

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

**INVESTIGATION OF THE IMPLEMENTATION OF GRADE
TEN ENGLISH SYLLABUS IN SELECTED GOVERNMENTAL
SECONDARY SCHOOLS IN MEKELLE TOWN**

BY
SOLOMON KIDANE GIRMAY



JULY, 2009

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DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE

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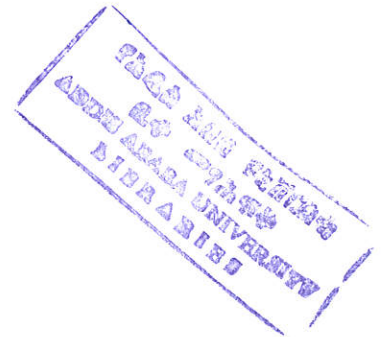
**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES OF
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ABSTRACT

The aim of this study was to evaluate the implementation of grade ten English syllabus in selected secondary schools in Mekelle town. Attempts have been made to examine whether the instructional guidelines set in the syllabus and teacher's guide are properly implemented at classroom levels, the favorability of the school and classroom environments for effective implementation of the syllabus, the attitudes of the students towards learning English and their exposure to the teaching and learning activities, and the factors affecting the implementation of the syllabus in the schools. To this end, a descriptive survey approach was used as a method of the study. The data was collected from 236 sample students, all English teachers of grade ten who are twelve (12) in number, all the three school directors and two English department heads in three selected governmental secondary schools. Respondents were selected by using systematic random sampling and purposive sampling techniques. Questionnaires, observations, interviews and documents were used as data gathering instruments.

The result of the study revealed that most of the demands of grade ten English syllabuses were not implemented as intended. Teachers' extent of implementation of the instructional guidelines suggested in the syllabus and teacher's guide was found to be low. Teachers frequently used explanation or lecture and questions and answers instructional strategies. Moreover, the English teachers did not use continuous assessment techniques to evaluate their student's performance. Besides, the result of the study indicated that the majority of the students have positive attitude towards learning English. However, as the findings of the study showed, the students are not exposed to a variety of teaching and learning activities, which give them opportunity to use the language. There was scarcity of curricula materials and time to implement the syllabus effectively,

lack of technical and material supports, lack of communication and low attention on the part of the principals, department heads and administration were also seen to affect the implementation process. Furthermore, large class size, absence of in-service training and students' poor background knowledge and language skills were observed to be major factors affecting the implementation of the syllabus. Consequently, there is a huge gap between what is intended in the syllabus and its implementation in the schools.

Hence, to alleviate the problems encountered in the implementation of the syllabus, continuous teacher professional development, adequate provision of curricula and instructional materials for English teachers, devising ways for frequent discussions between teachers, department heads and principals on the implementation process of the syllabus and devising mechanisms to build additional classrooms are recommended.

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CHAPTER ONE

INTRODCUTION

1.1 Background of the Study

Education can change or modify the environment in which human beings live. It is the fundamental instrument by which human beings adapt nature according to their needs. Without education, development will not occur (UNESCO, 1999). Education, particularly formal schooling is, therefore, essential in nation building and development. Hence, education has to be used as a vital instrument for social, economic and political changes and should be related to the long-term national aspirations and the programmers of national development in which the country is engaged (Aggarwal, 1997:3).

One of the characteristics and requirement of formal education sector is the design and development of curriculum. Curriculum can be defined both narrowly and broadly. The narrow definition of curriculum includes curriculum as syllabus and as a body of knowledge-content and/or subject. In its broader definition, however, the curriculum is considered to be everything that transpires in the course of planning, teaching and learning in educational institution. That is, it can be defined as the entire range of experiences, both undirected and directed concerned in unfolding the abilities of individual or it is the series of consciously directed training experiences that the school use for completing and perfecting the enfoldment. Education in the sense of narrow definition of curriculum is the process by which it is transmitted or delivered to students by the most effective methods that can be devised (Blenkin et al cited in Derebsa, 2004:16).

According to Derebsa (2004), a well designed curriculum will be of no value unless it delivers the result. Thus, curriculum implementation is critically important as it is to deal with the means of accomplishing

desired educational objectives. In curriculum implementation different parties such as teachers, supervisors, school principals, educational officials, students and others are involved. The knowledge, attitudes and actions of those parties need to be changed so as to have successful curriculum implementation (Marew, 2000:12). If there is a negative attitude on the part of those involved in the process of implementation, they will not be enthusiastic for its successful implementation.

Teachers and the concerned bodies must have a clear picture on how to implement the newly planned or revised curriculum. Frequent discussion about the new program among teachers, principals and curriculum workers is a key for successful implementation (Ornstein and Hunkins, 2004:302). Moreover, people usually support the curriculum if they understand its need and rational. As the result, curriculum implementation is the action and interaction of the practitioners with the program's activities under a certain institutional settings (Sowell, 1996).

There are various factors which contribute to and affect curriculum implementation. Among the factors contributing to implementation are presences of human resources and their awareness of the curriculum and its implementation, availability of resources, and guidance and support systems. On the other hand, factors such as absence of finance, insufficient supply of materials and equipments, lack of cooperative work relationship, lack of trained manpower and insufficient time seriously affect the implementation (Pratt, 1980, Ornstein and Hunkins, 2004).

Effective implementation and evaluation are essential components for the realization of the aims of the designed curriculum. Evaluation can be used to decide what instructional material and methods are satisfactory and where change is needed; it can also be used to judge how well the school system is, how good the individual teachers are (Harries, 1992). In addition, one of the purposes of evaluation of

implementation of a syllabus is to provide information for continuous on-going modification of the learning program, and the other is to find out whether a syllabus really does achieve what it intends to achieve (Yeoman, G.D and Beck, A.W, cited in Solomon 200:3).

The process of changing the old curriculum has taken place in primary and secondary schools of Ethiopia. Following this change, the English syllabi with communicative orientation have been designed and are being put into implementation.

These syllabi claim to enable the learners to use the language rather than to make them know it. In other words, they are designed by following the communicative approach to language learning. For example, an introduction given in the teacher's book of grade ten asserts the above opinion. In this material, it is noted that, the course is more student-centered and communicative than its predecessors. Besides, every opportunity has been taken to involve the students in meaningful and realistic communicative activities.

Though it is theoretically sound to hear such a claim, as many educators and methodologists, like Kochhar (1983), Nunan (1988), and Widdowson (1990) suggest, designing the syllabi and writing materials alone will not necessarily guarantee the attainment of the objectives, since they serve as the plans of actions which may or may not be practiced.

According to these educators, the designing of the syllabus or developing the teaching materials alone is of little consequence unless it is implemented by a means of appropriate classroom methodology. For instance, Kochhar (1983:345) reveals that, "the best curriculum and the most perfect syllabus remain dead unless quicken by the right method of teaching". Similarly, Nunan (1988) states that the learner's classroom experiences will be more important than

statements of intent in determining learning outcomes. In addition to this, Widdowson (1990) in his part suggests the following similar view:

...Changes in a syllabus as such need have no effect on learning whatever. They will only do so if they inspire the teacher to introduce methodological innovations in the planning and execution of activities in the classroom which are consistent in some way with the conception of content and the principles of ordering proposed in the new syllabus. (Widdowson, 1990:129)

This is to mean that, the teachers who implement the innovated syllabus should have a good understanding of the methodology that is pertinent to teach the specified contents as well as the approach which the syllabus advocated. Therefore, the need to evaluate the implementation of the syllabus is found to be necessary for educators for the realization of educational aims. It is from this background that the present researcher is interested to evaluate whether the current grade ten English syllabus effectively implemented in the classrooms or not.

Although their objectives differ, some studies, particularly related to the present study, were conducted at M.A level in Ethiopian context. Among these, for example, Messelech Habte (1991) studied the classroom methodology used by high school English teachers'. The purpose of her study was to describe the methods and techniques which the teaches use to teach English language. She conducted her research in four senior high schools of Addis Ababa and observed one English language class for each of the grades 9 through 12 in each of the four schools.

In her findings, Messelech states that the majority of the teachers use lecture method which focuses on meta-language explanation. According to her, of the total time spent on teaching, it was only 7.5% to 18% of the time that was used for language practice. She reveals

that, even this amount of time was dominated by lock-step mode of instruction (Messelech, 1991:68).

Moreover, Melesse Bedane (1992) carried out a study to investigate the causes for the deterioration of English language teaching in Ethiopian high schools (grade 9-12). To this end, Melesse evaluated the former English language curriculum of this level by concentrating on the contents and the methodology used by the high school English language teachers. For the study, he gathered the data from the curriculum documents and high schools sited in the capitals of the former administrative regions of Ethiopia. According to the findings of Melesse, the situational and functional contents which are supposed to be useful in the teaching of language for communication were non-existent. He states that most of the exercises given in the textbooks and which the teachers in turn focus on mechanical manipulation of sentences generated from the linguistic data rather than reflections of authentic language use (Melesse Bedane, 1992:59).

Another study was conducted recently by Berhanu Hayle (1999). The objective of his study was to investigate the appropriateness of the methodology, which the English language teachers of grade 9 use in implementing the current ELT syllabus. For his study, he took five secondary schools of Addis Ababa and observed 16 grade 9 English classes. In his findings, Berhanu reveals that the classroom methodology was dominated by the teaching of language usage rather than use. According to him, of the total times spent on teaching, 74.94% of the meantime was spent on mechanical activities. The remaining 25.06% of the mean time was for cognitive activities. He further comments that, even the cognitive element of this percentage was not the result of fluency activities, rather the result of time sent on explicit teaching of linguistic rules. From his findings, Berhanu concluded that, "there exists disparity between the teaching/learning methods, procedures and techniques which the teachers use to

implement the syllabus, that is, the classroom methodology and the main objective of the syllabus" (Berhanu, 1999:86).

The present study, therefore, tries to fill the gap that was not seen by the above postgraduate students either by grade level or by research perspective. For instance, Messelech (1991) studied only the methodology practiced by high schools teachers (grades 9-12 level). Melesse (1992) also studied grades 9-12 level English curriculum and its implementation; and his main concern was to analyze the mentioned grades syllabi. Berhanu (1999), on the other hand, conducted his study at grade 9 level and his central point was to look at whether the objective of this syllabus was congruent with the classroom methodology or not. However, all of the above studies didn't see the factors that affect the process of syllabus implementation and the students' feelings towards learning English language and their exposure to the teaching and learning activities. This is what makes the present study different from those which have been raised above, besides their differences on grade levels, times and settings in which the researches were conducted.

1.2 Statement of the Problem

One of the characteristics and requirement of education sector is the design and development of curriculum. The curriculum developed has to be put into practice at different levels of schooling. Supporting this view Tyler (1974) says that the curriculum development is not a theoretical study; rather it is a practical enterprise. Therefore, the designed and developed curriculum must be implemented. In line with this view, Saylore et al. (1981) argues that there would be no reason for developing the curriculum if there is no instruction. With regard to the process of curriculum implementation, Derege in (IER,2002) also suggests that curriculum implementation is a formidable task in most developing countries of which Ethiopia is a part.

As has been mentioned earlier, following the stipulation forwarded by the New Education and Training Policy of Ethiopia, the communicatively oriented English syllabi were designed and are being put into implementation in the primary and secondary schools of the country. Even though the syllabi claim to be communicatively-oriented and well designed to develop learners' communicative abilities, the researcher has some doubts about its proper implementation in the classrooms, from his personal experiences as a teacher. Therefore, the main concern of the present study is to evaluate the implementation of grade ten English syllabus in some selected secondary schools in Mekelle town, Tigray region.

1.3 Objectives of the Study

The major concern of this study was to evaluate the implementation of grade ten English syllabus in some selected governmental secondary schools in Mekelle town with emphasis on impediments during the implementation process. With the above aim, the study will address the following specific objectives.

1. To examine the extent to which the guidelines set in grade ten English syllabus and teacher's guide are employed by the English teachers.
2. To examine the favorability of the schools and classroom environments for effective implementation of grade ten English syllabus.
3. To assess the students' attitudes towards learning English and their exposure to the teaching and learning activities in English class.
4. To identify the factors influencing the implementation of the English syllabus in the schools.

1.4 Research Questions

In order to achieve the purpose of the study the following basic questions were formulated:-

1. To what extent did the instructional guidelines suggested in grade ten English syllabus and teacher's guide are properly implemented at classroom levels by English teachers in the schools?
2. Are there favorable classroom environment to implement the English syllabus effectively in the schools?
3. What are the students' attitudes towards learning English and their exposure to the teaching and learning activities in English class?
4. What are the factors influencing the implementation of grade ten English syllabus in the schools?

1.5 Significance of the Study

It is hoped that the findings of this study will be useful for the following groups:

1. Language teachers: to identify their strong and weak side in their performances in the implementation of the syllabus.
2. School administrators and other concerned bodies: to take certain actions in favor of the effective implementation of the syllabus.
3. The curriculum planners: to indicating the direction as which part of the syllabus is functioning well and which part is not.
4. Others, who want to undertake further research in similar areas.

1.6 Scope of the Study

This study is delimited to some selected governmental secondary schools of Mekelle town. Hence, the findings obtained will only reflect the extent of implementation of grade ten English syllabus in the schools. Since the aspects of a program that require evaluation are numerous, the depth of this study is limited to the question of effectiveness of implementation. Thus, issues related to the curriculum plan itself, such as its general framework, and the way it has been designed and organized will not be considered in the study.

1.7 Limitation of the Study

In order to evaluate the desired classroom instructions in depth, continuous classroom observations are vital tool. In this study, however, each sample teachers were observed only two times in his classrooms. Due to this factor, it was not possible for the researcher to have some more observation sessions. The refusal of interviewees to be recorded during interview sessions was also another problem faced in the data collection. Though these limitations existed in the study, I attempted to make it as complete as possible by using field notes and another data collection instruments such as questionnaire and observations.

