967, 1978, and 1972 to revise the existing draft (Ibid.: Sene 27, 1964 E.C.). The participants included the TTCCs/ widely represented by officials of MOE, Haile Selasie I. University the former name of AAU, Directors and Head of Departments at the T.T.Is., curriculum experts attached to the MOE, UNESCO advisors / and Subject Committees. After thoroughly discussing the previous draft by the respective committees, all T.T.I. instructors were called and grouped according to their specialities and subjects to comment on the draft for each subject. In doing so, the Amharic syllabus was outlined in about 4 pages/Sene 27, 1964 E.C.).

Hence, in the documents seen above, the researcher has clearly observed that there is no information on what basis and principles the T.T.I. Amharic syllabus was planned and practised; no infor-

mation on what major changes or improvement had been made. Thus, it seems possible to imagine that the Amharic syllabus had been operating in a vague educational process. It should be clear that this researcher is not in a position to discredit the scholars who participated in the process. He does not mean that gradual efforts had not been tried to improve the syllabus. What he means is that the principles of the Tyler Model, through which the syllabus has to be guided, determined and processed, are not mentioned. It is only in the Education, Sector Review, 1972, such principles - as determining factors for curriculum development are proposed. Generally speaking, it does not seem that it is properly planned even from the other curriculum development principles' point of view. Nevertheless, due to the fact that the task of planning and improving a curriculum is very challenging - that needs experienced intellectuals (i.e., curricularists, subject specialists etc.) and other reasons, the task remained unsolved.

The other pointworth mentioning is that in the past 17 years, it seems that the existing syllabus does not have a different history - when compared with the afformentioned points - except that a new content (which reflects Marxist concept) is added and generally a bit of modification is made. It was prepared in 1979 and has remained still without any attempt to change it. In fact, the Curriculum Guide (Sep. 1987) recommends that the curriculum planners in the country in general should follow the Tyler Model and its principles when planning, developing and processing a curriculum. But, there is a controversial issue - in that, on the one hand, it seems that the principles of the model are clearly

accepted and reflected as seen in the various documents; on the other hand, the model is not schemed in the document or any where else. Moreover, as the researcher has observed some of the T.T.I. Amharic instructors, it seems they have the concept of the model- in that, they try to reflect stating behavioral ^{objectives} in their lesson plans. However, they state them sometimes in measurable terms and sometimes in unmeasurable terms. This shows that the instructors are not clear with the model.

Hence such a vague process has encouraged the researcher to strictly examine the syllabus in terms of the model.

1.3.1. Statement of the Problem

The need for planning a language syllabus has been a subject of discussion for centuries /Kelly, 1969; Diller, 1978; in Brumfit, 1984/. As a result, it is now seen as an instrument by which the teacher, with the help of the syllabus designer, can achieve a degree of fit between the needs and aims of the learner (as a social being and as an individual) and the activities which will take place in the classroom (Ibid.). Further, it is a necessity in terms of providing educational services to the community to which the learner is responsible (Brumfit, 1984). According to him, a language syllabus is required in order to produce efficiency and effectiveness of the teaching learning process in general.

Bearing this in mind, on the basis of the previously mentioned points and of his experience, the researcher is very much concerned with the following basic problems:-

1.3.1.1. The T.T.I. Amharic syllabus does not seem that it is properly planned on the basis of the Tyler Model;

1.3.1.2. It does not seem that the concerned head officials, the head of the Amharic curriculum panel, the panel members and the Amharic instructors are clear about what model to follow and to design the syllabus properly.

1.3.2. Objectives of the Study

The overall objective of the study is to identify whether or not the T.T.I. Amharic syllabus is treated on the basis of the Tyler Model. The rationale is that a number of educators have researched and proved that such a model can be applied throughout all the educational levels (i.e. elementary, junior, secondary, college, etc.) effectively (Kibler et al., Ibid.). Thinking that the T.T.I. Amharic syllabus will not be an exception, the researcher wants to use this model as a framework for the study. Hence, more specifically, the objectives are:

1.3.2.1. To identify whether or not the Tyler Model principles of formulating objectives are applied in formulating the T.T.I. Amharic syllabus objectives;

1.3.2.2. to ascertain whether or not the afformentioned personnel are aware of the model and if they apply it in planning and developing the Amharic syllabus;

1.3.2.3. to analyze whether or not the criteria of selecting the Amharic language contents and learning experiences in the syllabus are based on the principles of the respective model;

1.3.2.4. to identify whether or not the principles of organizing contents and learning experiences of the model are applied in the Amharic syllabus process;

1.3.2.5. to ascertain whether or not the concerned bodies i.e., the panel members, Amharic instructors, etc., apply the techniques of the model when evaluating the developmental process of the syllabus;

1.3.2.6. Finally, to suggest possible and applicable solutions.

1.3.3. Significance of the Study:-

This study is useful to assess the extent to which the T.T.I. Amharic syllabus is planned and evaluated on the basis of the Tyler Model and the extent to which the concerned educational head officials, the panel of the T.T.I. Amharic curriculum and the T.T.I. Amharic instructors are familiar with such a model. Thus the findings of this study may contribute in the following ways:

1.3.3.1. The concerned head officials of education system of the country in general and that of the T.T.Is. in particular will be conscious about what model of curriculum to follow. They even may be convinced to accept strictly the Tyler Model so that they will be able to process it progressively;

1.3.3.2. The T.T.I. Amharic curriculum panel members and the T.T.I. Amharic instructors will be clear with the model. That is to say, they will be clear with;

1.3.3.2.1. how to form general and specific objectives on the basis of the needs of the society and the learner'

1.3.3.2.2. how to select and organize contents that are relevant to the existing needs of the society and the learners;

1.3.3.2.3. how to evaluate curriculum processes in general and teaching learning activities in particular.

1.3.3.3. On the basis of understanding the outcomes of the study, the panel may be motivated to fully accept the concerned model and to design new Amharic syllabus according to the principles of the model in collaboration with Amharic instructors. In line with this, the Amharic program may be well-developed; widely accepted and may fulfil the needs and interests of the society and that of the learner as a national language.

1.3.4. Delimitation of the Study: This research is not aimed at evaluating the T.T.I. Amharic language program in general (i.e., the weaknesses and strengths of the Amharic language implementation, the instructional materials, methods, examination system etc.). The fundamental concern of the research is to assess whether or not the T.T.I. Amharic syllabus is properly planned on the basis of the principles of the Tyler Model and whether or not the concerned personnel are clear about such a model.

At present ten T.T.I's. (i.e., Mazarate, Awasa, Jimma, Arba-minch, Harar, Nekemptie, Debrebirhan, Desie, Gonder and Robi) are functioning. Hence, due to the fact that the population of each T.T.I. is small, the researcher found it convenient to include all the T.T.I's in his study in order to make the data, reliable.

1.4 Procedural Methods and Source of Data: The method to be applied here in the study is survey method (which is one of the descriptive research methods), in the hope that it will help to investigate the problems of the T.T.I. Amharic syllabus. Hence, on the basis of such a method, certain methods of data gathering, analysing and discussing are applied in the study.

Thus, firstly, data sources that are applied in this study are: related literature (i.e., books, texts, journals, various documents, etc.), the very concerned head officials (i.e., the Head of DTE, the Head of Institute for Curriculum Research and Development - ICRD, the Head of Curriculum Panel, and all the T.T.I. principals, T.T.I. Amharic Department Heads and Amharic instructors. On the basis of the identified sources, thus, data were gathered by thoroughly examining the related literature, by preparing structured interviews (see Appendix G-I) and holding discussions with the concerned bodies, mentioned above. In fact the number of the head officials who were interviewed is six of which two are the former ones who are substituted by two new heads. Hence, in order to obtain the necessary information, both the former and the new ones were considered in the interview. With these officials then, thorough discussions were held on the basis of the structured interviews so as to obtain the necessary information.

Further, data were gathered by developing and administering a structured questionnaire which were distributed to all Amharic instructors of the ten T.T.I's. (see Appendix F), and consequently by preparing criteria in the form of check list for evaluating the (see Appendix J).

To achieve the objectives of the study, purposive sampling technique was applied in the study . Due to the fact the population/ subjects are limited, all the Amharic instructors of all the ten T.T.I's, are considered on the basis of the purposive sampling technique - which is one of the non-probability sampling techniques. In these T.T.I's all the concerned population (i.e., the principals, the Amharic department heads and instructors) were considered. Hence, securing relevant information from all the sources mentioned above was found to be necessary as well as decisive.

After gathering the necessary information from the related literature and the concerned informants, the researcher firstly tallied, scored and tabulated the data gathered through the questionnaire. The results then, as shown in chapter three, are treated in a total of 17 tables. In each table, responses of the instructors are indicated both in number and percentage. then each finding was thoroughly discussed by using the percentile system. Correspondingly, the analysis and discussion were treated in relation to the opinions gathered through interviews from all the concerned bodies and from the information from the check list. In fact, for the convenience, the criteria for evaluating the Amharic syllabus is discussed at the end in table XVII.

2. ORGANIZATION OF THE STUDY

This paper is organized in such a way that it incorporates four major chapters. The first chapter deals with the problem and its procedural steps. These include introduction, back ground, the problem (i.e., statement of the problem, objectives of the study),

procedural methods and source of data. Organization of the study is also treated in this chapter.

Chapter two deals with the information of the review of the curricular aspects collected from the various sources and organized on the logic of their relationship to the problem. Consequently, chapter three deals with data analysis and discussion of the findings of the study. The last chapter deals with summary of the findings and recommendations including references, operational definition of terms and Appendices.

CHAPTER TWO: REVIEW OF LITERATURE

2.1. CURRICULUM DEFINITIONAL ISSUES

As different authors believe, the amorphous nature of the word curriculum has given rise over the years to many interpretations. In this case, today, most textbooks on curriculum and many works on educational theory offer different definitions of curriculum. Because different theoreticians define curriculum in a variety of ways on the basis of their philosophical views (Abebe Bekele, 1986:41). Thus some theorists elaborate the concept of curriculum more deeply /broadly than others and some narrow it. For this reason, curricularists seldom agree on the concept of curriculum and this creates a problem among many educators. Elaborating this, Ornstein and Hunkins (1988:7) state the following:

The varied definitions of curriculum create confusion and trivialize the field. Definitional debates take away time and energy from substantive problems and issues; from research, theoretical, and practical approaches. Because curricularists cannot agree on just what is curriculum, it follows that they lack common terms and have trouble communicating with each other.

This is because, the way educators define curriculum by and large reflects their approach to it and in general their philosophical views and educational experiences.

The purpose of dealing with the issue of defining what curriculum is to understand its theoretical concepts as a framework of educational process (Urevbu, 1985:2; Saylor, et al., 1981:3). Since education is an orderly and deliberate effort (Knight, 1981: 3), some plan is needed to guide this effort and the term curriculum generally refers to this plan. Hence, the way in which curriculum is defined reflects value judgements regarding the nature of

education and the definition used also influences how curriculum will be planned and utilized (Saylor.etal., 1981:3).

With this in mind, this researcher is very much concerned with discussing some definitions in order to point out that curriculum is defined in various ways, according to perspectives of different authors. Thus, curriculum has been defined as:

1. the commulative tradition of organized Knowledge (a set of subjects;
2. a sequence of courses;
3. a course of study; and
4. a series of experiences undergone by learners in school/ learners' actual experience (Tanner, and Tanner-cited in Oliva,1988:6).

Certainly, the first three definitions indicate that the dominant concept of the curriculum is that it is a collection of subjects to be taught by teachers and learned by students. Although such a concept of curriculum is very narrow, it has been and still is widely used to refer to the set of subjects or courses offered (Oliva, Ibid.). The fourth definition seems wider than the other three mentioned above, in that it includes the actual experiences of the learner gained inside the school. However, it does not include the interaction between the students and the society outside the school. Further, it does not say any thing about planning or programming, so it still remains as narrow as the others.

Good (1973:157), also defines curriculum as "a systematic group of courses or sequences of subjects required for graduation or certification in a major field of study ...". This definition is still narrow, but differs from all the above definitions, in

that the courses are not left to chance to be grouped, rather they must be systematically grouped according to ability level of the learners, so as to certify the learners. Hence, this seems some what wider than the afformentioned ones. However, all the above definitions lack the term 'plan' or 'program' which is to be regarded as a key in the educational process.

As to the advocates of the Tyler Model, a curriculum can be defined as a plan for action, or a written document, which includes strategies for achieving desired goals or needs. This definition is popularized by Tyler, Taba and their advocates. For instance, Tyler (1949) and Taba (1962) define curriculum as a "Plan for learning". According to Ornstein and Hunkims, most behavioral and system manegerial people today agree with such a definition. Besides, Saylor,etal., (8) define curriculum as a plan or program for all the experiences which learner encounters under the direction of the school. Wiles and Bond(cited in Ornstein and Hunkins:8) defin curriculum as a plan for learning whereby objectives determine what learning is important. In this case, all these definitions strictly focus on a plan or program and this seems to reflect the essence of education, because education as previously mentioned, needs, an orderly and a deliberate effort and this must firmly be attached with a systematic plan.

Hence, for convenience, such a definition is considered in this research, because, it matches with the Tyler Model, which is the framwork for this study. Further, the advocates believe that a curriculum should usually contain a statement of aims, of general objectives, and of specific objectives. It should also indicate some selection and organization of contents; it either should imply

or manifest certain patterns of teaching and learning. Finally, the advocates strongly believe that curriculum should include a program of evaluation of the outcomes (Taba :7.) They also agree that the curriculum may be a unit, or a course, a sequence of courses, the school's entire program studies-of course, in the process of a systematic planning. Thus, certainly, such a definition is in line with the Tyler Model.

2.2. CURRICULUM APPROACH:FOUR SCHOOLS OF THOUGHT

A number of educators agree that an individual's approach to curriculum reflects that person's view of the world, including what the person perceives as reality, the values he/she deems important, and the amount of knowledge he/she possesses (Ornstein and Hunkins:1). From these authors' point of view, an approach expresses a view point about the development and design of curriculum, the role of the learners, the teacher, and curriculum specialists in curriculum planning, the goals and objectives of the curriculum, and the important issues that need to be examined.

Furthermore, an approach to curriculum reflects our views of schools and society; to some extent it may even become an all-encompassing outlook if we feel strongly about these views. By understanding one's approach to curriculum, and the prevailing approach to curriculum of the school in which one works, it is possible to conclude whether one's philosophical and professional view conflicts with the formal organizational view (Ibid.).

From the above discussion, it seems that educators cannot be strongly committed to one approach. In some situations, they

emphasize one approach, and in other cases they advocate several approaches. That is why Ornstein and Hunkins claim that due to the fact that educators are influenced by many approaches, they fail to recognize that they reflect a particular attitudinal or behavioral approach to curriculum.

With this in mind, the researcher attempts to brief the four approaches to curriculum from four dominant schools of thought.

2.2.1. The Subject-Centered Approach.

The advocates of a subject-centered approach to curriculum development prefer the order and pattern of a subject-matter curriculum that relates ideas and concepts to each other. The most important subjects and the highest form of knowledge recognize relationships and integrate concepts to each other. In this case, the curriculum is hierarchical, and it constitutes the cultural heritage of human kind; it is based on learned discipline, illustrated by the liberal arts curriculum (Urebu:50). At the top of this hierarchy are the most general or abstracts like philosophy, mathematics, history, etc. Language is also an important subject, because it is necessary for communication and facilitates conception of thought. In fact, such a position does not neglect the other subjects (i.e., physical science, vocational, etc.) in curriculum. Besides, logic, that exercises the mind, and that cultivates rational thought is stressed (Bestor, 1963:36-8). The three R's (reading, writing, and arithmetic) are also necessary in a person's basic education. It generally draws heavily on defined disciplines or logically organized bodies of content- what the proponents, like Bestor call liberal education (Ibid.)

The purpose of such an approach is to discipline the mind and cultivate the intellect. It is calculated to develop the intellectual power of the mind; to cultivate significant knowledge and thinking skills (Hutchins, 1963:1). That is why such an approach is known as subject-centered.

In such an approach curriculum, the teacher is viewed as an authority in the field whose knowledge and expertise are unquestionable. The teacher accordingly must be a master of the subject and must be able to guide discussion. Teaching is primarily based on the Socratic method; oral exposition, lecture, etc. (Knight, 1981:102-9). On the other hand, students' are irrelevant for curriculum development, because students are considered as immature; that they lack judgement to determine what are the best knowledge and values to learn.

Hence, the advocates give little or no opportunities for students to choose electives related to their interests or goals. They believe that true equity can be satisfied only by access to same curriculum-a common curriculum (Ibid.).

2.2.2. The Child-Centered Approach

Contrary to the above, the advocates of a child-centered approach emphasize the learner/the child. For them, learning occurs as the learner engages in problem solving. Knowledge is considered a transaction between learner and environment (Knight: 93-4). Besides the curriculum is ideally based on the child's experiences and interests, and prepares him/her for life's affairs and for the future (Dewey-cited in Knight, Ibid.). The subject is interdisciplinary, rather than located within a single or group

of disciplines. The stress is on problem solving, not on mastering organized subject-matter and using the scientific method and not a bunch of facts or a point of view.

Further, learning takes place in an active way as learners, either individually or in groups, solve problems. In fact, according to Knight, cooperative group-learning activities are more emphasized than competitive individualized lesson learning. These problems, as well as the subject-matter, will vary in response to the changing world. For the learner, it is most important to acquire or process solving problems in an intelligent manner (P.94). Accordingly, teaching is regarded as more exploratory than explanatory and the method is more important than the subject-matter. What is needed here is a method of dealing with change and scientific investigation in an intelligent manner. Such an approach is rooted from pragmatic philosophy and later from progressive philosophy. The great educational pragmatist was John Dewey, who viewed education as a process for improving the human condition. The school is seen as a specialized environment coincided with the social environment (Goodlad, 1960:5-19).

Unlike the subject-centered approach, in the child centered one, the teacher is considered as a guide^{for} students in their problem solving attempts and scientific projects; he is not considered as an authoritative person. Being considered a leader of group activities, he helps the students locate, analyse, interpret, and evaluate data to formulate their own conclusions (Pratte, 1971: 225-7).

The main purpose of such an approach is to free the child from the traditional emphasis on rote learning, lesson recitations, and textbooks. In opposition to the conventional subject-matter of traditional curriculum, the school experiments with alternative modes of curriculum organization utilizing activities, experiences, problem-solving, and the project method (Ibid.).

2.2.3. The Society-Centered Approach

Such a school of thought is based on early utopian ideas and was highly stimulated in the 1930s, and is known as reconstructionism. The advocates argue that too much emphasis is given to ~~to~~ child-centered education that mainly serves the individual child and the middle class, with its play theories and private schools. Hence, what is needed is more emphasis on society-centered education that takes into consideration the needs of the society (Ozmen and Craver, 1988:115-8).

They further encourage educators to address the great social and economic issues and to forge social reform platforms, and to create a new vision of society and the future. The social issues, according to Ozmen and Craver, involve racial and class discrimination, poverty and unemployment, sexual inequality, political oppression and war, the threat of nuclear disaster, disease, etc. To minimize and/or if possible to eradicate such problems, the advocates recommend that students and teachers should play a very great role and must also become change agents to improve society from its crisis (Ibid.).

