

**TEACHER-TOOL RELATIONSHIP OF
MALDIVIAN ESL TEACHERS: A MULTIPLE
CASE STUDY**

AISHATH WADHEEFA

**FACULTY OF EDUCATION
UNIVERSITY OF MALAYA
KUALALUMPUR**

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A MULTIPLE CASE STUDY

AISHATH WADHEEFA

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ABSTRACT

Previous research has revealed the various ways teachers use the curriculum in classroom teaching. The way teachers use the curriculum not only impacts the effective implementation of the curriculum but, it also impacts the classroom instruction. This study intended to describe the teacher-tool relationship and the factors which shape this teacher-tool relationship. It particularly focused on ESL instruction in the context of Maldivian Key stage two teachers. Framing the study to include the unique characteristics of the island contexts, a qualitative multiple case study design informed by the interpretivist research paradigm was used in this study. Four schools across Maldives were purposefully selected for this study. Hence, the six teachers who were teaching English for grade six became the participants of this study. Data were collected through in-depth interviews, lesson observations and document reviews. Thematic analysis was used to analyse the descriptive data collected in this study. Furthermore, cross-case and within-case analysis was done to get an in-depth understanding of the similarities and differences between the teachers. The findings of the study suggested that there was a dynamic teacher-tool relationship, which varies from one teacher to another, from one lesson to another and from one activity to another activity. Various factors related to teachers, curriculum tools and the context were identified shaping the teacher-tool relationship. The specific characteristics of the island context including professional guidance available for teachers, the parents' involvement, short-and long-term job opportunities available in the island, the school goals and the students' second language experiences played a significant role in shaping the teacher-tool relationship in the remote and isolated islands of the Maldives.

**HUBUNGAN *TEACHER-TOOL* DALAM KALANGAN GURU BAHASA
INGGERIS SEBAGAI BAHASA KEDUA DI MALDIVES: PENYELIDIKAN
PELBAGAI KES**

ABSTRAK

Kajian lepas menunjukkan bahawa guru-guru menggunakan kurikulum dengan pelbagai cara. Cara penggunaan kurikulum bukan sahaja mempengaruhi keberkesanan pelaksanaan kurikulum, malah memberi impak kepada pengajaran dalam kelas. Kajian ini bertujuan untuk menjelaskan hubungan *teacher-tool* dan faktor yang membentuk hubungan ini. Kajian ini memberi fokus kepada pengajaran Bahasa Inggeris sebagai Bahasa Kedua (ESL) dalam kalangan guru *Key Stage 2* Tahun 6 di Maldives. Untuk merangkumi sifat konteks kepulauan yang unik, penyelidikan kualitatif pelbagai kes yang berlandaskan paradigma kajian interpretivis digunakan untuk merangka kajian ini. Empat buah sekolah di Maldives dipilih secara *purposive* dalam kajian ini. Enam guru ESL Tahun 6, menjadi peserta kajian. Data dikumpulkan daripada temuramah secara terperinci, pemerhatian kelas dan dokumen. Teknik *analysis* bertema digunakan untuk menganalisis data deskriptif. Analisis antara kes (cross case) dan dalam kes (within kes) dijalankan untuk memahami persamaan dan perbezaan antara guru secara terperinci. Dapatan kajian mencadangkan bahawa hubungan *teacher-tool* adalah dinamik dan berbeza antara guru, dan dari satu aktiviti pembelajaran ke aktiviti pembelajaran yang lain. Pelbagai faktor yang berkaitan dengan guru, alat kurikulum dan konteks membentuk hubungan *teacher-tool*. Sifat spesifik konteks pulau yang merangkumi penglibatan ibubapa, peluang pekerjaan jangka pendek dan jangka panjang, matlamat sekolah and pengalaman pelajar dengan Bahasa Inggeris, memainkan peranan yang penting dalam pembentukan hubungan *teacher-tool* di pulau yang terpencil di Maldives.

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LIST OF ABBREVIATIONS

BTEC	:	Business and Technology Education Council
CLT	:	Communicative Language Teaching
DCEF	:	Design Capacity for Enactment Framework
ESL	:	English as Second Language Learners
MOE	:	Ministry of Education
NIE	:	National Institute of Education
PD	:	Professional Development
SIDS	:	Small Island Developing States
NC	:	National Curriculum

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CHAPTER 1

INTRODUCTION

1.1 Overview

The purpose of this study was to describe the teacher-tool relationship and the factors that shape this relationship. The following sections of this chapter present the introduction, practical and theoretical background that leads to the objectives and questions of this research. It also outlines the significance and the theoretical framework underpinning the study.

Over the past century, lots of curriculum reform efforts have been introduced in many education systems around the world in their attempts to improve the quality of education and to replace the fact-based curriculum in order to improve students' creativity, thinking skills and interpersonal skills (Sahlberg, 2007). Similarly, in Maldives a new curriculum reform has been initiated and officially implemented in all the primary schools in 2015 after it had been pilot tested in 13 schools from 2013 to 2014. As Maldives go through this reform process, the way teachers' use the curriculum can be related to what Brown, (2009) refers as the rendition of same classic jazz song by the same artist sheet music and the performance of different artists. Though, both the performances have important similarities, they sound distinctly different. Similarly, when teachers use the curriculum, the way individual teachers use them may vary in distinctive ways. This distinction between the curriculum and how teachers use and implement them becomes particularly significant when it is used in isolated islands of a small state country like Maldives.

The new National Curriculum of Maldives is a competency-based curriculum that is aimed at developing: "Successful individuals who are motivated to explore and

create knowledge, confident and competent individuals who have a firm belief in Islam, a strong sense of self and national identity, responsible and productive contributors to their own family, local community and the global society” (National Institute of Education, 2013, p.8). This is the first major curriculum reform process that took place in Maldives after it had introduced a unified local national curriculum in 1984 (UNESCO-IBE, 2011). This traditional curriculum was heavily influenced by the British system of education as Maldives was under British colonial power between 1887 and 1965. It was also heavily influenced by the British examinations which Maldivian students do at the end of their secondary and higher secondary school education.

The curriculum reform in Maldives has brought many changes to the education system in its effort to align the educational objectives, curriculum, instructional practices and assessments and to make the new reform successful. First of all, learning which was previously organised by age-level grades has now changed to key stages, altering the age groups for primary and secondary education. Furthermore, subjects are grouped into eight key learning areas, introducing many new subjects under each key learning area. Moreover, many new policies, such as assessment and evaluation policy, reporting and feedback policy have been introduced along with the implementation of the new curriculum. In addition, a whole new set of text books, subject syllabuses, teachers’ reference books which were centrally developed by the government are currently in place to be used for teaching and learning. However, as Yan (2012) argued that the success of the reform process is unpredictable, as it involves human being creating their own realities that may not be congruent with those of the policy makers.

Maldives was under British colonial control in the early 20th century and English was the colonial language, which was used as a medium of communication among the speakers of different language in Maldives. Since then, English language has received increasingly important attention from the people, government and from schools in Maldives. English is the medium of instruction from primary to university education; therefore, it has a unique position in the curriculum. English language is used as a tool to develop concepts, knowledge and skills across curricular and enhance their academic performance in other subjects (Shaheema, 2015). Hence, this high priority given to English in schools and by the Maldivians as a whole, has led the researcher's aspiration to focus this study on English language curriculum.

In addition to this, English is viewed as playing a significant role in promoting international trade and tourism and acquiring scientific knowledge and technological expertise (Shaheema, 2015). In order to address this necessity, countries have made changes to the English curriculum during the past few decades, to include more communicative lessons into the curriculum in an attempt to promote learners' communicative competence. Similarly, in Maldives, the new English curriculum encourages teachers to shift from traditional grammar curriculum to a more Communicative based curriculum. However, many research studies on CLT curriculum implementation reported that what is actually being implemented in classroom did not align with what is mandated in the curriculum and the principles of CLT (Curdt-Christiansen & Silver, 2012; Lefstein, 2008; Yan, 2012). Therefore, it is vital to study how the new English curriculum is implemented in the initial stage of its implementation.

In this dissertation, curriculum refers to the broad National Curriculum Framework of Maldives that describes plans of learning experiences guided by the

school in order to achieve educational goals (Marsh, 1997; Su, 2012). It describes the formal and informal development of “competencies, knowledge, skills, values, beliefs, principles, disciplines and learning experiences” (National Institute of Education 2013, p.6) children at the age of 4-18 would be able to achieve at each phase of their education (UNESCO-IBE, 2011). Curriculum for English which is referred to as the English syllabus in Maldives is the official document that describes the skills, outcomes, materials and the types of learning activities anticipated for the students in each key stage. Hence, English curriculum or English syllabus is synonymously used in this dissertation. Moreover, the terms intended and implemented curriculum is used regularly in this dissertation. Intended curriculum is the curriculum designed and written by the curriculum developers, while ‘implemented curriculum’ refers to the curriculum delivered by the teachers during their classroom instruction (Marsh, 1997). Curriculum implementation is described as the actual use of curriculum putting them into effect with the combined efforts of students, teachers and others concerned (Ahmadi & Lukman, 2015). Curriculum tools include English curriculum, teachers guide, textbooks, prescribed teaching and learning materials and, other resources developed and published for teachers and students use.