1.8 Definition of Key Terms

Antecedent: - Any conditions that exist prior teaching and learning (before the treatment begins) that may influence outcomes.

Transactions: - The interaction among students, teachers, materials and environment. It is the process of teaching and learning.

Outcomes: - The consequence of the program – cognitive, affective, personal, communication wide, immediate and long-term.

Indented:- It refers to what are suggested or planned in grade ten English syllabus and teacher's guide.

Observed: - It refers to the actual use of the intended in the syllabus

1.9 Organization of the Study

The study has been organized into five major chapters. The first chapter deals with the introductory part of the study. The second and the third chapter address the review of related literature of the study and research design and methodology respectively. Then, the fourth chapter treats the presentation, analysis and interpretation of the study. Finally, the fifth chapter draws the summary of the findings, conclusions and recommendations of the study. Moreover, reference pages and appendices are attached at the end.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Curriculum Implementation

2.1.1 Concept of Curriculum Implementation

A curriculum is the most critical thing in any educational settings. Thus, it must be carefully planned or designed in order to meet the educational aim of the country and the goals of the school or educational institution. Chhem and Khoo (2001) pointed out that designing the curriculum is the most exciting and creative part of the curriculum development. However, the ultimate goal is not to design the best and ideal curriculum, but to put it into practice successfully. In supporting this idea, Ornstein and Hankins (2004, 1998) suggest that a curriculum with optimal designed for students must get delivered; it must be implemented in the school if it is to make any impact on student learning. In other words, Saylor et al (1981) suggests that if there is no instruction, which is main part of implementation, no need of producing or developing a curriculum. Therefore, implementation is the necessary condition for the improvement and development of a curriculum.

A concept of curriculum implementation is then conceived differently by various writers. Lewy (1977) assumes implementation as the open use of program throughout the entire school system. Fullan and Pomfret (1977) also defined implementation as open use of innovation. For Schubert (1986), it is a system of engineering that takes design and construction of specification through various channels to the teacher in classroom. Stern (1992) also defined it as the translation of curriculum into classroom reality. According to Paratt (1980:435), implementation is the point at which the change is actually realized in classroom. Derbessa (2004:240) states that curriculum implementation is a process of putting the developed or planned curriculum into effect. To sum, all definitions mentioned

above have a common consensus that curriculum implementation is defined as making use of the developed curriculum materials in the whole school system, or putting the document into practice in classroom.

2.1.2 Nature of Curriculum Implementation

Many argue that implementation is a component in curriculum action cycle and step in curriculum development. Others also consider it as separate step. This step involves extensive action by many parties. It is clear that teachers supervisors, principals, educational officials, etc at different levels have roles in implementing the planned curriculum. By its nature, curriculum implementation needs changes in the attitudes of those parties that participated in the process. Thus, the suggested ways of implementation of the developed or changed curriculum have to be communicated to the teachers and the concerned bodies through different mechanism. Communication takes time because at this stage of curricular activity efforts will be made to persuade people and to influence their attitudes in order to get support.

Their knowledge, attitude and actions affect implementation (Marew, 2000; Derebssa, 2004; Ornstein and Hunkins 2004).

In recent years, implementation has become a major educational concern because many of the curriculum projects did not succeed even if much money was spent to develop those curriculum projects. The failure of the successful implementation of curriculum is due to the ignorance of school culture by curriculum designer outside the school; the mismatch of the theoretical information or knowledge and a real world context, not considering the social- institutional context and others (Ornstein and Hunkins, 2004). After reviewing several innovative projects, Fullan and Pompret cited in Derebssa (2004:241) state that effective implementation of innovations requires time, personal interaction contacts, in- service training or continuous professional development and other forms of people based support.

Besides the above mentioned nature of curriculum implementation, there are many steps which are involved in moving from general curriculum conceptions to actual treatment of the curriculum in the classroom. Broad concepts are translated into major curriculum projects, or more often into publishing venture. In the broader movements, typically prepare curriculum guidelines to available curriculum materials, especially textbooks. Some effort is also made in most instances to prepare teachers for implementation. Finally, teachers place their own interpretations on the basic concepts of the curriculum, the materials at hand and the capabilities of their students to deal with the materials, and the circumstance within each school which affect the ability to deliver the curriculum (GONL, 1994).

For effective implementation of the designed curriculum, a careful planning is necessary. It is an activity of setting mechanisms and requirements in order to address the needs, the importance of the curriculum, resource allocations and time allotment for carrying out the intended action. It takes place prior to program creation and /or delivery, and focus on the factors such as people, program and organizational process (Debesa, 2004; Ornstein and Hunkins, 2004). These three factors are inseparable. A skillful curriculum leader can not ignore any one of the factors. If some one ignores on of them, for example, the people factor and spent much time and money for modification of the program or organizational process, the implementation of the program may be failed (Fullan ,1991).

Frequent discussion about a new or a changed curriculum among teachers, principals, and curriculum workers is a key for successful implementation. Every involved party in the task of implementation should be aware of the circumstance to realize the curriculum. For that purpose, communication channels should be kept open through some mechanisms like seminars, workshops, symposia, panel discussion, informal communication networks, etc. Communication channels can be used orally or written such as letters, articles, books,

bulletins, research reports, memos, speeches etc. depending on the nature of the curriculum (Ornstein and Hunkins 2004).

Putting the curriculum into practice should not be done by teachers alone; there must be cooperation between all the concerned bodies in the implementation. Teachers usually need the cooperation of those people who are involved in the planning process, those who are managing resources, and with their colleagues. Since teacher's cooperation is a determinant factor in curriculum implementation, it affects the whole process.

In addition to planning, communication and cooperation, different kinds of support are needed for effective or successful implementation of the curriculum. In-service training, staff development for teachers, supervisors and principals, materials and financial supply, peer support, etc. are vital. Thus, implementation is a collaborative effort of many parties.

2.2 Factors Affecting Curriculum Implementation

Many scholars in the field of curriculum agree that curriculum implementation is the actual use of the official curriculum in the school or educational institution. Its process is complex because it needs carefully planning, sufficient time, favorable environment, finding resources and support. In addition, many parties involved in it and their collaboration efforts are important for successful implementation. Due to the complexity of implementation, various studies confirm that there are different factors which affect the implementation of the curriculum. For example, Fullan and Pomfret (1977) and Fullan (1991) find out sixteen factors that influence implementation. These factors are categorized into four groups:-

1. Nature of change consist of needs and relevance of change, clarity, complexity, and quality and practicality of the program;

2. Strategies include in-service train, resource support, feedback mechanisms, and participation;
3. Characteristics of adoption units such as adoption process, organization process environmental support and demographic factors
4. Macro-socio-political units consist of design questions, incentive system, evaluation and political complexity.

In this review of related literature an attempt is made to categorize factors which facilitate or hinder the curriculum implementation into three groups such as factors related to nature of change; roles of teachers, principals and students; and school organization will be mentioned as viewed by different scholars.

2.2.1 The Nature of Change

Micheal Fullan (1991) has discussed factors related to nature of change with in four points that are need, clarity, complexity and quality and practicality of the program. The need for innovation must be specified for and accepted by those affected persons to change. When the need for change has not been made known or if it is made known, but not accepted by people, they will likely often resist the change. In fact, the acceptance of the change by the people will be realized if innovation is considered with their values.

People want to know the purpose of innovation and how it is going to be conducted. A curriculum leader should maintain the process of implementation by convincing them about the change to make a certain decision. Since, clarity of the intent of innovation is very important for the users, curriculum leader makes clear the goals and means of any change activities (Ornstein and Hankins, 2004:317).

Complexity refers to difficulty which is relative to many factors. It is indispensable fact that curriculum change is a complex and difficult process and it requires explicitness by its nature. Smooth and successful curriculum change is enormously difficult and time

consuming and cannot be accomplished without potential implementers which personally involved and accepting the change on their own terms, according to their own construction of reality (Fullan 1991, Marsh and Huberman, 1984, Rudduck, 1999).

Next to initial knowledge of innovation, the second step in innovative-decision model is persuasion. People need to perceive the quality, worth and practicality of innovation in order to adopt or reject it. Although we would hope that any curriculum innovation would have evident quality, developers often miss the mark when it comes to practicality. Sometimes, the newly changed curriculum does not have quality and practicality to meet the desired goals of schools. In this case, the students and teachers would be dissatisfied or uninterested in teaching and learning process of the subject. Hence, the implementation of the curriculum would be affected by lack of quality and practicality of planned curriculum for the specific area.

2.2.2 Factors Related to the Role of Principals, Teachers and Students

2.2.2.1 The Role of Principals

Currently, we are in information age, making it more important than ever before for principals to have a strong understanding of curriculum to help them effectively lead schools (Marlow and Minehira, 2006). In order to bring effective curriculum implementation in the school, the role of principals should change from manager to leadership. Indeed, the principals' leadership is to the success of any curriculum development and implementation (Ormistern and Hankins, 2004:324). The over all curriculum implementations is mostly determined by the leadership role of the principals. Hence, according to Erlandson and Witters (1990), the principals must understand the various aspects of curriculum development and implementation; be informed of current trends in instruction; understand the relationship between curriculum and assessment; know how to provide appropriate staff development to support teachers in implementing

curriculum and instructional change; be able to provide adequate resources to teachers and be able to communicate effectively with parents so that the school's curricular and instructional programs are relevant, understood and supported by community.

Principals have to give more attention for effective curriculum implementation than administrative work. But, most of them devoted much of their time working with administrative concern. In this regard, Murphy (1990:164) found that while most principals believe they should spend more time attending to the "technical core" of the school (curriculum and instruction), they spent the majority of their time working to other issue related to operations, management, and public relations. Furthermore, he suggests that part of the reason principals have not been able to act effectively as curriculum and instructional leaders is because of teachers' perceptions of their role in this capacity.

A substantial body of research (Posener, 1995, Murphy, 1990, Marlow and Minehira, 2006) indicates that teachers do not view instructional leadership as the primary responsibility of principals. They do not see much evidence of instructional leadership on part of principals. They also are reluctant to accept principals as leaders. Therefore, to overcome such problem, principals must do working with teachers to develop common understanding of what it means to be instructional leaders.

To be effective curricula leaders at operational level, principals must work closely with teachers. They walk in the school and talk to students, visit classrooms and meet with teachers frequently. They also have an open door policy and regular feedback from parents, teachers, students, and other community members about happenings in the school. In addition, principals must provide support to teachers. If there is no adequate support of principals to teachers in actual use of the curriculum, then it is clear that teacher will resist implementing the curriculum.

Generally, Ornstein and Hankins (2004:323) determined the top ten roles of principals as curriculum leaders. These are 1/develops an orientation program for new teachers; 2/ develops a clear set of goals and objectives; 3/ involve individual departments in curriculum development; 4/ encourages communication among schools with in district; 5/ handles controversial issues involving curriculum; 6/ spends time visiting the teachers in classroom; 7/ plan staff development programs;8/ rewards curriculum innovation; 9/ encourages use of library and media services by the teachers; 10/ modifies school environment to improve instructions.

The absence of these principals' activities in the school as curriculum leader may harm the success of implementation of the curriculum. Indeed, the collaboration effort of principals and teachers is a decisive factor for effective implementation. Supporting this idea, McNeil (1996:244) suggests, "Teachers alone are unlikely to innovate and implement school wide curriculum. However, department and grade level faculty, possibly under the direction of chair person or team leader and operating with the backing of the principal often influential".

2.2.2.2 The Role of Teachers

Teachers play a key role in implementing the changed curriculum in classroom. It is undeniable that they must have knowledge, skills and attitude about the subject matter and method of teaching to deliver the intended syllabus in the school. McBeath (1997) indicates that curriculum innovation was seen as a smorgasbord of new ideas or new materials from which teachers could select and use in the classroom in the way they thought fit.

The teacher has to have sufficient time to recognize and understand the changed curriculum and to put it into practice with commitment in classroom. Time is the teacher most valuable resource and the amount of time needed to implement curriculum change is almost underestimated. Indeed, teachers need sufficient time for planning

lessons, for preparing instructional materials for greater amount of evaluation and marking and in service training (Pratt, 1981:430). If there is lack of sufficient time, the curriculum can not be materialized into effect.

In addition, if teachers feel comfortable for the new change and accept it, they can fully implement the innovation. Marlow and Minehira (2006) state four stages which are involved in the change process such as 1) Beginning awareness 2) rise in comfort level, 3) spread out acceptance and 4) full implementation. At the beginning of awareness level, teachers are made aware of innovation through education and staff development. As teachers, they participate in staff development activities and begin to collaborate with other teachers and feel more comfortable with technical and pedagogical aspect of the changed curriculum (Marlow and Minehira, 2006). These writers also found that in effective schools, there is a 'coaching environment' where teachers work as one another coaches in implementing the curriculum. In this way a teacher has a real reason to work together. As teacher collaborate and be comfortable with the changed curriculum, more teachers begin to change their practice forming a "critical mass". After these stages, the curriculum change is fully accepted and becomes institutionalized in the organization. It becomes integrated with other curricular areas and it is tailored as it is evaluated. Failure of any of these stages can affect the success of full implementation.

According to McNeil (1996:24), teachers are often reluctant to implement the planned curriculum as suggested in guidelines because they are constrained by lack of time and heavy teaching loads, and they might perceive a resistance to the changed curriculum from parents, peers or principal. Even if others are not actually opposed to teachers implementing a new curriculum, the anticipation of resistance might be enough to preclude innovation.