Furthermore, according to the advocates, the curriculum has to be transformed to coincide with a new social-economic-political

education. In other words, it has to incorporate realistic reform strategies. For the proponents, analysis, interpretation and evaluation of problems are insufficient and action by students and teachers are needed. They recommend a new curriculum that emphasizes culturalism, internationalism, and futurism(Ibid.; Pratte: 257).

Further, the educational program is expected to critically examine the cultural heritage of a society as well as the entire civilization; to bring about social and constructive change that considers the realities of the world and so on (Pratte:Ibid.).

2.2.4. The Objective-Centered Approach

Unlike the afformentioned schools of thought, the objective-centered approach gives equal attention to the learners, the society, and the subject matter. In fact, it is true that such a school is evolved after the three schools have highly influenced education (Oliva:167). Besides, in the early twentieth centuries, curriculum was viewed as a science, with principles and methodology, not just as content or a subject-matter. The ideas of planning and describing a curriculum-as opposed to describing curriculum in terms of subjects and the amount of time needed to study each subject-appeared in the literature (Ibid.).

In line with this, efficient operation of the schools-sometimes called machine theory by sociologists and economists, became a major goal in the 1910s and the effect was to make curriculum making more scientific, and to reduce teaching to precise behaviors with corresponding activities and learning experiences that could be measured (Callahan, 1962:11). These ideas were cultivated in fact,

by Bobbit and Charters (Saylor,etal.:217-8). To them, the purpose of the curriculum was to outline what knowlege was important for each subject, and then to develop various activities to train the learner and enhance his/her performance. Generally, as prime initiators of the behavioral and scientific movement in curriculum Bobbit and Charters have had profound import on curriculum (Ibid.).

However, it is professor Tyler who has significantly adapted, developed, advanced and approved such an objective-centered model of education and made it popular among many educators. Tyler is best known for his small book, Basic Principles of Curriculum and Instruction. Originally written as a course of syllabus for his students at the University of Chicago, the book was published in 1949(Urevbu:20). As to Urevbu, many educators accept that the Tyler Model depicts a rational, sequential, logical, and systematic approach to curriculum. Further it has been proved that any subject (ie., language, mathematics, history, etc.) can be organized around the model (Ibid.).

As has been previously discussed, unlike the other schools of thought, it satisfies the needs of the society and the learner in relation to the importance of discipline. It is for this reason Saylor,etal., stress this:"one secret of effective planning is to assign appropraite weights to a consideration of society, learners and knowledge." They further stress the firm relationship of the three by stating the following:

Information about the learner, society and knowledge may be linked to the legs of a three-coined school supporting curriculum planning. If one of these legs is too long-too short-curriculum planning loses its balance (138).

On the contrary, as many advocates of the Tyler Model viewed it, curriculum based only on a subject-centered model will result in a program viewed by many learners as irrelevant and unrelated to them or to society. Correspondingly, a program catering primarily to the needs and interests of students (like a child-centered model) may result in large gaps in the discipline needed in today's world. At the same time, a program designed to meet society's present needs (like a society-centered model) would reinforce the status quo in learners and block out their opportunities to generate new discipline and produce new ideas. Hence, effective curriculum planning has to assign appropriate weights to a consideration of society, learner and knowledge. In this case, it is undoubtedly the objective-centered model that fulfils such a criterion.

Further, as can be seen in the diagram (P.5), unlike the other three models, the objective-centered model has its own principles. These are, first, processing needs assessment in order to gather the necessary data that enable to determine educational objectives; then selecting and organizing contents and learning experiences that eventually lead to the attainment of these objectives; and finally making continuous and systematic evaluation in order to assure the effectiveness of the program. These-as principles-are discussed below under the respective topics.

In general, it is possible to conclude that the Tyler Model is a combination of the above three models. That is why it has become so popular. Thus, it is for this reason that the researcher has chosen it as a framework for this study.

2.3. THE PRINCIPLES OF PROCESSING CURRICULUM DEVELOPMENT

Due to the fact that the human personality, nature and environment are complex; and human life philosophies, educational theories and practices are different; there are different educational principles for different schools of thought in processing curriculum development. Hence, the following educational principles have to be examined from the philosophical positions of the Tyler Model, as the basis for processing curriculum development.

2.3.1. The Principle of Needs Assessment.

Although different authors define it differently, for this discussion, a needs assessment is a process for identifying programmatic needs that must be addressed by curriculum planners (Oliva:242).

Under this section, the researcher attempts to discuss the three sources for determining educational objectives. These are needs of the learner and of the society and the needs derived from the subject-matter. Many educators (ie., Tyler, Tababa, and others) strictly believe that studying and understanding the nature of the learner and the society and the nature of the subject-matter aid planners at the initial stage of processing a curriculum. They also aid curriculum developers in formulating educational objectives for any school system. Because these are the bases for determining educational objectives (Saylor, et al.; 18-20).

It is true that the needs of the students cannot be completely divorced from those of the society or vice versa. That is the needs of one are intimately linked to those of the other. However, certainly, the sets of needs sometimes conflict and for this reason the levels and types of students' needs should be studied by curriculum planners. The same thing holds true with the needs of the society,

Hence, the levels of students' needs include human, national state or regional, community etc. According to Saylor,etal. (18-20) universal human needs include food, clothing, shelter, good health, etc. In this case, as students are members of the human race, their needs should be studied and understood. Further, throughout, the country or region, the community and the school, the needs of the students-their ability of thinking, their basic skills, attitudes, values and beliefs-should be studied (26).

The type of students' needs includes physical, sociological educational and developmental tasks. Educators agree that the physical needs of young people are common within the culture the students are concerned. It is true that students need movement, exercise, rest, proper nutrition, etc. Correspondingly, needs encompass affection, acceptance, and approval, sense of belonging success and security (Kelly; cited in Oliva; 228). Parallel to this curriculum planners must view their task of providing for the educational needs of students as a primary concern. In fact the educational needs of students shift as society changes. In this ^{case,} modern schools have shifted from emphasizing a classical and theocratic education to a vocational and secular education. This is because the schools have sought to meet the educational needs of young people through general educative (ie. the liberal arts and sciences) and the study of contemporary problems of students and /or society (Oliva:228).

The concept of a developmental task, according to Havighurst (cited in Saylor,etal.:122) is viewed as a task that has to be

completed by an individual at a particular time in his/her development if that individual is to experience success with later tasks. Such tasks are in effect, personal-social needs that arise at a particular stage of life and that must be met at the stage. In middle childhood, for example, youngsters must learn to live, work and play harmoniously with each other. In adolescence, individuals must learn to become independent, responsible-as to Havighurst (121).

Hence, to understand and meet their physical needs not only during the years of schooling but also during the adulthood period, curriculum planners are expected to study the needs of students; must be able to identify sociological and educational needs of students and to incorporate within the curriculum ways to meet these needs.

As in the case of students' needs, the needs of society also have to be treated by level and type. Thus, the levels of the needs of society, from the broadest to the narrowest, include human, international, national, state, community and neighborhood levels. As previously pointed out, all human beings basically need food, clothing, and shelter. Collectively, human kind has a need for freedom of speech and expression, for freedom from disease, from fear, etc. Hence, such needs and others should be considered by the planners when processing curriculum development. In this case, considering all the national needs is of considerable importance. For instance, one means of identifying national needs could be to examine the social and economic problems faced by the nation. At the same time, problems of unemployment, ethnic tension, sex education, etc. can be examined and identified nationally as well as regionally by curriculum planners.

Generally, the curriculum specialist must develop plans that show an understanding of the needs of society on all of the foregoing levels.

The other major source for determining objectives is understanding the subject-matter. It is very important to study and understand the type and structure of traditional subjects and their model branches; their differences and similarities; their scopes and limitations; their basic ideas or functional principles (Bruner, 1968:12-3). According to him, understanding the structure of the subject is understanding it in such a way that permits many other things to be related to it meaningfully. To learn the structure of subjects in short is to learn how things are related and the relation of subjects will be valuable to the interest of students and will make the relevance of subjects to today's world. For instance, examples of elements of the structure of disciplines can be seen in mathematics, like commutation, distribution, association, etc. and in the language field as all linguistic patterns (Ibid.,). From this point of view, each subject bears within it certain essential areas or topics which, if the learner is to achieve mastery of the field, must be taught at certain times in a logically prescribed order.

Focussing on the above point, Oliva stresses that a language study as a subject provides an excellent illustration of a sequenced structure. Developing his idea, Oliva sights as an example that students will learn language more readily when the structure is clear. That is to say, they will learn it more readily when the concept of singular is presented before the concept of plural; when the regular verbs precede irregular ones; when the first person singular is mastered before other persons; when the present is perfected before other tenses; when simple tense comes before compound and when the indicative mood is taught before subjunctive.

He further states that, studying and understanding the structure of a subject has been practised in many departments of education in the United States of America almost more successfully and this has been advantageous to prepare syllabuses, courses of study and curriculum guides for curriculum planners. Further, Oliva elaborates that when studying the structure of the subject, the curriculum worker finds it easy to outline the structure of a subject, including topics to be covered, their order of presentation, and the appropriate grade level for each topic (230).

In this case, when studying the subject-matter and gathering data, curriculum workers may either attempt to define the structure of a discipline as they view it or make use of studies of the discipline that have already been done. Besides, the use of predetermined analysis of the structure may prove a wiser course of action for curriculum planners than making their own analysis from the scratch (Ibid.)

In sum, it has become a convincing point that the curriculum planners should consider assessing the three major sources of curriculum—the learner, the society and the subject-matter in order to formulate educational objectives and these three sources have to be filtered through philosophical and psychological ^{screens} (Tyler, 1949: 34). Tyler advises curriculum specialists to formulate educational and social philosophy. That is to say, he recommends them to outline certain values and he illustrates such a task by emphasizing the following four democratic goals.

1. the recognition of the importance of every individual human beings as a human being regardless of his race, national, social, or economic status, etc.;

2. opportunity for wide participation in all phases of activities in the social groups in the society;
3. encouragement of variability rather than developing a single type of personality; and
4. faith in intelligence as a method of dealing with important problems rather than depending upon authority of autocratic or aristocratic group (34). Thus, studying and understanding such philosophical and educational values that should strictly be practised in all schooling system, will help the curriculum worker to review the list of relevant educational objectives.

The consideration of the psychological screen is the next and significant step in Tyler Model. From Tyler's point of view, a psychology of learning not only includes specific and definite findings of educational objectives, but it also involves a unified formulation of a theory of learning which helps to outline the nature of the learning process, how it takes place, under what conditions, what sort of mechanisms operate and the like. Besides, effective application of this screen presupposes adequate training in educational psychology and human growth and developments (37).

Hence, Tyler (38-9) explains the significance of the psychological screen as follows:

1. a knowledge of the psychology of learning enables us to distinguish changes in human beings that can be expected to result from a learning process from those that cannot.
2. A knowledge of psychology of learning enables us to distinguish goals that are feasible from those that are likely to be very difficult or are almost impossible of attainment at the age level contemplated.

3. Psychology of learning gives some idea of the length of time required to attain an objective and the age levels at which the effort is most effectively employed. In fact, after such a process follows determining and formulating educational objectives-from broad to specific.

2.3.2. The Principles of Formulating Educational Objectives

It is a fact that any schooling system has educational objectives, though the type of objectives varies from place to place. It is also true that society often demands that the schools modify their programs so that students will be able to function more effectively in the current items. To respond to such calls, educators rely on their philosophical foundations to guide their decisions regarding the objectives of the schooling system (Ornstein and Hunkins: 145).

Consequently, such decisions lead to the formulation of objectives. In line with this, educators believe that education is purposeful; it is concerned with outcomes that are usually expressed at several different levels. The most general is reflected in statement of objectives. Hence, objectives serve the crucial function of guiding education and give evidence of the basic educational framework within which the ideas of curriculum planners move and have their being (Connel, et al., 1965:93).

Hence, it is such a framework of underlying objectives which gives coherence to the work of the schooling system, and which provides it with a directing force, enabling both teacher and pupil to see the meaning of their efforts and to fortify their endeavors with intelligence and foresight.

The main point to be born in mind is that, there are different terms used interchangeably with objectives (ie. general, instructional, behaviorad, etc.). For example, from Saylor's, etal. point of view, the terms-purposes, aims, goals, objectives, etc. all designate intent, or the outcomes desired. Some authors use them imterchangeably and synonymously and others use them differently. Forimstance, Tyler,Taba, and Oliva use the terms-aims or purposes, as very broad or general statements of education. Whereas Kibler, etal., and sometimes Saylor,etal. equate them with general educational objectives or educational goals, or broad goals of education. However, for convenience, the researcher prefers to use the term-general objectives (GO's). GO's are very broad statements of education, that are meant to give general direction to education universally throughout the concerned nation (Oliva:184). They are un measurable; they cannot be directly observed or evaluated. They are orientations and not specific quantifiable outcomes.

From Oliva's point of view, it has been observed that educators of every age challenge to interpret the GO's of society. Because of their global quality only a few GO's are necessary to guide education. For instance, professor Tyler (cited in Oliva: Ibid.), summarizes the GO's of American schooling system as the following.

- . developing self-realization;
- . making individual literature and encouraging social mobility;
- . providing skills and understanding necessary for productive employment; and
- . furnishing the tools necessary for continued learning.

Correspondingly, the Ethiopian GO's have been broadly summarized as education for: production, scientific research and socialistic consciousness. Hence, it is possible to see how GO's are

very broad educational guides. Thus, during every period of contemporary history, society in general and educators in particular have certainly formulated GO's, though the principles vary. However, according to the Tyler Model, objectives (whether general, instructional, or behavioral) should be formulated on the basis of a needs assessment-after collecting data from the learner, the society and the subject-matter, as previously mentioned.

The second point is that authors like Tyler, Gronlund (1985), Oliva and Saylor, et al. use the terms-tentative GO's, general instructional objectives, instructional objectives (IO's), general goals, respectively, for the same meaning.

Here also, the researcher prefers to use the term-IO's. IO's are statements of performance expected of each student at the end of any unit of a course or at the end of academic years/s/ and unlike GO's are stated in general but in behavioral and measurable terms (Oliva: 184). They are general statements of objectives that are appropriately placed between the general and behavioral objectives. IO's are derived from the GO's and provide teachers and curriculum workers with a bit of general statements of what they should accomplish in terms of student learning as a result of a particular subject or educational program.

The distinction between GO's and IO's is one of generality. For instance, GO's deal with the general process of education, such as-'developing self-realization, etc. as previously mentioned. As a result, no particular program in any school will accomplish these GO's. They are too general. On the other hand, IO's are not too general. They are endpoints. They can be achieved at a particular time of a particular program. For instance, the following IO's are derived from the GO- 'developing self-realization'. These are:

- . Learning to search for meaning in one's activities and developing a philosophy of life.
 - . developing skills of listening, speaking reading and writing to communicate well with other people.
 - . developing skills in making decisions with purpose, etc.
- (Oliva:194).

Hence, creating IO's is really a continuing activity in which educators engage as they consider the philosophies of their schools to clarify their GO's. It is true, the needs of the learner and the society give rise to initial statements of IO's. In this case, when curriculum planners identify current students' learning and behavior, and current contemporary life of the society, they can match those with their views of what an educated person is and can select such statements of IO's they expect to occur in congruence with educational activities. Thus, it is in such a way that IO's have to be selected and formulated.

The third point is that, authors like Kibler, etal. (50) use the term-IO's to mean specific objectives, whereas, Tyler and Gronlund use them to refer to precise instructional objectives and specific learning outcomes, respectively. Such terms are also known as performance objectives, intended learning outcomes, behavioral objectives (BO,s) etc. (Mager, 1975:48). However, the researcher prefers to use the term 'BO's' in this paper.

BO's are meant specific objectives to be demonstrated by each student in class. They are derived from IO's and are phrased in measurable and observable terms. BO's should not be confused with IO's. IO's as previously mentioned, define students' performance in some general terms whereas BO's define it in more specific and measurable terms (Mager:Ibid.), Further, BO's are statements that

enable curriculum decision makers, curriculum developers, teachers, and even students and members of the general public to identify the particular intent of a particular action. In short, they are statements of outcomes in terms of observable behavior expected of students after instruction. In fact, they must be stated side by side with the needs of the society, the learner and the contents to be selected so as to reflect the expected outcomes. Examples of BO's are in the form of: the student at the end of the lesson will be able to:

- . write short sentences on the given words,
- . define the meaning of the given words,
- . orally apply principles of effective dramatic reading and so on (Payne: 99; see also Appendix C).

2.3.3. The principle of Selecting Contents and Learning Experiences.

Many curriculum authors (ie., Taba; Tyler; and Others) believe that selecting content with accompanying learning experiences is one of the main decisions in curriculum making because it occupies an important place in the curriculum. It provides the means for achieving the objectives of education, a means for organizing the activities and experiences required by the learner to have a fruitful understanding of the community in which he lives. Although they are independent, one cannot deal with content without having a learning experience-it is of vital importance to understand that they are completely different. The content of curriculum, for instance, refers to the accumulation of information (ie., related body of facts, principles, theories, laws, concepts, generalizations, etc.) that is expected to bring desirable change in the learners behavior vi-sa-vis his mental and potential development. Whereas learning experiences refer to the interaction

between the learner and external conditions (ie. the family, the school, etc) to which he can react (Tyler:63). Taba (265) also defines learning experiences as 'the mental operations that students employ learning contents'. However, contents and learning experiences are highly interrelated. That is why Dewey (cited in Knight:96) state that "All genuine education comes about through experience". Due to the fact the exposition of knowledge is continuously increasing because of human curiosity to get new information, many authors believe that selection of contents has always been a problem in curriculum development. Supporting such a point, Oliva (404) says: "Knowledge, spurred on by emerging technology, increases at a fantastic and sometimes alarming rate".

In line with this, it can be seen that the original fields of learning are branching themselves into new field. What were once the minute parts of each subject are now being magnified into separate areas and it seems that there is no end to this multiplication of subjects (Aggarwal, 1981:12).

Hence, the purpose of selecting contents and learning experiences is to strictly understand their nature, their relations and differences so as to be able to select the relevant ones and to decide what to include on curriculum and what to exclude from it (Grant, 1981:228).

Bearing this in mind, it is possible to apply the following principles when selecting contents and learning experiences (Smith, Stanely and Shores, 1950, 272-9; Portia, 1982:150).

These are:

. Significance of the subject to an organized field of knowledge. That means that the subject content should belong to a branch of learning like humanities, social science, language art, etc. Hence, curriculum workers should have a clear idea of the nature of each branch of learning and the purpose it serves and the relevance of each branch in curriculum. The learner is also expected to manipulate and enhance the information from various branches of learning in order to achieve the desired goal.

. Interest to the learner: This means that the contents should be in a position to motivate the needs and interests of the learner so that he/she will be able to develop positive attitude towards the subject so as to accomplish the desired outcome.

. Scope and depth: The content of any course or grade level, identified as topics, learning experiences, activities, organizing threads or elements, etc. constitutes the scope or the breath of the curriculum for that course, or grade level. Tyler(cited in Oliva:493) also defined scope as:

Scope is meant the breadth, variety, and types of educational experiences that are to be provided pupils as they progress through the school program. Scope represents the latitudinal axis for selecting curriculum experiences.

Depth deals with the deeper understanding of contents and ideas used. These two are interdependent and in order to have a wide understanding of the ideas, there should be enough coverage of the subject.

