ARTIGO

Evaluating the English Language Curriculum Development and Implementation in Angolan Secondary Schools

Avaliação do Desenvolvimento e da Implementação do Currículo da Língua Inglesa no Ensino Secundário em Angola

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Resumo

Este artigo avalia o currículo nacional para a disciplina de Língua Inglesa em Angola, com foco nos processos e na implementação do currículo. O estudo utiliza uma metodologia qualitativa, enfatizando tanto as avaliações formativas quanto as somativas para aferir a eficácia e eficiência do currículo. O objectivo é responder a questões relacionadas aos processos de *design*, às estratégias de implementação e às melhorias necessárias para o sucesso. Os participantes incluíram seis professores de Língua Inglesa, um desenvolvedor de currículo e um autor de manuais, todos entrevistados em seus locais de trabalho. Além disso, os professores desta disciplina foram observados em salas de aula, em três escolas secundárias em Luanda, Angola. A análise dos resultados revelou percepções importantes sobre o desenvolvimento e a implementação do currículo. Esses resultados indicam a necessidade de uma avaliação minuciosa por parte dos decisores e de melhores condições de ensino e aprendizagem nas escolas para garantir que os objectivos e metas do currículo sejam alcançados.

 Palavras-Chave: Avaliação; Currículo; Disciplina de Inglês.

Abstract

This article evaluates the national curriculum for the English subject in Angola, focusing on curriculum processes and implementation. The study employs a qualitative methodology, emphasizing both formative and summative evaluations to assess the curriculum's effectiveness and efficiency. It aims to answer questions regarding the design processes, implementation strategies, and necessary improvements for success. Participants included six English teachers, one curriculum developer, and a textbook author, all interviewed at their workplaces. Additionally, the English teachers were observed in classrooms across three secondary schools in Luanda, Angola. Analysis of the findings revealed significant insights into the curriculum's development and implementation. These results indicate a need for thorough evaluation by decision-makers and improved teaching and learning conditions in schools to ensure that the curriculum's aims and objectives are met.

Keywords: Evaluation; Curriculum; English Subject.

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Introduction

The design of a curriculum for a specific subject significantly influences its success in teaching and learning (Richards, 2001). One effective method for assessing whether a curriculum is being successfully implemented is through curriculum evaluation (Richards, 2001). Curriculum evaluation examines the impact of implementation on student learning outcomes (UNESCO-IBE, 2009). Evaluating a curriculum is essential for determining if revisions are needed, including adjustments to the teaching and learning processes (UNESCO-IBE, 2009). This implies that post-implementation evaluation is crucial.

This research identifies a problem based on an unpublished project conducted by four students, including the researcher, at a public secondary school in Luanda. These students were pursuing a Master's degree in English Language Teaching Methodology at the Higher Institute of Educational Sciences (ISCED) in Luanda. The project focused on curriculum development, where the students were tasked with designing a new curriculum based on existing theories of language curriculum development. The findings from this assignment highlighted significant issues that prompted the researcher to further investigate curriculum development in Angolan schools.

In addition, a 2013 report by ANGOP (Agência Angola Press) indicated that the coordinator of the Monitoring and Evaluation Commission for Educational Reform noted high student failure rates in Angola. The coordinator attributed these failures to issues in curriculum design, classroom practices, and teacher conditions. He stated that the Ministry of Education is actively working to address these challenges. However, ANGOP (2017) later reported that the Angolan Minister of Education acknowledged shortcomings in the educational reform efforts. According to the minister, many students from the basic education system are unable to continue their studies at the university level due to a lack of foundational knowledge. This issue also affects English language education, as proficiency in English is often a prerequisite for university admission.

The issues outlined above highlight critical areas that require further investigation. Therefore, this paper aims to evaluate the development and implementation of the Angolan national curriculum for the English subject by focusing on the following objectives:

1. To understand the principles and techniques used to design the current curriculum;

2. To investigate how the curriculum is being implemented;

3. To analyse the kinds of evaluation practices employed.

To address these objectives, the research questions identified in this article are as follows:

1. What processes were used to design the curriculum?
2. How is the curriculum being implemented?
3. What improvement (if any) is needed for the success of the curriculum?