For effective implementation of a curriculum to occur, teachers will need to experience skill training workshops, staff development and experience sharing program with each other. Regarding this, Pratt (1980:430) suggests:

Teachers will be unequipped to implement curriculum change if they lack the necessary expertise. They must have a competent grasp of subject matter and of the approach to adopt it. Development of this expertise often requires specifically designed in-service training. With out such training, teachers are likely to continue what they have done in the past with at most a few surface changes.

Currently, education has been growing rapidly due to the expansion of information and explosion of knowledge at alarming rate with the invention of new technology. Thus, to get teachers to implement the newly designed curriculum, it requires a paradigm shift. Cognitive coaching model of getting teachers “up to speed” is very important. In order to go with technology, teacher need continuing professional development of staff development with in the education system so that they will develop different views of curriculum, teaching style (method of teaching, model of teaching), knowledge and attitude (Ornstein and Hunkins, 2004).

The role of teachers, therefore, is decisive and extensive for effective implementation of curriculum. However, the absence of knowledge, attitude, interest, motivation and satisfaction of teachers has a great influence to accomplish their task properly.

2.2.2.3 The Role of Students

One of the human factors that influence implementation is students. Ponser (1995:192) remarked, “The extent to which students possess academic skills and background knowledge is a major determinant of the success or failure of curriculum”. Fullan (1991) further mentioned that students participation in the design of the curricula determine the success or failure of it because implementation compromises a change in the role relationship between teachers and students.

Students should actively participate in the school where the curriculum is actually put into practice. Their active participations are realized in the school when they are motivated, interested and have positive attitude towards learning the specific subject matter in classroom. Concerning this, Ornstein and Hankins (2004:321) suggests:

“Just as teacher must accept a new program for it to be successful, so students must also be willing to participate in the program. If students see little relevance in curriculum activities planned, they are not going to be motivated to participate or learn. Ideally, we want students to react with heightened interest, with enthusiasm.”

However, if the students are discouraged and dissatisfied, they will not actively be involved in the learning process. In supporting this statement, McCluskey et al (2001) state that students who have the intelligence or talents to do school tasks do not succeed because they perceived the educational curriculum irrelevant, which consequently leads them to feel bored, discouraged, and unproductive.

2.2.3 Factors Related to School Organization

The school is the main place where the designed curriculum can be operationalised. Thus, school must be well organized in order to be suitable for proper implementation of the proposed syllabus. The school should be organized and structured in terms of resources, human, materials, buildings (classrooms, offices, library, etc) and administration. If there are absence of financial support, insufficient supply of materials and equipments, and lack of good administrative support in the school, it is true that curriculum implementation will be hampered.

2.2.3.1 Insufficient Supply of Materials and Equipment

The availability and adequacy of materials, equipments and facilities in the school climate are the most powerful variables to be considered as factors pertinent to the school organization. It is difficult to think the effective implementation of a curriculum in the absence of materials, equipments and facilities. These resources help the teacher to facilitate the teaching-learning process because they assist him/her to plan the instruction properly, select and organize methods and learning activities.

The success of curriculum implementation is often restricted by lack of facilities, materials and equipment. Some research works in Ethiopian school indicate that lack of classroom facilities, lack of instructional and curricula materials, shortage of books in the library etc have a great impact on the effectiveness of its implementation (Solomon, A,2000, Akalu, C.,2001. Amare, A., 2006).

A school's physical conditions can have an influence on the teaching and learning process. It should be furnished with different materials like chairs, desk, tables, boards, various instructional materials, curricula materials, well organized library, etc. When space and other resource allocation are fulfilled, the school environment could be conducive to implement the curriculum effectively. In contrast, Vern Spoor as cited in Solomon, A. (2000:30) suggests that the unfavorable environment and the scarcity of resources put at risk the capacity of developing countries to provide quality of education. Though instructional materials help students to develop their cognitive abilities, to actively involve in instructional process and broaden their experience, different studies conducted in developing countries confirm that teachers do not have the necessary instructional materials at their disposal.



2.2.3.2 Administrative Support

The successful implementation of curriculum is not only relied on material support, but also good relationship of the school community, well administration in the school and collaboration efforts of the involved parties are essential component. In supporting this, Ornstein and Hankins (2004:303) suggest that “ a trusting relationship must exist among all parties in the school especially between administration and teachers. As implementation is a collaborative and emotional effort, peer support is vital for effective implementation”. In fact, it is not an individual activity; many hands need to be put together for implementation to be successful. Hence, it is the responsibility of administrators to coordinate the collaboration effort. McNeil (1996:244) indicates :

“School administrators are viewed by sociologists as persons in the middle with little possibility of being primary advocates for major curriculum change. In the formula organization, they may maintain equilibrium among different forces. When they are aware of and sympathetic to change, the innovation tends to prosper. In contrary, when administrators are uninformed, apathetic, or hostile, an innovation tends to remain outside the school. Hence implementation is directly related t immediate administrative support.”

Thus, the administrative bodies in the school such as the directors, the administrators, the unit leaders and department heads are also considered as immediate supporters for teachers' role in curriculum implementations. Without the support of school administration, the chance for effective curriculum implementation is very low. Due to this, the school administrative bodies should be involved in or consulted from the very beginning of design of curricula programs to be executed in the schools in order to play their role actively (Lewy, 1977; 71-72).

Besides, the above responsibilities, school administration has to organize continuing professional development or staff development for teachers in their school and/or others related institutions. Professional development has advantage for teachers to understand how curriculum is and how it is created. Ornstein and Hunkins (2004:303) describes that if teachers wish to have an influencing voice in curriculum development and implementation, they must have sophisticated understanding of concept of curriculum and how it is created.

In order to have professional development, one of the strategies is in-service programs. The program has been designed so as to be integrated into and supported by organizations within which they are designed to function. In-service programs that work have result in collaboration efforts and addresses the need of those who are affected by the curricula (Ibid).

Education is needed for human to acquire knowledge, skills and attitude of something and also a labor intensive field rather than eliminating the need for human services. So, it requires teachers more than machines. Hence, a key to educational change must include staff development because curriculum innovations have been dynamic. Staff development is now a central focus in successful curriculum implementation (McNeil, 1996:254). Therefore, in order to have effective staff development for practitioner, the school administration must arrange it properly. However, absence of cooperation among school teachers, principals, students and administrative staff and lack of technical support of administration can hinder curriculum implementation.

Generally, there are a number of factors that influence the implementation of curriculum. The nature of change, the attitude, ability and role of teachers, principals, and students, insufficient supply of instructional and curricula materials, lack of well equipped facilities, lack of staff development or in- service training , insufficient

time and lack of personal support appear to be the main potential factors identified in the literatures which hinder a successful implementation.

2.3. Communicative Language Teaching Methodology

The aim of communicative approach to language teaching, according to Richard and Rogers (1986), is making communicative competence the goal of language teaching and developing procedures for the teaching of the four macro skills that acknowledge the interdependence of the language and communication. Thus, the emerging of this approach has changed the whole trend of foreign language pedagogy. Unlike the former methods, this approach is founded on many various views of language and language learning (Richards and Rogers, 1996; Nunan, 1988; Cunningsworth, 1995).

According to Dubin and Olshtin, the communicative language teaching approach makes use of educational philosophies through humanistic psychology. Some of the guiding principles of humanistic curriculum, as to these educators are:

1. Great emphasis is placed on meaningful communication from the learner point of view....., text should be authentic, tasks should be communicative, and outcomes should be negotiated and not predetermined.
2. The learner is the focal point of this approach and the respect for individuals is highly valued.
3. The teacher is the facilitator who is more concerned with classroom atmosphere than with the adherence to the syllabus or the materials in use.
4. The first language of the learner is viewed as useful aid when it is necessary for understanding and for formulating hypothesis about the target language particularly in the early stages (Dubin and Olshtain, 1986:76).

Generally, humanism in communicative language teaching addresses participatory learning in which learners actively involve and make trial and error hypothesis from the data available at their disposal. Cooperation between teacher and learners is acknowledged in this approach from the premises that anxiety free atmosphere promotes learning (Dubin and Olshtain; Nunan, 1992).

There are three general theoretical principles which communicative approach to language advocated, as Richards and Rogers maintain. These, according to them, are "the communication principle.... The task principle.... and the meaningfulness principle" (1986:72). These principles address more of methodological aspects than syllabus (course) designs. In terms of communication principle, the teachings in which learners involve in real- life communication are presumed to promote learning. Similarly, the task principle advances the idea of learner's participation in activities which require language use. The third meaningfulness principle also suggests the importance of activities or practices that are meaningful to learners.

Accordingly, Cunningsworth (1995) after examining the methodologies used in current course materials summarizes some of the principles related to language teaching methodology. Some of these principles are:

- There should be controlled presentation of language.
- There should be a balance of accuracy and fluency.
- Skills need to be learned both separately and in an integrated way.
- Communicative practice should resemble real- life language use.
- Learning and acquisition each have their place.
- Learners should be actively and fully involved in lessons.
- Learners should use language creatively and activities should be personalized where possible (Cunningsworth, 1995:98-9).

These principles seem to be the reflection of communicative methodology suggested by Finochiaro and Brumfit (1983). Therefore, they can be used as references for communicative language teaching and they address the teaching-learning activities, and the interaction that goes on between teachers and learners in the class room.

2.3.1 Teaching- Learning Activities

As it is mentioned in the previous section, there are three interrelated principles that guide the communicative language teaching approach. These are the meaningfulness principle, the task principle and the communication principle. As a result, the teaching-learning activities are to follow these principles. That means the task or activities through which the learners practice the target language need to be meaningful and communicative. Similarly, the wide variety of activities and tasks that are ranging from meaningful and communicative drills through pseudo-communicative (conversation and cued dialogues), information gap, problem- solving to high levels of simulation and improvisation activities that approximate real-life communication have been realized to be in use (Byrne, 1986; Rivers, 1983; Littlewood, 1981; Wills, 1990). This continuum, then, indicated the presence of two distinct approaches in either side of the extremes, i.e., accuracy and fluency distinction.

Littlewood (1981), attempts to provide activities which fall in this continuum. His methodological framework can best show the distinction between accuracy Vs fluency- focused activities. The first category is pre communicative activity, which is intended to lead the learners to the future communication. "Whenever pre-communicative activities occur , their essential function is subordinate one: they serve to prepare for late communication" (Littlewood, 1981:87).

In Littlewood's suggestion, the pre-communicative activity is intended to develop learners' linguistic knowledge, i.e . accuracy. He further splits this category into two sub-categories: structural and quasi-communicative activities. Littlewood, includes the structural part only

to show the limited role of manipulating mechanical activities. Widdowson (1978) calls this type of activities "usage". Both Littlewood and Widdowson agree that acquiring the skill to form or to construct a correct sentence is important. And yet, they argued that, composing correct sentences alone is not enough to promote learning, unless it is related to various meanings of the sentence. Therefore, when it is suggested that accuracy is important in language learning, it does not mean the mere arrangement of words to form a correct sentence. That correct sentence is expected to be meaningful to the learners (Widdowson, 1978; Littlewood, 1981; Richard and Rogers, 1985).

Moreover, it is suggested that, if the learners are expected to use the target language, they need to practice it with little or no conscious awareness about that language learning or acquisition. For instance, Finochiaro and Brumfit (1983:96), say that, "we would not consider that students has learned an items unless it can be used appropriately without conscious thought, and we all know that presentation, drilling, practice do not lead to that happy position". And it is for this that fluency activities, which Littlewood (1981) recommended in his second main category, i.e. communicative activities are proposed to be used in language course. In this respect, the language learning activities that offer the natural language learning situation in class room setting, then, are information- gap, problem solving, language games, group discussions, role- players or simulations and so on (Littlewood, 1981; willis, 1990, Nunan, 1989).

In the literature of communicative language teaching approach, it is consistently raised that the teaching- learning activities should not only be cognitive and communicative, but they should also be purposeful. The central focus of communicative language teaching is the learner (Nunan, 1988; Finocciaro and Brumfit 1983; Cunningsworth , 1995). The aim of language teaching in a "learner-centered" or communicative approach, as to Cunningsworth (1995:16) is "to bring learners to a point where they reach a degree of autonomy

and able to use the language they in a real- situation out side the classroom.” Therefore, the language teaching- learning activities, in this respect, need to appeal to the interest of the learners. That means it should be purposeful. Supporting this view, Richards (1985) suggests that, the purposeful activities are not more transferable in a real-world communication than less purposeful.

In general, as it is seen in the above discussions, the main goal of communicative language teaching is promoting the communicative abilities of the learners. This is, as it is already mentioned earlier, possible when the learners practice the target language in a meaningful, communicative, and purposeful way.

2.3.2 Classroom Organization

One aspect of classroom methodology that attracted the attention of current educators and researchers in the field of second or foreign language education is group organization. Traditionally, language classroom interaction was dominated by the whole class teacher-led instructional system (Long and Poter, 1985; Richards and Lockhart, 1994).

Current researchers in the field of second or foreign language acquisition, inter- language development, and classroom interaction, however, argue that though it may be needed to some extent, the sole dependence on whole class teaching is advantageous. Long and Porter noted that “one of the reasons for the low achievement by many classroom SL (second language) learners is simply that they do not have enough time to practice the new language” (1985:208). Learners lack the opportunity to practice the new language because, as they maintain, “the predominant mode of instruction is what might be termed the lock- step” (Ibid.), and it naturally restricts the learners’ chance to practice the new language. Richard and Lockhart, on their part, mention a number of reasons why the whole class teaching is criticized. Among these are:

- Such instruction is teacher dominated, with little opportunity for active participation.
- Teachers tend to interact with only a small number of students in the class, as is seen from studies of teacher action zones. (Richard and Lockhart 1984:148).