Thus, the above principles indicate that the content of a curriculum should contain learning experience organized with regard to the needs of the learner and to that of the society. Further, such principles are also discussed in Taba(267-84) in more or less a similar way.

2.3.4. The Principles of Organizing Contents and Learning Experiences.

It is a documented fact that curriculum organization is both difficult and complex. It poses many questions and requires an application of all, educators to know about the nature of knowledge, about child growth and development and about the society (Taba:290). In this way, the principles of organization are concerned with generalizations regarding the way in which contents and learning experiences of one level can be effectively related to those of another level and the contents and experiences of one area can be effectively related to those in another area (Connel,etal:115). According to Tyler (1949:84-6) and advocates, there are three essential principles (ie., continuity, sequence, and integration) which are significant in organizing contents.

Continuity is the planned repetition of content at successive levels, each time at an increased level of complexity. From Tyler's point of view, continuity refers to the vertical reiteration of major curriculum elements. For example, if in the social studies the development of skills in reading social studies is an important objective, it is necessary to see that there is recurring and continuing opportunity for these skills to be practised and developed. This means that, overtime, the same kinds of skills will be brought into continuing operation. In a similar fashion, if an objective in science is to develop a meaningful concept of energy, it is important that this concept be dealt with again and again in various parts of the science course. Continuity is thus seen to be a major factor in effective vertical organization. However, according to Connel,etal, this

principle may also be employed through provision for the horizontal relationship of the subject-matter mentioned previously. In this case, similar materials can be arranged for learning in more than one area of study. For instance, information about grammatical forms and structure in English language studies may be repeated as similar information in the study of French, German or Latin languages (Ibid.).

The second principle is sequence. It is the order in which the organizing elements or centers are arranged by curriculum workers. That is to say, it is the logical or psychological arrangement of units of content within lessons units, courses, and grades. Further, it is the order in which educational experiences are developed in pupils. To Saylor, et al., sequence is considered as the longitudinal axis. That is to say, once, curriculum planners identify the scope of curriculum, they must put elements into somekind of meaning order. For instance, curriculum contents can be collected from a disordered process, such as reading novels, reading words, reading paragraphs, reading sentences and reorganizing letters of the alphabet. These can be written in a sequential order-from simple to complex, like recognizing letters of the alphabet, reading words, sentences, paragraphs, and novels (Oliva:506). Correspondingly, historical events can be treated in a chronological sequential order.

In sum, sequence is the order in which elements can be arranged from simple to complex, from near to the far, from concrete to the abstract, from particular to general. When applying both continuity and sequence; the maturity of the learner, their interests and readiness, the relative difficulty of items to be learned, the relationship between items and the requisite skills needed in each case must be considered (Connel, et al:116).

The third principle is integration. It is the horizontal relationship of curriculum experiences and the organization of these experiences which help the student to increasingly get a unified view and to unify his/her behavior in relation to the elements dealt with (Tyler:85).

Organizing curriculum vertically exemplifies an integration of content in a longitudinal view. Equally important is the requirement that the learner's current school life should be viewed laterally and this is the structural principle of horizontal organization in the curriculum. This implies the integration between the contents and learning experiences in several areas concurrently being presented to the learner. In the elementary school, for example, there are readily discernible relationships between social studies, reading and natural science. In the secondary school, the horizontal organization of relationship between mathematics, chemistry and physics seems obvious, as does that between history and literature. The advocates of the subject-centered school do not accept the integration of subjects; they believe that the various disciplines should be taught separately (Connel, etal.: 117). Such a principle of organization is only practiced in the child-centered and objective-centered models. Further, the advocates of the objective-centered model believe that the principle of both vertical and horizontal organization of contents provides a powerful integrating and reinforcing element. They also feel that the integrated contents help students in the task of problem solving. In addition, relevance, balance, and integration are perceived as dimensions of scope (Ibid.).

Hence, having noted the necessity of the principles of continuity, integration and sequence of content-organizing curriculum, there will also be the possibility of transferring learning to life situations. In line with this, the learners can develop and transfer values and positive attitudes, skills, and intellectual competence in their daily life and into that of the society.

2.3.5. The Principles of Evaluation: Its Purposes and Methods:

Although education has a very long history, the first major evaluation effort directed at curriculum was conducted under the direction of Ralph Tyler, in 'The Eight-Year Study' from 1933 to 1944 (Urevbu:61). Consequently, the study was concerned with the total process of curriculum development, and evaluation was integral part of that concern. It is one of the largest longitudinal studies that has ever been conducted in education (Ibid.) According to Smith and Tyler (cited in Ornstein and Hanlin: 256), thirty high schools were involved in the project. Tyler, through his efforts as research director of the study greatly influenced and still influences the planning of evaluation studies. As a result, Tyler's recommendations for curriculum evaluators were to:

1. establish broad goals or objectives;
2. classify objectives;
3. define objectives in behavioral terms.
4. find situations in which achievement of objectives can be shown;
5. develop or select measurement techniques.
6. collect student performance data; and
7. compare data with behaviorally stated objectives (Tyler, 1942; cited in Ibid.).

These steps certainly encourage evaluators to determine whether the objectives are achieved or not, so that evaluators will be able to make concrete decisions. Since 1942, these steps, as Behavioral objective models, have been effectively practised by the advocates of the Tyler Model.

Although there are different evaluation models (ie. Decision-Making, Goal-Free, Responsive, etc. - in Saylor, et al.: 320-9), what model to follow depends on several considerations. One consideration is the type of curriculum designs and teaching models used. For example, according to these authors and others, the Tyler Model is easily evaluated with the Behavioral objective model. Another consideration is the purpose of the evaluation. If the purpose is to measure the achievement of pre-stated objectives, the Behavioral Objective or the decision-making model would be appropriate. And, if the purpose is to measure the total consequences of the program, the goal-free evaluation model would be useful and so on (Ibid.). However, many authors recommend that curriculum planners should not restrict themselves to only one evaluation model.

Consequently, evaluation can be defined as "a process or cluster of processes that people reform in order to gather data that enable curriculum planners to decide whether to accept, change, or eliminate something-the curriculum in general or an educational textbook in particular" (Ure:63) Saylor, et al. (316) also stress the point that curriculum evaluation is the process used in judging the appropriateness of curriculum process of collecting and interpreting information in order to assess decisions made in designing a learning system.

From these definitions, it is clear that curriculum evaluation is a broad area that encompasses as wide a range of diverse properties. It serves to identify the strengths and weaknesses of the curriculum before implementation, the process and the effectiveness of its delivery after implementation in order to allow curriculum planners to either revise, compare, maintain, or discontinue their actions and to make decisions, to draw conclusions, and to furnish data that will support their decisions regarding curriculum matters.

Another way to view evaluation is to distinguish between formative and summative evaluation. The concept of formative and summative evaluation is introduced by Scriven (cited in Saylor, et al.: 117). Moreover, Bloom, Hastings and Madaus (cited in Ibid.) picked up Scriven's distinction and used it extensively in their treatment of the subject. In the process, formative and summative evaluation have become a central part of curriculum development (Urevbu: 72).

Formative evaluation encompasses those activities undertaken to improve an existing program. It provides a valuable and powerful new tool for helping curriculum planners reach rational and valid decisions. Morocco (cited in Saylor, et al.: 318) describes how formative evaluation can be used at each of the three stages of program development: planning implementing the program, and discussing it to other users.

Further, formative evaluation could take place at a number of intermediate points during the development of a curriculum and in connection with its relatively more specific aspects. That is to say, during the development and early piloting stages of curriculum, formative evaluation effort provides frequent detailed and specific information to guide the developers.

On the other hand, summative evaluation aims at getting the total picture of the quality of the produced curriculum (Orinstein and Hunkins: 255). According to them, it is usually undertaken after the project has been completely developed and after it has been implemented school-wide or district-wide so as to examine the effectiveness of the total curriculum process or total course within the curriculum. The major purpose of summative evaluation is to enable the involved parties to draw conclusions about how well a curriculum or a particular curriculum unit has worked.

Although summative evaluation is performed at the end of the project, it should not be perceived as happening only once. It can, for example, be conducted several times at the end of particular unit plans. For example, comprehensive summative evaluation should be planned for certain strategic end-points during the curriculum development process, such as at the end of the piloting stage. Hence, like formative evaluation, summative evaluation also contributes significant data towards revising curriculum plans, formulating new ones, adding or dropping courses of instruction, selecting new content, revising goals and objectives, and the like (Saylor, et al.: 319). In contrast to formative evaluation, which often uses informal methods and frequently focuses on process, summative evaluation is likely to use more formal means of gathering data analysis. For instance, tests for measuring attainment of objectives will be more carefully designed. Surveys given to assess teachers' reactions to the new curriculum will be formally prepared. Tests for students will be designed for use at the end of the course or at the end of the school year/Ibid./.

In education as in most other spheres of purposeful human activity, it is desirable to assess at regular intervals the progress that is being made towards objectives and to consider whether some pro-

gress is sufficient or satisfactory. It is clear that the task of evaluating its educational program is one of the most important tasks of a society, and a progressive society ~~and a progressive society~~ should know whether this task is being performed satisfactorily. It should take steps to evaluate the effects of its school programs, and to evaluate the results in the light of the objectives established ^{for} its schools.

Hence, in addition to reflecting interest of a society in its schools a program of evaluation serves a number of more specific purposes, among which the following are few:

1. It helps the educational administrators, head officials, curriculum workers, etc. to know how well the objectives set down for their schools are realized. Further, it enables them to judge whether acceptable standards are being reached or maintained and to take corrective action when necessary. It also allows them to assess various aspects of their total program, such as the suitability of curricula and methods of school organization, and the effectiveness of curriculum teaching methods and teacher training principles.
2. It provides basic information which the school councillor and the curriculum planner require in order to be able to recommend appropriate educational, vocational, and personal guidance to children. This is because, judgements about the adequency of children's adjustment to school life and to their peers assist both the councillor and the teacher to guide their activities in socially acceptable directions.
3. Evaluation of the work of individual pupils is also of considerable assistance to the pupils themselves, in demonstrating to them how much progress they are making and indicating those

sections of the work to which they need to deviate more time and effort. Parents also need this type of information to enable them to assist and encourage their children in their schooling and to make reasonable educational and occupational plans for their children (Connel, etal.:247-8;Payne 1974:32).

In this case, evaluation fits into the instructional process and completes the cycles of steps in the process by acting as an intermediary link between the contents, the learning experiences and objectives. If there is no evaluation, there will not be progress or improvement. That is why Connel,etal.(254)stress this:

without evaluation there is no means of knowing just how relevant effective the contents and learning experiences have been in achieving the desired goals. With the aid of evaluation, it is possible to determine in what ways the contents and learning experiences have been adequate, and in what respects in adequate.

In sum, the main purpose of evaluation is to provide information to decision makers that enables them to improve the quality of educational opportunities for learners. Further, the strengths and weaknesses of the program as revealed through the data analysis will be considered as evaluators decide whether to continue, modify, or abandon the program.

During evaluation, it should be born in mind that a method plays a decisive role. Generally, a method is a collection of systematized orders/procedures that can help to process certain activities sequenc^ailly and logically so as to gather the necessary data (Good:157). However, according to Saylor,etal.(346), methods of data collection should not be limited to only examination of students' performance and attainment; they should extend beyond

this in order to include different methods. For instance, the methods of the formative evaluation should include pilot-testing, assignments, excercises, incidental day-to-day tests, interviews with teachers and consultants, systematic observations, and content analysis.

On the other hand, the methods of summative evaluation include all the examination types (ie., multiple choices, true false, essay, completion, etc.), discussions, interviews, ~~question-~~
~~naires~~ and classroom observations. In fact, choices of methods depend upon the purpose of evaluation, the constraints of time, and budget, the resources available, educational level of the participants, etc.

Hence, a final step in evaluation process for evaluators is to make judgements based on all data collected. Thus, the congruence between the outcomes produced by the program and imtended outcomes will clearly be seen. Besides, evaluators will be alert to any outcomes identified by the evaluation, whether or not they were intended.

2.4. BEHAVIORAL OBJECTIVES

As far as behavioral objectives have been the typical identity of the Tyler Model, it seems appropraite to discuss their usefulnesses and classifications briefly.

2.4.1. Description and Evaluation of Behavioral Objectives

As previously discussed, behavioral objectives are statements of outcomes in terms of observable behavior expected of students after instruction. However, whether on the basis of the Tyler Model, to use behavioral objectives or not has been a debate among educators for years. From Urevbu's point of view, the movement to state behavioral objectives in behavioral terms is

often credited to Tyler. This is because, Tyler (cited in Saylor, et al., :184-5) while directing the evaluation program for the Progressive Education Association in the 1930s, wrote that each objective must be defined in terms which clarify the kinds of behavior of students which the course should help. In this case, a statement is needed which explains the meaning of the objective by describing the reactions we expect of persons who have reached the objective. Hence, the most lucid and straightforward account of the use of behavioral objectives in curriculum development remains that of Tyler.

In line with this, the proponents of behavioral objectives strongly believe that behavioral objectives are very helpful in all educational processes for many reasons, few of which are:

- . They are consistent with the concept of accountability - the balancing of money spent for education with amount of student learning.
- . They force the teacher to be precise about what is to be accomplished.
- . Curriculum planners are better able to arrange sequences of courses or units of instruction when they are given clearly specified objectives students will be able to achieve in terms of the three taxonomic classifications (Kibler, et al.:9-16).

In general, the advocates strongly believe that a meaningful behavioral objective is one that communicates effectively to the reader the instructional intent of the objective as well as the learning outcome (Mager, cited in Kibler, et al.: 16).

In fact, the objective-centered model is not universally accepted. Many scholars such as Atkin, Eisner and others (cited in Ibid.: 7), have voiced serious reservations about the extensive use of behavioral objectives. Besides, Raths (cited in Oliva: 379) and other educators-like Hausdorf (cited in Kibler,etal.:7) strongly believe that behavioral objectives are not as useful as the proponents believe. Some of their arguments against using behavioral objectives are as follows:

- . Trivial learner behaviors are the easiest to operationalize, hence the very important outcomes of education will be determined.
- . It is somehow undemocratic to plan in advance precisely how the learner should behave after instruction.
- . In certain subject areas, e.g. fine arts and humanities, it is more difficult to identify measurable pupil behavior (Kibler,etal.: 7)

However, in spite of these and other objections, many earlier and more recent research findings have approved that behavioral objectives are very essential in the educational process in enhancing learning. For instance, many educators (Block,Houston and Warner, and others, cited in Kibler, etal.:7) have, on the basis of their research, approved the very importance of the Tyler Model and that students are more likely to achieve clearly stated objectives than ambiguous ones. In this case, the majority of research work confirms the view that students who know behavioral objectives achieve more than students unaware of behavioral objectives. Even the opponents of the Tyler Model do not deny its importance. For instance, Stenhouse (cited in Negusie, 1991) argues that the Tyler Model is appropriate for both training and instruction but breaks down when it comes to inducting pupils into knowledge.

2.4.2. Classification of Behavioral Objectives

In view of the importance of stating behavioral objectives from simple to complex, educators have classified the kinds, of behavior we seek to have students display as a result of the learning process.

The need for objectives at various levels of abstraction has given rise to frameworks/structures that assist the analysis and development of these objectives. One of these frameworks - the Taxonomy of Educational Objectives - appears to have proven useful in the analysis of objectives at the intermediate curriculum-building level (Bloom,etal. and Krathwohl, etal.; cited in Payne: 73). Hence, it is convenient to see how behavioral objectives are classified under the three taxomic domains (ie., cognitive, affective, and psychomotor) and how they are levelled hierarchically from low to high level of learning. It must be borne in mind that the critical first step in preparing behavioral objectives is to determine what kinds of learning outcomes are desired for a given unit of instruction.

From Gagne's and Briggs' (cited in Kibler, etal.:82) point of view, educators seek ways to maximize efficiency and effectiveness in specifying desired learning outcomes at all levels of instructional planning, into more clearly defined clusters, or groupings, to make the task of specification more orderly and manageable. Hence, it is the taxonomic domains that are most familiar scheme used by educators for this purpose. Further, several educators (Bloom,etal.,Krathwohl,etal., and Simpson as cited in Payne:80) have conducted systematic surveys of behavioral objectives in

the three domains and have prepared taxonomies for these three classes of behavior. It has also been proved that this classification allows for greater ease and clarity in identifying a wide variety of specific and general learning outcomes that may be relevant to educational planning and development. Though Bloom's classification of behavioral objectives under the cognitive domain has been criticized because of its category placement difficulties by some educators-like Seddon and others (cited in Kibler,etal.: 83), it has been widely used (Urevbu:39). Besides, Oliva(386) advocates the importance of the Bloom taxonomy as follows:

Bloom and associates developed an extensive taxonomy for classifying Educational Objectives in the cognitive domain. Of all classification systems, the Bloom taxonomy of the cognitive domain is perhaps the best known and most widely followed. It categorizes the types of cognitive learning outcomes that are featured at all levels of the educational system.

Hence, for the purpose of convenience, each domain is briefly outlined hierarchically from low to high levels as follows:

. Cognitive Domain: This deals with objectives which involve intellectual abilities. It is developed into a hierarchy of six intellectual functions-from the lowest to the highest. These are: knowledge, comprehension, application, analysis, synthesis, and evaluation (Urevbu: 29; for details see Appendix B₁).

. Affective Domain: This involves objectives which emphasize feeling and action, such as interests, attitudes, appreciation and methods of adjustment. This domain is divided into five hierarchical levels ranging from the lowest to the highest. These are receiving, responding valuing, organization, and characterization (Ibid.:for further details see Appendix B₂).

Psychomotor Domain: Many authors claim that until recently little work has been done in this area (Oliva:381). According to Oliva, the psychomotor domain is not as widely known as the other two. However, there is an agreeable fact that it should include those objectives that emphasize manipulative and motor skills such as handwriting, typing, operating machinery, etc. (Urevabu: 30). This domain is divided into seven ascending levels of manipulative skills. These are perception, set, guided response, mechanism, complex overt response, adaptation, and organization (Simpson; cited in Oliva: 389; for details see Appendix B₃).

In general, due to the fact that these three domains are applicable, they will be discussed under the report analysis.

2.5. The Developmental Process of A Language Syllabus on the Basis of the Tyler Model:

Taking the Tyler Model as a framework, the previous discussion has been seen in terms of the general concept of a curriculum. That is to mean, it has concentrated on a general syllabus design, on the basis of the Tyler Model. However, in a direct relation to the topic of this research, the following discussion is only concerned with a language syllabus development on the basis of the Tyler Model.

As previously pointed out, many educators have agreed that the Tyler Model can be fully applied in a language syllabus design (Clark, 1987:29). For example, in the late 1970s and early 1980s, the values of the Tyler Model were put into practice with a successful result in different local institutions in Britain (Harding,

Page, and Rowell; Page; Downs; Oxfordshire Modern Language Advisory Committee; and Gorder; cited in Clark; Ibid.); in New York (Buckby; Clark, 1978; and and Clark, 1979: cited in Clark, Ibid.), and West Sessex (Farner: cited in Ibid.) Further, Richard (1987:6), Dubin and Olshtain (1990:2), and Brumfit (1980:90) have recognized that syllabus development in language teaching has been concerned with the processes and activities of the Tyler Model. Strengthening this idea, Oliva (1988:176) states:

The faculty of each special area-for example, language arts-can, by following the model, (Tyler's), fashion a plan for the curriculum of that area and design ways in which it will be carried out through instruction.