1.2 Background

For more than 50 years, Maldivian teachers have been following a curriculum influenced by behaviourist view of learning. The classroom instruction has been heavily influenced by what Adamson, Kwan, and Chan (2000) referred to as three Ts: “teacher-centered”, “textbook-centered” and “test-centered” practices. Teaching was led by teacher oriented drill activities and teacher recitations (Naashia Mohamed, 2006; Shareef, 2010). Since, parents and teachers emphasise grades over learning, classroom learning is overloaded with continuous practices based on text book

exercises and exam related questions (Shiuna & Sodig, 2013). Hence, teachers are well-accustomed to using textbooks in their teaching and learning process and to guide their instruction. English teaching was not different from other subjects as well. A typical English lesson would involve lots of grammar and reading exercises with very few writing and listening practices (Naashia Mohamed, 2006). Assessments were mainly paper and pencil summative form of tests (Niuma Mohamed, 2013).

As Maldivian teachers are trying to implement the new curriculum, they come to terms with this new perspective of a more constructivist approach to teaching and learning. As the curriculum encourages activity based child-centred approach derived from constructivism, it requires a redefinition of what has traditionally been considered as teaching and learning (Di Biase, 2009). Rather than the teacher acting as the instrument for transmitting knowledge to students, the new curriculum requires teachers to act as facilitators of students' knowledge construction through active and creative mental processing such as adoption, assimilation and interpretation (Wang, 2006). Teachers should provide students with opportunities to ask questions, observe, do investigation, hypothesize, predict, manipulate objects, discover, visualize, and create (Wang, 2006).

Furthermore, the new curriculum requires teachers not only to change their way of relating to the curriculum, and what they teach and assess, but also their orientation towards the teaching materials and the way they use them in class (Bennie & Newstead, 1999). It requires teachers to skilfully interpret and adapt the appropriate curriculum tools which are externally prepared by the governments, to suit the needs of their own students, historical circumstances and future prospects (Remillard & Bryans, 2004). This contrasts with the current teaching and learning system adopted in schools which relies heavily on process of imitation and copying (Di Biase, 2009).

Therefore, as teachers are expected to facilitate a fundamental transformation of teaching practices, teachers need to adapt the curriculum tools to suit the diverse learning needs of students.

Throughout the wave of earlier curriculum reform, researches on the use of curriculum tools have measured the extent to which the prescribed curriculum tools are being followed by the teachers (O'Donnell, 2008). "They take the text as the starting point and then considered the degree to which teachers follow or subvert it" (Remillard, 2005, p.216). The researchers used the term fidelity to indicate direct relationship between reform materials and its users. Fidelity means following the programs as intended by the curriculum developers. Teachers who follow the curriculum developer's original intention are referred as "faithful implementers" (Remillard & Bryans, 2004). Research shows that high fidelity teachers are more prepared to implement the curriculum tools, follow the procedures as specified in the teacher's guide and properly used the materials as given in the curriculum guidelines (Remillard, 2005).

However, as the focus of curriculum reforms move towards a more constructivist approach to teaching, alternative conceptualization of curriculum use have emerged. Teachers are no longer considered as blank slates, but rather intelligent minds that have the capability of creating and redesigning their activities in the act of actual practice in classroom (Remillard, 2005). Teachers can adjust and respond to the students' needs and the learning context which, for example a video recording of a highly skilled teacher transmitter cannot do. In this respect, researchers criticize the idea of fidelity, claiming that it "de-skills the professional work of teaching and limits local discretion over curriculum" (Apple, (1990) cited in Ball & Cohen, 1996, p. 6).

Disregarding the idea of fidelity, it is now assumed that teachers bring life to curriculum tools through a process of interpretation and adaptation depending on the needs, interests and the skills of teachers and students. Drawing upon the theoretical ideas about people's use of tools, Brown (2009) and Remillard (2005) referred teaching as a design and teachers as active designers of curriculum who perceive and interpret curriculum resources in different ways to meet the constraints of the classroom setting and need of the students in the class. The idea of teaching as a design was drawn from the idea of curriculum use as artefacts (Brown, 2009; Vygotsky, 1971). Artefacts are tools created by human activities in order to survive, enable or constrain human activity (Lloyd & Wilson, 1998). Hence, the curriculum tools are artefacts considering the fact that teachers can use the materials either to support or confine the teaching and learning process. Teachers may notice and use curriculum tools differently based on their experience, skills, knowledge and purpose (Brown & Edelson, 2003). Hence, the term curriculum tools are used in the later sections of this dissertation to refer to curriculum materials or artefacts and curriculum documents. In addition, further discussion about this matter is presented in the explanation on theoretical perspectives of this study in Chapter 2 Section 2.

With this view of curriculum tools as artefacts and teaching as designing of the tools, it emphasizes on the constraints and affordances the tools brings into the instructional activity (Brown, 2009). Like all tools curriculum tools assist teachers in achieving its goals which could not be accomplished on their own. Therefore “curriculum enactment” is characterized by the capability of both the curriculum tools and teachers, and emphasizes curriculum implementation as a process of reinterpretation and reconstruction of curriculum tools or materials by teachers and students as they actively engaged in the implementation process (Houle, 2008). They

explore “the relationships that teachers forge with curriculum resources, the factors influencing that relationship, and the effect that the relationship has on the teacher and the enacted curriculum” (Remillard, 2005, p. 216). With regard to this notion researchers argue that outcomes of curriculum efforts tend to be context- dependent and time dependent and are influenced by many factors relating to curriculum tools, teachers and students (Remillard & Bryans, 2004). In this regard, essential questions must be raised about how the curriculum is used by the teachers in Maldives. The following section discusses the likely scenario of Maldivian teachers’ curriculum use, in light of research done in other contexts and sets out the problem that needs to do this study.

1.3 Problem Statement

Over the past decades, Maldives has gained significant improvement in providing access to education at all levels. However, improving the quality of education has been challenging. Students who graduate from schools were identified lacking the skills and knowledge required to become independent individuals who could contribute to the development of the society. “Evidences from variety of sources show that education quality in the Maldives is weak, and needs urgent improvement” (Aturupane & Shojo, 2012, p. 1). Furthermore, there was a general consensus among educators of Maldives, that “skills development and training for business and industry needs was lacking in secondary education, despite the fact that over 70 per cent of students choose to study within the business stream at secondary level” (Shiuna & Sadig, 2013, p. 26). Regardless of these, the disparity in students’ performance in rural and urban areas and low performance of students in international examinations are some of the major concerns raised among the stakeholders of education in Maldives (Aturupane & Shojo, 2012).

In the quest to improve education in Maldives, significant changes have been brought to the curriculum since 2000 and as a consequence, a major curriculum innovation and reform has been implemented in 2015. However, little is known about how the new curriculum has been used and implemented in classroom teaching. No research has so far been done in Maldives that shows how teachers use the curriculum tools and how they are implemented in the real classroom settings.

Reflecting on a curriculum implementation studies, Remillard (2000) warned that the “remote control” approach to reform through curriculum has largely been unsuccessful. Many studies done in various contexts have reported that there is an implementation gap between the intended and implemented curriculum (Yan, 2012). Most of the time curriculum is partly implemented or never implemented as intended in the official curriculum. Research done in Malaysia, Myanmar, UK, Singapore, Africa, Bangladesh, and India have shown that there is ample reason for this mismatch between the intended curriculum and implemented curriculum (Curdt-Christiansen & Silver, 2012; Hamid & Honan, 2012; F. Hardman, Stoff, Aung, & Elliott, 2013; J. Hardman & A-Rahman, 2014; Ishmail, 2004; Jabeen, 2014; Lefstein, 2008; Wei, 2010). Furthermore, specifically within the ESL context, a number of researchers have found out that, although the new curriculum is aimed at implementing CLT approach, teaching practices and assessment methods still remain strongly traditional, teaching is dominated by drills and recitation (Chan, 2002; Renandya, Lee, Wah, & Jacobs, 1999; Sakui, 2004; Sato & Kleinsasser, 1999; L. Yu, 2001). Similar findings have been shown in a research conducted by Di Biase (2015) on the implementation of child-centered teaching in a Maldivian school. Therefore, these research evidences suggest the need to conduct a study in the initial stage of the new curriculum reform process in Maldives to know how it is implemented in real practice. Hence, this could be the

first of this kind that describes how the new curriculum is used and implemented by teachers in Maldives.

In curriculum implementation studies, researchers have attributed various reasons to the tension between intended and implemented curriculum. One significant reason highlighted in recent research was the “participatory relationship between the teacher and the curriculum” (Remillard, 2005, p.28). Research done by Brown (2009) as well as Remillard and Bryans (2004) have illustrated that implementation of curriculum tools varies considerably as teachers make different interpretations and find personal ways of using the materials in different contexts. They revealed that teachers’ orientation towards curriculum tools and the way they use them can vary depending on the teachers’ knowledge, belief and the context. These factors interact in a complex and dynamic relationship (Lloyd, 1999) known as the teacher-tool relationship (Brown and Edelson, 2003) and, the enacted curriculum is the outgrowth of the participatory interactions between the teacher and the curriculum (Remillard, 2005). As, Brown and Edelson (2003) suggested, when teachers co-construct the curriculum, they may offload (entirely rely on the curriculum tools to support aspects of instruction), adapt (contribute both the curriculum tools and personal resources) or improvise (use their own approaches for instruction with minimal reliance on the materials), depending on their pedagogical content knowledge, skills and commitment and the ability to perceive the affordance of the tools to craft instruction.