On the other hand, various researchers who deal with second language acquisition, inter-language development, and classroom interaction justify that organizing the whole class into small groups of different sizes provides many advantages. For instance, Doff (1988:141) states that, "teaching in groups encourages students to be more involved and to concentrate on task." Similarly, Harmer (1991) says that, group work helps students to exhibit a degree of self-reliance that simply is not possible when the teacher is acting as a controller. Besides, citing Long (1985) and Krashen (1985), Richards and Lickhart (1994) rationalize that, when learners share information in pairs on meaningful task, each learner gets the chance to receive:-

- a. Comprehensible input from his of her conversational partner,
- b. A chance to ask for clarification as well as feed- back on his or her output,
- c. Adjustment of the input to match the level of the learner's comprehension, and
- d. The opportunity to develop new structures and conversational patterns through this process of interaction (1994:152).

Moreover, Brumfit (1984), citing researches done by Abercromie (1970), Schmuck and Schmuck (1971), Johnson and Johnson (1975), reveals that, "group co-operative rather than individual competitive procedures are held by these researchers to reduce anxiety, increase awareness of possible solution to problems, and increase commitment to learning".

All this tend to justify that as long as group work is found to be advantageous in promoting language, the language course that claims to be communicative needs to incorporate such issues. And language teachers, in-turn, make use of this mode of instruction (pair/group work) in their classrooms.

CHAPTER THREE

3.1 Research Design and Methodology

This chapter deals with the design of the study, model used in the study , sources of data, subject and sampling procedures , instruments of data collection and methods of data analysis.

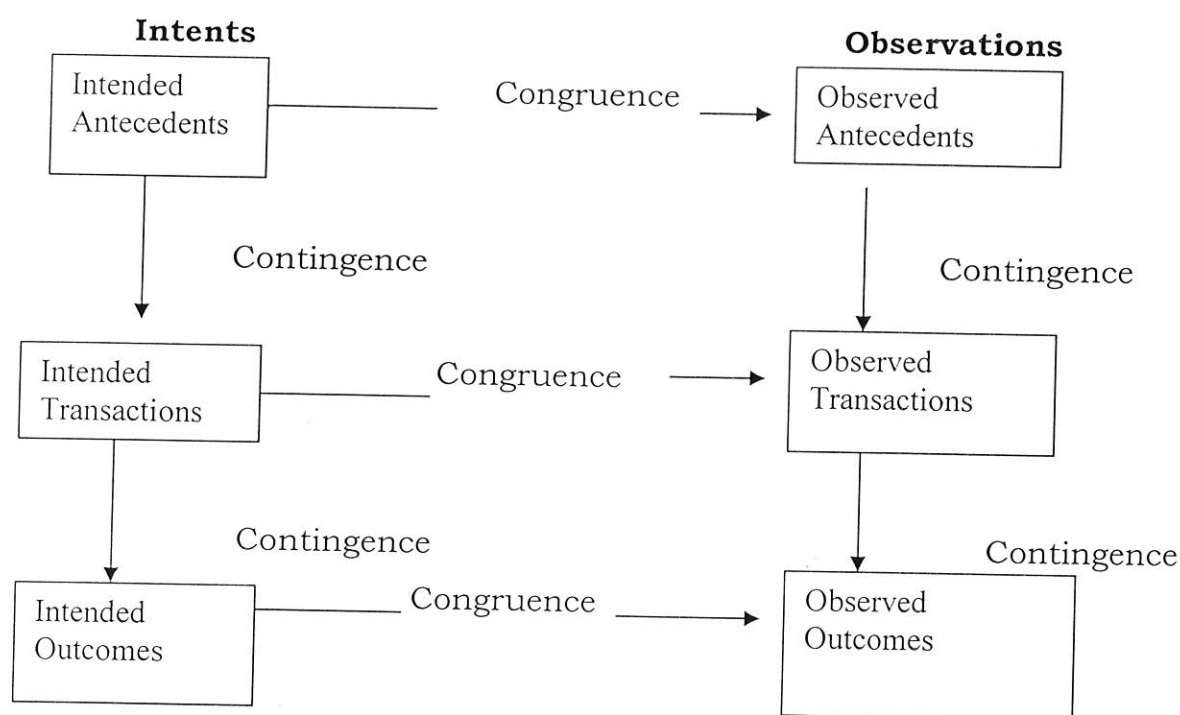
3.1.1 Design of the Study

The major concern of this study as indicated earlier in chapter one is to evaluate the implementation of grade ten English syllabus in some selected governmental secondary schools in Mekelle town. To this end, a descriptive survey method was used. The use of this method is well supported by Seliger and Shohmy (1989), and McDonough and McDonough (1997), when the researcher is interested to see events in their settings. Besides, Kerlinger (1990) suggests that a descriptive research method is useful when the study aims at examining an issue in a relatively manageable number of samples taken out from large populations.

3.2 Model Used in the Study

Stake's Congruence- Contingency Evaluation Model was adopted for the study due to its suitability to the nature of the study. Robert Stake (1967) produced the model in order to evaluate the curriculum in terms of the logical and empirical relationships between antecedents, transaction and outcomes. In using this model, the information obtained is analyzed in terms of the match and mismatch between what is intended and what is actually observed. The model is selected mainly because it gives due consideration for the Antecedent, Transaction and Outcome aspects of educational activities that are the concern of this study about implementation of grade ten English syllabus.

The model brings into focus both the intended features of a curriculum and the correspondingly observed or actually performed feature. It involves the gathering of data from different sources to fill the three broad categories of events that have to be evaluated namely; antecedents, transactions, and outcomes as shown below in figure 1.



(Stake, 19 67:533)

Figure 1

Stake's Congruence- Contingency Evaluation Model

An antecedent is any condition existing prior to teaching and learning which may relate to outcomes. Transactions are the countless encounters of students with teachers, students with students, author with reader etc .Outcomes are the abilities, achievements, attitudes and aspirations resulting from an educational experience.

Though there are a number of variables within these three cells or categories, in this study, I selected the model because it is suitable to evaluate the implementation of curriculum in fidelity perspectives. Variables to be described and judged were also chosen. Thus, the variables such as teachers' and students' characteristics, availability of curricular and instructional materials and the school organization

are the main variables to be considered in this study. Variables such as the teacher-student interaction, teacher's performance in effectively implementing variables suggested in the syllabus and teacher's guide were taken as transaction variables. In addition, an assessment of students' attitude towards learning English and their exposure to the teaching-learning activities is taken as an outcome variable.

Intents and observations are congruent if what is intended actually happen (R. Stake 1969 in Payne, 1974). Stake states that to be fully congruent the intended antecedents, transaction and outcomes must be identical with the observed antecedents, transaction and outcomes. In this particular study, the congruence of intents of the syllabus with the observation (implementation) should be examined,. So, the study only concentrates on the congruence aspect of the model. In this case, intents consist of what are suggested or planned in grade ten English syllabus and teacher's guide. The observations are the data obtained from respondents and documents regarding the implementation of the syllabus in the schools.

3.2.1 Sources of Data

In this study, the sources of data are:-

- a. Information provided by grade ten English teachers, students, English department heads and principals who are currently involved in implementing the syllabus at the sample schools.
- b. The actual classroom settings and the school environment
- c. Documents (Educational Policy documents, English syllabus of grade ten, teacher's guide and students' text books and other related Educational Statistical data).

3.2.2 Subjects and Sampling Procedure

The target population of the study includes all English teachers, directors, English department heads and all of the grade ten students. According to the Statistical Information obtained from Mekelle Education Bureau, a total of four secondary schools are functioning in

2009 academic year. Three schools were selected on the basis of their accessibility and proximity to the researcher. These schools are Ayder, Fre-Abiot and Sewhi-Nugus secondary schools. These three schools are found in the town and all are government owned organizations. Totally, there are 3 directors, 12 English teachers, 3 English department heads and 2675 students (1937 of them are males and 738 are females (see table1 and 2).

Table 3.1:- The Number of Principals, English Teachers and English Department heads and their Sample Size in Each of the Schools.

No	Population	Size of population sample in each school				
		Ayder S.Sch.	Freabiot S.Sch.	Sewhi-Nugus S.Sch.	Total	Sample size
1	Principals	1	1	1	3	3
2	English teachers	4	5	3	12	12
3	English department heads	1	1	1	3	2
	Total	6	7	5	18	17

Regarding the sample selection of respondents, an available sampling technique was used to include all of the twelve (12) English teachers. They were selected to fill the questionnaire which was prepared to them. However, since it was difficult to interview all the teachers, directors and department heads, the researcher was forced to select respondents for interview to manageable size. Accordingly, purposive sampling technique was employed to choose four English teachers, three principals and two English department heads in the schools under the study. Cohen and Manion (1994:103) argue that in purposive sampling technique the researcher builds up a sample size that is satisfactory to his specific needs by picking the cases to be included in his sample.

Ten percent of total number of students was selected from each schools (see table 2). Totally, 268 students were selected to fill the

questionnaire that was prepared for them. The selection in each school was carried out based on the systematic random sampling technique by using their role numbers.

Table 3.2:- The Number of Students and the Sample Size in Each School

No	Sample schools	No of students in each school	Sample of students
1	Ayder S.Sch.	1,213	123
2	Freabiot S.Sch.	1,193	118
3	Sewhi-Nugus S.Sch.	296	27
	Total	2675	268

3.5 Data Collection Instruments

The concept of using multi-method approach in collecting data in a single study favored in recent trends for many authors. An increasing number of researchers are using multi-method approaches to achieve broader and often better results. Denzin in Teshome (1998:46) for example, argues that because each method reveals different aspects of empirical reality, multiple methods should be employed in every investigation. He explains that triangulating such methods as questionnaires, interviews, and observations build checks and balance to a study design. Therefore, to obtain adequate information for this study four types of data gathering instruments (questionnaire, observation, interview and documents) were employed.

3.5.1 The Questionnaire

Two sets of questionnaire were prepared for the teachers and students in connection with the research questions from grade ten English syllabus, teachers' guide, related literatures and the researcher's experience in teaching English language.

I. Questionnaire for Teachers

The questionnaire which was prepared for the teachers contains two parts. The first part of the questionnaire was prepared to obtain information about teachers' activities, availability and utility of curricula materials, the communication existing among English teachers, teachers and department heads, teachers and principals. The second part was prepared to collect data about the major factors that affect the effective implementation of the syllabus in the study area. Accordingly, a set of possible factors were listed under the table and the teachers were asked to put in rank order.

II. Questionnaire for Students

The questionnaire was prepared to obtain information about the students' attitudes towards the teaching - learning activities of English, the use of assessment techniques used by their teachers, teacher and students interaction during English instruction in the classroom and the class room climate during teaching English.

Two- hundred sixty eight (268) copies of the questionnaire were distributed to the respective number of sampled grade ten students of the three sampled schools. Out of these copies of the questionnaires distributed to student respondents, 236 (88. 06%) were filled and returned.

3.5.2 Classroom Observation

An observation checklist which had lesson presentation variables in the classroom and observation rating scale regarding some instructional considerations were developed and used during class room observations. The ideas used in the checklist (Yes or No) and rating scale (Frequently, Rarely and Not at all) arose from carefully studying the grade ten English syllabus , the teacher's guide and students' text book and review of related literature .

The researcher together with a co-observer observed the sampled English teachers in their classroom. Each teacher was observed twice

in different classroom. Hence, a total of twenty four English sessions were observed to gather data for this study.

3.5.3 Interview

Two sets of interview questions were prepared namely:- interview questions for the English teachers and interview questions for the principals and English department heads in the sampled schools. During interview sessions, the communication was held on with Amharic language between the interviewer and the interviewees in order to reduce the communication barriers. I was writing the necessary points on the field-notes while I interviewed the respondents. However, since the interviewees were not willing to be recorded, I did not record the interview. After the data was collected through Amharic, the translation was done into English language with the help of second year MA student in English department in Addis Ababa University.

3.5.4 Documentaries

Best and Khan (1993: 191-193) discussed that documents are important sources of data in many areas of investigation. That means documentary sources could serve for a useful purpose in offering information that is helpful in explaining social or educational practices. Thus, the educational statistical documents, grade ten English students' text book, the syllabus, the teacher's guide etc. were used for the purpose of this study. These documents were used for drawing information about the number of teachers and students, class- size, and the suggested instructional consideration in the syllabus and to cross-check issues raised by participants.

3.6 Methods of Data Analysis

The data gathered through the instruments namely:- the questionnaire and observations (rating scale and check list) were analyzed using percentage and mean, where as the data collected through interviews were narrated and quoted. For the sake of

organization, the items of the instruments were grouped into their own categories. Related items were treated together. Under each category the data collected through interviews were paraphrased and quoted. In analyzing and presenting the data, the following procedures were employed.

The mean of each item in the observation sessions was calculated for the rating scale. Accordingly, the following rule is established by the researcher in order to determine the extent of teachers' instructional performance in the class room.

- If the mean is 1 up to 1.5, it indicates not observed.
- If the mean is 1.51 up to 2.5, it indicates rarely observed.
- If the man is 2.51 up to 3, it indicates frequently observed.

The data collected through teachers' questionnaire about major hindering factors for the implementation of grade ten English syllabus was analyzed based on mean rank. The mean values of the responses of the teachers were calculated by adding all the ranks obtained from the respondents for each items and dividing the result to the total number of respondents (12). Based on the obtained mean value, the mean rank was assigned to each factor. Thus, the lowest has the first rank and highest mean value got the last rank.

The data collected through the students' questionnaire were analyzed by making tables and using percentage.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF THE DATA

This part of the thesis deals with presentation, analysis and interpretation of the data. The data obtained through questionnaires, observations, interviews and documentaries were presented, analyzed and interpreted so as to answer the four basic research questions raised in chapter one.

The presentation, analysis and interpretation of the data obtained from the respondents were done under five major themes. These themes are:- the teachers' instructional class room performance, teachers' assessment techniques, the favorability of the schools and classroom environments for effective implementation of the syllabus, an assessment of the students' attitude towards learning English and their exposure to the teaching- learning activities, and the major hindering factors for the implementation of the given syllabus at the sampled schools.