The significance of this study lies in the importance of the procedures involved in curriculum design and evaluation. As Richards (2001) states, curriculum development is an essentially practical activity since it seeks to improve the quality of language teaching through the use of systematic planning, development, and review practices in all aspects of a language program". He further asserts that the success of a language program hinges on the activities involved in its curriculum development (Richards, 2001). Therefore, evaluating the curriculum is crucial for understanding how the program operates and its effectiveness. If program evaluation is essential for assessing and enhancing the planning and implementation of current and future activities, this research will address key questions regarding the curriculum development process within the Angolan education system.

Moreover, there is a pressing need for a deeper understanding of the evaluation process and its relationship to the development of an effective curriculum (Glatthorn et al., 2018). Additionally, it is important to bridge the existing gap between curriculum design and implementation (UNESCO-IBE, 2009), particularly in Angola.

Literature Review
Curriculum Development

It is essential to clarify the difference between syllabus and curriculum, as these concepts can often be confusing. Syllabus design is a component of curriculum development; it involves identifying the specific content of a program and outlining what teachers will teach and assess. In contrast, curriculum is a broader concept that encompasses various procedures, including syllabus design. While curriculum development dates back to the

1960s, the notion of syllabus design emerged earlier and laid the groundwork for it (Richards, 2001).

According to the Centre for Educational Research and Innovation (1975, p. 12), curriculum development encompasses "the process of analyzing and refining goals, aims, and objectives, together with the translation of these into the content of courses by formal or informal methods". Additionally, it pertains to the current and future practices of teachers and learners.

Ralph Tyler (1949) provides a foundational framework for curriculum development and instructional planning by addressing four crucial questions that are vital for decision-makers in education:

1) What educational purposes should the school seek to attain?

2) What educational experiences can be provided to achieve these purposes?

3) How can these educational experiences be effectively organized?

4) How can we assess whether these purposes are being met?

Furthermore, Pacheco and Paraskeva (1999) view curriculum as a process of "deliberation," involving "function, competencies, and actors". Like Richards (2001), they emphasize that curriculum decisions play a significant role in enhancing the quality of education.

Richards (2001) discusses a recurring theme throughout his work, focusing on the analysis of practices in language course planning and instruction. He argues that effective curriculum development processes are crucial resources that assist schools in achieving their goals (Richards, 2001).

Figure 2.1. Language curriculum development processes (adapted from Richards, 2001)
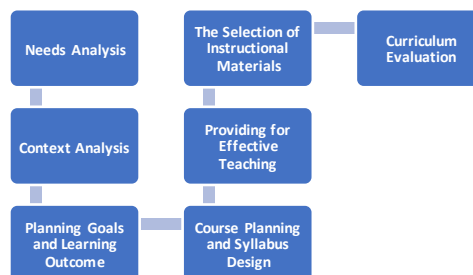
As illustrated in Figure 2.1 above, language curriculum development begins with an analysis of learners' needs. This analysis is essential for creating "a profile of the language needs of a group of learners in order to make informed decisions about the goals and content of a language course" (Richards, 2001). Following the needs analysis, it is important to consider the context or situation of the program to identify factors that may positively or negatively impact the successful implementation of the curriculum (Richards, 2001). As Ur (2006) states, context and needs analysis form the foundation upon which all course content should be built.

Once this process is complete, the collected data is interpreted to establish the goals and objectives of the program (Richards, 2001). Curriculum designers can then proceed to course planning and syllabus design, which are informed by the previously determined aims and objectives (Richards, 2001). The next step involves analyzing the teaching and learning processes that occur during the course to determine "how quality teaching can be achieved and maintained in a language program" (Richards, 2001).

Subsequently, curriculum designers should select appropriate materials for the course based on the aforementioned practices (Richards, 2001). Finally, the curriculum must be evaluated. As Hussain et al. (2001) argue, education achieves its goals by effectively evaluating the curriculum process to update and meet the required social needs.

Curriculum Evaluation

Certainly, several important questions need to be addressed once a curriculum is in place, and this is achieved through curriculum evaluation. Evaluating a curriculum involves investigating issues such as whether the goals outlined in the curriculum are being met (Richards, 2001). This aspect is crucial to the process. Brown (1989) defines language program evaluation as "the systematic collection and analysis of all relevant information necessary to promote the improvement of a curriculum and assess its effectiveness and efficiency, as well as the participants' attitudes within the context of the particular institutions involved" (in Brown and Rodgers, 2002).