Likewise, Remillard and Bryans (2004) also presented a similar categorisation of curriculum use. They used the terms “intermittent and narrow use” (minimal use of materials, primarily relying on teachers own teaching routines and other resources), “adopting and adapting” (regularly adopt tasks from the curriculum guides, but drew on teachers own strategies and approaches to enact them in the classroom) and

“thorough piloting” (use all parts of the curriculum guides in their teaching as suggested in the guide) to describe how teachers use curriculum tools in teaching (p.28).

As most aforementioned studies on teacher-tool relationship were done in the contexts of Mathematics and Science, this study intended to focus on the English curriculum, specifically to describe the teacher-tool relationship in planning and implementing the newly introduced competency-based English curriculum in Maldives.

The influence of the context is particularly apparent when examining this interactive relationship between teachers and curriculum tools. As revealed by many researchers, the teaching and school contexts impact how teachers engage with the curriculum and how they read, and use curriculum tools in implementing the curriculum (Chang, 2011; Remillard & Bryans, 2004; Sakui, 2004; Schweisfurth, 2011). Though previous researchers (Bodzin et al., 2003; Haney et al., 1996; Nargund-Joshi et al., 2011) identified some dispersed contextual features within the education system, they did not explain how the specific characteristics of the school context shape the teachers’ relationship with the tools. Therefore, a study on curriculum implementation in the unique archipelago of the island state becomes important as there are very few researches in similar contexts with regard to the relationship between teachers and the curriculum. The schools established in small islands bordered with sea, forms a separate island and school community with a sub culture, normative expectations, social and religious values and belief system, which may influence the way teachers relate to the tools. A research on curriculum implementation in a country with a small teacher population of 3292 but spread to 204 schools in 199 different

islands isolated by sea may yield different but valuable information, contributing to the existing body of literature.

Furthermore, many of the previous research done on ESL curriculum implementation focus on constraints and challenges of implementing CLT curriculum, practical implication of CLT in classroom and the factors that affect the implementation of CLT curriculum. Research on English curriculum implementation which particularly focuses on how CLT curriculum tools are used in teaching is very much limited. Therefore, adopting the “Design Capacity for Enactment Framework” by Brown (2009), this research assumes the role of context in mediating the interaction between the tool (curriculum) and the teacher, this study described the curriculum implementation process by focusing on how ESL teachers use the intended curriculum in planning and implementing their instruction. The framework would help to describe how teachers use the curriculum, whether they offload, adopt and adapt the curriculum and the factors that influence this relationship.

1.4 Research Aims and Objectives

The overall purpose of this study was to describe the implementation of the new national curriculum, which was recently implemented in all the Maldivian schools from a perspective which has not been taken previously. The specific objectives the research intended to achieve are:

1. Critically review the theoretical literature relating to teachers’ curriculum use and implementation in conjunction with curriculum reform.
2. Examine the international research literature on small states
3. Carry out a detailed qualitative multiple case study of the teacher-tool relationship of Maldivian ESL teachers and the new curriculum.

4. Describe the implications of the study of future policy and practice in Maldives.
5. Explore the implications of the research for the related theoretical literature and for future research.

1.5 Research Questions

Adopting the perspectives of teacher-tool relationship, this study intended to describe the relationship between the curriculum and teachers in implementing the curriculum and the factors that influence this relationship. Therefore, the research questions that derive from these purposes are:

1. What is the teacher-tool relationship between ESL teachers and the new English curriculum in Maldives?
 - a. What is the teacher-tool relationship in planning the lessons?
 - b. What is the teacher-tool relationship in implementing the lessons?
2. What factors influence the aforementioned teacher-tool relationships?

1.6 Significance of the Study

This study is intended to describe the relationship between curriculum and teachers. Considering how important curriculum is to influence the instruction and bring the intended changes, this study would yield useful information to curriculum designers with regard to how teachers use curriculum tools in classroom. It is expected that the information obtained from this study will help curriculum designers to design curriculum and its tools to better accommodate instruction in classroom.

Moreover, this study is particularly significant to a small state country like Maldives which is constrained by its insularity and difficulty to access resources and services. As teachers' implementation of the curriculum depend on how teachers

perceive and use the curriculum tools, this study which specifically focus on how teachers interact and use the designed curriculum tools in their effort to implement the new curriculum may perhaps will help to illuminate some problematic aspects and loopholes in the new curriculum. Understanding these issues will help to design and disseminate curriculum and its tools that better suit the needs of the students and teachers in the diverse context of Maldives.

Maldives is on the verge of a new major curriculum reform process. Although it is often assumed that curriculum reform can be replicated in school with the help of the prescribed curriculum tools, research done in other contexts have shown that curriculum implementation does not always yield fruitful outcomes (Crossley, Bray, & Packer, 2011). Therefore, it is crucial to study and understand how the new curriculum is used and implemented in local contexts. A study on the implementation will help to conceptualise and directly measure what has been changed, particularly to identify if the changes that are expected in the curriculum match with those that are implemented in classroom actual practice. It provides realistic evidences of what actually happens in the classroom in the curriculum implementation process.

In this study, the variation in curriculum use in different context is acknowledged. Identifying the factors that affect the curriculum use in various contexts, the study assumes the need to ensure if curriculum and pedagogic reforms meet with local, cultural, contextual and professional realities (Crossley et al., 2011). The information gained from this study will be helpful in understanding the complex nature of curriculum use in different educational settings of the country and the problems that teachers face in adapting the curriculum. Since, the geographical context of Maldives is so much different from many other countries, the study is likely to

produce some interesting but valuable information contributing to the existing body of literature about CLT implementation and practices.

The findings of this study would contribute to the literature that informs implementation of a communicative oriented teaching syllabus in Maldivian primary schools and similar other Asian contexts. Many of the previous research done on ESL curriculum implementation focus on constraints and challenges of implementing CLT curriculum, practical implication of CLT in classroom and the factors that affect the implementation of CLT curriculum. Studies which describe curriculum implementation process particularly focusing on how teachers relate to curriculum in their instruction is very limited in the area of English curriculum research.

In spite of all, this study has methodological benefits too. The data analysis frameworks used in this study have been used in earlier studies. This study provides an opportunity to check the effectiveness of the framework in a new setting with a different subject. Hence, by utilizing and adopting them in a different subject and in a different context with some adaptation, this study attempts to confirm the effectiveness of the data analysis framework.

To conclude, the Maldives New national curriculum was at the initial stage of its implementation when this study is carried out. Therefore, this study constitutes the first or the only pioneering research that describes the new curriculum implementation specifically the new communicative language-oriented syllabus, thus provides some meaningful findings related to how the new English curriculum is implemented in Maldives. The findings could provide useful references for teachers and for the policy makers to improve the learning outcomes and quality of education in the country. The information gained from this study could also be used by other researchers for future

references related to curriculum implementation in Maldives, and in other similar contexts.

1.7 Theoretical Framework

For analysing the curriculum implementation, Browns “Design Capacity for Enactment Framework” (DCEF) (Refer to Figure 1.1) was used in this research to observe if Maldivian teachers offload, adapt or improvise with the curriculum tools as they teach (Brown, 2009; Brown & Edelson, 2003; Remillard, 2005). This framework assumes teaching practice as an operational design-based activity and focus on how teachers interpret and use the curriculum tools in designing instructions for their classroom (Brown, 2009).

The DCE framework is based on the fourth conceptual perspective on curriculum use – the curriculum tool as participating with the text (discussed in chapter 2). Hence this research assumes that teachers’ use of curriculum is a dynamic process which involves a complex interplay between the teacher and the tool (Brown 2009). The DCE framework demonstrates this interaction and explains why teachers interact with the curriculum tools in different ways by looking into two aspects; curriculum resources and teacher resources (Brown & Edelson, 2003). The curriculum resource aspects that DCE framework identifies are physical objects (e.g. text books, listening materials), procedures (e.g. explanation of the tasks, instructions, activities), and domain representation (e.g. domain concepts, diagrams, depictions). The aspects of teacher resources include, “subject matter knowledge” (e.g. knowledge of the concepts and facts), “pedagogical content knowledge” (e.g. how to teach a particular concept) and “teacher beliefs and goals” (Brown, 2009, p.26).

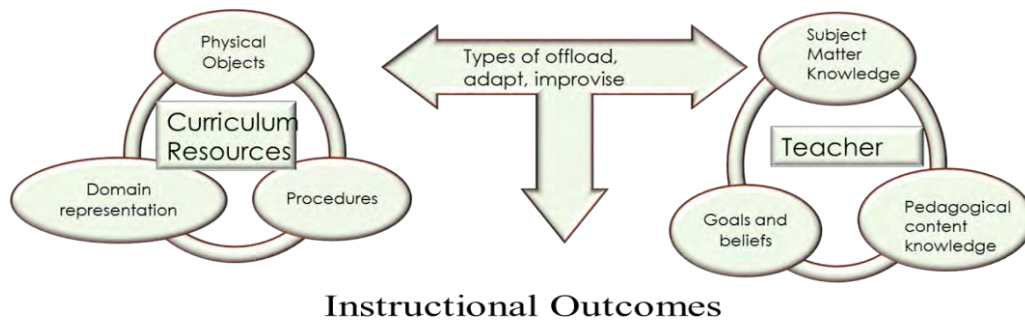


Figure 1.1 The Design Capacity for Enactment (DCE) Framework (Brown 2009)

A fundamental theoretical perspective behind this framework is Vygotsky's notion of tool and mediation. He assumed that teacher's practices are mediated through tools, and the practice is inseparable from tools. As this research analyses the teachers' curriculum use within social contexts of isolated islands, this study assumes that the teachers' relationship with the tool is deeply rooted within the features of the particular context in which the school is located in. Therefore, unlike Brown, this study assumed that the specific features of the school context plays a vital role in mediating the social interaction between the teacher and tool, and explored the features of tool, teachers and context that helps to shape the teacher-tool relationship.