4.1 Teachers' Instructional class room Performance

Instruction is a means of delivering the intended curriculum in the classroom. Johnson as cited in Derebessa (2004:26) defined instruction as "the interaction between the teaching agent and one or more individuals intending to learn." During interaction, teachers' primary responsibilities are the students whom they teach. Therefore, a teacher tends to entertain the designed curriculum in terms of the students learning in a classroom. Thus, teachers' instructional classroom performance is the best indicator of whether what is intended in the syllabus and teacher's guide is properly implemented or not. Tables 3 and 4 present the data collected through classroom observations (rating scale and check list). In these tables, some key instructional considerations from grade ten English syllabus, teachers' guide and review of literature are listed. In table 3, each activity of the teachers was observed frequently if he/she did the

activities three times or above and rarely if he/she did the activities two times or once. If the teacher did not perform the activities, it is rated as not observed.

Table 4.1:- Teachers' Classroom Activities in Terms of Some Instructional Considerations.

No.	Instructional considerations	Rating scales						Total observed sessions		mean
		Frequently		Rarely		Not observed				
	How often does the teacher	No	%	No	%	No	%	No	%	
1	Use variety of teaching techniques in lesson presentation?	2	10	10	50	8	40	20	100	1.70
2	Encourage the students to participate in discussions?	2	10	13	65	5	25	20	100	1.85
3	Encourage the students to ask questions which are not clear to them?	-	-	5	25	15	75	20	100	1.25
4	Ask questions to check their understanding of the lesson?	6	30	11	55	3	15	20	100	2.15
5	Use group work of students to use the language for communicative purposes ?	-	-	3	15	17	85	20	100	1.15
6	Guide the learner during group work?	-	-	6	30	14	70	20	100	1.3
7	Go round the students in the class room in order to check their work?	9	45	11	55	-	-	20	100	2.45
8	Write important points on the black board?	18	90	2	10	-	-	20	100	2.9
9	Relate the lesson to students' real life situation?	2	10	12	60	6	30	20	100	1.8
10	Give equal attention to all students in class room?	17	85	2	10	1	5	20	100	2.8
11	Give students feed back?	2	10	14	70	4	20	20	100	1.9
	Grand mean		26.4	-	40.4	-	33.2	-	100	1.93

As can be seen from Table 3, for item1, 50% and the mean value 1.7 of the observation sessions confirmed that the majority of the observed teachers rarely used variety of language teaching methods and techniques during lesson presentation. Regarding item 2, the mean 1.85 of the observation sessions indicated that the teachers rarely encouraged the students to participate in discussions and 75% of the observed session revealed that they did not encouraged the students to ask questions which are not clear to them in the English instruction. But only, 25% of the observed sessions indicated they rarely encouraged the students to ask questions. Thus, the mean value 1.25 of the observed session implies that the majority of the observed teachers did not encourage the students to ask question which is not clear to them. For the fourth item, the mean value 2.15 and the highest percentage 55% of observed sessions indicated that majority of the teachers rarely asked questions to check the students' understanding of the lesson.

For item 5, in 85% of observed session, the teachers did not use groups or pair works of students to use the language for communicative purpose. Here, the mean value 1.15 and the percentage 85% of the observed session confirmed that majority of the teachers did not use the language for communicative purpose. Moreover, most of the observed session, 70%, indicated that they did not guide the learner during group work and during 55% of observed sessions, most of them rarely moved round to students' seats in classroom in order to check their work.

For item 8, in most of the observed sessions (90%), teachers frequently wrote important points on blackboard. But in item 9, the mean value 1.8 of observed sessions confirmed that most of the observed teachers rarely related the lesson to the students' real life situation. For item 10, and 11, 85% of the observed sessions indicated that teachers frequently gave equal attention for all students in English classroom teaching and in

70% of observed associates rarely gave students feedback to their work respectively.

Nacaro Brown and his associates (1982) define teaching as an attempt to help someone or students, acquire some skills, attitude, knowledge, ideas or appreciation. Accordingly, the teacher's task is to create or influence desirable changes in behavior on the part of their students. To this end, as to Fullan(1992) teachers should provide opportunities or active involvement of their students by using a variety of teaching and learning activities. Widdouson (1990) in similar view states that in language class rooms it is the teachers who makes learners use the language for communicative purpose. However, teachers in the sample schools failed to do so. The result of the data presented in table 3 revealed that the English teachers rarely used variety of language teaching methods and techniques, rarely encouraged the students to be involved in discussions, did not initiate the students to ask questions, rarely checked whether the students understand the lesson or not, did not use group or pair work of the students to use the language for communicative purpose, rarely related the lesson to the students real life situation and rarely gave students feedbacks for their work. But, they frequently write important ideas or points on black board and gave equal attention for all students. Generally, the grand mean 1.93 of the observed sessions indicate that most of the observed teachers rarely performed the instructional considerations listed in table 3.

Table 4.2: Teachers' Classroom Activities in terms of Lesson Presentation Variables.

No.	Lesson presentation variables	Yes		No	
		No.	%	No.	%
1	Prepare weekly or daily lesson plan?	4	20	16	80
2	Write lesson topic on the blackboard?	18	90	2	10
3	Start the lesson on time?	1	5	19	95
4	Specify the objectives of the lesson?	3	15	17	85
5	Check the previous homework?	6	30	14	70

6	Revise the previous lesson before starting the new lesson?	7	35	13	65
7	Encourage the students to use the text book in the classroom?	9	45	11	55
8	Use mainly the text book for English instructions?	19	95	1	5
9	Give homework, class work and assignment?	75	75	5	25
10	Summarize the main points of the lesson?	2	10	18	90
11	Use teaching aids in the classroom?			20	100
12	Allow the students to present what they have done in groups?			20	100
13	Illustrate the lesson with more examples?	16	80	4	20
14	Properly use black board?	12	60	8	40
15	Manage the class room effectively?	18	90	2	10
	Mean of percentage		44		56

Table 4 depicts that 80% of observed sessions indicated that the observed teachers did not prepare weekly or daily lesson plans and 95% of the observed session confirmed that they did not start the lesson on time. However, 90% of observed sessions indicated that they wrote the lesson topic on the blackboard before they start presenting the lesson. In the table, we see that 85% of observed session indicated that the teachers did not specify the objectives of the lesson to the students. In 65% of the observed sessions, the teachers did not revise the previous lesson before starting the new lesson in the classroom and as 70% of observed sessions indicated most of the teachers did not check whether the students did homework or not. Though in 95% of observed sessions the majority of observed teachers used mainly the textbook for English instruction, 55% of observed sessions indicates that they did not encourage the students to use their textbook during English instruction in the classroom. The table exhibited that 75% of observed session indicated that teachers gave class work, homework and assignment for students in order to assess or evaluate their performance in English, whereas 90% of observed sessions indicated that they did not summarize the main points of the lesson. In addition, in all of the observed sessions (100%) the teachers did not employ teaching aids and did not allow the students to present

what they have done in groups in the classroom. Nevertheless, 80%, 60%, and 100% of observed sessions indicated that the teachers illustrate the lesson with more examples, properly used the black board and manage the classroom efficiently in the class room respectively. Generally, the mean percentage (44%) of the observed sessions showed that the teachers did the lesson presentation variables, whereas the mean of percentage (56%) of the observed sessions revealed that the teachers did not do the lesson presentation variables effectively in the classroom.

As ^{it can be} it is understood from tables (3 and 4) the English teachers did not use variety of teaching methods and teaching aids in order to enhance the teaching and learning process of the English language in the schools. This is contrasted with the fact that teachers would do well to explain the demanding topics of the subject matter using variety of methods of teaching so that they can assist students with different learning styles (Mujis and Reynolds, 2003:7). Use of variety of teaching strategies accommodates various students' learning styles and provides opportunities for students that will help them to be motivated and construct their understanding of the language. Starting the lesson with a review and practice of what was learnt during the previous lesson, for example, by checking up homework as this will permit the teacher to find out to what extent students have grasped the content of previous lesson, and therefore, to what extent this content will need to be taught. In addition, the objectives of the lesson should be made clear to students from the outset or through rewriting the objectives on the board or on a flip chart. During the lesson presentation, the teachers need to emphasize the key points of the lesson, which may otherwise get lost in the whole (Mujis and Reynolds, 2003: 6). However, in this study, the observations revealed that most if the teachers did not efficiently employ the above ideas during English instruction in the classroom.

4.2 Teachers' Assessment Techniques

Teaching depends on assessment because sustained teaching relies on the ability to analyze how students are learning and to diagnose what they need. At the end of the lesson, a teacher evaluate what took place by focusing on points the students have learned, knowledge they have acquired and skills they have displayed. Thus, assessment is inevitable. In grade ten English syllabus different types of assessment techniques are suggested such as class work or class activities, homework, group or individual assignments, oral questions, tests and exams. The syllabus also suggested that evaluation of student's performance have to be performed continuously. Here, it is scrutinized how the English teachers use the assessment techniques as suggested in the syllabus during the implementation process. To this end, the collected data about assessment techniques is presented in table 5.

Table 4.3:- Students Responses on the Extent Teacher's Use of Assessment Techniques

No.	Items	Alternatives	No.	%
1	How often does your English teacher give you class work or class activities?	A. Always	63	26.7
		B. Frequently	33	13.9
		C. Sometimes	88	37.3
		D. Rarely	37	15.7
		E. Ever	15	6.33
		Total	236	100
2	If your responses for question number 1 is rarely or never which of the following could be the reason?	A. Shortage of text book	31	56.6
		B. The teacher is not interested to give class work	11	21.1
		C. Other reason	10	19.2
		Total	52	100
3	How often does your English teacher give you homework?	a. Always	90	38.1
		B. Frequently	37	15.7
		C. Sometimes	79	33.5
		D. Rarely	30	12.5
		E. Never	-	100
		Total	236	100

4	How often does your English teacher give group or individual assignment?	A. Once per week	29	12.9
		B. Once per month	36	15.3
		C. Twice per month	49	20.8
		D. Twice per semester	102	43.2
		E. Never	20	8.4
		Total	236	100
5	The English teacher assesses your performance based on?	A. Continuous assessment	58	24.6
		B. Mid and final exam	147	62.3
		C. Only final exam	11	4.7
		D. Any other way	20	8.4
		Total	236	100
6	How often does your English teacher know whether or not you understand the lesson he teaches in the classroom.	A. By asking questions	45	19.07
		B. By waiting for "Yes answers"	39	16.53
		C. By asking "Are there questions"	81	34.32
		D. By checking class and homework	52	22.03
		E. Others	19	8.05
		Total	236	100

Table 5 shows the extent of teacher's use of assessment techniques as perceived by the students. In this table, 88(37.3%) of the student respondents replied that the teacher sometimes gave them class work activities, and 37(15.7%) of the students reported that the teachers rarely gives class work or class activities and 15 (6.33%) of the respondents replied that the teachers did not give class work or class activities. Out of those students who replied rarely or never, 31 (56.6%) of the respondents said that shortage of text books in the class room restricted the teachers to give them class work or activities. However 90(38.14%) of the students replied that the teachers always gave home works to the students, and 79 (33.4%) of them indicated that the teachers sometimes gave home work and 37 (15.7%) of them replied the teachers frequently gave home work to the students. Also, 30(12.3%) indicated that they are rarely given homework. Therefore, relatively large number of student respondents 90(38.1%) of student

respondents confirmed that the teachers always gave homework for them.

Regarding group or individual assessments, most of the student respondents 102(43.22%) reported that the teachers gave group or individual assignments to the students once per semester. In addition, most of the student respondents 147(62.29%) responded that the teachers assessed or evaluated the student's performance based on mid and final examination only. But, some of them 58(24.57%) said that the English teachers assessed the students performance based on continuous assessments. From this data, one can see that most of the teachers did not employ continuous assessment techniques to evaluate the students' performance. 81(34.32%) of the teachers knew that the students understand the lesson during English instruction by asking them "Are there any questions?"

Hence, it can be asserted that the English teachers did not use the assessment techniques indicated in the syllabus. Thus, the result of the study revealed that one of the weaknesses of teaching English in the schools is the absence of continuous assessment to promote the learning.

During interview session, the four English teachers were asked about the assessment techniques they use to evaluate the students' performance in English subject. Accordingly, Tesfaye said:

Still I did not use continuous assessment to evaluate the students' performance because the class size is large, and the allotted time is not sufficient to check and correct the students work continuously. Moreover, students did not have adequate English reference books in the library so as to do the given assignments properly. Thus, I evaluate their performance using only mid-semester and final examinations.

Tesfaye complains that the number of students in a class, the shortage of time and inadequate English reference books in the library did not permit him to conduct continuous assessment. One of the

weaknesses of continuous assessment is time-consuming (Cullingford, 2004:154). Continuous assessment needs ample time and comfortable classroom environment. Due to lack of time and unfavorable condition of the and unfavorable condition of classroom environments, many of the teachers turndown to assess the student's performance continuously.

English teachers in Ayder secondary school are also reluctant to employ continuous assessment technique. According to Lema, an English teacher in the school, has the following to say:

I assessed students' understanding of English lesson by using class work, home work and assignments. But, I did not always check students' work and did not give them feedback, because in addition to teaching English, I work as a unit leader for the school, and this requires a considerable amount of time.

Atakilti, an English teacher in Freabiot secondary school, also has the following to add:

I evaluated the students' performance only at the end however; I sometimes assessed their performance in English by using home work, class work and assignment.