Thus, curriculum evaluation focuses on understanding what is happening in classrooms and schools where the curriculum is implemented, whether those affected by the curriculum are satisfied, and whether those involved in developing and teaching the course

have performed satisfactorily (Richards, 2001). The evaluation may concentrate on various elements of a program, including curriculum design, syllabus and program content, classroom processes, instructional materials, teachers, teacher training, students, monitoring pupil progress, learner motivation, the institution, learning environment, staff development, and decision-making (Sanders, 1992; Weir and Roberts, 1994; in Richards, 2001).

Furthermore, according to a resource pack on curriculum development by the International Bureau of Education (IBE), a UNESCO institute specializing in curriculum, the term "evaluation" generally refers to the process of making a value judgment. In education, evaluation pertains to operations associated with curricula, programs, interventions, teaching methods, and organizational factors. As previously mentioned, curriculum evaluation aims to examine the impact of the implemented curriculum on student learning achievement, allowing for revisions to the official curriculum if necessary, and reviewing the teaching and learning processes in the classroom (UNESCO-IBE, 2009).

Curriculum evaluation identifies specific strengths and weaknesses of a curriculum and its implementation, providing critical information for strategic changes and policy decisions, as well as inputs needed for improved learning and teaching. Additionally, evaluating a curriculum may serve as an indicator for monitoring purposes.

Curriculum evaluation serves different purposes, which include formative, illuminative, and summative evaluations (Richards, 2001).

Formative Evaluation is conducted to investigate both the positive and negative aspects of curriculum implementation, as well as to identify problems that need to be addressed. This type of evaluation focuses on understanding how the program is developing and improving over time. Data analysis in formative evaluation involves identifying issues and enhancing the delivery of the program (Richards, 2001).

Illuminative Evaluation is carried out as part of program development to explore the functions and implementation of various aspects of the program. Similar to formative evaluation, it seeks to answer numerous questions, such as how students engage in group work and whether participation is equitable among them, as well as identifying the most and least active students in class. This evaluation also examines teachers' practices, including the error-correction strategies they use, the decisions they make while teaching, and how they

utilize lesson plans. Additionally, it investigates the patterns of teacher-student interactions and the reading strategies students employ with different types of texts. Finally, illuminative evaluation seeks to understand how students interpret the teacher's intentions during lessons (Richards, 2001).

Summative Evaluation is another type of evaluation that is commonly used by instructors and curriculum administrators. According to Richards (2001), summative evaluation assesses the worth or value of various curriculum elements and evaluates how effectively and acceptably a program is running. This evaluation occurs after the implementation of a curriculum and provides insights into various aspects, including the effectiveness of the course in achieving its aims, the content learned by students, and the reception of the course by both students and teachers. It also evaluates the success of instructional materials, the appropriateness of objectives, and the need for their revision, as well as the suitability of placement and achievement tests. Furthermore, summative evaluation examines the adequacy of time spent on each unit, the appropriateness of teaching methods, and the challenges encountered during the course (Richards, 2001).

Research Methodology

After identifying a research area, it's crucial to determine the methods for collecting data that will facilitate achieving the established research objectives. Glatthorn et al. (2018) highlight that a common emphasis among experts in curriculum evaluation is the use of qualitative methods. Accordingly, the present work primarily adopts a qualitative approach, with a significant focus on both formative and summative evaluations (Richards, 2001). This qualitative emphasis allows for a deeper understanding of the curriculum's implementation and effectiveness, providing rich insights into the experiences of both educators and learners.

Research sites and participants

This study evaluated curriculum development and implementation in three secondary schools located in the Kilamba district of Luanda, the capital city of Angola. In each of the three schools, two grade 11 English teachers were observed in their classrooms, resulting in a total of six teachers, consisting of two males and four females. The focus on the 11th grade, beyond delimiting the study, was chosen because it is typically the final grade in which

English is taught in secondary schools, providing a comprehensive overview of the pertinent issues.

Additionally, ten individuals participated in the interview process. Among them, eight were grade 11 English teachers, one was a material designer, and the other was a curriculum designer involved in developing the national curriculum for the English subject across all grades. The material designer authored several English textbooks for Angolan schools, including those for grade 11. The curriculum for the English subject was developed by two curriculum designers, one of whom was interviewed for this study. Notably, of the eight teachers interviewed, two served as coordinators for the English subject at their respective schools.

Data collection instruments and procedures

The data collection instruments used in this study include interviews and classroom observations. These instruments are essential for evaluating a curriculum, as Richards (2001) emphasizes the importance of a "careful compilation of information from a variety of different sources" (p. 298). Each of these data collection methods will be discussed in detail in the following subsections.