Having this in mind, it is necessary to discuss the need of a language syllabus as follows.

2.5.1. The Need of A Language Syllabus

The need for planning a language syllabus is clear and has been a subject of discussion for centuries (Kelly 1969; and Diller: cited in Yalden, 1984:44). According to Yalden, much of the debate has centered around various methods of language instruction, most of which are now regarded as having treated primarily the structural or linguistic components of language learning. With the advent of more complex theories of language and language learning, as well as a recognition of the diversity of learners' needs, wants, and aspirations, the concept of the syllabus for language teaching has taken on new importance. It has also become much more highly elaborated and has been examined at length, particularly in the language teaching-learning program, but also more and more in general language program planning (Ibid.). Elaborating the importance of a language syllabus, Allen (1984:65) says;

Since language is highly complex and cannot be taught all at the same time, successful teaching requires that there should be a selection of material depending on the prior definition of the objectives, proficiency level, and duration of the course. This selection takes place at the syllabus planning stage.

Thus, a syllabus is now seen as an instrument by which the teacher, with the help of the syllabus designer, can achieve a degree of fit between the needs and aims of the learner and the activities which will take place in the classroom. It is thus a necessity in terms of providing educational services to the society to which the teacher is responsible.

According to Yalden (Ibid.), a syllabus is required in order to produce efficiency of two kinds. The first of these is pragmatic efficiency, or economy of time and money. Hence, the setting of instruction has to be planned. The second kind of efficiency is pedagogical-economy in the management of the teaching-learning process; because, instruction that is provided in an institutional setting is believed to be a more efficient method of dealing with learning than allowing the learner to proceed in a nonstructured environment (Ibid.). Thus, it is clear that a syllabus of any kind is viewed as providing for control of the teaching-learning process generally by the instructor and /or teacher, but in some instances control can and should be exercised also by the learner (Widdowson, 1984:23-6). According to Yalden again (Ibid.), the degree and type of control that the syllabus exercises depends on the institution-as-society. ~~that is,~~ ^{for example,} In a highly democratic institution, the syllabus has to be determined by consensus. It cannot be imposed by fiat. In such type of a society, then the syllabus is partly an administrative document as well as being a pedagogical one. Hence as a document, it describes:

1. What the learners are expected to know at the end of a course; that is the course objectives in operational terms;
2. What is to be taught or learned during the course, in the form of an inventory of items;
3. What it is to be taught, and at what rate of progress, relating the inventory items to the different levels and stages as well as to the time constraints of the course;
4. How it is to be taught, suggesting procedures, techniques and methods,
5. How it is to be evaluated, suggesting testing and evaluating mechanisms (Dubin and Olshtain:28;Clark:94-5).

In short, the syllabus describes why to teach (objectives), what to teach (contents), how to teach (methods), to what extent to teach (levels of the progress and duration of time), and how to assess the process (evaluation).

In line with the above, Widdowson (29) concludes that a syllabus can generally serve as a convenient map in the teaching-learning process.

2.5.2. Types of a Language Syllabus

In the past decade, a great deal of attention has been paid to the particular language elements that are included in a syllabus and to the organizational system according to which they are presented (Dubin & Olshtain: Ibid.). According to them, discussions have typically considered at least four major syllabus types: the structural-grammatical syllabus, the semantico-notional syllabus, the functional syllabus, and the situational syllabus.

The structural, grammatical or linguistic syllabus is centered around items such as tenses, articles, number, completion, adverbial forms, etc. The notional (sematico-notional) syllabus came into focus in the early 70s and placed the semantic unit in the center of syllabus organization. Such a syllabus is organized around themes relating to broad areas of meaning such as space, time, obligation, etc. /Wilkins :cited in Dubin and Olshtain: Ibid.%. The functional syllabus, which developed alongside the notional syllabus with various attempts to combine the two, focuses on the social functions of language as the central unit of organization. Thus, a functional syllabus is concerned with elements such as invitations, suggestions, apologies, refusals, etc. /Wilkins; and Mackay:cited in Dubin & Olshtain:37). The fourth type (ie., the situational syllabus), although less widely spread than some of the others, has probably been known in language learning for hundreds of years as a notable example (Dubin and Olshtain:Ibid.). Situational syllabus refers to the context within which the theme and the linguistic topic are presented- for example, the place, time, type of interaction, and the participants that are presented in the learning situation/Ibid.:45).

According to the various scholars, the four types of language syllabus (ie., structures, notions, functions, and situations) illustrate different realizations of an organizational approach based on discrete units. Recently, however, within the communicative approach to syllabus design, the idea of presenting an organizational concept which is not based on separate units but rather on a continuous process of communication and negotiation in the target language has gained popularity. In this approach, the communicative needs of the learners are the basis on which various linguistic, thematic or functional elements are selected. (Dubin & Olshtain:38)

Corder (cited in Brumfit: 92) on the other hand, lists four other areas of syllabus: syntactic, phonological, cultural and functional. Swan (1981: cited in Brumfit: Ibid.) considers Corder's four syllabuses, but adds lexical, notional, topical, situational, discourse, ~~re~~hetorical, and stylistic types of syllabus. However, according to Brumfit(92), there is some confusion here, for various types of syllabus can be related to one another more systematically than Swan (Ibid.) implies "discourse, rehetoric and style, as he defines them, are three different ways of looking at the same phenomenon", but they are all based on analytical categories. Ullman (cited in Allen: 67) also divides a language syllabus into four-namely, a language syllabus, communicative activity syllabus, a culture syllabus, and general language education syllabus.

However, from Clark's (24) point of view, the functional notional approach is appropriate to the Tyler Model in that it lays stress on the need for course designers to follow a series of interrelated steps, leading from an analysis of communicative needs to a definition of syllabus content, to the creation of teaching learning materials, to assessment and to evaluation, following Tyler's principles.

Hence, it seems advisable that course designers who carefully consider the various approaches to syllabus design may arrive at the conclusion that a number of different ones are needed and are best combined in an eclectic manner in order to bring about positive results. Further, these types of syllabus are a basis for the language content. The most important feature of any modern language syllabus, therefore, is its inherent potential for adjustment based on careful decision-making at each level within the course (Dubin and Wisniewski, 1983).

2.6. The Principles of the Development of A Language Syllabus

On the basis of the principles of the Tyler Model, syllabus development in language teaching is concerned with the following processes and activities:

1. determining the needs a particular group of learners have for language instruction.
2. developing objectives for a language course that will meet those needs.
3. selecting teaching and learning activities and experiences that will enable these needs to be realized.
4. evaluating the outcome (Richards, 1984; cited in Richards, 1987:6; Taba:12; cited in Clark:16, in Dubin and Olshtain:2, and in Brumfit:90).

Definitely, these are based on the following principles of the Tyler Model:

- a. Assessing the needs of the learner and the society and studying the subject-matter.
- b. Formulating general objectives
- c. Selection of educational experiences.
- d. Organization of educational experiences, and
- e. Evaluating the process (Tyler 1949:3).

In fact, from the point of view of his advocates, Tyler is generally regarded as the father of the ends-means approach. He views curriculum development as an exercise in which particular behavioral patterns, specified as ends, could be brought about an instructional process designed as a means towards them.

In sum, the efficiency of a language teaching program depends upon how well the aforementioned phases of syllabus development are specified under the following sequentially arranged topics.

2.6.1. Needs Analysis

The aim of the needs analysis phase of language syllabus planning, is according to Clark (16), to determine the purpose for which the learners expect to use the language and what their present level of competence is. For instance, if a language course is being designed for a particular group of students about to enter any institute, needs analysis will focus both on determining the demands that will be made on the students in terms of listening, speaking, reading and writing skills and the learners' present abilities with respect to these demands. The advocates of the Tyler Model, recommend that before initiating a new language program, vital preparatory work must take place in the form of gathering information (Dubim & Olshtain : 5).

In this case, needs analysis procedures involve gathering data from a variety of sources, such as the needs of the learners-their feelings, attitudes, abilities and interests and the needs of the society including the existing nature of the local community and the subject-matter (language). This helps to find out, for example, the sort of lectures students will have to attend, the types of reading and writing assignments they will have to carry out, and the types of study skills they need in order to be successful as students within the concerned school, institute, college, etc. It also helps to understand the objective and subjective feelings and attitudes prevailing among the members of community/Richards, 1987: Ibid., Dubin and Olshtain:Ibid.).

According to these authors and others, needs analysis may involve: (a) interviews with students already in the concerned school, institute, etc, to determine perceptions of their major language difficulties; (b) interviews with teachers, lecturers

and instructors, (b) Observation, of students in classes to look into how they are able to carry out their activities, etc. to determine their difficulties, as well as; (d) tests of different kinds to understand the students' level of proficiency in reading, writing and note taking (Mackay and Palmer: cited in Richards: Ibid.).

Needs analysis procedure may also involve administering questions and interviews to find out about the existing feelings of the society. Collecting information that appears in governmental and other institutional documents is also helpful to understand the background and existing conditions of the society. However, according to Dubin and Olshtain (ibid.) , in those places where the planners are conversant with local conditions, they may be able to supply the answers to some of the questions themselves, or at least to be able to call another specialist who can provide the necessary information.

The syllabus designers can also gather data about the subject-matter by carefully studying table of contents in the existing language textbooks, language syllabus, ^{teacher's} notes, and auxiliary materials. They can also gather the necessary data by administering interviews with subject specialists, teachers, etc. In line with this, it seems more advisable that teachers play a great role in identifying what elements to be included or excluded in the subject-matter. That is why Dubin and Olshtain (31) state:

The teacher population is the most significant factor in determining success of new syllabus or materials. The attitudes of teachers and their abilities to adjust to new thinking and what it involves in practical terms are crucial..

Hence, the program designers can use particularly teachers as data sources for the subject-matter. After having all the necessary data gathered from the various sources, then follows formulation of objectives.

2.6.2. Objective Setting

According to the principles of the Tyler Model, the results of the procedures of needs analysis enable objectives to be set for a language program. Such objectives must be realistic in terms of the settings and circumstances in which the program will be implemented; and relevant in terms of the language skills the learners will be expected to acquire. Further, when setting the objectives, the following questions should be considered. What facilities are available? Who will the teachers be and what is their degree of training and competence? Who is responsible for implementing and monitoring change? How much time is available? What are the limitations of the existing program? (Richards:7).

Moreover, by considering the needs of the learners better and by referring to the variables, general objectives are turned into more specific descriptions of what the language program should set out to achieve (Pratt: cited in Richards:Ibid.). As previously pointed out, behavioral objectives specify precisely what the learner should be able to do after a unit or period of instruction. They may be defined with reference to a unit work within a course or to the course as a whole, and they serve to present the instructional objectives of the course in a form that can be taught, observed, and tested. Whereas the instructional objectives for a course in any language might be described simply as objectives for the teaching of basic conversational skills, behavioral objectives would specify precisely what is meant by basic conversational skills. These might include, for instance:

1. ability to use vocabulary of 2000 words commonly occurring in conversation.
2. ability to give basic information and ask simple questions about topics concerned with family life, personal identi-

fication, etc. (Van Ek and Alexandar: cited Richards: Ibid.).

2.6.3. Selection of Language Contents

Language educators believe that unlike other subjects, language is infinite. Hence, to make it finite, content selection in the syllabus is of vital importance (Ibid.: 51, Brumifit: 93). However, like any subject, it enters the educational domain due to the fact that it is most relevant to the demands and needs of a society (Richards: 4). It is then the task of educational and curriculum planners to examine these needs to determine what aims may be relevant to the educational system. In fact, the decision as to what the status of language will be within a society is a question of language policy. From Richards' (Ibid.) point of view, language decisions are made at the highest levels of national and educational planning. Such policies may specify (a) aims that serve as justifications for the teaching of language, and (b) the circumstances under which the language will be taught. (Ibid.). That is to say, the policy may decide whether it will be taught at all educational levels (ie., Kindergarten, elementary, and secondary schools, T.T.I., College, etc.), or it will be limited to certain levels-like for instance Amharic is limited as a medium of instruction to certain levels (ie., from kindergarten, to secondary schools).

It should be bornⁱⁿ ^{mid} that language contents are directly or indirectly highly interdependent with other subjects. If one tries to separate them from any subject, it will be considered as if it is in the vacuum. That is why Yalden (18) stresses the point that, 'Relating language teaching to other subject-matter teaching is certainly one way of providing relevant content.'

Certainly, language encompasses many elements. For instance, facts, principles, laws, and concepts are one kind of content; the processes in which they can be used are another; the methods by which these are learned are still another kind of content (Parker and Rubin, cited in Brumfit: 90). Correspondingly, language content includes grammatic forms (Linguistic structures), thematic, situational, conceptual (notional and functional contents (Dubin and Olshtain, 45, 88, 90). According to them, thematic content refers to the topics of interest and areas of subject knowledge selected as themes to talk or read about in order to learn and use the target language while situational content refers to the context within which the theme and the linguistic topics are presented. Further, conceptual content includes man's perception of events, entities, states, causes, location, time, etc., and functional content includes the functions of particular utterances in a certain context, such as a request, an apology, an invitation etc. On the other hand, other authors consider methodology as part of language content. For instance, strengthening this point, Brumfit (90) says:

Particularly when we are dealing with a facilitating subject like language, the processes of classroom methodology may usefully be considered part of the content; for it is only through what students are being asked to do with the language in the classroom that they will be exposed to a model of the possible uses of language.

Still other authors see it in a different way. For instance, Richards (20) says that the content concerns involve both subject-matter and linguistic matter. He asserts that one can make decisions as to what to talk about (ie., subject-matter) and how to talk about it (ie. linguistic matter). In line with this, it should be clear that different authors define language differently. For

some, language is identified with grammar and vocabulary, For others, it is ideas, concepts, and norms of social and linguistic behaviour that humans exchange and manifest in daily life and so on.

The other major difficulty in syllabus design and content selection is the fact that learning a language cannot be explained as learning single units of any kind, be it notions, functions, structures or lexis (Dubin and Olshtain: 106) and as mentioned earlier, language is infinite. Elaborating on this, Brumfit (93) explains that the difficulty is that language user is not someone who becomes aware of the structure of matter'. Correspondingly, syllabus for a conversation course might specify the topics, functions, and notions the learners are expected to master. Another might list conversational activities, such as using the telephons or asking for directions, without specifying the language needed to carry out such activities. Some authors say that there should be some combination of all these, together with the previous experience that the learner brings to the task, which accounts for language learning (Jolmson: cited in Richards: 8).

Here, it seems convenient that having a clear form/structure in which a syllabus specifies contents can reflect how the syllabus will be used in the teaching-learning process.

The other is that theories of language syllabus according to Munby 1978 and Yalden 1983 (cited in Richards: 8) reflect current views of the nature of language and language learning and of the process underlying listening, speaking, reading, and writing skills. Further, current issues in syllabus design, (such as the notional-functional syllabus and the product-process dichotomy in English as a second language curriculum theory), demonstrate the import

of specific theories of language and language use on language curriculum and syllabus theory (Richards:Ibid.). However, the process by which content is selected for a source of instruction in language teaching is generally referred to as syllabus design (Wilkins:cited in Richards:Ibid.). Generally, a syllabus represents a particular view of what is needed to attain objectives. This is because objectives define the ends that the syllabus is expected to accomplish in learners. Hence, according to Richards (7-8), sequence phases in syllabus development are concerned with planning the means by which ~~the means by which~~ the objectives can be achieved.

Consequently, from Yalden's,(Ibid.) and Donaldson and Cray's (in Yalden, 1984:19) point of view, the contents of a language should be selected in relation to several themes and these themes should be subject-matter related, on the basis of the needs and wishes of the learner as well as their significant to the society; In other words, the usefulness of the contents to the learners and the society should be considered. Further, according to Rubin (cited in Brumfit:89), Richards (1984:21), Richards (1990:15) and Breen (1984:48):

1. The contents should be selected in terms of building up learner's inner strengths so as to improve his/her emotional response to the world in general and to his environment in particular;
2. They should enable the learner to attain the intended learning outcomes;
3. They must grant the learners the right to formulate values in which they wish to live;
4. They must appraise the learner to develop psychological and social values, needs and interests, and

5. They must fulfil the criteria of appropriateness and learnability.

Taking this into account, the course designers must list the elements of the content that the learners are expected to master. And these should answer the questions—what are learners expected to know by the end of the course? What skills, abilities, attitudes, etc. should the learners develop at the end of the course?

In general, the aforementioned process indicates that it is based on the content selection principles of the Tyler Model.

2.6.4. Organization of Language Contents

The principle of organizing language contents follows the same basis as the one previously discussed, this one referring to what elements, items, units or themes of language content etc. should be selected for inclusion in the syllabus. When it comes to organization, the principles (i.e., integration, continuity, and sequence) have to be considered.

In this regard, language contents should be integrated with other subject-matter areas in the syllabus. For example as previously mentioned, major topics that appear in history, geography, social studies or science can be integrated with English language course by using them in the specification of themes, and topics (Dubin and Olshtain: 109). According to them, in language pedagogy, this approach has been called 'language in the content area'. This can be true to all language contents that have to be organized in a syllabus. Such an integration is a horizontal relationship of different subjects and experiences. It can also be used in a vertical relationship of the contents of the same subjects, from a low level up to the next level and so on to a higher level.

Besides, in any discussion of organizational principles, it is generally assumed that both sequencing and continuity of content should be considered (Yalden 1984:16). In the previous discussion, it is indicated that sequence is the logical or psychological arrangement of units of contents within lessons, units, course, grades, etc. In other words, the elements of the content should be put in order-from simple to the complex, from near to the far etc. Many educators agree that such a principle can be applied in organizing language contents (Breen, 1984:48-50,55; Dubin and Olshtain:47,51; Richards 1984:21; Yalden:19). Elaborating this point, Dubine and Olshtain (47) state.

The most familiar shape or system of organization is sequencial ordering of elements, aptly 'called a linear table of contents; since the items to be taught or the areas covered are set out as in a line.

According to these authors (51), it is traditionally adopted for discrete elements, particularly grammar or structure. The next principle-continuity- is known as 'the planned repetition of content at successive levels, each time at increased complexity. Futher, continuity can be applied in both vertical and horizontal relationships of the same or/and different elements of subject-matters. For instance, it is pointed out that information about grammatical forms and structures in English language studies may be repeated as similar information in the study of French, German or Latin, Yalden (19) also believes that continuity is a framework for several units or modules of the organizational process.

2.6.5. Evaluation of Language Contents

Evaluation is the phase of language program development that (a) monitors the teaching process in order to ensure that the system works for the attainment of the expected objectives and (b) determines which phases of the system need adjustment when problems

are detected (Jarvis and Adams, 1979:cited in Richards:9; Allen: 70). As a result, a language teaching program that achieves its objectives can be considered successful to the degree to which these objectives are realized. Further, measuring the evaluation, and the role of language tests is vital in the assessment of achievement. However, from Long's (1983:cited in Richards, Ibid.) point of view, evaluation is concerned not only with the product or results of language teaching, but also with the processes by which language learning is accomplished. Conversely, as Richards (9-10) puts it, the procedures of evaluation include:

1. Analysis of the system through which the program is delivered, to determine if it represents the optimal structure of time, resources, learners, teachers, and materials.
2. Analysis of the instructional and behavioural objectives of the program to see if they are relevant^{and} attainable.
3. Evaluation of the results of the program to see if the levels of performance attained[^] are compatible with the program objectives.
4. Evaluation of results obtained to ascertain if these are achieved as a result of the program.
5. Analysis of the process by which the program is implemented.