In this study the aspects of curriculum tools involve materials such as types of texts, listening materials recommended in the Maldives English curriculum, the procedures, instructions and scripts described in it and the depictions, organisation of domain concepts diagrams and representations prescribed in the curriculum. Teacher resource aspects posits teachers understanding of CLT approach, knowledge of CLT strategies and methods and their beliefs and goals about CLT approach to teach English language. The aspects of the contexts include the specific features of the social community that may influence students learning. A detailed explanation of the theoretical perspectives is given in Chapter 2, Section 2.

1.8 Summary

This chapter provided an introduction to the research, describing the research background, statement of the research problem, its significance, purpose and the theoretical background underpinning the research.

Maldives is a small island state comprising of a number of small islands. The country is in verge of a new curriculum implementation designed, in an attempt to improve the quality of education and impart students with the knowledge and skills required to meet the challenges of 21st century. However, the success of the curriculum implementation cannot be guaranteed as the fidelity of curriculum is no longer appropriate and the way teachers respond and implement the curriculum in real classroom seems to depend on various factors.

These factors lead teachers to interact with the curriculum tools in a dynamic relationship, known as teacher-tool relationship and find personal ways of using the materials depending on the contexts. Hence, this study is aimed to describe this teacher-tool relationship of the ESL teachers and the new English curriculum, in planning and implementing the curriculum and the factors that shape this relationship. It is hoped that a study of this nature in a unique archipelago of Maldives will yield some interesting findings contributing to the existing knowledge base related to curriculum use, and will also help curriculum designers to design curriculum to better accommodate instruction in classroom.

CHAPTER 2

LITERATURE REVIEW

This chapter presents the discussion that leads to the theoretical and conceptual framing of this study by reviewing relevant literature on curriculum reform. The discussion reviews literature on curriculum use, the theoretical underpinnings of curriculum use and how researchers have characterized teachers' curriculum use. It also reviews theoretical and empirical works on curriculum implementation in both general education and English language education.

This chapter includes three main sections. The first part presents the theoretical framing of curriculum use. The second section reviews literature on the research context in detail. The third part discusses literature review of curriculum implementation in both general and English language education with particular attention to the pedagogical approach in teaching English.

2.1 Section A Literature Review on Curriculum Reform and Curriculum Use

2.1.1 Introduction

This section of the literature review details curriculum reform process and the theoretical underpinnings that underlie teachers' curriculum use. It also discusses the different ways curriculum use is characterized in literature.

2.1.2 Curriculum Reform

As the world evolves, globalization has led changes in various aspects of life, such as the advancement of technology and communication, socio-political and economic features, and the status and use of English language around the world. The need to respond to these unexpected changes but, demanding needs of the individual

and society in turn prompted reforms in the education or curriculum changes in the education system (Fullan, 2009; Hargreaves et al 2014). Expressing the importance of curriculum reform in education, Bantwini (2010) highlighted that the curriculum in this globalized world should be aimed at providing education that assist individuals to operate effectively in the changing future world of complexities and competitions. Therefore, the curriculum should continue to change and reform to reflect the changes in the contemporary world and to address the gaps in the education system (Bantwini, 2010).

Curriculum or education reform is a widely-discussed topic all around the world. Reform in education means to change, to reshape or to reconfigure, or to make different, in order to bring improvements with a particular direction or intention (Marsh & Willis, 2006). The terms, innovation, transformation, revision, and renewal are interchangeably used by researchers to refer reforms in education. In this research, change, and transformation are interchangeably used with the term reform, to refer to the new curriculum reform which the Ministry of Education has introduced in 2013.

Reform in education involves changes in various aspects of education such as school, districts, and universities and so on (Fullan, 2007). It involves changes in curriculum materials, teaching and assessment methods, reporting and the education system as a whole (Cheung & Wong, 2012). In other words, reforms can be a piecemeal change or a systemic change as referred by Reigeluth (1994). A piecemeal change involves changing some parts of the current curriculum or system and a systemic change refers to a comprehensive educational change which involves the transformation of the current education system into a new one (Reigeluth, 1994). In Maldives, the new curriculum reform, which is also referred to as educational reform is a systemic change, which entails the changes of the teaching methods, educational

objectives, schools system, curriculum, the learning and teaching guides as well as the structure of education. It is aimed to change the current system of education to a whole new one. The changes brought to the education system also reflect the organizational and pedagogical changes categorised by Brown and McIntyre (1978, as cited in Alan & Wong, 2012). This is because, the reform does not only propose pedagogical changes but also brought changes to the structure and function of the schools. For example key stages were formed and a new leading teacher has been assigned to monitor and implement the inclusive policy.

On the other hand, O'Sullivan (2002) categorised reform into internal or external changes. He refers external changes to “the externally initiated change itself, its development as well as efforts to implement and evaluate it”, while internal change focuses on “the implementers of change who are the teachers and how they implement the change” (O’Sullivan, 2002, p. 221). Since this study examines how teachers use the externally produced tools in the classroom, it attempts to describe the interaction between the internal and external change within the systematic change aimed by the policymakers and educators.

While curriculum plays a central role in bringing about changes to the instruction provided at schools, it only becomes a reality when the intended curriculum is effectively implemented in a real-world classroom (Yan, 2012). Curriculum implementation is described as the actual use of curriculum tools putting them into effect with the combined efforts of students, teachers and other concerned stakeholders (Ahmadi & Lukman, 2015). Fullan and Park (1981) asserted that implementation is “changing practice” (p. 6) that “consists of alterations from existing practice to some new or revised practice in order to achieve certain desired student learning outcomes”

(p. 10). When the curriculum is executed in the classroom, it will have some impact on the teaching practices which in turn improve students learning.

However, literature confirmed that the attainment of curriculum implementation is not simple; it is the result of a more complex process which may change the intentions of original reform (A. Yu, 2015) and, in most instances the curriculum is partially or never implemented as intended by the policy makers. According to Parish and Arrends (1983 as cited in Lemjinda, 2007) who had evaluated curriculum implementation in the earlier wave of curriculum reform stated that the rate of success of educational innovations is about 20% (Parish & Arrends, 1983, as cited in Lemjinda, 2007). Similarly, a study conducted by Bantwini (2010) to find the impact of outcome-based curriculum transformation on classroom practices in Northern cape schools in Africa reported that 95% of teachers who participated in the study have not yet started implementing the new curriculum.

Curriculum implementation in an educational setting involves varieties of stakeholders. Wang (2006) describes three key players in curriculum implementation. They are policy makers who formulate the policy, middle-level administrators who interpret and communicate the curriculum to actual implementers and teachers who implement the curriculum in the classroom (Wang, 2006). However, many researchers attribute the success or failure of the curriculum reform to teachers. According to Carelss (1997) teachers seldom implement what is intended by the policy, leading to an inconsistency or a gap between the curriculum that is developed and what is practiced in actual classrooms. In the meantime, Remillard (2000) argued that curriculum reform fails to achieve the intended outcomes because curriculum designers fail to appreciate the role teacher's play in classroom instruction or they

usually anticipate the power of teachers to misinterpret, subvert and ignore unfamiliar curricular materials.

Researchers have described teachers in many different ways in the curriculum reform process. Some researchers referred them as sharp ends of education innovations (Carless, 1997). Furthermore, others have referred teachers as centre piece of educational change, and some others referred them as playmakers, decision-makers and main stakeholders (Wang, 2006; Wang & Cheng, 2008). These terms on their own indicate the importance of teachers in curriculum reform and in turn motivated the researcher to study teachers within the “black box”, considering the complexity of classroom.

Ball and Cohen (1996) stated that there are at least three dimensions at play by the teachers in curriculum reform: the possible use of new materials, the possible use of new teaching approaches, and the possible alteration of beliefs and attitudes. He argued that in most of the curriculum reform, a teacher may choose to adopt new curriculum tools without changing the teaching approach. Alternatively, a teacher may decide to use both new materials and changing teaching strategies, but may have difficulties in understanding the pedagogical assumptions underlying the new policies. Therefore, the use of new curriculum provides no assurance of instructional or educational transformation (Brown & Edelson, 2003). Thus, the above-mentioned dimensions provide good reasons to be sceptical about the influence curriculum tools can have over teacher practices. Consequently, the significant role of teachers and curriculum tools within the multifaceted system of educational reform process lead to conduct this study to understand the teacher-curriculum encounter and the factors that influence teachers to interact with the curriculum in the new curriculum reform process.

2.1.3 The role of curriculum and curriculum tools in curriculum reform

Sherin and Drake (2006) identified three main meanings of the term ‘curriculum’ which are common in the literature today. First, a curriculum can be thought of as the set of written documents given to teachers including the textbook, teachers’ guide, and assessment materials. In addition, the term curriculum is used to refer to the lessons that are enacted by the teachers in the classroom. Finally, curriculum also refers to the district or state-level learning objectives planned and written for students. These three definitions are essentially the curriculum “tools” (as defined in chapter 1) referred to in this research. Specifically, in the context of Maldives, this includes the national educational objectives as and the set of written documents and materials prescribed to achieve these objectives.