Classroom observation

The observation technique employed in this study was in-class observation (Griffee, 2012). As Richards (2001) notes, "Observation is usually more useful if it is structured" (p. 303). The purpose of the classroom observation was to assess how teachers implement the curriculum and its impact on the teaching and learning process. To minimize the intrusiveness of the observer's presence, the observation was carefully planned and guided (Richards, 2001).

This classroom observation specifically focused on English instruction in the 11th grade. Six secondary school English teachers were selected for observation, with two teachers from each of the three schools. Selection was based on the teachers' availability and that of the observer. All teachers, except one, were observed on two different days of the week. The classroom observations were structured in three ways (Griffee, 2012):

1) Observations took place in classrooms taught by other teachers.

2) The observation items were predetermined, meaning the researcher specified what to observe .

3) The data collected were qualitative, consisting of descriptive information (Griffee, 2012).

Some observations lasted approximately 40 minutes, while others extended to 80 minutes, with an average of 32 students present in the classrooms.

Interviews

This study employed standard semi-structured interviews to gather relevant data on curriculum development and implementation, allowing for follow-up questions (Richards, 2001; Griffee, 2012). The interviews targeted both teachers and curriculum designers. The primary purpose was to explore teachers' attitudes toward the curriculum and to collect insights from curriculum and material designers regarding their roles in the curriculum development process.

As previously mentioned, eight individuals participated in the interviews, all conducted at their workplaces. The interviews with the observed teachers took place after the classroom observations were completed. Additionally, each interview was carefully recorded to facilitate efficient analysis.

Methods of data analysis

For the classroom observation, an in-class observation note was the technique employed in this study. This process included an observation sheet that captured both descriptive data (what the researcher observed) and evaluative or interpretative data (the researcher's reflections on those observations) (Griffee, 2012).

Following the steps outlined by Griffee (2012), the researcher first transcribed the recorded interviews. Next, the transcripts were carefully reviewed to familiarize the researcher with the content. Subsequently, the interview transcripts were coded into various themes, which were then summarized for data interpretation.

Regarding ethical considerations, permission letters for conducting research were submitted to each school principal, along with individual consent obtained from the

participants. Participants were informed about the study's objectives and the significance of the information they would provide, supplemented by the researcher's verbal explanations to assist them in making an informed decision about their participation.

Findings

This section presents, in detail, the results obtained from the classroom observation and interviews.

Classroom Observation

As previously mentioned, six teachers were selected for the classroom observation process, labeled as TO1, TO2, TO3, TO4, TO5, and TO6. The legend in the observation sheet was defined as follows: 4 = highly proficient; 3 = proficient; 2 = basic; 1 = below basic; and 0 = not observed. The results of the classroom observation, as recorded in the observation sheet, are presented below :

Chart 4.1- Overall learning environment created by the teacher
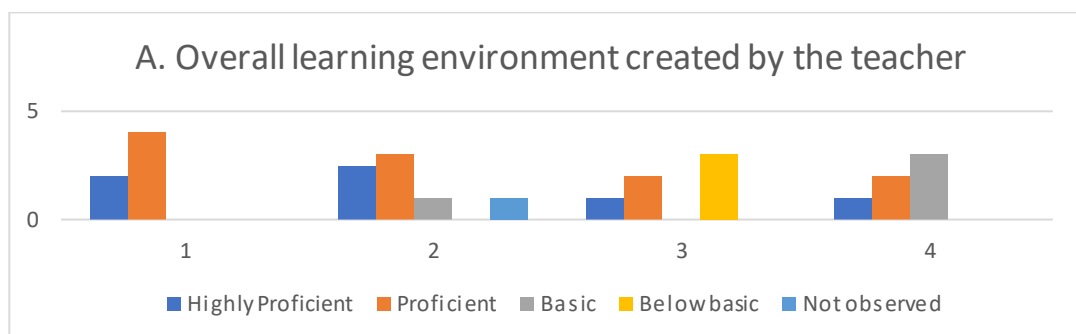
As observed in the chart regarding the overall learning environment created by the teachers, most educators effectively foster a safe and pleasant atmosphere. Additionally, 50% of the teachers demonstrated clear respect for their students and actively listened to their voices. However, the overall classroom atmosphere in three classes was classified as below basic, while two classrooms were rated as proficient.