The procedure of evaluation may involve gathering data on the actual behaviours of teachers and learners within classrooms during the course of instruction. This in fact will provide a more detailed profile of teaching and learning behaviours, one from which it is possible to determine the degree of fit between theory underlying a particular instructional process and the actual teaching and learning behaviours that result from its implementation. Besides, from Allen's (71) point of view, the most effective

approach of evaluation would be based on a combination of testing, interviews, questionnaires, and classroom observation. Consequently, the two types of curriculum evaluation-formative and summative have to be applied in the evaluation of language syllabus. Formative evaluation includes, as previously discussed, pilot-testing, interviews with teachers and consultants, classroom observation, and validation of the subject-area content. Whereas, summative evaluation is the final assessment of the instructional process.

Finally, it should be borne in mind that evaluation is a continuous process so as to improve the instructional program in relation to the developmental process of a syllabus.

CHAPTER THREE

DATA ANALYSIS & DISCUSSION OF THE FINDINGS

This chapter deals with the analysis and discussion of the findings on the basis of the data collected from the respondents. In the first place, after reviewing the related materials, the researcher has gathered the necessary data from the concerned individuals; that is from the Amharic instructors and the principals of the ten T.T.I's mentioned previously, the head of the Curriculum Panel, the heads of the Curriculum Department and the Education Department. In addition, he has also gathered the necessary data on the criteria for evaluating the T.T.I. Amharic syllabus. Every discussion is treated in relation to the basic problems:

1. the T.T.I. Amharic syllabus does not seem to be properly planned on the basis of the Tyler Model; and
2. it does not seem that the concerned head officials, the head of the T.T.I. Curriculum Panel, the panel members and the Amharic instructors are clear about what model to follow in order to design the syllabus properly.

The following discussion, therefore, is concerned on the basis of the various sets of information gathered from the responses to the questionnaire.

3.1. Background Information on the Respondents

As can be seen in Appendix-D, the majority (95%) of the respondents are male and their ages range between 25 and 36 years. The

minimum number of years of service of the instructors is five years while the maximum is twelve years. In other words, five instructors (25%) have served from 10 to 12 years and seven instructors (35%) from 5 to 9 years. However, the minimum number of years of service in teaching Amharic in the T.T.I's is 2 years and the maximum 11 years. Many of the respondents (55%) have served for many (6 to 9) years as Amharic instructors in the T.T.I's compared to the years they have taught other subjects. A very small number (10%) of the instructors have taught only Amharic for ten years each. Further one (5%) of the instructors has taught Amharic for eleven years and another subject for one year.

Secondly, the majority (90%) of the instructors had Amharic as their minor subject area, while 10% have reported Amharic and linguistics as their major subject area. Hence, it can be concluded that most of the instructors are quite familiar with the Amharic syllabus so as to confidently be able to give concrete information about its developmental process and usefulness in the actual teaching-learning process.

Thirdly, of the 20 questionnaires distributed, 18 (90%) have been returned. In other words, 90% of the respondents have participated in filling the questionnaire, while 10% of them have not (See Appendix E). This is because the two respondents were not present in their respective T.T.I's due to unknown reasons.

3.2. The Existence of a Definite Module

The respondents were asked whether the curriculum developers in the Institute For Curriculum Development And Research (ICDR) follow

a definite model when planning and developing the T.T.I. Amharic syllabus. The result of their responses are given in table 1 below.

Table I Responses indicating if developers use a definite model.

No	Alternatives	Respondents	
		count	%
a	Yes	10	55.6
b	No	7	38.9
c	Non-response	1	5.6
	Total	18	100*

As can be seen in the above table, the majority (55.6%) of the respondents pointed out that the curriculum developers of the ICDR follow a definite model when planning and developing the T.T.I. Amharic syllabus, while some (38.9%) of them did not agree with the existence of any definite model.

In the first place, it should be borne in mind that a number of curriculum authors have claimed that a model is a directive base-ment for any educational process of any nation. In essence, without a definite type of a model, it is a challenging task to develop and process any educational program. This is because, it is a model that can help curriculum developers to conceptualize a process by showing certain principles and procedures. A model can be used in a variety of ways. It can give a definite order to the processing of curriculum development.

Although different types of curriculum models have their own principles, it is not the intention of the researcher to discuss each

* This is the approximation of 100.1
 of those who use a model

type. Curriculum developers are under obligation to be familiar with the theoretical concepts of various models, but they have to be able to select and adopt a particular fixed model (Oliva: 177). However, since the main concern of this study is the Tyler Model, the researcher wants to underline the point that, from the point of view of its advocates, the Tyler Model is a framework of the whole educational process. It indicates the task of planning and developing the educational program in general in an orderly and proper manner. As previously discussed, the model is of vital importance in dealing with all the necessary information before any decision is reached concerning curriculum planning and developing.

This being a major premise, when it is also seen in terms of a language syllabus development in particular, it serves as a major framework in processing the following activities:

- . determining the needs of a particular group of learners for language instruction;
- . developing objectives for a language course that meet those needs;
- . selecting teaching-learning activities and experiences that will enable these needs to be practised; and
- . evaluating the outcomes (Richards; cited in Richards, 1987:6).

Further, Richards (1987:6) strongly argues that the efficiency of a language teaching program depends upon how well the principles of curriculum development have been carried out.

Taking this into account, however, it seems that there is a confusion among the T.T.I. Amharic instructors when most (55.6%) of them said that there is a model by which the T.T.I. Amharic syllabus is planned and developed and that it resembles that of the

objective-centered model; while some (38.9%) of them denied the existence of a model. As instructors, they all should have been very clear about the ideally existing or non-existing of a model. In general, they are expected to be clear about what is going on in the educational program of the nation. Instructors should not be limited to only instruction on the basis of what is given to them as ready-made. In fact, it was the instructors that prepared the T.T.I. Amharic syllabus on the basis of given guidelines by the Curriculum Panel. This apparently is in line with Oliva's (64) point of view that instructors must participate in the curriculum process; they must try to see if the programs are valid, relevant, ~~relevant~~, feasible in relation to the attainment of the intended learning outcomes.

The results of this study, however, lead us to conclude that instructors are not oriented about what model is being considered in the program and are not equipped with materials that tell something about a model. It further seems that they are not even clear about what a model means.

Our findings tend to agree with what Feleke Desta (1990) tried to explain. He maintains that all the concerned professionals of the ICDR are not in a position to have full agreement on the existence of a model in the educational system of the nation in general. That is to mean that a certain number of the professionals believe that there is a model by which to be guided during curriculum planning and programming in general, while a certain number of them do not believe in the existence of a model. On the other hand, a certain number of the professionals also have no idea about a model. Therefore, the source of the confusion on the part of the T.T.I. Amharic

instructors could be the professionals of the ICDR, in that, as professionals under one institution, they all do not have the same stand on whether or not a definite model is functioning in the educational program. Had there been a clear and definite model, no doubt, they all would have been clear about it; would have the same stand on its presence; and as concerned professionals, would have oriented the concerned instructors.

Here, the intention of the researcher is not to assert whether or not the professionals are concerned about the usefulness of a curriculum model; the main point here is whether or not there is one type of a model by which all the professionals can be guided during curriculum development.

The other related point is that when the T.T.I. Amharic instructors were asked to point out which type of model the T.T.I. Amharic syllabus resembles, most (55.6%) of them (those who believe in the existence of the model) pointed out that it resembles the objective centered model. However, the fact is the opposite is true. In a sense, there is not as such a concrete model whatsoever to be guided by. Furthermore, the head of the Curriculum Panel, the head officials of the ICDR and DTE, in the interviews (See Appendix H+G), have confidentially agreed that there is no any definite model to be followed either by the T.T.I. Curriculum Panel in particular or by the ICDR in general. Rationalizing this point, most of the head officials have claimed that there is not a normal and healthy relationship between the two departments (ICDR and DTE) which could have enabled them to plan and develop a new program of curriculum

development. Almost all of the head officials have further claimed that, except subject specialists, there are no curriculum experts in the ICDR in general and in the T.T.I. Curriculum Panel in particular that can either give guidance or prepare a new and dynamic curriculum, including a syllabus on the basis of a clear and fixed model, whatsoever the type of the model is. In fact, they did not deny the contributions of the professionals and they did not neglect the effort of the concerned professionals including the T.T.I. instructors for the task they have accomplished when preparing a definite model, in order to enhance the educational program at large. In this case, however, whether or not professionals are curriculum experts must not be taken as a crucial point. Because, as Oliva (67) believes, if the most experienced and skilled teachers are chosen for leadership positions, they may establish themselves as curriculum specialists and key members of a cooperating group of curriculum workers.

Thus, the intention of this discussion is that all the concerned professionals did not follow any significant and particular model; they have simply adapted from different models on the basis of certain common factors that are considered to be useful to the society. The main reason for this as claimed by some of the head officials is that the guidelines for curriculum preparation was completely based on the imposing system of the revolutionary government in relation to the Marxist ideology. They further claimed that even before the Ethiopian Revolution, the whole educational system was

completely imported from different corners of the western countries. Hence, to sum up the discussion, there is no any significantly identified model in the educational program at large.

Having the above discussion in mind on the other hand, as can be seen in the following tables* (II, III and IV) respectively, the majority (55.6%) of the respondents agreed that the objective-centered model is useful if applied in the development of the T.T.I. Amharic syllabus, while 27.8% of them indicated that it is of very little use. Correspondingly, when the respondents were asked about the rationale for using the objective-centered model, they, as can be seen in table III, have considered the alternatives almost all equal. That is, a certain number (16.7%) of the respondents agreed with the 'needs assessment and the importance of the subject-matter'; 22.2% of them with the 'needs of the learner and the teacher'; 22.2% of them with the 'needs of the government and the society'; 16.7% of them with the 'needs of the society only'; and 22.2% of them with the 'needs of the learner only'.

However, as discussed in detail on pages 26-28, the advocates strongly believe that the rationale for using such a model is that it accomplishes the needs assessment and the importance of the subject matters, the needs of the learner and that of the society.

3.3. Usefulness of the Objective Centered Model

The instructors were asked to point out to what extent the objective-centered model is useful in terms of its being applied in the development of the T.T.I. Amharic syllabus.

* Due to the fact that items 1, 14, 15, and 20 have similar concepts, they are treated respectively and integratedly in this discussion.

Table II Responses showing the extent to which the objective-centered model is usefully applied in the Amharic syllabus.

Alternatives	Respondents	
	count	%
To a great extent	2	11.1
To some extent	10	55.6
To a very little extent	5	27.8
Not at all	1	5.6
<u>Total</u>	<u>18</u>	<u>100</u>

3.4. Rationales For Using Objective-Centered Model

The instructors were asked to give their rationale for using the objective-centered model.

Table III Responses indicating the rationale for using the objective-centered model.

Alternatives	Respondents	
	count	%
Needs assessment and the subject-matter	3	16.7
Needs of the learner and the teacher	4	22.2
Needs of the government and the society	4	22.2
Needs of the society only	3	16.7
Needs of the learner only	4	22.2
<u>Total</u>	<u>18</u>	<u>100</u>

3.5. Processes in Planning and Developing a Syllabus

The process to be considered when planning and developing a syllabus is shown in Table IV below.

Table IV Percentages showing the primirary step in processing a syllabus.

Alternatives	Respondents	
	count	%
Needs assessment	6	33.3
Formulating objectives	6	33.3
Selecting contents and Learning experiences	3	16.7
Collecting material	3	16.7
Total	18	100.0

The respondents were further required to point out which principle should come first when planning and developing a syllabus. Hence, as it is indicated in Table IV above, there are considerable variations in the responses. That is, 33.3% of the respondents felt that needs assessment should come first, while the same number (33.3%) of them felt that formulating objectives should come first.

On the other hand, 16.7% of the respondents favoured that selecting contents and learning experienses should come first, while the same number (16.7%) of them favoured the selection of materials.

As a result, such a great variation of responses, then, leads us to conclude that most of the T.T.I. Amharic instructors either are not clear about the principles of the model or are not convinzed with its funitional contributions. Because, according to the advocates, the primary step in processing a syllabus is processing needs asse-
sment (refer to chapter two, page 29-).

The above discussion again leads us to the very premise of the problem of this study. In a real sense, the result of the discussion,

to a certain extent, tries to indicate that either most of the concerned professionals of the ICDR, including the T.T.I. Amharic instructors, are not adequately familiar with the practical principles of the objective-centered model in general or they are not much concerned with or interested in its theoretical principles and its implementation. In fact, such a conclusion goes against the ideal / theoretical concept of the model most professionals and the T.T.I. Amharic instructors have developed for a number of years. Whatsoever the ideal development of the concept is, it can be seen that the principles of such a model have not been fully and strictly practised/ applied in any part of the educational program, although reference to it is partially and indirectly made in some documents (see the Curriculum Guidance 1987:14-28). Nevertheless, most of the head officials (as seen in the discussion of the interview (See Appendix E+H) seem to appreciate the importance of the principles of the Tyler Model, although such principles as previously mentioned, have not been developed, in the present curriculum or syllabus. They further recommend that the educational program at large should be revised and critically prepared on the basis of the Tyler Model for it fits to the Ethiopian situation better than the other models.

On the question of the involvement of teachers in all aspects of syllabus development, Richards (1987:13) claims that time and money invested in new syllabus development may be wasted if teachers are not well acquainted with the existing educational process. Besides, it is of major importance that professionals and instructors should not only be clear about the process of a syllabus development but also must jointly follow up its continuous process. Correspondingly, professionals will not be able to contribute significantly to the

syllabus development unless they continuously consult the concerned instructors and cooperatively work with them. It should not be surprising for teachers to be called the corner-stone of the teaching-learning process in general, for they are practical agents of the teaching activity. If such a premise is not then strictly taken into consideration, the result will be of little value. This is because, from Richards' (Ibid.) point of view, uncoordinated development of syllabus without consultation and input from the consumers (classroom teachers) may lead to the creation of inapplicable materials and syllabuses.

Further, from Oliva's (67, 72) point of view, interchange among all participants is absolutely essential to intelligent and effective curriculum planning. Oliva further states that shared decision making, whether in respect to curriculum planning or other aspects of the educational program, makes for a more efficient and effective school.

3.6. Stating Objectives

The respondents were asked whether or not the objectives (e.g. general, instructional, behavioral) in the Amharic syllabus are stated in terms of student behavior only, or ~~in~~ terms of integrating both the behavior of the trainee and the content / subject-matter. The result of their responses are indicated in Table V.

Table V Responses showing how the objectives in the Amharic syllabus are stated.

Statements of Objectives	Respondents			
	Yes		No	
	count	%	count	%
In terms of student behavior only	16	88.9	2	11.1
In terms of integrating both student behavior and content	2	11.1	16	88.9
<u>Total</u>	<u>18</u>	<u>100.0</u>	<u>18</u>	<u>100.0</u>

The distribution of percentages in Table V shows that, of the total respondents, the majority (88.9%) felt that the objectives (whether general, instructional or behavioral) in the Amharic syllabus are stated in terms of student behavior, while 11.1% felt that the objectives in the Amharic syllabus are stated in a way they integrate the behavior of the trainee and the content. The advocates of the Tyler Model, however, believe that, since the fundamental purpose of education is to help students acquire new ways of thinking, feeling, and acting, objectives should be defined clearly enough to indicate what the educational program is intended to help, that is what kinds of behavior; what ways of thinking, feeling, or acting to develop; and with what content. Hence, any objective should be defined in terms of student behavior and content (Tyler; in Nunan, 1989:63). Taba (199-200) also strongly claims that in order for objectives to serve their functions well, a statement of objectives should describe both the kind of behavior expected and the content or the context to which that behavior applies.

The word behavior here is meant actions and movements students can be observed when doing activities (Kibler, et al.:51). In other words, it is meant certain activities students are expected to perform.

On the other hand, content is meant an area of concentration where the behavior of students has to be cultivated as a result of learning it. Therefore, behavior and content are an integrated part of the teaching-learning process. That is to say, according to the Tyler Model, objectives should not be stated only in terms of behavior nor only in terms of content.

Having this in mind however, as can be seen in Appendix K, none of the objectives of the Amharic syllabus is stated either in terms of student behavior or in terms of integrating both the student behavior and content. All the objectives in the syllabus are stated in terms of teacher's behavior. The objectives simply state what actions the teacher is going to take in the teaching-learning process. In fact, such a practice of stating objectives has been normally used throughout the educational system of the nation (Abebe Bekele, 1986: 30-42).

However, Tyler (cited in Nunan: Ibid.) criticizes the specification of objectives in terms of what the teacher is to do on the grounds that the teacher's activity is not the ultimate purpose of an educational program. As a result, they fail to specify the behavior which the student is expected to reflect. They also fail to specify the content to which the behavior of the student is performed.

To sum up, the most useful and normal way of stating objectives is, as previously mentioned, to express them in terms which identify both the kind of behavior to be developed in the student and the content or area of life in which the behavior is to operate.

3.7. Statements of Objectives

The instructors were asked whether the objectives (i.e., general, instructional, behavioral) in the T.T.I. Amharic syllabus are properly stated or not.

Table VI Responses indicating whether or not the objectives in the Amharic syllabus are properly stated.

Alternatives	Respondents				Total	
	yes		No		count	%
	count	%	count	%		
General objectives	14	77.8	4	22.2	18	100
Instructional objectives	11	61.1	7	38.88	18	100
Behavioral objectives	11	61.1	7	38.88	18	100

In the above table, it is clearly indicated that the majority (77.8%) of the respondents believed that the general objectives in the Amharic syllabus are properly stated; 61.1% felt that the instructional objectives are properly stated, while again 61.1% believed that the behavioral objectives are properly stated. Very few of the respondents did not feel that the objectives are properly stated.

As discussed in the literature review, general objectives are very broad statements of education that are meant to give general directions to education universally throughout the concerned nation. On the other hand, general language objectives are general statements of the intended outcomes of a language program, and represent what the syllabus designers believe to be desirable and attainable at the end of the program (Richards, 1990:3).

In line with this, instructional objectives are general statements of objectives that are appropriately placed between the general and behavioral objectives. Unlike general objectives, they are stated in behavioral and measurable terms but as general statements. On the other hand, behavioral objectives are meant to be specific objectives to be demonstrated by each student in class. In short, they are

designed to be statements of outcomes in terms of observable behavior expected of students after instruction.

In general, from Richards' (1987:7) point of view, objectives define the ends that the syllabus is designed to bring about; that is, the changes in knowledge and ability that the syllabus is expected to accomplish in learners. Hence, a language teaching program that achieves its objectives can be considered successful to the degree that these objectives are valid.

Moreover, a considerable number of educators believe that education is purposeful, concerned with outcomes that are usually expressed at several different levels. In other words, objectives serve the crucial function of guiding education and give evidence of the basic educational framework within which the ideas of syllabus designers move and have their being. They are a directing force, enabling both teacher and pupil to see the meaning of their efforts and to fortify their endeavors with intelligence and foresight. According to the proponents of the Tyler Model, preparing objectives is the most important step in the entire educational program, for instructors must decide what to teach and the students must understand what to learn and achieve.