Curriculum materials play a dominant role in reforms. Ball and Cohen (1996) argued that unlike most of the other static mechanisms that seek to guide curriculum such as assessments, objectives and frameworks, the curriculum tools are concrete and are utilized daily. He stated that they are the stuff of lessons and units, of what teachers and students do. Highlighting its importance in the curriculum reform process, he further specified that curriculum materials as one of the most important parts of the daily routines which have an intimate connection to the lessons.

Moreover, researchers insisted that curriculum tools are used as agents of instructional improvements (Ben-Peretz, 1990). As curriculum tools are used as one of the traditional means of influencing instructions, they are used to shape what students learn in the classroom (Ball & Cohen, 1996; Freeman & Porter, 1989). This is because, of all the various tools and instruments used for conveying educational policies, curriculum materials employ perhaps the most direct effect on what the teachers actually do with their students each day in the classroom (Brown & Edelson,

2003). The choice of activities, selection of teaching aids to guide the instruction and the scope of contents and information delivered to students all depend on how teachers translate the curriculum and the instruction prescribed in the curriculum materials. However, critics argued that the over-reliance on curriculum tools would delimit the professional growth and skills of teachers, and curriculum tools have played an uneven role in curriculum reform practices (Ben-Peretz, 1990).

According to research, there are many reasons why curriculum tools have not been very influential in curriculum reform (Valencia, Place, Martin & Grossman, 2006). Firstly, curriculum developers have failed to take into account the needs of teachers (Valencia et al, 2006). They have overlooked teachers, devaluing their need to learn how to use the new material effectively in classroom situation. Studies done on teachers use of curriculum materials indicated that teachers do not follow curriculum guides closely, while others suggest close adherence (Ball & Cohen, 1996; Ben-Paretz, 1990). Studies also have suggested that curriculum also offer instances of teachers subverting and rejecting the recommendations in the curriculum guides as well as teachers whole-heartedly accepting and embracing the curricular.

Moreover, the idealization that good teachers do not follow the tools but instead make their own curriculum inspires teachers to reject curriculum tools (Ben-Paretz, 1990; Ball & Cohen, 2003). Teachers who develop and implement their own lessons and activities are often considered as creative and imaginative (Ball & Cohen, 2003). With this idealized image to exhibit the constructive role of curriculum, teachers devalue the strict fidelity of curriculum.

The third reason for curriculum being unsuccessful in influencing teaching practice is that teachers shape it in fundamental ways (Ball & Cohen, 2003). As the

system lacks proper curricular guidance, their understanding of the tool, their belief about teaching and, the students, influence the way teachers use curriculum tools. This is because curriculum developers do not fully anticipate what students and teachers bring to the classroom (Ben-Peretz, 1990).

Therefore, how teachers, the grassroots perceive and implement the top-down externally designed curriculum (Ben-Peretz, 1990) at classroom level need to be explored, which is the main focus of the present of study.

2.1.4 Theoretical perspectives on curriculum use

Parallel with the reforms, research related to teachers use of curriculum tools in curriculum implementation have increased over the past few decades. There has been extensive amount of research, which shows how teachers react to the tools and their practical implementation of them through varieties of theoretical lenses and using varieties of research methods and techniques. After, a rigorous literature review on curriculum use Remillard (2000), however disclosed that explicit discussion of theoretical and conceptual assumptions underlying the research is extremely limited. He conducted a review of 70 studies that covered 25 years and categorised the theoretical underpinnings of curriculum use into four main categories.

On one end in Remillard's categorisation is the researchers who viewed curriculum implementation as faithful implementation of the tools prescribed by the developers. This approach which viewed teacher as a conduit for curriculum was strikingly evident in the curriculum reform efforts in the 1960. Later, researchers studied how the text was incorporated into classroom instruction. On the other end are those researches who viewed curriculum implementation as a process of mutual adaptation. Research with this focus first studied how teachers read and interpret the

text and shape the teachers' interpretation. A final and more recent perspective on curriculum use focus mainly on the relationship teachers forge with curriculum resources, the factors affecting the relationship and the effect it has in the curriculum implementation. This study assumes this most recent lens i.e. curriculum use as participating with the text. Here, the four perspectives on curriculum use are discussed and the assumptions and examples for each perspective are provided.

2.1.4.1 Curriculum use as following or subverting the text

Some historical studies of school curriculum have relied heavily on the curriculum tools and curriculum features to conceptualise teaching practices. The positivist views that teacher as a faithful implementer of the tools assumed that teachers have no other option than translating the content to students (O'Donnell, 2008). These researches focused on determining the fidelity of teachers' implementation of the curriculum tools. According to Snyder, Bolin, and Zumwalt (1992) the fidelity perspective is the idealised model of change which assumes that, the implementation of the curriculum in accordance with the intentions of the developers is the desired outcome of curricular change. Researchers commonly associate terms such as integrity or adherences with fidelity and examined the extent to which teachers exactly follow the guidelines, procedures and use the visual aids prescribed in the curriculum.

Fidelity was the dominant perspective of mainly quantitative curriculum implementation research during the 1970s (Fullan & Pomfret, 1977). These researches identified the relationship between curriculum tools and curriculum implementation and had also identified the variables that impact faithful implementation of new curriculum. However, a more recent study also focused on fidelity perspective assuming that novice teachers follow the exact procedures that are prescribed in the

curriculum (Piasta, Justice, McGinty, Mashburn, & Slocum, 2015; Troyer, 2017; Munter et al, 2014). This assumption that the new curriculum reform is predominantly a linear process in which teachers carry out what is planned and developed is no more adequate (Carless, 2001).

Remillard (2005) in his review discusses few studies that have examined the extent to which teachers follow and implement the given curriculum. For example, Freeman and Porter (1989) conducted four case studies and found out that only one teacher was totally textbook dependent but the other teachers used the text books selectively to meet the school district objectives. They claimed that teachers' decision making regarding the curriculum do not entirely depend on the textbooks. The authors also suggested that in order to have greater influence on classroom content, teachers have to be given specific professional guidance and better incentives or sanctions for following or ignoring their texts (Freeman and Porter 1989).

Another study done by Manouchehri and Goodman (1998) was also discussed in Remillard's review. According to him this study which was conducted using a sample of 66 teachers in 12 schools over a period of 2 years, found significant differences in how these teachers used standard-based curriculum materials. The researchers claimed that the inconsistency in their use of curriculum exist due to the differences in teachers' mathematics knowledge, their understanding of the pedagogy prescribed in the curricula, their experiences, their teaching environments and the shortcomings in the guidance given by the curricular. Remillard (2018) indicated that similar to other studies that view use as following or subverting, these findings suggest that, with improvements in the materials or context, greater fidelity to the written curriculum is achievable.

2.1.4.2 Curriculum use as drawing on the text

Another group of research have focused on teachers and their ability to read and comprehend the material, provided that the curriculum tools are fixed and cannot be changed (Remillard, 2005). “By looking at the classroom before the text, these researchers have described curriculum use as ways in which teachers draw upon and incorporate texts into their instruction” (Remillard, 2005, p. 218). The texts in this sense are considered as one of the many resources that are utilized by teachers in constructing their instructional practices in the classroom. Therefore, the curriculum tools comprehend the enacted curriculum students experience in classroom.

The basis of this perspective in curriculum use is that “curriculum is something experienced in situations and that curriculum materials are resources that teachers use in the process of enacting these experiences” (Remillard, 2005, p. 219). In this view curriculum materials are helpful tools for teachers; however, they do not have the power to shape human experience like cultural tools, or artefacts. When researchers in this perspective have focused on teaching practices, most of them do not assume that fidelity of curriculum tools and practices is possible, while few others do consider the fidelity of curriculum tools (Remillard, 2005). These researchers examined the extent to which teachers use the curriculum guide to construct classroom practices and they regard curriculum tools as the most possible influences on teaching.

Researchers took this view of drawing on the text and examined how textbooks influenced teaching and how they were used in planning and determining the content (Floden, Porter, Freeman, Schmidt, & Schwille, 1981; Freeman & Porter, 1989; Kuhs & Freeman, 1979; McCutcheon, 1981; Smith, 2000; Sosniak & Stodolsky, 1993). The findings of these research indicated that there is no specific pattern of text book use. However, the findings indicated that while some teachers used the textbook for

selecting content, planning and teaching, the others did not use them. Hence, there were inconsistencies among teachers and across school subjects in the way textbook is used. Remillard (2005) therefore, argued that these findings suggest a need for understanding teachers' larger curricular agendas and the function of curriculum tools within them. Hence, this study will give an insight into how curriculum tools are used by Maldivian teachers and, the role these tools play in the new curriculum reform.

2.1.4.3 Curriculum use as interpretation of text

A third perspective of curriculum use is to frame the teachers as the agents or interpreters of the text in the curriculum process (Lloyd, 2008; Ramillard, 2005). These studies have documented teachers' different interpretations of the curriculum tools and examined the impact of those interpretations on classroom instruction (Lloyd, 2008). Hence, researchers with this interpretive view assume that fidelity between written scripts in curriculum guides and classroom actions is impossible as teachers bring in their beliefs and experiences to encounters with curriculum. Therefore, as teachers interpret authors' intentions in their own ways, these create meanings which could be different from what the authors intends to produce (Collopy, 2003 Chavez, 2003; Remillard, 1992; Merco-Bujosa et al 2016). This position in researchers' perspective in curriculum use is believed to have its roots in reader-response literary theory which embraces the "phenomenological assumption that it is impossible to separate perceiver from perceived, subject from object" (Mailloux, 1982, p. 20).