In summary, regarding the overall learning environment, 50% of the teachers were rated as basic in establishing an open and approachable relationship with their students, while 33.3% were rated as proficient.
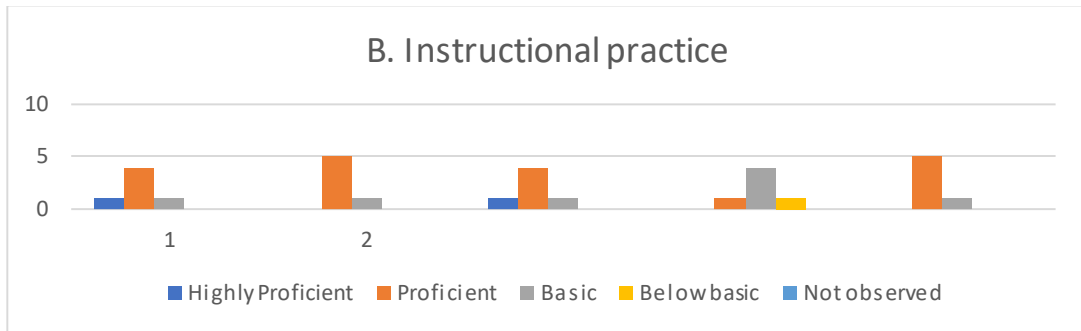
Chart 4.2- Instructional practice

Chart 4.2 illustrates the instructional practices employed by the teachers. According to the organization of the classroom observation sheet, a significant proportion of the teachers observed (66.7%) were classified as proficient in leading well-prepared activities. Additionally, most teachers (83.3%) demonstrated proficiency in developing students' understanding of aspects of the INIDE curriculum.

Furthermore, 66.7% of the teachers effectively checked students' prior understanding. However, a notable percentage of teachers (83.3%) rarely utilized classroom materials and media when appropriate. Consistent with previous observations, 83.3% of the teachers delivered their lessons clearly and effectively.

Chart 4.3- Differentiation towards weaker and very able students
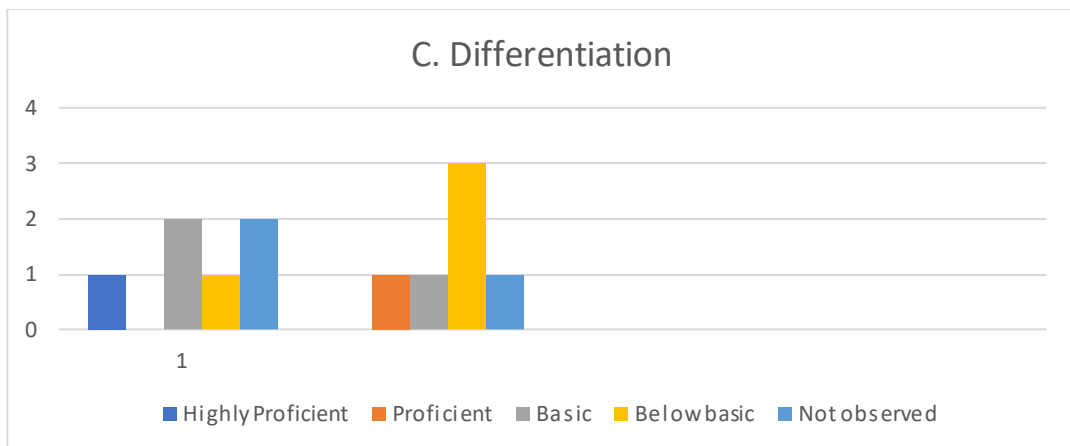
The classroom observation sheet included sections assessing how teachers differentiated between their weaker and more capable students. As shown in Chart 4.3, 33.3% of the teachers were classified as basic in providing special attention to the more able students, while another 33.3% did not demonstrate this quality. Additionally, half of the teachers were categorized as below basic in their efforts to support academically weaker students.

Extra notes on the classroom observation

The classroom observation sheet contained a comments section where the observer elaborated on specific items and noted additional insights from the observation. It was observed that teachers employed elicitation techniques to gauge students' prior knowledge. Most students appeared to be beginners in their English proficiency.

Furthermore, all teachers explicitly taught grammar, placing significant emphasis on it during their instruction. Some teachers tended to overuse the first language (Portuguese) in the classroom. Other noted issues included a lack of time management and prevalent grammar mistakes and errors among most teachers in the areas of reading, writing, and speaking.