In general, the selection of appropriate objectives is usually based on the following factors:

- what the students are able to do before beginning the unit;
- what the students should be able to do in subsequent instructional units and what they should be able to do after completing their education; and
- the available instructional resources, including the instructor's capabilities with the subject-matter (Kibler, et al., 1981:25).

Bearing this in mind, however, when the majority of the respondents believe that the objectives are properly stated, this then leads us to conclude that the instructors do not seem to be clear about the crucial characteristics and identifies of the objectives. Because, as can be seen in Appendix k , all the statements of the objectives of the Amharic syllabus are not properly stated; they are too general and are not either measurable or observable. In a sense, they are neither instructional nor behavioral objectives. Further, they are not stated in terms of student behavior; they are rather stated in terms of teacher's behavior. In fact, this may not be completely the fault of the instructors. As mentioned previously, there is no definite model, especially that of Tyler, with which the Curriculum Panel (including the inistructors) can be guided when preparing the syllabus.

For the instructors to be definite about the logical structure of objectives, there should be a clearly defined model as a guiding principle for the syllabus designers. Thus, the T.T.I. Amharic syllabus should be well prepared on the basis of such principles so that the objectives can be properly stated and prepared.

In sum, objectives, when properly stated, can be useful, not only to guide the selection of structures, functions, notions, fasks, and so on, but also to provide a sharper focus for teachers, to give learners a clear idea of what they can expect from a language program, to help, in developing means of assessment and evaluation etc. (Nunan, 1989:61).

3.8. The three Domains and Emphasis on Objectives

The instructors were asked to point out whether or not (a) the three domains of educational objectives are properly stated and

considered in a balanced way in the T.T.I. Amharic syllabus and (b) which domain is given due emphasis.

Table VII Responses indicating if the three domains of educational objectives are (a) stated properly and (b) emphasised and considered well in the T.T.I Amharic syllabus.

Alternatives *		Respondents				Total	
		Yes		No			
		count	%	count	%	count	%
a	Educational domains (i.e., cognitive affective and psychomotor)	2	11.1	16	88.9	18	100
	Cognitive	16	88.9	2	11.1	18	100
b	Affective	0	0	18	100	18	100
	Psychomotor	2	11.1	16	88.9	18	100

As can be seen in the above table, under alternative a, the majority (88.9%) of the respondents felt that the three domains of educational objectives (i.e., cognitive, affective and psychomotor) are not either properly stated or considered in a balanced way in the T.T.I. Amharic syllabus. Correspondingly, as again - can be seen in the same table, under alternative b, the majority (88.9%) of the respondents asserted that, among the three domains, the cognitive one is given due emphasis in the Amharic syllabus, while 11.1% of them felt that the psychomotor is given more emphasis.

Before analysing the responses, it seems advisable to examine the extent to which **the** three educational domains are helpful for processing the desired learning outcomes in particular and the

* Since they have a similar concept, items 11+1 are treated together.

syllabus development in general. Furthermore, it has been asserted that the proper classification of the three domains allows for greater ease and clarity in identifying a wide variety of specific and general learning outcome that may be relevant for educational planning and development at large.

On the other hand, in order for the teaching-learning process to be effective, educational objectives should be properly specified on the basis of the hierarchical classifications of the three domains. Besides, the classification of objectives according to behavioral taxonomies provides a general overview of the kinds and types of learning outcomes that are desired for a particular unit of instruction. In line with this, behavioral taxonomies serve to guide the objective writer in specifying the appropriate type /level and variety of behaviors desired for given units of instruction (Kibler, et al.: 111).

However, due to the fact that student achievement in the affective domain is difficult and sometimes impossible to assess, as pointed out by Oliva (454), it is not surprising that the majority of objectives in any schooling system are related to the cognitive domain. This is because the cognitive domain categorizes the types of learning outcomes that are treated at all levels of the educational system. It is also classified in a behavioral fashion from the lowest to the highest, while it is difficult to determine a hierarchical order of the affective behavior (Oliva: 386).

In conclusion the majority (88.9%) of the respondents asserted that the three domains are not either properly stated or considered in a balanced way in the syllabus. The criteria for evaluating the

Amharic syllabus also pointed out the same result. Besides, when the majority (88.9%) of the respondents claimed that the cognitive domain is given due emphasis, this is not out of the reality; in that all the objectives of the syllabus generally reflect cognitive domain (See Appendix K). However, it is a questionable for the researcher has a reservation of whether the instructors are still clear with the identical characteristics of the domains in general and that of the cognitive in particular.

3.9. On Levels of the Cognitive Domdin

Associated with the above, the researcher tried to find out what level of the cognitive domain is most frequently used.

Table VIII Responses indicating the extent of use of the cognitive domain by instructors.

Alternatives	Respondents	
	count	%
Low	-	-
Low=Middle	10	55.6
Middle	2	11.1
High	6	33.3
<u>Total</u>	<u>18</u>	<u>100</u>

As can be read from Table VIII above, the majority (55.6%) of the respondents witnessed that they are most familiar with the low-middle level of the cognitive domain, while 33.3% of them are most familiar with the high level of the cognitive domain. Further, while 11.1% of them felt that they are familiar with the middle level of

the cognitive domain, none of them felt that they are familiar with the low level of the cognitive domain.

In principle, however, the advocates of the Tyler Model recommend that all levels (i.e., from the lowest to the highest) of the domains should be applied hierarchically when stating educational objectives. They further believe that it is of vital importance for instructors to specify instructional objectives for learning outcomes at all levels of difficulty. On the other hand, the opponents of the Tyler Model tend to go for the lower-level behaviors. This is because they believe that oversimplification of objectives results in trivial learner outcomes (Kibler, et al.:85). On the contrary, however, common sense, practical experience and considerable research suggest that learners are able to master higher level skills only when they have mastered the prerequisite capabilities at a lower-level (Gange; cited in Kibler, et al.: 113).

Therefore, arranged in a hierarchical fashion, domains can serve to stimulate instructors to take their learners from the lower to the higher and more enduring levels of learning in each domain. It is also reasonable for the instructors to begin instruction at the lower level behavior (e.g. knowledge, comprehension) and gradually work up to the higher-level behavior (e.g. synthesis) (Oliva: 390).

When the majority (55.6%) of the respondents claimed to mostly use low-middle level of the domains, it is clear that neither the three taxonomies nor the objectives of the Amharic syllabus (i.e., instructional, behavioral) are stated clearly in the syllabus.

Even the results of the evaluative criteria have shown that none of the hierarchical levels of the domain is expressed in the syllabus. Besides, the neglect of the lower level of the domain by the respondents does not seem reasonable and this can be seen in the sample of a lesson plan (see Appendix L). In the lesson plan, all the objectives are stated at the lower level. No objective is stated in the low-high level. That is why the researcher is doubtful whether the instructors are adequately familiar with the low-high levels of the cognitive domain.

3.10 Reference and /or Performance of Different Activities

Table IX Summary of the results that indicate if the following activities are referred to and/or performed in the process of setting the general objectives of the Amharic syllabus for the T.T.I's.

Alternatives	Respondents				Total	
	yes		No		count	%
	count	%	count	%		
Research-documents about primary teachers	7	38.9	11	61.1	18	100
Official documents about the primary education	13	72.2	5	27.8	18	100
Ducuments related to the culture, taboo etc., of the society	5	27.8	13	72.2	18	100
Documents related to the child in learning Amharic	11	61.1	7	38.9	18	100
Documents related to the language skills	15	83.3	3	16.7	18	100

The above table clearly shows the variation in the responses. The respondents were asked if research-documents revealed a consideration of the problems, practices and prospects of primary school

Amharic teachers when setting the general objectives of the Amharic syllabus for the T.T.I's, 39.9% felt that they did while 61.1% did not feel. Further 72.2% of the respondents felt that official documents properly consider the general-direction of primary education on the basis of the government's educational policy. On the other hand, the respondents were asked if primary education documents reflected the culture, religion and taboo of the society when the general objectives were set. However, the majority (72.2%) of them did not agree with such considerations.

Moreover, asked if documents related to the problems of the Ethiopian school child in learning the Amharic language or literature are taken into consideration, 61.1% felt that they are. With regard to the documents or literature related to the basic language skills (i.e., listening, speaking, reading and writing), a considerable number (83.3%) of the respondents believed that they are considered.

In the first place, it is true that, before setting objectives, according to the principles of the Tyler Model, data should be gathered from a variety of sources, such as the needs of the learner and the society, including the existing nature of the local community and the subject-matter. Thus, it is clear that the issues mentioned above indicate some of the data sources that have to be properly considered. From the respondents point of view, most of the questions are considered properly when processing the general objectives. In real terms, however, the historical background of the Amharic syllabus for the T.T.I's seems to indicate the contrary. In fact, most of the issues are not at all considered in the process of setting the general objectives of the T.T.I. Amharic syllabus.

In this connection, the head of the Curriculum Panel and most of the T.T.I. principals, when interviewed, claimed that the present Amharic syllabus for the T.T.I's was prepared by T.T.I. Amharic instructors, whose minor was Amharic within two weeks without any preparations, during the early period of the 1973^(E.C.) revolution and has not been revised or modified since.

In sum, the above discussion tries to point out that, eventhough the majority of the responses favoured the consideration of most of the issues when setting the objectives, this should not be completely taken for granted.

3.11. Emphasis Given to Various Elements

The instructors were asked which of the skills and targets are given due importance and the results are treated in Table X, below.

Table X. Summary of the results that indicate which targets/skills are given due emphasis in setting the objectives.

Alternatives	Respondents				Total	
	Yes		No		count	%
	count	%	count	%		
Communicative competence	7	38.9	11	61.1	18	100
Linguistic competence	12	66.7	6	33.3	18	100
Literature-fictions, non-fictions etc.	12	66.7	6	33.3	18	100
Language skills	17	94.4	1	5.6	18	100
Methodological aspects of language	11	61.1	7	38.9	18	100
Philosophical aspects of language	13	72.2	5	27.8	18	100
Language policy of the government	6	33.3	12	66.7	18	100
Social and cultural elements	3	16.7	15	83.3	18	100

As the table shows, 61.1% of the respondents felt that communicative competence (the ability to use language in various situations) is not given due importance. On the other hand, 66.7% of them believed that linguistic competence (the ability to analyse grammatical rules and structures) and literature (fictions, non-fictions, poems, etc.) are given due emphasis, whereas 94.4% felt that language skills (listening, speaking, reading and writing) are given importance. In addition, 61.1% maintained that methodological aspects of language are emphasised, while 72.2% of them felt that philosophical aspects of the language are given due importance.

On the other hand, 66.7% and 83.3% of the respondents respectively believed that language policy of the government and social and cultural elements prevailing in the day-to-day life of the trainee and /or primary school Amharic teachers are not given due emphasis.

It is axiomatic that a language syllabus should focus on all of the above targets, although the degree of emphasis on each varies according to the desired objectives. These and other skills and targets should be properly considered when designing a language syllabus. As pointed out in Chapter Two (page 67) a language syllabus encompasses many elements such as facts, principles, laws, concepts, and so on. If such elements are not considered and /or are too general-lacking in details essential for course planning at the local level, lack of cohesiveness in material development will result in the evaluation used within the system (Dubin and Olshtain:28). When a syllabus adequately considers all the required aspects, it becomes a useful starting point in surveying the existing situation.

Having this in mind, the majority of the responses indicated that most of the elements (listed in the table) are considered. An

initial inspection of the syllabus by means of the criteria for evaluating the Amharic syllabus for the T.T.I's, however, reveals that the document fails to supply the necessary information (See Appendix J), Thus, most of the issues are neither considered nor explicitly structured in the syllabus. Even the head official of the Curriculum Panel, when interviewed, claimed that most of the contents of the Amharic syllabus focus on the meaning and characteristics of language in general and that of the Amharic language in particular. In other words the communicative aspects of Amharic language are not clearly considered so as to make the syllabus properly documented.

3.12. Effectiveness of the Amharic Syllabus and Availability of Supplementary Materials

In items 18 and 19 of the questionnaire, the instructors were asked whether the T.T.I. Amharic syllabus is effective enough to produce teachers with the required knowledge, abilities and skills to teach in the primary schools and whether there are supplementary materials along with the syllabus.

Table XI Responses indicating the effectiveness of the Amharic syllabus and the availability of supplementary materials.

Alternatives	Respondents				Total	
	yes		No		count	%
	count	%	count	%		
Item 18	12	66.7	6	33.3	18	100
Item 19	6	33.3	12	66.7	18	100

The findings indicate that, 66.7% of the respondents felt that the Amharic syllabus is effective enough to produce primary teachers

with the necessary requirements mentioned above. On the other hand, 66.7% of the respondents believed that there is a lack of supplementary materials as indicated in Item 19.

However taking into account that the Amharic syllabus was prepared in a short period of time and a rash (where there were probably no well-trained manpower, well documented materials, curriculum experts, etc.), one should not expect its effectiveness. In the course of time, however, it should have been properly evaluated and revised. In other words, in order to produce qualified and effective teachers, the syllabus should primarily be effectively and properly prepared, continuously evaluated and improved. This is because, the efficiency of a language teaching program depends upon how well the phases of syllabus development have been carried out (Richards, 1990:6).

Further, teachers' qualifications should also be considered as one of the determining factors of determining the societal educational system. In this connection, Kelly (1982:13) claims that the quality of the teaching staff is probably the most determinant of education and standard at all levels.

We are living in a period of a rapid and continuing change which needs well qualified teachers particularly at the primary level so that they can play a crucial role in changing the present conditions of the society. For this to happen, a well-developed syllabus is absolutely essential.

Nevertheless, the Amharic syllabus does not seem to be well-planned and well-prepared. It lacks many elements in accordance with the

principles of syllabus design. This was emphatically stated by principals of the T.T.I's and most of the head officials of Curriculum Panel, ICDR etc. during the interview.

Finally, it seems that there is a contradiction, in that, on one hand, the majority (66.7%) of the respondents felt that the syllabus is effective enough to produce primary teachers, while on the other, 66.7% thought that there are no supplementary materials.

3.13 Principles of Content Selection .

The instructors were asked what principles should syllabus designers follow when selecting contents in processing and developing a syllabus.

Table XII Summary of the results that indicate the principles on which content selection should be made.

Alternatives	Respondents	
	count	%
Significance/relevance	5	27.8
Scope and breadth	-	-
Appropriateness to needs and interests of the learners	2	11.1
Easiness/Learnability	-	-
All of the above	11.1	61.1
Total	18	100

In the above table, the variations of the responses are clear. The majority (61.1%) of the respondents agreed that all of the alternatives were important when selecting contents and learning experiences, while 27.8% favoured that the content's significance/relevance was important. The appropriateness to needs and interests

of the learners (the third alternative) is supported by 11.1% of the respondents, while none thought that scope and breadth (the second alternative) and the fourth alternative (easiness/learnability) were of any importance.

In the first place, it should be clear that the purpose of selecting contents and learning experiences is in order to understand their nature, their relationships and differences so as to be able to select and include the relevant ones and exclude irrelevant ones. Hence, it is of vital importance that the contents of a language should be selected in relation to several themes which include among others the necessary subject-matter, on the basis of the needs and wishes of the learners as well as of their significance to the society. Further, they must fulfil the criteria of appropriateness and learnability in terms of learner's age, attitude, ability and grade level, etc.

In addition to such principles, scope and depth of the contents are among the considerations in selecting contents. This is because, the content of any course or grade level, identified as topics, learning experiences, activities, etc. constitutes the scope or the breadth of a syllabus (Tyler; in Oliva: 493). Consequently, scope represents the latitudinal axis for selecting educational experiences, while depth deals with a deep understanding of the content and ideas used (Ibid.).

In general, though the number of the responses varies; it is only three principles that are favoured by the respondents. That all the T.T.I. Amharic instructors do not have the same positions is indicative that the instructors are unclear about the principles of selecting contents.

3.14. Purpose of Selcting Contents

Associated with the above, the researcher tried to find out the identified purpose of selecting contents and learning experiences.

Table XIII Results indicating the purpose of selecting contrents and learning experiences.

Alternatives	Respondents	
	Count	%
To lead to the achievement of the objectives	11	61.1
To maintain the learners' interst only	-	-
To maintain the interest of the learner and the teacher	4	22.2
To maintain the quality of the subject	3	16.7
<u>Total</u>	<u>18</u>	<u>100</u>

As can be seen in the table, 61.1% of the respondents pointed out that the purpose of selecting the contents and learning experiences was to lead to the achievement of the objectives, whereⁿas 22.2% and 16.7% of the respondents favoured the third and the fourth alternatives respontively.

In this connection, many curriculum authors believe that selecting contents with accompanying learning experiences is one of the main decisions in curriculum making because, it provides the means for achieving the desired objectives. Hence, it is essential that the contents and learning experiences should enable the learner to attain the intended learning outcomes.

However, the results show that while the majority of the respondents felt that the selection of contents and learning experiences

should be based on the achievement of the objectives, a certain number did not think so. Such a variation of responses then indicates again that the main purpose of selecting contents and learning experiences is not clear to some of the respondents.

3.15. Principles of Content Organization

The results of how the contents of the Amharic syllabus for the T.T.I's were organized are indicated in the table below. (This table includes the four items -23, 24,25,26 and 28).

Table XIV Summary of the responses indicating how the contents of the Amharic syllabus for the T.T.I's are organized.

Content organization	Respondents								Non-respondents		Total	
	4*		3		2		1		count	%	count	%
	Count	%	count	%	count	%	count	%				
Horizontal	--	--	10	55.6	3	16.7	2	11.1	3	16.7	18	100
Sequence	--	--	6	33.3	8	44.4	--	--	4	2.2	18	100
Vertical	1	5.6	6	33.3	9	50	--	--	2	11.1	18	190
Integration	--	--	12	66.7	1	5.6	3	16.7	2	11.1	18	100
Continuity	1	5.6	8	44.4	5	27.8	1	5.6	3	16.7	18	100

As can be seen in the above table, in general, the majority of the respondents believed that the principles of content organization (horizontal, sequence, vertical, integration and continuity) are considered when organizing the Amharic syllabus for the T.T.I's. However, when seen in separation, the views of the respondents vary. 55.6% of them felt that a horizontal relationship is made explicit while 16.7% of them have no idea; 44.4% of the respondents disagreed that the principles of *sequence* is taken into account, while 33.3% of them

* The figures, 4,3,2, and 1 represent strongly agreement, agreement, disagreement and strongly disagreement respectively.

agreed with its consideration and 22.2% of them had no opinion. 50% of the respondents showed disagreement that a vertical relationship is not made explicit, while 33.3% of them agreed that it is made explicit and 11.1% of them had no response. Consequently, 66.7% of the respondents agreed that the principle of integration is taken into consideration, while 16.7% of them disagreed and 11.1% of them did not respond; and 44.4% of the respondents agreed that the principle of continuity is considered, while 27.8% of them disagreed with its consideration and 16.7% of them had no opinion.

In sum, according to the majority of the respondents, among the principles of content organization, three of them (i.e. horizontal, integration and continuity) are taken into consideration when organizing the contents and learning experiences.

It should be then borne in mind that when organizing the contents and learning experiences, the principles have to be considered properly, according to the advocates of the model. Further, although, these principles are firmly integrated, each one of them is expected to play its own role in the process of content organization.