Teacher Atakilti explained that he was not following the guide lines suggested in the syllabus. He evaluated the student's performance in English language only at the end of the semester with final exam. Further more, G/Medihin, one of the English teachers in Sewhi-Nigus secondary school, said:

"In order to asses the student's of the English lesson, actually I used oral questions, class activities, class work, homework, and assignments. Moreover, the students have been evaluated by mid semester examination and final examinations in a semester.

The interview result revealed that the English teachers have not really used continuous assessment techniques in order to evaluate the

student's performance in English language. Large class size, insufficient time allotment to teach English, poor facilities of the library and heavy work load restricted them to use continuous assessment techniques.

Moreover, according to the interviewed principals, there was no in-service training in the form of workshop, seminars or panel discussions before the teachers implement the syllabus.

Generally, the quality of day-to-day assessment and the use of different types of assessment techniques to evaluate the student's performance are unsatisfactory in overall of the three sample schools.

The Favorability of the Schools and the Classroom Environment to Implement the Syllabus

The implementation of grade ten English syllabus will be effective if the schools are in a supportive atmosphere for the implementation process. It is true that the school climate will strongly influence classroom climate. In order to be effective the two need to be complementary (Mujis and Reynolds, 2003). Thus, to examine the favorability of the environments in the sample schools and classroom environments, the following points are considered under this section. These are: classroom climate, the availability of curricular and instructional materials for English instruction, and communication and support services provided by the principals, English department heads and administration of the schools and their mutual cooperation in the implementation of the given syllabus.

4.3.1 Classroom climate

In this study, the focuses of classroom climate are the availability of material resources in the classroom and an assessment of the class size in the sample schools.

Classrooms should be well furnished with necessary requirements such as tables, chairs, blackboards, and other instructional materials so as to have suitable facilities in the classroom for the teaching and learning process. Instructional materials can be used to serve as catalysts for change in the whole instructional environment, to facilitate instructional processes and to provide intellectual development. In addition, it can help the learners to provide a learning atmosphere in which they actively participate in the learning process (Heninich et.al, 1999 : 24) In table 6 below, the classroom materials are listed. These materials are important in the classroom for successful implementation of the syllabus in the schools.

Table 4.4:- Availability of Materials Resources in the Classrooms as Responded by Teachers.

No.	Material resources	Adequate		Inadequate		Not at all	
		No.	%	No.	%	No.	%
1	Tables and chairs for teachers	6		2	16.7	4	33.3
2	Students' desks, armchairs and tables	12	100	-	-	-	-
3	Chalks	12	100	-	-	-	-
4	Duster	10	83.3	2	16.7	-	-
5	Chalk boards	12	100	-	-	-	-
6	Notice boards	-	-	8	66.7	4	33.3
7	Instructional materials for English instruction	-	-	1	8	11	92

As can be seen in table 6, there is no problem regarding students' desks, chairs, tables, chalks and chalkboards because all of the teacher respondents replied that these materials are adequately available in the classrooms and 83% of the teacher respondents rated the availability of duster as adequate. Though 50% of the teacher respondents rated the availability of tables and chairs for teachers as adequate, 33% of them rated that there is in adequate chairs and tables for teachers in the classroom.

Most of the respondents (66.7%) rated that the presence of notice boards are inadequate. In addition, the majority of the teacher respondents (92%) rated that there is inadequate instructional materials for English instruction.

Instructional facilities encompass materials through which teaching and learning process are carried on. They also include the physical environment of the classroom. The success of curriculum implementation is often restricted by lack of facilities equipment and teaching resources in the school. As David Pratt (1980:198) describes the major factors in successful implementation of a curriculum is the absence of high quality of instructional materials. Here, the study revealed that there are adequate material resources such as desks, chairs, tables, dusters and chalk boards at the sample schools. However, the lack of English instructional materials in the class room are inadequate, and thus, the English teachers did not use variety of instructional aids in the teaching-learning process. During interview sessions, I asked the teachers about the reason why they did not prepare and use instructional materials. Most of them replied that less material support from department heads and administration, no pedagogical center in the schools, shortage of time, and there is no appropriate place to prepare and amass instructional materials. I also observed there is no pedagogical center in the schools.

The number of student in a classroom must be to manageable size, otherwise it creates a problem for teachers to give class works to students and check their work, to control or manage the class, and to minimize the interruption in the class room. Thus, the condition of the classroom climate is greatly affected by high number of students in a classroom. According to Mujis and Reynolds (2003:37), one of the important aspects of classroom management is providing appropriate seating arrangements in class so that students should have sufficient space to work comfortably. There should be enough space between seats for the teacher to be able to move around the classroom without

bumping into or disturbing students. Hence, the classroom should not be crowded. The following table 7 presents the data gathered from respondent teachers about the class size in the sample schools.

Table 4.5:- Assessment of Class Size as Responded by Teachers

No.	Items	Alternatives	No. of teacher respondents=12	%
1	What is the average class size in your school?	A. Below 40 students	-	-
		B. 41-60 students	3	25
		C. 61-70 students	8	67
		D. Above 71 students	1	8
		Total	12	100
2	Do you think that the number of students in class has created a problem on proper implementation of the syllabus?	A. Yes	7	59
		B No	4	33
		C. Not sure	1	8
		d. Total	12	100

As can be seen from table 7, the majority of the respondent teachers 8(67%) reported that the number of students in a class is 61-70 and most of the respondents 7(59%) reported that the number of students in class has created a problem for implementation of the given syllabus. But, 4(33.3%) of the teachers affirmed that the number of students per class has not created a problem on the proper implementation of the syllabus. A chance was given for teachers in the questionnaire to mention some of the problems faced as a result of large class size. Thus, according to their responses, the most repeatedly emphasized problems are impossibility of checking and correcting class work and home work, inability to conduct continuous assessment of students' performance, difficulty of using learner. Centered approach of teaching and it is hard to control or manage the classroom.

4.3.2 The Availability of Curricula Materials for English Instruction

Teachers should use variety of resources such as curricula materials and instructional materials so as to enhance student's interest, motivation and understanding of learning English. In this part of the study, the extent of availability of curricula and instructional materials are examined. To this end, the collected data is presented and analyzed in the following table 8.

Table 4.6:- Availability of Curricula Materials in the Sample Schools as Responded by Teachers.

No.	Items	Alternatives	Ayder Sec. school		Freabiot S. school		Sewhi Nigus S. school		Total	
			No.	%	No.	%	No.	%	No.	%
1	Is there grade ten English syllabus in your schools?	Yes	-	-	1	16.7	-	-	1	8.3
		No	4	100	4	66.7	2	100	11	91.7
		Total	4	100	5	100	2	100	12	100
2	Do you have the teacher's guide at your hand?	Yes	4	100	-	-	1	50	5	42
		No	-	-	5	100	1	50	7	58
		Total	4	100	5	100	2	100	12	100
3	Are there sufficient English text books for the students in the schools?	Yes	3	75	-	-	2	100	5	42
		No	1	25	4	66.7	-	-	5	42
		Not sure	-	-	1	16.7	-	-	2	16
		Total	4	100	5	100	2	100	12	100
4	Are there sufficient English reference books in the library?	Yes	-	-	1	16.7	-	-	1	8.3
		No	4	100	4	66.7	2	100	11	91.7
		Not sure	-	-	-	-	-	-	-	-
		Total	4	100	5	100	2	100	12	100

As can be seen in table 8, all of the English teachers (100%) in Ayder secondary school responded that there is no grade ten English syllabus in their school. During interview sessions, I also asked the

director of the school about the availability of the syllabus in the school. He confirmed the non-existence of the syllabus in the school, but there are excess of the teacher's guide. The figure in the table also confirmed his statement in which all of the English teachers 4 (100%) reported that they have the teacher's guide at their hand. Moreover, in Ayder Secondary school, 3(75%) of the respondent teachers responded that there are sufficient text books for the students. But, all of the teachers 4(100%) reported that there are insufficient English reference books in this school library.

The majority of the English teachers 4(66.7%) affirmed the unavailability of grade ten English syllabus in Freabiot secondary school and all of the respondents 5(100%) replied that there is also no teacher's guide at their hand. Regarding text books, most of the teachers 4(66.7%) responded that there is inadequate supply of English text books for the students. During interview sessions, I asked two of the English teachers about the availability of text books. They said that the school did not bring enough text books for the students. Hence, this creates a problem for them to give class work, home work and assignments properly.

In addition, the majority of English teachers 4(66.7%) in Freabiot Secondary school, reported that there are insufficient English reference books in the school library.

The interview results of the department heads also confirmed the shortage of textbooks for students, lack of the syllabus and teacher's guide. However, the principal of Sewhi-Nugus Secondary school said:

We help the English teachers by providing them the necessary requirements for effective implementation of the syllabus, but the teachers did not ask the administration of the school for the material support. Thus, this situation destructed to provide them the materials in support of teaching of English.

As the principal of the school indicated, the school has the capacity to provide the necessary instructional materials for English instruction.

Nevertheless, the problem is that the teachers did not ask the administration of the school for the material supplies through department heads or individually. The English department heads of the schools also said that the English teachers did not have a long-range plan which includes the required instructional resources for teaching English.

Long-range planning, which is typically done during the summer months, usually consists of reviewing materials to be used during the coming year, rearranging topics from school curricula and previous teaching experiences and adding and deleting content to be taught (McNeil, 1999) According to the teacher respondents, principals and department heads, the English teachers did not have a long-range (yearly) plan and this is one of the impacts for the implementation of the syllabus in the schools.

4.3.3 The Nature of Communication and Support in the Process of Implementation

A close communication between the implementers such as teachers, supervisors, principals, department heads and the like is vital for effective implementation of the given syllabus in the schools.

Implementers should have awareness of the curriculum, before he or she is going to implement it into effect. Thus, initial short term training is crucial for the implementers. In addition, curriculum developer needs to provide the necessary support for the recommended programs or program modifications to facilitate their rapid implementation. Educators often require in-service training or staff development time to be comfortable with such programs (Ornsterin and Hunkins, 2004:303)

If there is good communication and necessary support in the schools, one can say there is a favorable environment for the successful implementation of the syllabus. The data in table 9 below illustrates the extent of the communication between those involved in the

implementation of the syllabus and the support provided by the principals and department heads for the effective implementation of the syllabus.

Table 4.7:- Communication and support service provided by the Principals and Department Heads of the Schools.

No.	Items	Alternatives	No.	%
1	Were you introduced with the way of the implementation of the syllabus?	a. Yes	-	-
		b. No	12	100
		Total	12	100
2	Do you think you need more training to implement the syllabus effectively?	a. Yes	9	7.5
		b. No	2	16.7
		c. not some	1	8.3
		Total	12	100
3	How often does the principals discuss with you individually or through English department heads on issues related to the implementation of the syllabus?	a. Frequently	2	16.7
		B. sometimes	2	16.7
		C. rarely	6	50
		D. Not at all	2	16.6
		Total	12	100
4	How many times in a year do the principal or department head or supervisors supervise you in your classroom?	A. Once	2	16.6
		B. Twice	-	-
		C. Three times	-	-
		D. Four times	-	-
		E. Not at all	10	83.3
		Total	12	100
5	How do you rate the support provided by the principal to the implementation of the English syllabus in your school?	A. Very high	-	-
		B. High	-	-
		C. Medium	6	50
		D. Low	2	16.7
		E. Very low	4	33.3
		Total	12	100
6	Do you believe that the current organization structure of your school have negative impact on the implementation of the syllabus?	A. Yes	4	33.3
		B. Partially	5	41.67
		C. No	3	25
		Total	12	100
7	Is there a habit of mutual experience sharing and cooperative work among English teachers?	a. Yes	4	33.3
		b. No	8	66.7
		Total	12	100

As it can be seen from table 9 all of the teacher respondents 12(100%) reported that they were not introduced with the way of implementing the grade ten English syllabus. As far as the training of the teachers is concerned, the majority of the teacher respondents 9(75%) require more training to implement the syllabus effectively. Beside the

knowledge of the subject matter, the teachers must have pedagogical content of knowledge. Wiilson et.al in Haggerty (1995) suggest that while personal understanding of the subject matter may be necessary, it is not sufficient condition for being able to teach. Since through time the pedagogical content of knowledge is changed, the teacher has to have continuous professional development. There should be a frequent discussion among principals, department heads, and teachers for effective implementation of the program in general and the English syllabus in particular in the schools. However, regarding item four in table 9, half of the respondent teachers (50%) responded that the principals rarely discussed on issues related to the implementation of the syllabus with the teachers individually or through English department heads. In addition, most of the respondent teachers 10(83.3%) reported that the principal, the English department heads and supervisors didn't supervise the teachers in their classroom teaching, but a very few teachers 2(16.7%) reported that the principals and department heads or supervisors supervise them once per semester in their classroom. 50% of the teacher respondents affirmed that there was a medium support provided the principal for the implementation of the syllabus in the schools.

While curricula implementation is a collaborative and team work, it requires a mutual understanding and experience sharing among the teachers in the implementation process. Moreover, the organizational structure in the school can facilitate or inhibit the successful implementation of the syllabus. In this regard 5(41.7%) of the teacher respondents declared that the current organizational structure of the schools has some negative impact on the implementation of the syllabus, and most of them 8(66.7%) reported that there is no a habit of mutual experience sharing and cooperative work among English teachers in the schools.

Generally, the result of the study revealed that the availability of internal facilities of the classroom like tables, chairs, desks, chalkboards, chalks and deters is adequate. However, English teaching aids and instructional materials are not available in the sampled schools. The availability of curricula materials such as the syllabus, teacher's guide and students' textbooks, which are basic requirements for the teachers in order to teach the language properly were inadequate. Furthermore, there was absence of two-way communication between English teachers, the department heads and principals. Also there was no technical support for the English teachers from the department heads in schools. Thus, these conditions make a little bit the classroom environments unfavorable for effective implementation of the syllabus. And these findings answer the second research question of the study. That is the favorability or the conduciveness of the schools and classroom environments for effective implementation of the syllabus.