Interviews

As previously mentioned, eight individuals involved in the English language teaching and learning process were interviewed. Four themes emerged from the interviews with the curriculum designers: curriculum process, curriculum revision, curriculum challenges, and curriculum perspectives. The figure below summarizes these themes, which will be further discussed in the discussion section.
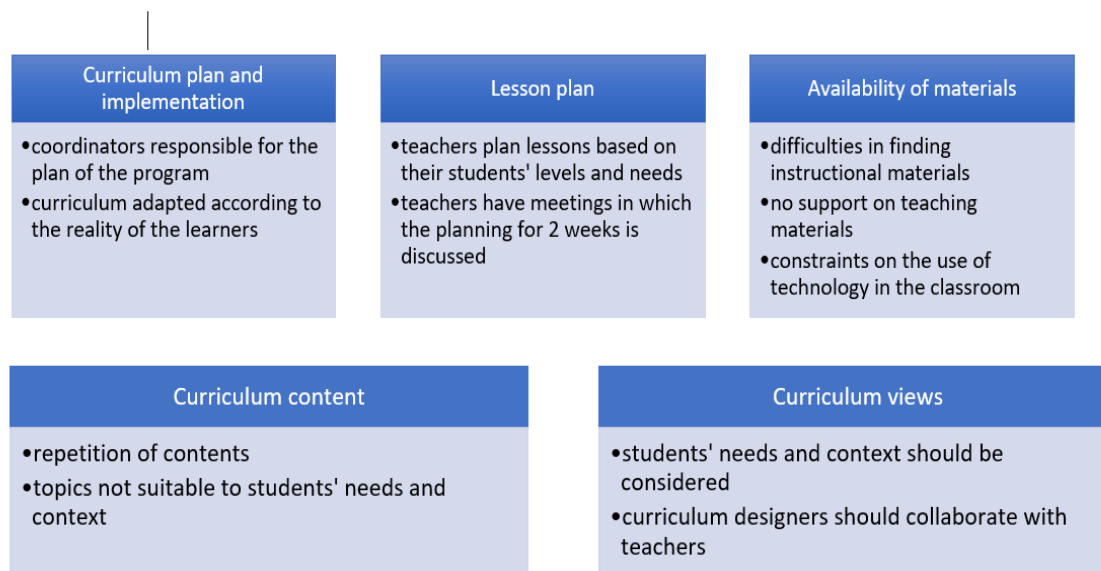
Figure 4.1. Summary of themes from the interview with the designers
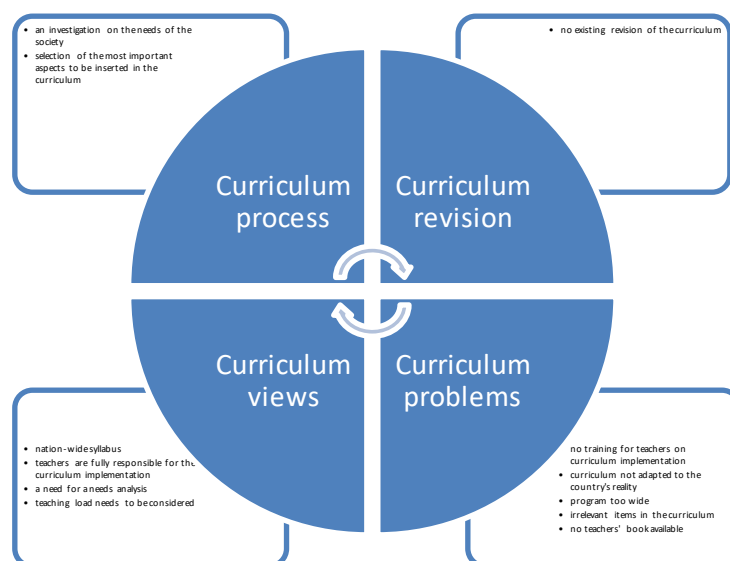
In the analysis of the interviews with six English teachers, the researcher identified five themes from the interview data. These themes included curriculum planning and

implementation, lesson planning, availability of materials, curriculum content, and curriculum perspectives. The teachers were randomly assigned codes as TI1, TI2, TI3, TI4, TI5, and TI6. The themes are summarized in the following illustrations:

Figure 4.2. Summary of themes from the interview with the teachers

Curriculum plan and implementation	Lesson plan	Availability of materials
• coordinators responsible for the plan of the program • curriculum adapted according to the reality of the learners	• teachers plan lessons based on their students' levels and needs • teachers have meetings in which the planning for 2 weeks is discussed	• difficulties in finding instructional materials • no support on teaching materials • constraints on the use of technology in the classroom

Curriculum content	Curriculum views
• repetition of contents • topics not suitable to students' needs and context	• students' needs and context should be considered • curriculum designers should collaborate with teachers

Similar to the themes identified in the interviews with the curriculum designers, the themes extracted from the analysis of the interviews with the teachers will be discussed in the following section.