Lloyd (2008) specified that researchers, who are credited for shifting the field's attention to the notion that teachers engage in relationships with the instructional materials that they use in the classroom are McLaughlin (1976), Sarason (1982) and Stake & Easley (1978). They argued that successful reforms were characterized by a

process of mutual adaptation (McLaughlin, 1976; Sarason, 1982; Stake & Easley, 1978).

The mutual adaptation perspective developed by McLaughlin (1976) is based on the notion that curriculum implementation can take place in many different ways and forms. The mutual adaptation perspective assumes that the exact nature of curriculum implementation cannot be specified in advance as it can evolve distinctively as teachers decide what is best for the students. Research done between 1970s and 1980s indicated that teachers who use and practice curriculum implementation insisted on shaping the curriculum in different ways that are suitable to the learning needs of their students (Remillard, 2018). The background experiences and teaching philosophies teachers bring in to the classrooms lead them to adapt their classroom instruction to suit the diversity of their particular students. Hence, fidelity of curriculum use is no longer analysed, rather how teachers adapt the curriculum into different context is considered in research implementation studies. McLaughlin, (1976) argued that fidelity of implementation is often ascribed to a negative connotation but mutual adaptation allows adaptation which can enhance students learning. This study assumes that mutual adaptation perspective is more relevant provided with the nature of the new curriculum and the contextual uniqueness of the study context. The constructivist curriculum of Maldives does not allow fidelity of teachers nor it allow the interpretation of text, but rather encourages teachers to adapt the curriculum depending on the needs of the students and school.

2.1.4.4 Curriculum use as participation with the text

However, researches on curriculum use, identified an emergent perspective, which Remillard (2019) termed as participation with the texts or the activity of using the text. This view which is also referred to as “curriculum enactment

perspective” by Wang (2006) deals with how teachers interact with the students and use the curriculum contents and materials in particular school and classroom situation (Wang, 2006). Significant to this perspective is the view that teachers and curriculum tools are involved in a dynamic interrelationship that involves participation on the parts of both the teacher and the text (Remillard 2019; Brown & Edelson, 2003).

Researchers with this perspective, assume a constructivist approach and have focused on the relationship teachers forge with the curriculum tools, how teachers react to and use these tools, factors that influence this reaction, and the effect that this relationship has on the teacher and on the implemented curriculum (Remillard 2005, p.16). According to Ball and Cohen (1996) the participatory view of curriculum use depends on five intersecting domains, involving, the individual differences of students, the teachers understanding of the tools, how teachers fashion these tools, the intellectual and social environment of the class and teachers views of the broader community and policy contexts. Therefore, curriculum tools must be designed in such a way those teachers can operate more thoughtfully and effectively in each of the above-mentioned domains (Ball & Cohen, 1996). In other words, teachers must be allowed to construct the curriculum in order to successfully enact the intended curriculum.

The distinguishing characteristic of participatory perspective of curriculum use according to Remillard (2019) is its focus on the relationship between teacher and curriculum and how teachers use and participate with the curriculum resource. Derived from Vygotsky’s notion of tool and mediation, this perspective emphasises on the use of tools as a sociocultural product in all human activities as they react to one another (Remillard, 2018). Supporting this idea Lloyd (2008) suggested that this perspective on curriculum use draws upon theoretical ideas about people's use of tools that mediate

action and focuses on interaction between agents and cultural tools or artefacts. Therefore, the curriculum resources as cultural artefacts are supposed to have the potential to enable, extend, or constrain human activity (Remillard, 2018).

Researches done by Lloyd (1999), Remillard's (1999, 2000), Forbes (2011), Chong (2016) and Brown (2009) have focused on this participatory approach in curriculum use and, they have examined teachers' participation with the text. Using qualitative study of lesson observations and interviews as the main data collection methods, these researchers have identified that teaching involves a dynamic interchange between teacher and curriculum, agent and tool. Though it was noticed that the researchers have used small sample size they have included teachers from different teaching experiences. For example, Remillard and Brayern (2004) and Sherin and Drake's (2004) in their research examined how novice teachers and experienced teachers approach to curriculum tools. They stated that the different teachers read different parts of the curriculum for different purposes and that many factors have contributed the way they interacted with the curriculum tools. In addition to this all the researchers insisted that teacher's curricular practices as resulting from the dynamic relationship between the features of the curriculum resources and the teacher resources.

Since, the new curriculum of Maldives is driven by a constructivist perspective the "one size fits all" approaches are no longer favoured. This is because those "remote control" mechanisms overlook the unique qualities of individual teachers, the diverse needs of students and the individual features of classroom and school contexts (Brown & Edelson, 2003). Therefore, adopting the mutual perspective in this study, it is believed that the teachers tool conceptualisations of curriculum use is more likely to yield locally relevant solutions to the existing issues in classroom teaching and provide

greater opportunity for transforming the knowledge, attitudes and skills of local practitioners. In this regard, this study explores the latter way of conceptualising curriculum use, the teacher-tool relationship and, the following section explains the theoretical perspective behind this conceptualization of curriculum use.

2.1.4.4.1 Theoretical perspective underlines the teacher-text relationship

The idea of teacher-tool relationship was derived from Vygotsky (1971) and advanced by Wertsch (1991, 1998) on the notion of tool use and mediation. (Lloyd 2008) According to Lloyd (2008) a sociocultural analysis of mediated action focuses on interactions between agents and cultural tools or artefacts. Artefacts as mediational means refer to products of social and historical development that people use to facilitate activities. In other words, artefacts are tools created by human activities in order to survive, as well as the language, social organisations, and divisions of labour that enable and constrain human activity. Hence, Lloyd (2008) claimed that characteristics of the tools and the agent are viewed as having a critical impact on the nature of the interaction in the participatory approach to curriculum use.

One of the key features of artefacts is that they assist people in achieving goals that otherwise could not be accomplished on their own. Hence, Brown and Lloyd argued that tool use result in changes in agents and both the agents and tools are inseparable. Taking an example from pole vaulting, Wertsch (1991) discussed this inseparable relationship, stating that when the physical material used to make poles changed from aluminium to fiberglass in the 1960s, pole-vaulters had to develop new skills to adapt to the new mediational means. Changes to both the mediational means (fiberglass poles) and the agents (pole vaulters with new skills) contributed to fundamental differences in the sport. In this regard, Brown (2009) argued that it is

unreasonable to consider the task isolating the tool (pole) or the agent (pole vaulters) as none can engage in the activity without the other, rather both elements must be considered in this dynamic interactional activity. As with the pole and pole-vaulter, a teacher's ability to enact a new curriculum cannot be understood in terms of solely the teacher's instructional capability since the activity is influenced by the functional capacity of both the teacher and the curriculum tools. Similarly, many researchers have reported that in curriculum reform teachers are required to learn new content, develop new skills and new teaching practices in order to successfully craft the tools in class room.

Another significant feature of the curriculum tools is that they mediate activity in explicit ways. This notion of mediated action emphasizes affordances and constraints that tools place on activity. According to Brown (2009) these two terms describe the range of possibilities and limitations that may represent and serve to the human activity. Wertsch (1991) used the "half full" and "half empty" views to explain the role of the two terms in artefacts. The half full view emphasizes the enabling potential of mediating artefacts and the half empty view points out that the tools not only open doors to new experiences but also place important restrictions on activity (Wertsch, 1991). Brown (2009) stated that similar to artefacts that can be designed with the capability to signal activity through constraints and affordance, curriculum tools can also be made in such a way that trigger or cue instructional activities of individual teachers. Hence, this characterization of curriculum tools as artefacts demands the curriculum developers to pay attention to the physical tools as well as the culturally rooted tools that represent and transmit modes of action such as lesson plans, guides and textbooks. This is because the way curriculum is designed can signal

intended uses and can provide important constraints for instruction in a number of ways.

In this study, the tool under consideration is the English curriculum, and the agent is a teacher. A teacher's curriculum use is conceptualized as an interaction between the teacher and the curriculum materials (Ben-Peretz, 1990; Sherin & Drake 2003; Remillard, 2000). As stated by many researchers, teachers' individual views and experiences can impact their implementation of curricula and features of the curriculum tools may influence teachers' unique implementations (Brown, 2009; Lloyd, 2008). Moreover, Lloyd (2008) supported this idea stating that, the particular manner in which a teacher makes use of a set of curriculum materials depends on many factors, including the nature of the tools, the teacher's own knowledge and beliefs, and how students react as the material is taught. Therefore, this study attempts to understand this complicated relationship between curriculum tools and instructional practice and the factors that influence this relationship, by examining the ways that teachers plan, use, adapt and learn from curriculum tools.

Researchers such as Brown (2009); Ramillard and Bryan (2004); Sherin & Drake (2003) have developed models or frameworks to represent the teacher-tool relationship or how teachers use curricular materials in their teaching and the factors that influence this relationship. With the introduction of the new curriculum it is accepted that teachers adapt the new curriculum based on the student's needs, as the new curriculum promotes constructivism, personal excellence of the children and accountability of teachers, the participatory approach is believed to be more suitable for curriculum use. As this study is influenced by teacher-text relationship the above-mentioned frameworks will be used as a basis to explain how teachers use the curriculum in the real context of a classroom and the factors which influence the

curriculum use and its implementation. The following section describes the researchers' characterisation of teachers' curriculum use with regard teacher-text relationship.