4.4 An Assessment of Students' Attitude towards Learning English and Their Exposure to the Teaching-Learning Activities.

The data in the following table shows the students' responses regarding their attitude towards learning English and their exposure to the teaching-learning activities in the classroom.

Table 4.8:- Students' Responses of Their Attitude towards Learning English and Their Exposure to the Activities.

No.	Items	Alternatives	Student Respondents	
1	How much is your interest to learn English?	A. high	192	81.3
		B. Moderate	44	14.9
		C. low	-	-
		Total	236	100
2	How often do you attend your English class?	A. Always	201	85.1
		B. Frequently	29	9.8
		C. Rarely	6	2
		D. Not at all	-	-
		Total	236	100
3	How often do you bring your textbook into the classroom?	A. Always	31	10.5
		B. Frequently	136	57.6
		C. Rarely	63	20.3
		D. Not at all	6	2
		Total	236	100

4	How often do you take part in asking and answering questions in your English class?	A. Always	56	18.9
		B. Frequently	151	64
		C. Rarely	23	9.7
		D. Not at all	6	2.54
		Total	236	100
5	How much do you like the teaching and learning activities in the classroom?	A. Very much	151	64
		B. Moderately	73	30.9
		C. Not at all	12	5.1
		Total	236	100
6	Does your English tell you the purpose of each activity before starting to do?	A. Yes	48	20.3
		B. No	175	74.2
		C. Not sure	12	5.1
		Total	236	100
7	Does your English teacher encourage you to participate in the classroom?	A. Yes	83	35.1
		B. No	153	64.8
		Total	236	100
8	How often does your English teacher let you to do activities in pairs or groups?	A. Always	41	17.4
		B. Frequently	24	10.2
		C. Rarely	128	54.2
		D. Not at all	43	9.8
		Total	236	100
9	Does your English teacher make you work all the activities in your text book?	A. Yes	7	2.96
		B. No	227	76.7
		Total	236	100
10	How often does your English teacher use teaching aids in the class room?	A. Always	27	11
		B. Frequently	32	13.6
		C. Rarely	66	27.9
		D. Not at all	111	47.1
		Total	236	100

As it can be seen in table 10 above, students' interest to learn English language seem to be high because the absolute majority of the student respondents 192 (81.3%) reported that they have high interest to learn English. Regarding class attendance, 201 (85.1%) of the students responded that they always attend English classes and 29 (9.8%) said that they attend frequently, and only 6 (2%) of the respondents said that they attend rarely. Besides, 31 (10.5%) and 136 (57.5%) of the respondents said that they always and frequently bring their textbook in the classroom respectively. Whereas, 63 (20.3%) of the students mentioned that they bring their text book rarely, and 6 (2%) of them said that they do not bring at all. As far as classroom is concerned, 56 (18.9%) of the student respondents reported that they always take part in answering and asking questions, 151 (64%) frequently, 23 (9.7%) rarely, and 6 (2.5%) of the students said that they do not take part at all. Moreover, 151 (64%) of the total respondents the very much like the

Activities they do in the classroom while 73 (30.9%) said that they like moderately, and 12 (5.1%) of them reported that they did not like at all.

Part of the success or failure of foreign language learning, as Bygate (1987) reveals, depends on the way students perceive the use of the language. This is to mean that favorable interest and positive attitude of students towards the language is indispensable for the success of language learning. From the above table 10 and the analysis that followed, one can understand that the students have interest to learn the language and this shows how the students bring themselves into the learning activities. However, their teachers do not take this advantage and provide a variety of activities to them. The analysis below is evidence for this.

The absolute majority of the students to 227 (76.5%) according to table 10, reported that their teachers do not make them work all the activities that are presented in the textbook. Besides, 175 (74.2%) of the total students said that their teachers do not tell them the purpose of the activities before starting to do. Out of the total population 153 (64.8%) and 128 (54.2%) of the students reported that their teachers do not encourage them to participate in the classroom and rarely let them to do the activities in pairs or groups respectively. Moreover, the majority, 111 (47%), of the students reported that their English teachers do not use learning aids while teaching the language.

From the above analysis it is clear that students of the sampled schools are not well exposed to a variety of teaching - learning activities in the classroom. However, Atkins, et. al. (1995) suggested that exposing learners to the variety of learning activities is crucial. They said that a genuine way of developing learner's language skill is engaging learners in various activities, which give them an opportunity to use the language in meaningful and purposeful way.

4.5 Factors Influencing the Implementation of the Syllabus

Various factors affect the implementation of a curriculum. Sixteen possible factors which affect the implementation of grade ten English syllabus in the sample schools are listed and the English teachers gave rank for each factor according to their degree of influence. The result of the data is summarized in the following table 11 with their degree of influence.

Table 4.9:- Mean Ranks and Rank Values of the Factors Which Influence the Effective Implementation of the Syllabus.

No	Possible Factors	Teacher respondents=12	
		Mean rank	Rank
1	Inadequate period allotted to cover the portion	6.6	4
2	Difficulty of the roles and activities incorporated in the syllabus	8.75	10
3	Low explicitness of the syllabus (i.e. uncertain teaching procedures)	9.0	11
4	Large number of students in class	4.5	1
5	Students poor background knowledge and language skills	5.2	2
6	Teachers lack of modern pedagogical skills	10.25	14
7	Lowness of support provided by the school administrators	7.5	7
8	Inadequacy of in-service training or staff development for teachers to implement the syllabus	6.4	3
9	Lack of important teaching materials	7.9	8
10	Work load on the teacher	6.8	5
11	Lack of experience sharing program among English teachers	11.1	15

12	Insufficient supply of curricula and instructional materials, such as text books, teacher's guide, syllabus	7.0	6
13	Lack of interest towards teaching profession on the part of the teacher	13.9	16
14	The irrelevant of the content of the syllabus with the abilities of the students	10.1	13
15	Poor supply of internal classroom facilities such as chairs, desk, blackboard, etc	8.3	9
16	Lack of clarity of the goals and the objectives in the syllabus	9.9	12

As it can be seen from table 11 above, large number of students in a classroom, students' poor background knowledge and language skills, inadequacy of in-service training or staff development for teachers to implement the syllabus and inadequate periods allotted to cover the portion took the first four ranks among the factors that influence the implementation of the syllabus.

The interview with the principals and department heads also confirmed that over crowdedness of the classroom and lack of training for the English teachers on how to implement the syllabus could be mentioned as the major hindering factors for the effective implementation of the syllabus.

In this regard, Goodland (1984) suggests that over crowdedness of classroom is one of the major factors affecting curriculum implementation. In addition to this, the size of the class is directly related with motivation. For Harmer (1991) large size classroom has a de-motivating effect on the part of the students as well as the teacher. Moreover, students face various problems in large classes, such as frustration, fear of ridicule from others, and overall negative self-image, (Atkins, J.et. al. 1995:212).

According to Hord 1995:97, implementation efforts stall and fail because staffs have not been trained in new skills. This leads to

frustration and undercuts the implementation plan. Byrne (1986) also notes that among the various factors that affect the implementation of language syllabus, the number of hours available for teaching the language is significant one.

Moreover, the student's poor background knowledge and language skill was one of the major hindering factors for the implementation of the syllabus. McNeil (1996:151) suggested that teachers must design activities that link new content to student's prior experience and teach prerequisites to classroom task because student's background experience is the best predictor of their success.

Furthermore, teachers' work load, insufficient curricula and instructional materials, lowness of support provided by the schools administrators and lack of important teaching aids are the other four factors which ranks from fifth to eighth.

During interview, the teachers and the department heads indicated that the administration of the schools did not provide sufficient curricula and instructional aids for teaching English. As Maslow and Minchira (2003) suggested, principals, as curricular leaders identify, select, and develop programs and materials that meet students' needs within the context of the schools vision and mission. Principal also need to ensure that teachers have the time, resources, and professional development opportunities to implement programs.

The other factors that rank from ninth to sixteenth are, poor supply of internal classroom facilities, difficulty of the roles and activities incorporated in the syllabus, low explicitness of the syllabus (i.e, unclear teaching procedures), lack of clarity of the goals and objectives in the syllabus, the irrelevant of the content of the syllabus with the abilities of the students, teachers lack of modern pedagogical skills, lack of experience sharing skills among the English teacher and lack of interest towards teaching profession on the part of the teacher.

Even if the above factors listed to last rank of affecting the implementation of the syllabus in the sample schools, this does not mean that these factors are not felt problems of the teachers in their implementation endeavors.

Therefore, the analysis of this part of the study answers the last research question about factors affecting the implementation of grade ten English syllabus in the schools.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Summary of Findings

This study intended to evaluate the implementation of grade ten English syllabus in three selected governmental schools in Mekelle town. Accordingly, attempts has been made to answer the four research questions raised in chapter one. Descriptive survey approach was selected to be the method of the study. The data was collected from English teachers, department heads, principals and students. Questionnaires for teachers and students, observations (rating scale and checklist), interviews and documentary sources were used as data collection instruments. A total of 3 principals, 2 English department heads, 12 English teachers and 236 students have participated in the study.

Based on the analysis made on the data secured through the above instruments in the specified area, the summary of the findings of the study are summarized as follows:

➤ Regarding the actual classroom performance of the English teachers in the sample schools, out of eleven instructional considerations in the observation rating scale only two (18.2%) were frequently observed. The two instructional considerations which most frequently observed were the teachers wrote important points on the lesson on the blackboards and they gave equal attentions for all students in the classroom. The other six, (54.5%) instructional considerations were rarely implemented and three (27.3%) instructional considerations were not implemented during the observation sessions. In 50%, 65%, 55%, 60% and 70% of the observed sessions, the teachers rarely used variety of methods of teaching and techniques in lesson presentation, rarely encourages the students to participate in discussion, rarely asked question to check their understanding of the lesson and rarely go round to students in

classroom in order to check their work, rarely related the lesson to the students' real life situations and rarely gave students feedback respectively. Thus, it was observed that most of the English teachers rarely performed the instructional consideration in the classrooms and also as a mean percentage (56%) in table 4 indicated, the teachers did not do most of the classroom activities effectively.

- Regarding the assessment techniques, the majority of the students (62.3%) reported that the English teachers evaluated the student's performance based on mid semester and final examinations. In addition (37%) and (38.14%) of the respondent students affirmed that the English teachers sometimes gave class work and always gave homework to the students respectively. The grade ten English syllabus suggests that the students should be evaluated continuously but the majority of the teachers did not use continuous assessment to evaluate the students performance. According to them, the reasons were insufficient time, large number of students in the class-rooms, lack of curricula and instructional materials and unfavorable environment of the classroom.
- All the respondent teachers said that there were adequate chairs, tables and desk for the students and half of them responded that there are also adequate chairs and tables for teachers. However, the majority of the respondents (66.7%) reported that the availability of notice board was inadequate and most of them (92%) confirmed the unavailability of instructional materials (teachers aids) for English instructions.
- Regarding the availability of curricula materials, the grade ten English syllabus was not available adequately in the three schools. All of the teachers had teachers guide at their hand in Ayder secondary school, but all of the English teachers in Freabiot secondary school did not have the teachers' guide at their hand. One teacher had but the other did not have the teachers guide in Sewhi-Nigus secondary school. Moreover, students' English text books were adequately

available in Freabiot secondary school. The majority of the respondent teachers (91.7%) reported inadequate availability of English reference books in the school library.

- All of the English teachers, 100%, were not introduced with the way of implementation of the syllabus. As a result, (75%) of the respondents feel that they need more training to implement the syllabus effectively. Most of the teachers (83%) indicated that there was no frequent discussion between department heads, principals and English teachers on issues related to the implementation of the English syllabus. 82.3% of the teacher respondents indicated that no supervision service provided by principals, department heads and supervisors for English instruction and 41.7% of them believed that the current organizational structure of the schools and classroom had some negative impact on the implementation of the syllabus. However, the majority of the respondents. 66.7% reported that there was no a habit of mutual experience sharing and cooperative work among English teachers in the schools.
- The data collected pertaining to factors influencing the implementation of the syllabus revealed that out of sixteen suggested possible factors the seven most influencing factors according to their order were large number of students in a class-room, poor background knowledge and language skills of the students, inadequacy of in-service training or staff development for teaching to implement the syllabus, inadequately allotted periods to cover the portion, teachers work load, insufficient curricula and instructional materials and lowness of the support provided by the school administration.
- Regarding the students' attitude towards learning English, and their exposure to the teaching-learning activities, the majority of the student respondents (85%) reported that they have high interest to learn English language, and (88.2%) of the students said that they always attend English classes. Similarly, 21.6% and 51% of the

student respondents reported that they always and frequently take part in answering and asking questions respectively. Moreover, 75% of the respondents responded that they like the activities they do in the classroom. In spite of their positive attitudes and high interest towards the learning activities, the students are not exposed to a variety of activities in the classroom. For instance, 92.2% of them reported that their English teachers do not make them work all the activities presented in the text book. Similarly 76.7% and 79.4% of the students agreed that their teachers do not encourage them to participate in the classroom and do not let them to do activities in pairs or groups respectively. Moreover, the majority of the students reported that their English teachers do not use teaching aids when they teach the language.

5.2 Conclusions

From the data collected and analyzed to evaluate the implementation of grade ten English syllabuses in the sample schools, the following conclusions are made.