Discussion

This section discusses the findings obtained from the classroom observation and interviews by answering the research questions (RQ) identified in this paper.

RQ1: What processes were used to design the curriculum?

To address the first research question, the curriculum designer indicated that an investigation into the "needs of society" was conducted as part of the curriculum process to select appropriate content for students. However, this procedure was not applied to grades 10 to 12. One curriculum designer explained that this oversight occurred because the teachers for grades 10 to 12 are the same as those for grades 7 to 9. Nevertheless, these two groups typically belong to different school levels, with grade 10 to 12 students usually attending a different institution than grades 7 to 9 students, and the teachers should also differ.

Additionally, selecting appropriate materials is a crucial aspect of the curriculum process. Teaching materials significantly impact language curriculum development and are beneficial for both teachers and learners (Richards, 2001). However, teachers lack financial support for the intended instructional materials, forcing them to spend their own money and make extra efforts. The researcher noted that no teaching materials were available to the students, apart from their notebooks, indicating a lack of support for learners in accessing necessary learning resources.

Furthermore, the fact that the English national curriculum in Angola has not been revised despite being in place for a considerable time raises concerns about the quality of education in the country. As Hussain et al. (2001) argue, education achieves its goals through proper evaluation of the curriculum process to meet social needs. Therefore, there is an urgent need to evaluate the current curriculum. The curriculum designer stated that they receive feedback from teachers; however, the teachers reported that they have never been asked for feedback by any curriculum designer. Moreover, other essential processes, such as context analysis and provisions for effective teaching (Richards, 2001), were not included in the curriculum development.

RQ2: How is the curriculum being implemented?

According to the analysis of the interview results with the teachers, the curriculum is implemented after subject coordinators adapt it based on their beliefs and the realities of their schools. Lesson planning is tailored to students' needs and English proficiency levels, which are first determined in teachers' meetings held twice a month. Following these discussions, each teacher prepares their individual lessons.

In terms of the overall learning atmosphere, teachers excelled in most areas specified for instructional practice. Most led their lessons using well-prepared activities, and it was noted that the lessons aligned with the national program, indicating that the curriculum content was effectively integrated into lesson presentations.

However, the use of appropriate classroom materials and media was largely absent during observations, representing a significant barrier for teachers. Classroom materials and media are essential for successful teaching and learning, particularly in contexts where English is not the teachers' first language. Additionally, instructional materials help prevent

classes from becoming monotonous and unengaging (Richards et al., 2014). Moreover, many teachers observed in this study lacked proficiency in English, further hindering the effectiveness of learning in the absence of these materials.

Differentiation was another theme included in the classroom observation sheet. As noted in the preceding section, the results in this area were not positive. Unfortunately, the large class sizes make it challenging for teachers to implement differentiated instruction effectively (Adare et al., 2023).

RQ3: What improvement (if any) is needed for the success of the curriculum?

As for the last research question, the initial analysis of classroom observations indicated that improvements are necessary for the success of the curriculum. Notably, only half of the observed teachers created a positive and encouraging classroom atmosphere, suggesting that more effort is needed to foster a supportive environment conducive to learning. As Hooser (2022) emphasizes, in order for students to be successful at school, we must first carefully craft a supportive, learning-centered classroom environment. Furthermore, the observations highlighted the need for all teachers to cultivate open and approachable relationships with their students, as the type of learning environment established by teachers is directly linked to student achievement (Erwin, 2023). Therefore, providing teachers with more professional development opportunities is essential for equipping them with strategies to enhance the learning environment in their classrooms.

The analysis of the interviews revealed a critical need for both needs analysis and situation analysis to adapt the program according to the specific contexts of different schools (Richards, 2001). Ur (2006) states that context and needs analysis form the foundation for all course content. However, the current curriculum process was primarily based on an investigation of the needs of grades 7 to 9, necessitating further analysis for effective curriculum development.