In the opinion of the instructors concerning evaluative criteria for the Amharic syllabus for the T.T.I's, the principles are considered in the content organization of the Amharic syllabus. However, they did not believe that they were explicitly and properly structured so that the instructors could be clearly guided by them.

3.16. Time Coverage of the Content of the Amharic Syllabus

The instructors were asked whether or not the time given for the coverage of the units/sub-units/ and topics in the Amharic syllabus is sufficient.

Table XV Responses on the the time given to the coverage of the units/sub-units/ and topics in the Amharic syllabus.

Alternatives	Respondents	
	count	%
More than enough	2	11.1
Enough	9	50
Not enough	7	38.9
<u>Total</u>	<u>18</u>	<u>100</u>

The results show that 50% of the respondents agreed that the coverage of the units/sub-units/ and topics in the Amharic syllabus was enough, whereas 38.9% of them felt otherwise. Only 11.1% of them felt that it is more than enough.

In fact, time for covering the syllabus depends on many factors, such as the way the instructors present the lessons, the scope and depth of the contents, their experiences, needs, interests, etc. and the abilities, interests and attitudes that the students show when attending the class. The existing T.T.I. program is limited to one academic year of almost 7 months or about 200 days. Theoretically the time given for the coverage of the contents of the syllabus seems enough. The question, however, is whether or not such a one year program is sufficient to produce qualified and effective primary school teachers.

Most educationists believe, as an article of faith in almost every country, that teachers should receive the maximum quality of full-time education the economy can afford. Further, time available for the coverage of the contents of a language is a key factor and easily be determined. since any planning takes into account the available hours per week weeks in the school year, and

even years for the course. The objectives and the ways in which they can be achieved are always dependent on the amount of time available and how it is distributed (Dubin and Olshtain:32).

In this regard, most of the head officials and all the T.T.I. principals stressed the point that the existing syllabus should be improved and properly planned and suggested that the one year training program should be extended to at least two years in order to produce relatively qualified and effective teachers.

3.17 Participation in Processing a Syllabus

The instructors were asked whether they have ever participated in any workshop concerning the Amharic syllabus for the T.T.I's.

Table XVI Responses indicating participation of instructors in seminars or conference on planning, developing and processing a syllabus.

Alternative	Respondents	
	count	%
Yes	13	72.2
No	55	27.8
Total	18	100

The results show that the majority (72.2%) of the respondents claimed to have participated in workshops on the Amharic syllabus for the T.T.I's, while 27.8% of them claimed they did not.

During the interviews, it surfaced that during the past 18 years, 2 workshops of two weeks duration each were organized concerning the Amharic syllabus for the T.T.I's. Further, the T.T.I. principals

claimed that they had never participated in those workshops. Besides, they reported that no other language experts ever participated except the T.T.I. Amharic instructors, whose minor subject was Amharic. As discussed earlier in the literature review, however, syllabus development needs an intensive and continuous effort. Among the constituent groups (i.e., syllabus designers, subject specialists, teachers, etc.), the principals are important bodies in processing syllabus development. Further, Oliva (108) claims that syllabus development is doomed to failure without the support of the principal. This is because it is the principal who controls the teaching-learning process in general and the assessment of teachers' performance in particular. Unruh (in Oliva:110) also states the same point: According to several studies, the principal is a key in creating constructive suggestions in curriculum development, a learning climate in the school, and growth in student achievement. Principals have a considerable power to influence curriculum development.

The fact is that, whether principals play a direct role or not, their participation in workshop, seminar, etc. is always keenly felt by many educators.

8.18. The Criteria for Evaluating the T.T.I. Amharic Syllabus

Besides questionnaires and interviews, another method used in this study for obtaining relevant information about the developmental process of the Amharic syllabus was the evaluating criteria (See Appendix J).

The purpose of establishing such evaluating criteria was to ascertain whether or not the Amharic syllabus for the T.T.I's is properly planned and developed. Thus, it was supposed that if all or most of the responses produced positive results (the Yes results), then it would be taken to mean that the syllabus is, relatively speaking, properly planned and developed; and if on the other hand, all or most of the responses produced negative results (the No results), it would be suggested that the syllabus lacks proper planning and development.

Hence, a list of evaluating criteria was prepared in such a way that the answers would be given by putting a mark(X) on the spaces provided (under Yes and No). In order to accomplish this, then, this researcher and one other person* were involved in assessing the syllabus on the basis of the said criteria. Table XVII below is a summary of the two assessments, calculated separately and the average and total scores of the two individuals is also given

* This person is an Amharic instructor in Nazarate^{T.T.I.} and he has been teaching Amharic for 11 years.

Table XVII A summary of assessments of the Amharic syllabus on the basis of the evaluating criteria.

Alternatives (See Appendix J)	X*				Y*				Average				Total	
	Yes		No		Yes		No		Yes		No		Count	%
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%		
36 items	10	27.8	26	72.2	14	38.9	22	61.1	12	33.3	24	66.7	36	100

As indicated in Table XVII, 72.22% and 61.1% of the responses of both assessors (X and Y) respectively pointed out that the Amharic syllabus does not meet most of the elements of the evaluative criteria, while 27.8% and 38.9% of the responses of both respondents respectively pointed out that it does.

Taken together, 66.7% of the average of the respondents of both assessors (X and Y) clearly indicated that the Amharic syllabus for the T.T.I's does not fulfil a large portion of the evaluating criteria. This means then that the syllabus does not seem to be properly planned and developed as only 33.3% of the criteria were thought to have been met, according to the two assessors.

In principle, for a language syllabus to be effective it should have satisfied at least most of the evaluating criteria. Unfortunately, however, the results show the contrary. Therefore, from the results of the responses of both assessors (X and Y) and from the data analyses discussed, one can safely conclude that the Amharic syllabus for the T.T.I's is not properly planned and structured and is unlikely to produce effective and well qualified primary teachers.

* X = The Researcher as assessor
 Y = The other person as assessor

CHAPTER FOUR

SUMMARY, CONCLUSION AND RECOMMENDATION

The intention of the researcher in this study was to find out if the Amharic syllabus for the T.T.I's is properly planned and developed on the basis of the Tyler Model. Further, it was his intention to find out whether the concerned personnel (ie., the T.T.I. Amharic instructors, the head officials of the Curriculum Panel, ICDR and DTE) are adequately informed about the Tyler Model.

In this chapter, the major findings of the study are summarized in section one. Under the conclusion part, the final results of the basic questions are summarized. In the third section, suggested solutions for the improvement of the Amharic syllabus are given.

4.1. Summary of the Findings

The major findings of the analytical discussion on the data gathered through different methods are presented as follows.

1. In the first place, the majority (55.6%) of the respondents claimed that the Curriculum Developers of the ICDR follow a definite model when planning and developing the T.T.I. Amharic syllabus and further claimed that the model resembles the objective-centered model, while 38.9% of them did not. On the other hand, it was pointed out that all the concerned professionals of the ICDR did not take the same position on the existence of the model, while the heads of the Curriculum Panel, ICDR and DTE claimed during the interviews that there is no any definite model in the whole educational system of the nation.

2. When asked about the usefulness of the model, the majority (55.6%) of the respondents agreed that it is to some extent useful for the development of the T.T.I. Amharic syllabus. In addition, most of the head officials of the concerned departments (i.e., ICDR, DTE, etc.) believed that it is advisable to apply this model throughout the educational system of the nation for the reason that it encompasses all the necessary principles of processing educational programs at large.
3. With regard to the rationale for using the Tyler Model, an almost comparable number (16.7%, 22.2%, 22.2%, 16.7% and 22.2%) of the respondents agreed with all the alternatives, i.e., needs assessment and the importance of the subject-matter, needs of the learner and the teacher, needs of the government and the society, needs of the society only, and needs of the learner only, respectively. There was no significant difference among the views of the respondents. In a real sense, however, the rationale for using the Tyler Model is needs assessment and the importance of the subject-matter.
4. Although, from the advocates point of view, the primary rationale for processing a syllabus is needs assessment, 33.3%, 33.3%, 16.7% and 16.7% of the respondents respectively felt that needs assessment, for^umulating objectives, selecting contents and learning experiences, and collecting material should take primary.
5. Concerning statements of objectives, the majority (88.9%) of the respondents reported that the objectives in the Amharic

syllabus are stated in terms of student behavior only, while 11.1% felt that they are stated by integrating both the behavior of the trainee and the content.

In connection with this, the majority (78.8%) of the respondents believed that the general objectives in the Amharic syllabus are properly stated, 61.1% felt that the instructional objectives are properly stated, while again 61.1% believed that the behavioral objectives are properly stated.

6. In the case of the educational domains of the Amharic syllabus, (i.e., cognitive, affective, psychomotor), a considerable number (88.9%) of the respondents believed that the three domains of educational objectives are neither properly stated nor considered in a balanced way. Even the criteria for evaluating the syllabus indicated that these domains are not considered except that the cognitive domain is emphasised at high level only. On the other hand, the majority (88.9%) of the respondents claimed that among the three domains, the cognitive one is given due emphasis in the Amharic Syllabus.
7. With regard to reference and /or performance of different activities, 72.2%, 61.1% and 83.3% of the respondents maintained that official documents, documents related to the Ethiopian child, and documents related to the language respectively are given due consideration when setting the objectives, while 27.8%, 38.9% and 16.7% of them respectively did not. On the other hand, 38.9% and 27.8% of the respondents respectively felt that research documents about primary teachers and documents related to the culture, taboo, etc., of the society are considered, while 61.1% and 72.2% of them did not feel so.

8. Associated with the above, 66.7%, 66.7%, 94.4%, 61.1% and 72.2% of the respondents respectively held that the various elements (i.e., linguistic competence, literature, language skills, methodological aspects and philosophical aspects) were given importance when developing the Amharic syllabus, while 33.3%, 33.3%, 5.6%, 38.9% and 27.8% of them respectively felt otherwise. Further, 38.9%, 33.3% and 16.7% of the respondents respectively maintained that the other issues (i.e., communicative competence, language policy and social and cultural elements) were emphasised, while 61.1%, 66.7% and 83.3% of them did not.

In connection with the same issue, the criteria for evaluating the syllabus indicated that most of the components are neither considered nor explicitly structured in the syllabus. Even the head of the Curriculum Panel claimed that the syllabus lacks most of the required elements.

9. Consequently, while 66.7% of the respondents felt that the Amharic syllabus is designed in an effective manner to produce primary teachers equipped with the necessary requirements, 66.7% of them believed that there is a lack of supplementary materials. On the other hand, the principals of the T.T.I's and most of the head officials of the Curriculum Panel, ICDR, etc. claimed during the interviews that the Amharic syllabus lacks many elements essential for and pertaining to the principles of syllabus design.
10. In line with the above, 61.1% of the respondents felt that the principles (i.e., significance, scope and breadth, appro-

praiteness to needs and interests of the learners, etc.) should be considered when selecting contents, while 27.8% and 11.1% of them favoured only significance and appropriateness to the needs and interests of the learners respectively.

11. Further, 61.1% of the respondents believed that the achievement of the objectives should be the purpose of content selection. On the contrary, 22.2% and 16.7% of the respondents pointed out that the objective of content selection ought to be the maintenance of the interests of the learner and the teacher and those of the subject-matter respectively.
12. Moreover, 55.6%, 33.3%, 33.3%, 66.7% and 44.4% of the respondents agreed respectively that the principles behind content organization (i.e., horizontal, sequential, vertical, integration and continuity) were considered,. On the contrary, 16.7%, 44.4%, 50%, 5.6% and 27.8% of the respondents respectively disagreed with the consideration of the principles. On the other hand, 16.7%, 22.2%, 11.1%, 11.1% and 16.7% of them did not respectively respond.
13. In response to the question of time duration for the coverage of the contents of the Amharic syllabus, 50% felt that it is sufficient, while 38.9% of them did not feel so. In agreement with this last statement, most of the head officials and all the T.T.I. principals claimed that the time coverage is not enough.
14. Finally, the instructors were asked if they had ever participated in any workshop concerning the Amharic syllabus. 72.2% of them reported they had, while 27.8% of them claimed they had not. The principals also reported when interviewed that they had not participated.

4.2. CONCLUSION

The main purpose of the study was to answer the basic problems previously mentioned in chapters one and three. After gathering the necessary data, analysing and discussing them the following major conclusions can be drawn.

First and foremost, it should be noted that a considerable number of educators believe that change and improvement are both necessary and decisive, for it is through change and improvement that educational program grow and develop. There is no doubt that any educational system needs to undergo a continuous change, improvement and evaluation. If this is not put into practice, then, the teaching-learning process is bound to be ineffective.

In line with the above point, the need for a language syllabus in general is clearly discussed in chapter two, pages 57-59. As can be recalled from the earlier discussion, however, it can generally be concluded that the Amharic syllabus for the T.T.I's is not properly planned, well structured and developed. It can also be concluded that neither any change nor improvement has been made upon it since it was originally designed. Such a conclusion, in fact, is based on the various views of the respondents - in that most respondents did not agree with one response in almost all of the items in the questionnaire. Besides, most of the head officials of the ICDR, DTE, etc. and all of the principals of the T.T.I's reflected the same views when interviewed. The results of the criteria for evaluating the syllabus also indicated that most of the elements (that are necessary for processing a language syllabus) are not given due importance.

In addition, most of the T.T.I. Amharic instructors and most of the concerned professionals of the ICDR (including the heads of the

ICDR, DTE, and the Curriculum Panel) do not seem to be aware of the existence of the Tyler Model and this implies that most of them, particularly the T.T.I. Amharic instructors are unclear about the theoretical principles and practical activities of the model, Further, most of them (i.e., the Amharic instructors at the T.T.I's) do not seem to have the proper orientation about the objective formulation, content selection, content organization and evaluation of the model in general. This clearly implies that the instructors are not in a position to particularly apply such principles effectively and efficiently, although most of them and almost all of the head officials did not deny the theoretical usefulness of the model.

Moreover, it has become apparent that the concerned departments (ICDR and DTE) do not have an amicable and positive relationship that could enable them to work cooperatively and this undoubtedly has a negative impact on the developmental process of the syllabus.

4.3. Recommendations

It is hoped that the findings of this study will help solve a certain portion of the problem the existing T.T.I. Amharic syllabus is facing. Hence, on the basis of the major findings of the discussion and the conclusive points, the following recommendations are made.

1. In the first place, it seems of crucial importance to note that the Tyler Model should be clearly introduced in the education system of the nation at large so that any syllabus (including the T.T.I. Amharic syllabus) can be properly planned and deve-

veloped on the basis of the basic principles of the model. The researcher feels that this model, if properly utilised, fits the present situation of the country (where there is a lack of well-trained man-power, teaching facilities, etc.), for it encompasses all the necessary guiding principles for enhancing the teaching-learning process as a whole.

Such a decision, however, depends on the firm belief and conviction of the concerned bodies, (i.e., education policy makers and head officials of the ICDR and DTE) in order to facilitate its introduction and acceptance. Consequently, the active participation of curriculum experts and workers, teachers, principals and other educators is absolutely essential. Planning and developing an educational program is a complex exercise that greatly demands the responsibility and devotion of all the concerned people.

2. We feel that all the professionals of the ICDR have to be clear about and convinced of the usefulness of the model so as to be able to facilitate the developmental process of all syllabuses in all fields.

This then requires that all the T.T.I. Amharic instructors receive adequate/sufficient orientation about the theoretical and practical values and processes of the model so that they will be able to effectively apply it. If instructors are not clear about what is going on in the existing educational program, including syllabus development, it is of little value to the society they are meant to serve.

3. Even though curriculum planners and specialists are the most concerned in designing a model, instructors too have a great role in this exercise in order to be able to ~~exercise in order to be able to~~ execute its effectiveness and proper implementation. They are also expected to participate in all stages of syllabus development and in its continuous evaluation. Because, many curriculum authors believe that continual monitoring is necessary to ensure that the program is on the right track.

In general, instructors, in collaboration with other professionals, can create a conducive environment for the improvement of the developmental process of the syllabus. For a syllabus to be properly prepared, continuously evaluated and improved, it certainly needs the cooperative endeavours of the instructors and the concerned curriculum workers. In the absence of this, it is almost impossible to produce an effectively developed syllabus. This is because success in the improvement of any educational program depends on the concerted efforts of all the concerned individuals (Oliva: 122).

4. Finally, for the educational program of the nation and the T.T.I. Amharic syllabus to be effectively and dynamically processed, ^{if} ~~is~~ ~~decisive~~ that all the concerned institutions and departments of the Ministry of Education should forge a clear and firm relationship, mutual understanding and direct communication among them. This certainly will enable them to carry out their professional ethics and responsibilities.

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4.3. OPERATIONAL DEFINITION OF TERMS

- 4.3.1. **Assessment:** the process by which as many data as possible are gathered when investigating the problem needed to be known or solved.
- 4.3.2. **Tyler Model:** a model/ diagram that represents the principles of processing, planning and developing a syllabus proposed by Tyler. This model is also known as a Rational Model, Tyler Rationale, Ends - Means Model, Objectives Model, Objective - centered Model.
- 4.3.3. **Syllabus:** a plan/scheme that contains the general and behavioral objectives and the content areas (i.e., topics, activities, learning experiences, etc.) to be covered in a single course, or grade level.
- 4.3.4. **T.T.I.:** an institute where trainees/students -after completing grade twelve are trained for one-year as elementary school teachers.
- 4.3.5. **Survey:** a set of research techniques through which subjects actively provide information about themselves. This is one of the descriptive research methods.
- 4.3.6. **Descriptive research:** the body of research methods designed to allow assessment of certain attributes, properties or characteristics in a situation at one or more points in time. The object is to describe what is done at one or more times in the situation of interests.

APPENDICES B₁, B₂ + B₃

APPENDIX B₁

COGNITIVE TAXONOMY

- . Knowledge level: The students will name the first president of the United States.
- . Comprehensive level: The student will read Washington's first inaugural address and summarize the major points.
- . Application level: The student will show how some of Washington's ideas apply or do not apply today.
- . Analysis level: The student will analyze Washington's military tactics in the Battle of Yorktown.
- . Synthesis level: The student will write a biography of George Washington.
- . Evaluation level: The student will evaluate Washington's role at the Continental Congress.

APPENDIX B₂

AFFECTIVE TAXONOMY

- . Receiving (attending): The student will listen while others express their points of view.
- . Responding: The student will answer a call for volunteers to plant a tree in a public park.
- . Valuing: The student will express appreciation for the contributions of ethnic groups other than his or her own to the development of our country.
- . Organization: The student will choose nutritious food over junk food.

- Characterization by value or value complex: The student will habitually abide by a set of legal and ethical standards.

APPENDIX B₃

PSYCHOMOTOR TAXIONOMIES

- Perception: The student will identify a woolen fabric by its feel.
- Set: The student will demonstrate how to hold the reins of a horse when cantering.
- Guided response: The student will imitate a right-about-face movement.
- Mechanism: The student will mix a batch of mortar and water.
- complex overt response: The student will operate a 16 - mm projector.
- Adaptation: The student will arrange an attractive bulletin board display.
- Organization: The student will create an original game requiring physical movements.

Source for Appendices B₁, B₂, & B₃ Oliva, Peter F. (1988:386-9)
Developing the Curriculum, 2nd.ed.
London: Scott, Foresman and
Company.