- Most of the demands of grade ten English syllabus were not implemented as properly as they were intended to be implemented in the selected secondary schools in Mekele town. Teachers' extent of implementation of the instructional considerations or guidelines as suggested in the syllabus and teachers' guide were found to be low. Only those roles and activities that demand from them little effort and which they are accustomed to use like explaining, lecturing, asking questions and individual work tend to dominate the classrooms.
- There is inadequacy of the necessary curricula materials and important teaching aids for effective implementation of the syllabus, lack of communication among English teachers, department heads and principals and lack of necessary support for the English teachers to implement the syllabus effectively, and the absence of in-service training for the teachers indicated the unfavorable condition in the schools effectively implement the syllabus.
- Students of the schools have favorable interest and positive attitude towards learning English language. However, they are not engaged in various activities, which give them opportunity to use the language.
- Large number of students, poor background knowledge and language skills, inadequacy of in service training or staff development for the teachers to implement the syllabus effectively and inadequate allotment of periods to cover the portion were the most prominent factors which negatively influence the implementation of the syllabus in the school.

5.3 Recommendations

On the basis of the findings of the study, the following recommendations are forwarded:

- It has been indicated in the study that the greater number of the English teachers in the sample schools assured that they have not attended any kind of training that help them to implement the syllabus. Thus, to alleviate this problem, frequent and consistent training, workshops, seminars, etc. should be given for the teachers by the concerned bodies, particularly by Mekele Education Bureau. Besides, the school should make use of in-built supervisions to check whether the syllabus is implemented effectively and in-service training to help the teachers to implement the syllabus effectively.
- Lack of curricula materials and instructional materials has been raised by the teachers as one of the major factors affecting the implementation of the syllabus. Hence, due attention should be given to maintain adequate, proportional and timely distribution of the curricula materials like syllabus, textbooks, teacher's guide and other instructional materials by the concerned educational officials.
- The inadequacy of communication among teachers and other school community members was also identified as another barrier of the implementation process. Therefore, the school principals, department heads, teachers and school community members collectively should devise a new communication system which can facilitate the effective implementation of the syllabus. To this end, arranging regular monthly meeting to discuss issues related to syllabus implementation activities could be one of the mechanisms. Beside, inviting senior academicians on workshop, seminars and departmental meetings to share their experiences regarding the implementation of the syllabus could be the other means.
- As the study revealed, there is a failure on the side of the teachers to implement the guidelines set in the syllabus and teacher's guide

effectively as planned. They are not providing the teaching-learning activities all the teaching learning to their students. Thus, the concerned bodies, principals, department heads, supervisors etc should follow whether the teachers apply the syllabus effectively or not.

➤ Large class size was found to be one of the major factors that hinder the implementation process. Therefore, the concerned bodies (school principals and educational officials) and the community should devise mechanisms to build additional classrooms. In addition, as a short term plan, the teachers should pay full commitment to devise new teaching techniques such as grouping students according to some criteria during the teaching-learning of English to reduce the effect of over crowdedness of the classrooms in the learning and teaching process.

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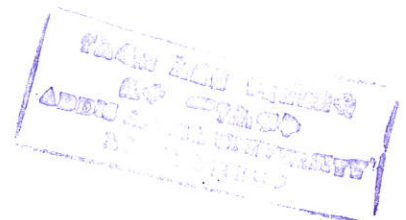
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Appendix A
Addis Ababa University
School of Graduate Studies
Institute of Language Studies
Department of Foreign Languages and Literature

I. Questionnaire for Teachers

Dear teachers

The purpose of this questionnaire is to gather data for a study leading to MA in TEFL (Teaching English as a Foreign Language). It is administrated to survey your views and to collect first hand information in order to evaluate the implementation of grade ten English syllabus in your schools. Since the success of this study highly depends on your valuable responses, you are kindly requested to be frank towards all items provided in the questionnaire. All information and data you provide will be used only for the purpose of this academic study.

Thank you in advance for your kind cooperation.

PART I

Direction: please circle the letter corresponding to your response and write your response on the space provided in brief when it is necessary

1. Name of school _____
2. Sex; _____ Male; _____ Female; _____
3. Age _____
4. Qualification A. Diploma
 B. B.Sc/B.ED
 C. M.Sc/M.ED
 D. other: please Specify, _____
5. What is the average class size in your school
A. below 40 students C. 61-70 students
B. 41-60 students D. above 71 students
6. Is there a grade ten English syllabus you are supposed to follow in teaching in your school?
A. yes B. No
7. Do you have a teachers' guide for teaching English in your schools?
A. yes B. No
8. Are there sufficient English textbooks for the students in your school?
A. Yes B. No C. Not sure
10. Adequacy of the time allotted to cover the portion of the English syllabus for Grade ten?
A. adequate B. inadequate c. average

11. Do you think that you need more training to implement grade 10 English syllabus effectively?

A. Yes

B. No

C. Not sure

12. If your response for question 11 is 'Yes' in what way?

13. If your response for question 11 'No' why not?

14. Do you think that the number of students per class has created a problem for the proper implementation of the syllabus?

A. Yes

B. No

C. note sure

15. If your response for question 12 is 'yes' what instructional problems do you face In teaching English please specify in brief_____

16. How often does the principal discuss with you individually or through English department heads on issues related to the implementation of the syllabus?

A. Frequently

C. Rarely

B. Sometimes

D. not at all

17. How many times a year does the principal or department heads or supervisors supervise you in your classroom?

A. Once

C. Four times

B. Twice

D. Not at all

C. Three time

E. Other responses_____

18. How do you rate the support provided by principal to the implementation of the English syllabus in your schools

A. Avery high

D. Low

B. high

E. Very low

C. Medium

19. Are all contents in text book explained sufficiently in teacher's Guide?

A. Yes

B. No

C. not sure

20. Are there sufficient reference books in the library of the school?

A. Yes

B. No

C. not sure

21. Is there a habit of mutual experience sharing and cooperative work among English teachers in the school?

A. Yes

B. No

22. If your response for question No. 21 is 'yes' describe the way in brief

23. If your response for question number 21 is 'No' please explain the reason _____

24. Do you believe that the current organization structure and /or management of your school have negative impacts on the implementation of the English syllabus?

A. Yes

B. No

C. Not sure

If "Yes" would you please mention some of your difficulties

24. Were you introduced with the way of implementation of grade ten English syllabuses in school?

A. Yes

B. No

25. If your response for question 24 is 'Yes' in what way were you introduced about the syllabus and its implementation?

A. seminars

B. Work shop

C. any other _____

26. What are the major problems (if any) you faced in implementing the English syllabus in school?

PART 2

Direction the following table contains possible factors which affects the implementation of grade ten English syllabus in your schools. After reading them, give rank according to their degree of influence on the space provided in front of each statement.

N.B – The factors which have strong influence should take the upper ranks (1, 2, 3.....) and those which have minimal influence should take the lower rank (.....13, 14, 15)

No	Possible factors	Teacher respondents 12	
		Mean rank	Rank
1	Inadequate period allotted to cover the portion	6.6	4
2	Difficulty of the roles and activities incorporated in the syllabus	8.75	10
3	Low explicitness of the syllabus (i.e. uncertain teaching procedure)	9.0	11
4	Large no of students in class	4.5	1
5	Students poor background knowledge and language skills	5.2	2
6	Teachers lack of modern pedagogical skills	10.25	14
7	Lowness of support provided by the school administration	7.5	7
8	Inadequacy of in-service training or staff development for teachers to implement the syllabus	6.4	3
9	Lack of important teaching materials	7.9	8
10	Work load on the teacher	6.8	5
11	Lack of experience sharing program among English teachers	11.1	15
12	Insufficient supply of curricula and instructional materials, such as text books, teachers' guide, syllabus	7.0	6
13	Lack of interest towards teaching profession on the part of the teacher	13.9	16
14	The irrelevant of the content of the syllabus with the abilities of the students	10.1	13
15	Poor supply of internal classroom facilities such as chairs, desk, blackboard, etc	8.3	9
16	Lack of clarity of the goals and the objectives in the syllabus	9.9	12

17. Please specify briefly if there are other factors which effect the implementation of grade ten English sylcabus in four school. _____

Addis Ababa University
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II. Questionnaire for students

Dear students,

The objective of this questionnaire is to gather information about the extent of implementation of grade ten English syllabuses. The information to be obtained through this questionnaire will be used only for research purpose. Therefore. You are kindly requested to provide genuine information for it highly determines the success of the study.

Thank you in advance

Circle the letter of your choices.

You don't need to write your name.

1. How much is your interest to learn English language?
A. High B. Moderate C. Low
2. How often do you attend your English class?
A. Always B. Frequently C. Rarely D. Not at all
3. How often do you take part in asking and answering questions in your English Class?
A. Always B. Frequently C. Rarely D. Not at all
4. How much do you like activates you do in the classroom?
A. Very much B. Moderately C. Not at all

5. How often do you bring your textbook in to the classroom?
- A. Always B. Frequently C. Rarely D. Not at all
6. Does your English teacher tell you the purpose of each activity before starting to do?
- A. Yes B. No
7. Does your English teacher encourage you to participate in the classroom?
- A. Yes B. No
8. How often does your English teacher let you to do activities in pair or group?
- A. always B. frequently C. rarely D. not at all
9. Does your English teacher make you to work all activities that are presented in the English textbook?
- A. Yes B. No
10. How often does your English teacher use teaching aids in the classroom?
- A. Always B. Frequently C. Rarely D. Not at all
11. How often does your English teacher give you class work and class activities?
- A. Always B. Frequently C. Sometimes D. Rarely E. Never
12. If your response for question 11 is D or E which of the following reasons could be:
- A. Shortage of text books in classroom
- B. The teacher is not interested to give class work or class activity
- C. If any other reasons please specify_____

13. How often does your English teacher give you group /individual assignments?

- A. Once per week
- B. Twice per week
- C. Once per month
- D. Twice per semester
- E. Once per semester
- F. If any other please specify _____

14. How often does the English teacher give you home work?

- A. Always
- B. Frequently
- C. sometimes
- D. rarely
- E. never

15. If your response for question 14 is D or E what is the reason please specify in brief _____

16. Your English teacher assess your English language performance based on?

- A. continuous assessment
- B. Mid – exam and final exam in a semester
- C. only one final exam per – semester
- D. any other way _____

17. How does your English teacher know whether or not you understand the lesson he teaches in the classroom

- A. by asking questions one by one
- B. By waiting for yes answer
- C. By asking are there questions
- D. By checking the class work
- E. If there is any other mechanism, please specify _____

Appendix B
ObservationS
Classroom observation

Name of school_____

Name of teacher_____

Grade and section_____

Date of observation_____

Period_____

No of students M_____ F_____

Lesson topics_____

A, Rating scales

3 = frequently, 2= rarely, 1= not at all

N o	Instructional Considerations	Rating scales						Total observed sessions		Mean
		Frequentl y		Rarely		Not observed				
	How often does the teacher	No	%	No	%	No	%	No	%	
1	Use variety methods of language teaching methods and techniques in lesson presentation?	2	10	10	50	8	40	20	100	1.70
2	Encourage the students to participate in discussions?	2	10	13	65	5	25	20	100	1.85
3	Encourage the students to ask questions which are not clear to them?	-	-	5	25	15	75	20	100	1.25
4	Ask questions to check students' understanding of the lesson?	6	30	11	55	3	15	20	100	2.15
5	Use group work of students to use the language for communicative purposes?	-	-	6	30	14	70	20	100	1.30
6	Guide the learners during group work?	-	-	3	15	17	85	20	100	1.15
7	Go round the students in the class room in order to check their work?	9	45	11	55	-	-	20	100	2.45
8	Write important points on the black board?	18	90	2	10	-	-	20	100	2.9
9	Relate the lesson to students' real life situation?	2	10	12	60	6	30	20	100	1.8
10	Give equal attention to all students in class room?	17	85	2	10	1	5	20	100	2.8
11	Give students feed back?	2	10	14	70	4	20	20	100	1.9
	Grand Mean		26.4	-	40.4	-	33.2	-	100	1.93

B/ Check list

No	Lesson presentation variable	Yes		No	
		No	%	No	%
	Did the teacher				
1	Prepare weekly or daily lesson plan?	4	20	16	80
2	Write lesson topic on the blackboard?	18	90	2	10
3	Start the lesson on time?	1	5	19	95
4	Specify the objectives of the lesson?	3	15	17	85
5	Check the previous homework?	6	30	14	70
6	Revise the previous lesson before starting the new lesson?	7	35	13	65
7	Encourage the students to use the text book in the classroom?	9	45	11	55
8	Use mainly the text book for English instruction?	19	95	1	5
9	Give homework, class work and assignment?	75	75	5	25
10	Summarize the main points of the lesson?	2	10	18	90
11	Use teaching aids in the classroom?			20	100
12	Allow the students to present what they have done in groups?			20	100

Appendix C

Interview

For English teachers

1. How is the ability and interest of your students in learning English language?
2. How is your interest and motivation of teaching the grade ten English syllabus in your school?
3. Do you get the necessary support and assistance from principals, department head and supervisor?
4. What do you think about the students performance and abilities in English instruction in your school?
5. How the school and classroom are conducive to implement the English syllabus?
6. What kind of teaching methods do you use when you teach English in classroom? Do you employ the teaching methods suggested in the syllabus and teacher's guide?
7. Do you have any thing to add regarding the implementation of grade ten English syllabus in your school?
8. How do you assess or evaluate your students' performance in English subject?

Interview for principals and Department Heads

1. How often do you make direct and clear contact with English teachers in your school?
2. In what way the school administration give necessary support for the implementation of the English syllabus of grade ten in the school?
3. How do you make a close contact with the concerned bodies in order to get supports for proper implementation of the syllabus?
4. What is your help for English teachers so that they will implement the English syllabus properly in the school?
5. Are there problems regarding the implementation of grade ten English syllabus here in your school? If any what are they?

DECLARATION

I, the undersigned, declare that this thesis is my original work and has not been presented for a degree in any other university.

Name: Solomon Kidane

Signature _____

Place: Addis Ababa University

Date of Submission: June 21, 2009

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

Name _____

Signature _____

Date of approval _____