Additionally, the selection and provision of instructional materials require careful examination. Teachers expressed challenges related to transporting materials, as one noted, "I wish I could use an overhead projector. I have three classrooms in a day, and carrying all these materials around the school is very difficult." The lack of materials negatively impacts the learning process, with another teacher stating, "The lack of success of the students is

sometimes… due to a lack of materials." Instructional materials are crucial for language curriculum development and benefit both teachers and learners (Richards, 2001). Therefore, it is recommended to thoroughly explore various materials before making selections.

Moreover, an essential aspect of curriculum design involves identifying appropriate content, or determining what to teach (Richards, 2001; Hoadley et al., 2009). There is a clear need to differentiate the content between the two groups: grades 7 to 9 and grades 10 to 12, as both groups currently share the same content. This lack of differentiation can lead to student disengagement, as one teacher remarked, "Students learn only the same thing: self-introduction, cardinal numbers, ordinal numbers, colours…" According to the Centre for Educational Research and Innovation (1975), content selection should follow the analysis and identification of goals, aims, and objectives. If different grades have distinct goals as outlined in the national curriculum (INIDE, 2013), then the content should also reflect this diversity.

Furthermore, the lack of confidence and competence in English observed in many teachers during interviews and classroom observations indicates a pressing need for additional training in language proficiency. If teachers lack English competency, it raises concerns about their ability to effectively teach students. This issue warrants attention from decision-makers, as foreign language teachers are expected to possess linguistic competence and the ability to communicate clearly in the language of instruction (Karpova et al., 2018).

In conclusion, given the various challenges identified in this study, there is an urgent need for a comprehensive and effective revision of the Angolan national curriculum for the English subject in secondary schools, including the selection of appropriate materials and content tailored to the needs of different grade levels.

Conclusions

This research aimed to evaluate the development and implementation of the Angolan English subject curriculum. Three research questions guided the study: first, what processes were used to design the curriculum; second, how is the curriculum being implemented; and lastly, what improvements are needed in the program's development? Each data collection instrument yielded unique insights that warrant consideration from curriculum stakeholders.

Classroom observations provided valuable understanding of the curriculum's implementation and identified areas for improvement. The analysis revealed that while teachers create a safe and pleasant classroom environment, fostering respect and listening to students, there is a need for further enhancement in the overall atmosphere. A more positive and encouraging environment is essential, alongside efforts to foster open and approachable relationships between teachers and students. Although teachers performed well in many instructional practices, they struggled with the use of classroom materials and media, indicating a need for additional support in this area. Moreover, differentiation requires attention; both high-achieving students and those who struggle academically need tailored assignments and tasks. To facilitate this, class sizes should be reduced, and teachers should receive guidance on providing individualized attention (Turner et al., 2017).

The interview data interpretation highlighted some effective procedures in the development of the 11th-grade English curriculum. Curriculum designers conducted a needs analysis based on societal requirements before designing the program. Implementation is overseen by a coordinator, who also teaches, allowing for necessary adjustments according to the school's context. However, significant shortcomings were identified in the program's progression. Notably, the curriculum designers failed to conduct a needs analysis for grades 10 to 12, which suggests an incomplete curriculum. Other weaknesses included inadequate material selection, lack of teaching resources and guidance, unsuitable content choices, repetition of content, and insufficient teacher training for curriculum implementation.

Fortunately, the study generated several proposals for curriculum improvement. Recommendations include conducting effective needs and situational analyses, involving teachers in curriculum development, providing language training and professional development for educators, ensuring the availability of instructional materials for both teachers and learners, and undertaking a comprehensive curriculum review.

However, the research has limitations. It focused solely on the Kilamba neighborhood, limiting insights into other areas of the country. Further research is necessary to explore different regions. Additionally, the data collection methods employed have inherent limitations. Classroom observations may not capture all aspects of the teaching and learning process (Patton, 1987, in Griffee, 2012). The presence of an outsider observer could

also influence teachers' and students' behavior, potentially altering typical classroom dynamics (Griffee, 2012).

Moreover, due to the time-consuming nature of interviews, only a small number of participants could be included for in-depth discussions, which may not fully represent the broader group (Richards, 2001). There is also a need for further investigation into student achievement through testing to measure curriculum effectiveness (Richards, 2001).

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