2.1.5 Characterization of teachers' curriculum use

Curriculum use refers to how an individual teacher interacts with, draws on, refers to, adapts and utilizes the material resources designed to guide instruction (Remillard, 2005). In this research curriculum use is considered as a participatory approach which involves a complex interaction between the teacher and the tool. Teachers are expected to design and construct the curriculum tools in order to respond to student's ideas and needs.

In the past, many researchers have framed their studies around this perspective and they have identified teachers' "process of acting and reacting to" curriculum tools and the degrees of "appropriation of curriculum materials" (Lloyd, 2008). Moreover, researchers such as Brown (2009); Bryan and Ramillard (2004); Sherin & Drake (2003) have categorised the use of curriculum tools within different phases of instruction and they have come up with models to explain the use of curriculum tools in instruction.

Remillard (1999) for example described that there are three arenas in which teachers interact with curriculum tools the design arena, the construction arena and the mapping arena. The design arena is the planning stage in which teachers select and design tasks for students. The construction arena is the lesson delivering stage in which tasks or activities are enacted in the classroom and adapted according to students' work with them. The mapping arena is the stage in which teachers decide the organization of the topics and content of the curriculum over a particular period of time such as the

school year. Similarly, Sherin and Drake (2004) describe three phases in which teachers interact with the curriculum tools. They concluded that teachers have specific ways of using curriculum tools prior to, during, and after the lesson. Therefore, within each arena or phases, teachers engage in particular processes that can be used to characterize their mastery and appropriation of curriculum materials (Lloyd, 2008).

As teachers mainly and most often utilize curriculum tools for planning and implementing instruction, this study is concerned with how teachers use curriculum in these two phases; prior to the lesson or during the lesson or teacher's curriculum use in the design arena and the construction arena as described by Remillard, (1999). As, suggested by Remillard (1999) describing the different ways that teachers might engage in curriculum tools within each arena can help to highlight the multiple dimensions of curriculum use. It will also give an insight to Maldivian teachers' use of the curriculum tools highlighting the inconsistencies that appear in the literature on textbook use that resulted from researchers focusing on different arenas.

As an important objective of this study is to understand how teachers' appropriate curriculum tool, the characterisation and models developed by the above stated researchers have been described in detail below.

2.1.5.1 Sherin and Drakes curriculum strategies

Sherin and Drake (2004) examined the variety of ways that 10 elementary teachers approach to interacting curriculum tools. The model of teachers' characterisation of curriculum use developed by the researchers can be used to understand how teachers enact a novel curriculum for the first time and how the activities underlying teachers' enactment differ from one another. Sherin and Drake (2004) concluded that teachers have specific ways of using curriculum tools at

different phases of teaching; prior to, during, and after the lesson. They categorise curriculum use as, reading, evaluating, and adapting shown in Table 2.

The process of reading involves: (a) reading for big ideas prior to instruction; (b) reading for lesson details prior to instruction; and (c) reading for big ideas prior to and for details during instruction. Sherin and Drake (2004) concluded that the teachers who use the third approach tend to attend the overall objectives as well as the specific elements of the lesson.

Moreover, the process of evaluation occurs when teachers judge the specific curriculum tools depending on the target audience. The researchers argued that teachers construct their own understanding of the curriculum and make significant changes to the intended curriculum.

The orientation of adaptation involves the omissions, additions and creation of curriculum tools. Sherin and Drake (2004) described adaptation as, “significant changes that teachers make in the intended curriculum such as changes in the structure of a lesson, in the activities that comprise the lesson, or in the purpose of the lesson” (p. 30).

Table 2.1

Sherin and Drake's characterisation of curriculum use

	Read	Evaluate	Adapt
Before Instruction	Examines main activities in lesson. Examines new vocabulary introduced in lesson.	Considers own understanding of conceptual connections among activities in lesson.	Creates transitional activities
During Instruction		Considers students' understanding of mathematics in lesson.	Creates new explanations and new terminology.

Table 2.1 (continued)

	Read	Evaluate	Adapt
After Instruction		Considers whether students need more review. Considers whether she successfully managed activities in lesson	

Note. From Sherin & Drake, (2006). Identifying patterns in teachers' use of a Reform-Based Elementary Mathematics curriculum *Patterns in Curriculum Use*, 2, 1-53.

2.1.5.2 Remillard and Bryans categorisation of curriculum use

Remillard and Bryans (2004) developed three broad categories of curriculum use based on their analysis of the role that mathematics curriculum materials played in categories of curriculum use based on the study as presented in Table 3 are thorough piloting, adopting and adapting, and intermittent and narrow use. Even though, the terms are different, the conceptualisations of these categories are very similar to that of Brown's mentioned below.

Thorough piloting refers to those situations, where teachers read and follow all the contents, tasks and procedures in the curriculum guides. According to Remillard and Bryans (2004), these teachers hold similar beliefs of teaching and learning that philosophically matched with the new curriculum. "Teachers who use thorough piloting tended to view curriculum resources as guides or partners in their teaching and, for differing reasons, they were all committed to getting to know the curriculum fully or giving it a fair trial" (Remillard and Bryans, 2004, p.32).

Adopting and adapting tasks, Remillard's categorisation of adopting and adapting refers to the instances where teachers used the curriculum tools as a guide for the general structure and content but use their own teaching strategies and approaches in their teaching instruction (Remillard and Bryans, 2004). In adopting and adapting, teachers regularly use the curriculum guide to decide on the topics to be taught and in

which sequence, and the tasks to be used in the classroom (Remillard and Bryans, 2004). However, the teachers adopt these strategies in ways that reflect their views about mathematics and how it is learned and about the role of curriculum resources in teaching.

Intermittent and narrow use refers to the teacher's minimal use of the curriculum tools and resources developed by the designers, primarily relying on their own teaching routines. These teachers usually select appropriate and familiar contents, tasks and resources based on their experiences over the years of teaching and use them when enacting the curriculum.

Table 2.2

Remillard and Bryan's categorisation of curriculum use

<i>Category</i>	<i>Description of teachers' curriculum use</i>
<i>Thorough piloting</i>	Teachers "tended to read and use all parts of the curriculum guides in their teaching ... they sought to follow all the lessons as suggested in the guide, studying, and sometimes struggling with, all or most of the information provided for the teacher" (p. 377).
<i>Adopting and adapting</i>	Teachers "used the materials as a guide for the general structure and content of their mathematics curriculum, that is, what topics to teach and how to sequence them, as well as many of the tasks they presented to students to work on." They "regularly adopted mathematical tasks from the curriculum guides, but drew on their own strategies and approaches to enact them in the classroom" (p. 374).
<i>Intermittent and narrow</i>	Teachers "used the materials minimally, primarily relying on their own teaching routines and other resources to guide their curriculum map over the year" and who "tended to use the resource narrowly-selecting familiar tasks and using the repertoires they had developed over years of teaching when enacting them in the classroom" (p. 374)

Note. From Remillard & Bryans, (2004) Teachers' Orientations toward Mathematics curriculum materials: Implications for teacher learning. *Journal for Research in Mathematics Education*, 35(5), 352-388.

2.1.5.3 Browns categorisation of curriculum use

Brown (2009) proposed a framework known as, The Design Capacity for Enactment Framework" (DCE) including three types of curriculum use and the factors that affect these uses. Based on the analysis of three urban middle school

teachers' intersection between teacher practice and the design of curricular innovations he concluded that the different ways teachers interact with the curriculum tools are offloading, adaptation, and improvisation. He also argued that teachers' uses of curriculum tools could be described according to the teachers' differing degrees of artefact appropriation (offloading, adaptation, and improvisation), as presented in Table 4. These three types of curriculum use describe the differential degrees in distributing the responsibility for guiding instructional activities between the teacher and available instructional resources.

Curricular offloads are situations, when teachers rely significantly on the curriculum tools to guide the classroom instruction. Offloads often occur when a teacher is unfamiliar or uncomfortable with the subject matter or pedagogical strategies recommended in a curricular unit and the curricular resources provide sufficient structure to support instructional activity.

Curricular adaptations are instances where teachers adopt certain elements of the curriculum design, but also contribute their own design elements to the implementation. Teachers may adapt curriculum tools to address particular student needs, to conform to certain teaching styles, to target specific learning goals and to align with classroom circumstances.

Curricular improvisations are instances where teachers design and pursue their own instructional paths in curriculum implementation. Improvisations generally occur when a teacher recognizes additional opportunity in a classroom situation and possesses the necessary knowledge and skill to depart on a new instructional path.

Table 2. 3

Brown's categorisation of curriculum use

<i>Type</i>	<i>Description of teachers' curriculum use</i>
<i>Offloading</i>	"Curricular offloads are instances where teachers rely significantly on the curriculum materials to support instruction Offloads are shifts of curriculum design responsibility to the materials" (p. 6).
<i>Adaptation</i>	"Curricular adaptations are instances where teachers adopt certain elements of the curriculum design, but also contribute their own design elements to the implementation. Most instances of curriculum use involves some sort of adaptation, be it deliberate or unintentional. Adaptations are characterized by a 'shared' responsibility for curriculum design, distributed between the teachers and the materials." (p. 5).
<i>Improvisation</i>	"Curricular improvisations are instances where teachers pursue instructional paths of their own design. In these cases, the materials may provide a 'seed' idea, but the teacher contributes the bulk of the design effort required to bring the activity to fruition" (p. 7).