APPENDIX C

List of Objectives

1. The student will be able to read literary classics in their original language.
2. The student will be able to discriminate between literal and implied meaning in advertising.
3. The student will be able to distinguish between facts and false notions in matters relating to sex.
4. The student will be able to gain emotional relaxation by listening to classical music.
5. The student will be motivated to read a daily newspaper to keep abreast of world affairs.
6. The student will be able to break an English sentence into components.
7. The student will be able to list the qualifications necessary for employment in various fields of reaction.
8. The student will be able to recite the definitive characteristics of the animal classes.
9. The student will be able to speak in a grammatically correct fashion in an employment interview situation.
10. The student will be able to read foreign language newspapers to determine foreign opinion of American policies.

Source:

Maguire, Thomas O. Value Components of Teacher's Judgments of Educational Objectives: in Payne, David A. ed. (1974:98-99), Curriculum Evaluation, London: D.C.Heath and Company.

APPENDIX D

Table of Characteristic of population

No. of T.T.I's.	No. of Population		Age	No of service in Teaching			Subject area		Remark
	Male	Female		Amharic	other Subject	Total	Major	Minor	
Gonder	1	-	28	2	3	5	pedagogies	Amharic	
	1	-	31	8	-	8	"	"	
Awasa	1	-	32	10	-	10	Amharic	-	
	1	-	35	9	1	10	Bedagogies	Amharic	
Jimma	1	-	30	3	3	6	"	"	
	1	-	28	5	4	9	"	"	
D/Berhan	1	-	26	6	1	7	"	"	
	1	-	25	5	-	5	Linguistics	-	
Nazarate	1	-	36	1	1	12	"	"	
	1	-	29	5	5	10	"	"	
Harar	1	-	35	8	1	9	"	"	
	1	-	31	9	3	10	"	"	
Nekempte	1	-	31	10	-	10	Amharic	-	
	1	-	29	7	1	8	pedagogies	Amharic	
Dessie	1	-	28	7	2	9	"	"	
	-	-	-	-	-	-	-	-	
Arbaminch	1	-	28	4	4	8	Pedagogies	Amharic	
	-	-	-	-	-	-	"	"	
Robie	-	-	1	29	5	2	7	"	"
	1	-	30	6	3	9	"	"	

APPENDIX E

No of Kespondent Non-Respondents

Name of the TiT.I	Respondents		Non-Kespondents		Total number of questionnaires distributed
	No	%	No	%	
Gondar	2	10	-	-	2
Awasa	2	10	-	-	2
D/Berhan	2	10	-	-	2
Nazarate	2	10	-	-	2
Harar	2	10	-	-	2
Nekamte	2	10	-	-	2
Desie	1	5	1	5	2
Arbaminch	1	5	1	5	2
Robie	2	10	-	-	2
Total	18	90	2	10	20

F

ADDIS ABABA UNIVERSITY
DEPARTMENT OF CURRICULUM & INSTRUCTION
FACULTY OF EDUCATION
SCHOOL OF GRADUATE STUDIES

GENERAL INSTRUCTIONS

DATE _____

The primary purpose of this questionnaire is to assess the developmental processes of the Amharic syllabus for T.T.I's. It is hoped that the results of the study would provide answers to important questions in the development of a syllabus. Besides, it is the purpose of this questionnaire to identify underlying principles for processing syllabuses in general and to assist that Amharic instructors in T.T.I's, principals and curriculum workers obtain a clear understanding of syllabus design.

There are two parts to the questionnaire. Each part is preceded by its own instructions. There are no RIGHT or WRONG answers to the statements since they are all questions about your own opinions, feelings and experiences regarding the Amharic syllabus of our T.T.I's.

The value of the survey is directly dependent upon the care and truthfulness with which you answer each item. Since your answers will be treated with the strict confidence, feel free to answer all questions frankly. Please do not omit any of the questions.

Thank you in advance for your cooperation.

N.D. T.T.I. = Teachers Training Institute

Part One: Bio-data.

Directions: For items 1-7, please indicate your response by writing an "x" in the space box which corresponds to each item.

Further, you are kindly requested to write in the spaces provided short and precise responses to items that have no alternatives.

1. Name of the T.T.I.: _____
2. Sex: Male _____ Female _____
3. Age: _____ years: _____
4. Subject areas: Minor _____ Major _____
5. Year of Service in your: Major are _____ Minor area _____
6. Total Year of service: in the profession _____ in the present T.T.I. _____
7. The subject you are teaching at present: _____

Part Two:

Directions: Please show your agreement by either writing "x" on the spaces/boxes provided or underline the letters of your choices or write, in brief, your opinion on the open-ended ones. If you feel there are more than one answers which reflect your opinion, circle all of them :

1. Do you believe that the curriculum developers in the Institute for Curriculum Development and Research follow a definite model when planning and developing the T.T.I. Amharic syllabus? a) yes no
2. If your answer to question number 1 is yes, which of the following families of models of curriculum, the Amharic syllabus resembles?
 - a) subject-centered
 - b) child-centered
 - c) society-centered
 - d) objective-centered
3. If your answer to question number 2 is d, does the syllabus identify the general objectives of the T.T.I. Amharic syllabus? a) yes no

4. If your answer to question number 3 is yes, is the identification of the general objectives followed by the specification of the intermediate instructional objectives of each chapter or unit?

a) yes b) no

5. If your answer to question number 4 is yes, do you often identify behavioral objectives, on the basis of intermediate/instructional objectives when preparing daily or weekly lesson plans?

a) yes, to a great extent c) yes, to a very little extent
b) yes, to some extent d) not at all

6. If your answer to question number 5 is d, what is your rationale?

a) lack of syllabus d) lack of clarity of stating
b) lack of experience objectives
c) lack of interest e) If you have another, please
write it down _____

7. If your answer to question number 5 is either a, b, or c, do you believe that objectives should be organized in order to attain the low and high levels of:

a) cognitive domain (mental abilities, ie., knowledge, comprehension, etc.)?
b) affective domain (feeling and action ie., interests attitudes etc.)?
c) psychomotor domain (manipulate and motor skills ie., writing, reading etc.)?

- | | <u>yes</u> | <u>no</u> |
|----------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| 9.4. literature aspects*fictions, non-fictions, poems? | <input type="checkbox"/> | <input type="checkbox"/> |
| 9.5. philosophical aspects ? | <input type="checkbox"/> | <input type="checkbox"/> |
| 9.6. composition aspects? | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Are the objectives stated in behavioral terms in correspondance to the structural contents of the Amharic syllabus? | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Are the contents structured in a hierarchical structure and sequence(ie., from simple to complex, etc.)? | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Are the specific objectives of the various units clearly stated? | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Are the expected specific outcomes stated in a way that they integrate the behavior of the trainee and the content/sybject-matter? | <input type="checkbox"/> | <input type="checkbox"/> |

APPENDIX K

Objectives of the Amharic Syllabus*

1. To make the trainees know/grasp the general Marxist-Leninist concepts of a language.
2. To make the students know/grasp the basic characters of a language.
3. To make the trainees know the basic characteristics of Amharic language properly.
4. To make the trainees differentiate the types of literature their feature and the techniques of presentation.
5. To make the trainees be able how to lead studies/researches.
6. To make the trainees realize the language teaching-learning process.
7. To motivate the trainees how to find out solutions by identifying the problems they face during teaching Amharic either as a mother tongue or as a second language.
8. To make the trainees know differentiating the postrevolution elementary curriculum and Amharic texts from that of the former.
9. To make the trainees be able how to prepare daily lesson plan.
10. To make the trainees be able how to prepare teaching materials for Amharic language.
11. To make the trainees recognize evaluating skills of Amharic language so as to realize them.

* Source: Department of Teacher Education (1973 E.C.),
The Curriculum of Elementary Teachers Training
(My translation).

·Daily/Weekly Lesson Plan*

Name of the T.T.I. _____

Teacher's name _____

Section(s) _____

Subject Amharic

Period. _____

Length of Period 45Topic(s) Language and its basic characteristics

Objectives; at the end of the lesson:

1. The students will define that a language has sound system.
2. They will define that language uses words in order.
3. They will explain that language uses sentences orderly.

* 1. This is a format of a lesson plan in all the T.T.I., (It is slightly modified)

2. The objectives are direct translation of Amharic lesson plan. that was already prepared in one T.T.I. by a concerned instructor.

3. The researcher did not find it necessary to copy the whole activities that are written in the format of the lesson plan, since his objectives are right with the sample of objectives.

DECLARATION SHEET

I, the undersigned, declare that this thesis is my original work; has not been presented for a degree in any other university and that all sources of material used for the thesis have been duly acknowledged.

Name: Amdeselasie G/kirkos

Signature: 

Place: Department of Curriculum and Instruction
Addis Ababa University

Date of Submission July 1, 1993

d) If you have other points, please write them down _____

8. Are the objectives (whether general, instructional or behavioural) in the Amharic syllabus stated in terms of student behavior?
a) yes no
9. Are the objectives in the Amharic syllabus stated in a way they integrate the behavior of the trainee and the content/subject-matter?
a) yes b) no
10. Do you think:
10.1. the general objectives are properly stated in the Amharic syllabus: a) yes b) no
10.2. the instructional objectives are properly stated?
a) yes b) no
10.3 the behavioral objectives are properly stated?
a) yes b) no
11. Do you think the three domains of educational objectives (ie. cognitive, affective, psychomotor) are stated properly and are considered in a balanced way in the T.T.I. Amharic Syllabus?
a) yes b) no
12. Which of the following domains of educational objectives are given due emphasis in the T.T.I. Amharic syllabus?
a) cognitive (mental abilities ie., knowledge, comprehension etc.)
b) affective (feeling and action ie., interests, attitudes, etc.)

- c) c) Documents related to the culture, religion, taboos of the society that need to be reflected in the primary-school education? yes no
- d) Documents related to problems of the Ethiopian school child in learning the Amharic language or literature? yes no
- e) Documents or literature related to the basic language skills (i.e., listening speaking, reading and writing)? yes no
17. As can be gathered from the syllabus, which of the following elements do you think are given due importance in setting the objectives?
- a) communicative competence-the ability to use language in various situation? yes no
- b) Linguistic competence-the ability to analyze grammatical rules and structures? yes no
- c) Literature-fictions, non-fictions, poems, etc? yes no
- d) Language skills-listening, speaking reading and writing? yes no
- e) Methodological aspects of language? yes no
- f) Philosophical aspects of language? yes no
- g) Ideological aspects of the government? yes no
- h) Language policy of the government? yes no
- i) Social and cultural elements prevailing in the day-today life of the trainee and /or primary school Amharic teachers? yes no
18. Do you think the Amharic-syllabus is efficient enough to produce teachers with minimum knowledge, abilities, and skills to teach Amharic in the primary schools? yes no

19. Are there supplementary materials, such as teacher's guide, text-books, etc. along with the Amharic syllabus? yes no
20. What should the first process of planning and developing a syllabus be?
- a) needs assessment and the subject-matter/discipline
 - b) formulating objectives
 - c) selecting contents and learning experiences
 - d) collecting materials
 - e) If you have another point, please write it _____
21. When selecting contents, in processing and developing a curriculum, it is necessary to focus on the contents's
- a) significance/relevance
 - b) scope and breadth
 - c) appropriateness to needs and interest of the learners
 - d) easiness/learnability to the experience of the learner
22. When selecting the contents and learning experiences of a syllabus, the purpose should be in order to:
- a) lead to the achievement of the objectives
 - b) satisfy the learners' interest only
 - c) satisfy the learner and the teacher
 - d) keep the quality of the subject
 - e) If you have other points, please write them down _____
23. It seems that the Amharic syllabus for the T.T.I's is organized in such a way that a horizontal relationship is made explicit.
- a) strongly agree
 - b) agree
 - c) disagree
 - d) strongly disagree
24. When organizing the contents and learning experiences of the Amharic syllabus for the T.T.I's, it seems that the principle of sequence is taken in to account.
- a) strongly agree
 - b) agree
 - c) disagree
 - d) strongly disagree

Interviews to be discussed with the Head
Officials of ICDR and DTE

The Purpose of the Interviews :- The purpose of the interviews is to collect some important data for the assessment of the T.T.I. Amharic syllabys so as to give suggestive ideas. In this case, there is no doubt that your kind help is extensively invaluable to make the study reliable, valid and fruitful. Hence, you are kindly requested to give your frank opinion cooperatively on the basis of the following interviews.

Direction:- Whenever you answer the following questions either positively or negatively, please give rational~~s~~ for your answer.

Thank you for your cooperation in advance.

1. Do you recommend the panels to follow a specific curriculum model when planning, developing and processing a syllabus?
 - 1.1. if yes, what type of model? and
 - 1.2. Why is it chosen?
 - 1.3. If not why?
2. How often do you manage meetings with:
 - 2.1. all the curriculum panels in general? and
 - 2.2. the T.T.I. curriculum panel in particular so as to discuss ways and means of improving the syllabuses?
 - 2.3. if yes, do the T.T.I. Amharic instructors and principals participate in the process?
 - 2.4. if no, why?
3. What principles do you recommednd the panels to follow/use as guides when:
 - 3.1. selecting contents? and
 - 3.2. formulating objectives? and
 - 3.3. organizing educational experiences?
 - 3.4. if you do not do it, why?

5. Do you think the existing T.T.I. Amharic syllabus is properly planned and well documented?

5.1. if not, why? and

5.2. what urgent and crucial measure do you think should be taken to improve it?

Interviews to be Discussed with the T.T.I. Curriculum Panel

The Purpose of the Interview : The purpose of the interview is to collect some important data for the assessment of the T.T.I. Amharic syllabus so as to give suggestive ideas. In this case, there is no doubt that your kind help is extremely invaluable to make the study reliable, valid and fruitful. Hence, you are kindly requested to give your frank opinion cooperatively on the basis of the following interviews.

Direction: Whenever you answer the following questions either positively or negatively, please give rationales for your answer.

Thank you for ^{your} cooperation in advance.

1. Do you have a curriculum model by which you will be guided when planning, developing and processing the T.T.I. Amharic syllabus?

If yes:

 - 1.1. what type of model do you have?
 - 1.2. are the T.T.I. Amharic instructors and principals clear with the model?

~~1.3.~~ If no, why?
2. What are the sources on which the formulation of the T.T.I. Amharic syllabus objectives is based?
3. How are the T.T.I. Amharic syllabus objectives stated?
 - 3.1. in most general terms?
 - 3.2. in general terms?
 - 3.3. in specific/behavioral terms or in all the three?
4. What principles do you apply when processing the selection of contents and learning experiences in preparing the T.T.I. Amharic syllabus?

5. What principles do you follow when organizing the selected contents and learning experiences?
6. How do you know whether or not the objectives of the T.T.I. Amharic syllabus are achieved? In other words, what mechanisms do you have to assess the achievement of objectives?
7. Do you think the Amharic syllabus is efficient enough to produce teachers with minimum knowledge, abilities and skills to teach Amharic in the primary schools?

Interviews to be Discussed with the T.T.I. Principals

The Purpose of the Interview: The purpose of the interview is to collect some important data for the assessment of the T.T.I. Amharic syllabus so as to give suggestive ideas. In this case, there is no doubt that your kind help is extremely invaluable to make the study reliable, valid and fruitful. Hence, you are kindly requested to give your frank opinion cooperatively on the basis of the following interviews.

Direction: Whenever you answer the following questions either positively or negatively, please give rationales for each whenever necessary.

1. Do you think the present T.T.I. Amharic syllabus is properly planned and well documented? If not, have you ever requested the T.T.I. Amharic panel and the concerned head officials so as to take a measure?
2. Have you ever encouraged the Amharic instructors to find out mechanisms of improving the syllabus?
 - 2.1. If yes, how?
 - 2.2. If no, why?
3. Have you ever arranged meetings/discussions with the Amharic instructors so as to improve the Amharic syllabus?
4. Have you ever participated in planning, developing and processing the T.T.I. syllabus in general and the Amharic syllabus in particular?
5. How do you follow up the achievement of the objectives of the T.T.I. Amharic syllabus?
6. What critical measures do you think should be taken in order to improve the present T.T.I. Amharic syllabus?

Criteria for Evaluating the T.T.I. Amharic Syllabus

The following criteria are developed from Saylor and Alexander (1954:14-15;381, 391, 604) ^{and} Negusie (1990), to assess where or not the Amharic syllabus for T.T.I's is planned and developed on the basis of the Tyler Model. If all or most of the responses result in positive evaluations, then it will indicate that the syllabus is, relatively speaking properly planned and developed; if all or most of the responses reflect negative evaluation, it will indicate that the syllabuse lacks proper planning and development.

Directions, Examine the Amharic syllabus and asses it in terms of the following criteria and write "x" in the boxes of either under "yes" or "no".

- | | <u>Yes</u> | <u>no</u> |
|-----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| 1. Is the T.T.I. syllabus for Amharic well documented in terms of encompassing all the necessary elements of a syllabus, such as: | | |
| 1.1. general objectives? | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.2. instructional objectives? | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.3. specific objectives? | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.4. units? | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.5. sub-units? | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.6. teaching methods/techniques? | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.7. evaluation techniques? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Are the instructional objectives in harmony with the over all educational aims of the T.T.I. program of producing primary school teachers? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Are the specific objectives clearly outlined in the syllabus to enable: | | |
| 3.1. Teachers to be guided in the instructional process? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.2. the learners to understand where the course is going and why? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Is there a direct relationship between the instructional and specific objectives in the syllabus? | <input type="checkbox"/> | <input type="checkbox"/> |

- | | <u>yes</u> | <u>no</u> |
|--------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| 5. Are the language skills (ie., listening, speaking, reading, and writing) considered: | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.1. in all the instructional objectives? | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.2. in all the specific objectives? | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Are the chapters, units and sub-units, of the Amharic syllabus clearly and sequentially structured? | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Are the specific objectives in the syllabus expressed in terms of: | | |
| 7.1. low level of cognitive domain? | <input type="checkbox"/> | <input type="checkbox"/> |
| 7.2. high level of cognitive domain? | <input type="checkbox"/> | <input type="checkbox"/> |
| 7.3. low and high level of cognitive domain? | <input type="checkbox"/> | <input type="checkbox"/> |
| 7.4. low level of affective domain? | <input type="checkbox"/> | <input type="checkbox"/> |
| 7.5. high level of affective domain? | <input type="checkbox"/> | <input type="checkbox"/> |
| 7.6. low and high level of affective domain? | <input type="checkbox"/> | <input type="checkbox"/> |
| 7.7. low level of psychomotor domain? | <input type="checkbox"/> | <input type="checkbox"/> |
| 7.8. high level of psychomotor domain? | <input type="checkbox"/> | <input type="checkbox"/> |
| 7.9. low and high level of psychomotor domain? | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Are the contents of the Amharic syllabus organized: | | |
| 8.1. to assure vertical relationship? | <input type="checkbox"/> | <input type="checkbox"/> |
| 8.2. to ascertain horizontal relationship? | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Do the contents of the Amharic syllabus cover all the relevant components of language such as: | | |
| 9.1. communicative competence-the ability to use language in various situations? | <input type="checkbox"/> | <input type="checkbox"/> |
| 9.2. linguistic competence-the ability to analyze grammatical rules and structures? | <input type="checkbox"/> | <input type="checkbox"/> |
| 9.3. basic language skills-listening, speaking, reading and writing? | <input type="checkbox"/> | <input type="checkbox"/> |