Note. From M.Brown & Edelson,(2003). Teaching as Design: Can we better understand the ways in which teachers use materials so we can better design materials to support their changes in practice

As Lloyd, (2008) suggested, although the two categories of curriculum use were developed with different purposes, some obvious similarities do exist between the two categories. One specific difference is that Remillard and Bryans's (2004) classified each teacher's curriculum use according to one primary pattern, while the teachers were each described using all three degrees of appropriation at different times in Brown (2004) and Brown and Edelson's (2003) studies.

In the present study, teacher's curriculum use is characterized according to Browns categories to see if Maldivian teachers' offload, adopt and improvise curriculum tools as they implement the new curriculum. This categorisation is particularly useful to this study, because it could be helpful to describe the teacher's use of curriculum tools at different times of the lesson activities. This will also help to determine the differential degrees in which responsibility for guiding instructional activity is distributable between the teacher and available instructional resources.

2.1.6 Factors affecting curriculum use

As curriculum implementation is a widely-researched area, a number of factors have been identified by the researchers who studied this issue through various theoretical lenses. Specifically, Brown's (2009) framework which used the teacher-tool relationship described above show how teachers may react and use curriculum tools and the factors which shape this interaction. He argued that the framework could be used as a starting point for identifying and situating the factors that can influence curriculum use. Since this study assumed a participatory relationship between teacher and tool the factors identified by Brown (2009) were used as a starting point of the analysis.

Brown (2009) in his research has highlighted characteristics of the teachers and the curriculum that could influence teachers' curriculum use. He explained that that teacher's subject matter knowledge, belief and goals and pedagogical content knowledge influence teachers use of curriculum tools and its implementation. He also insisted that apart from teacher characteristics, characteristics of the curriculum, such as the physical materials, domain representation and curriculum procedures shape how teachers adopt the curriculum.

On the other hand, Remillard and Bryans (2004) identified that teacher's belief and mathematical knowledge, explains how teachers interpret the new curriculum reform and structure their lesson. They also found that teachers' participation in a variety of formal professional development and informal conversation about the curriculum tools can also influence the way teachers use these tools which eventually results in how curriculum is implemented in classroom.

However, these factors are not exhaustive and are not the only factors which shape teacher's curriculum use. Many other researchers have come up with other factors related to the curriculum, teachers and the context that could shape teacher's curriculum use. As this study use Browns framework in analysing teachers use of curriculum tools, in the context of Maldives, to see if Maldivian teachers' offload, improvise and adapt the tools, these factors identified by Brown are reviewed below in detail.

2.1.6.1 Beliefs and goals

Teacher belief is known as implicit, unconsciously held assumptions about teaching and learning, students, academic materials and the subject (Naashia Mohamed, 2006). Research done on teacher belief is extensive. Gorsuch, (2000) argued that the teachers' classroom practices are related to their beliefs and, that attitude and teacher belief is the strongest factor that solely shape the teacher's instruction in classroom. In addition, research has found that close analyses of teachers' beliefs about curriculum use can explain how teachers use the materials to deliver their lessons and how they convey the micro-curriculum in classroom (Borg, 2001). It can also explain how teachers engage students in different learning experiences in classroom situations (Borg, 2001; Borg, 2011). In other words, teachers' beliefs and attitudes are highly likely to influence their decision regarding the use of curriculum tools; whether (or not) to conduct their classroom practice in accordance with what is intended in the reform (Naashia Mohamed, 2006).

However, researchers such as Liljedahl (2008) and Borg (2011) claimed that direct relationship does not exist between teachers' educational beliefs and their instructional decisions, and classroom practices. For example, Johnson (1994) argued that beliefs are formed during the early years of life due to the person's education and

experience. He also claimed that strong beliefs about learning and teaching are well established by the time a student completes schooling (Johnson (1994). However, Richards and Lockhart (1994) argued that past experiences about teaching and learning are not the only basis from which beliefs are formed. Other sources such as common practices, teachers' personality traits, educational philosophies, research-based evidence, and principles derived from an approach or method may also form a person's belief system (Breen, Hird, Milton, Oliver, & Thwaite, 2001). Furthermore, highlighting the inconsistency and complexity of teacher belief system, Calderhead (1996) stated that teachers have beliefs not only about teaching, but they have beliefs about all aspects of their work including: beliefs about their self, beliefs about learners and their learning styles and preferences, and beliefs about teaching subjects or curriculum. In addition, Fang (1996) pointed out that the inconsistencies in teaching practices are largely influenced by contextual features, "contextual factors can have powerful influences on teachers' beliefs and affect their classroom practice" (p. 53).

As the curriculum reform in Maldives posits teachers to change their beliefs about behaviourism and move towards a more constructive approach, it requires teachers to change their belief about teaching. As Roehrig and Kruse (2005) highlighted if mismatch exist between what teachers believe about teaching theory and the philosophy behind an educational reform and, the teachers teaching practice, it can affect the effective implementation of the curriculum and the morale of the teachers and their willingness to implement thereby, impacting the success of the curriculum. Mismatch between teachers' perceptions and their existing attitudes and the change philosophy is likely to inhibit the reform effort. Teachers may ultimately resist to changes consequently resulting the curriculum not to be implemented as expected. Hence, when confronted with change, teachers can re-evaluate and gradually replace

their existing belief with the more relevant belief, in order to adopt new practices. Dwyer, Ringstaff, and Sandholtz (1991) maintained that instructional change can take place only if the existing beliefs are changed.

2.1.6.2. Teachers' subject matter knowledge

Teaching is based on a wide base of specialised knowledge known as the subject knowledge. The subject knowledge involves, expert understanding of the subject content. According to Ball (1991) subject matter knowledge refers to the knowledge about fact and concepts in the domain. Educational researchers have often characterized teacher content knowledge by considering the number of training and courses done in college or by giving subject content related tests which consider common knowledge (Phelps & Schilling, 2004). In fact, with regard to subject matter knowledge, researchers are more interested in understanding teacher knowledge and the extent to which it impacts classroom teaching and student attainment. Until today, very few tools and instruments are available to analyse the specialized types of content knowledge required for teaching specific subjects such as English (Phelps & Schilling, 2004). They further argued that the study of teachers' content knowledge in English has not been a key area of concern among researchers, as it is not a discipline which includes specific contents, concepts and facts teachers need to know like mathematics and science (Phelps & Schilling, 2004)

However, many studies have examined the effects of teacher knowledge on instruction and student achievement and the studies have revealed that subject matter knowledge has a significant impact on student achievement and instructional practices (Fennema & Franke, 1992; Phelps & Schilling, 2004). However, Phelps & Schilling (2004), suggested that even though a deep knowledge and understanding of subject matter are significant, more importance is the ability to transfer that information in a

meaningful way to learners. Similarly, a study done by Özden (2008) which investigated the effect of content knowledge on pedagogical content knowledge (PCK) has revealed that the quantity and quality of subject matter knowledge had a positive effect on pedagogical content knowledge. The study also found out that content knowledge influenced effective teaching practice of the teachers.

Referring to new curriculum reform, Ball and Cohen (1996) argued that the way teachers respond to the new initiatives largely depends on their subject content knowledge. Those with richer subject content respond more negatively than those with poorer subject knowledge. Hence, the curriculum implementation and teaching practices of those teachers with greater knowledge of the subject may vary considerably (Jennings, 2001).

A longitudinal study done by Valencia, et al (2006) to learn how novice teachers of elementary school perceived and used curriculum materials for teaching reading skills, and how these materials shaped teachers' instruction revealed that teachers with least well-developed subject-matter comply following curriculum tools faithfully. They revealed that this gives those teachers a sense of assurance that they were providing high-quality instruction and covering important curriculum content. However, they stated that the teachers changed their way of interacting with the curriculum tools as they gained more experience in teaching. "With the most prescriptive materials and curricula expectations and the fewest decision-making opportunities, the teachers changed their use of curriculum tools in ways that were more superficial and procedural" (Valencia, et al 2006, p.111).

2.1.6.3 Pedagogic content knowledge

For many decades, it was believed that subject specific knowledge (subject matter knowledge) is what teachers needed to know in order to teach (Fernandez, 2014). However, recently researchers have shifted their concern from understanding the general knowledge to an interest in a more individualised and practical knowledge and have revealed how important it is, to become proficient in pedagogical knowledge for successful teaching (Fernandez, 2014). Researchers have identified that content is not what characterizes teachers as teachers; rather it is the practical skills and pedagogical expertise that results in effective implementation of the content (Fernandez, 2014; Kind, 2009).

Pedagogical content knowledge is a combination of general subject knowledge and subject matter knowledge (Brown, 2009). It describes how to teach a particular subject, the principle and skills required to teach the subject, the aims and purpose of teaching the subject matter, knowledge of how to teach a particular topic or content area in a particular subject domain (Brown, 2009). It concerns the manner in which teachers relate their pedagogical knowledge (what they know about teaching) to their subject matter knowledge (what they know about what they teach), in the school context, for the teaching of specific students (Fernandez, 2014). In other words, it is the integration of teachers' pedagogical knowledge and their subject matter knowledge and involves the methodological options available to the teacher (Cochran, DeRuiter, & King, 1993). Carelss (1997) suggested that in order to implement the new curriculum effectively teachers need to be retrained with new skills and new knowledge, particularly when the required methodology is highly different from the existing one. This retraining makes the teachers more proficient in the new methodological principles and skills which in turn results in effective implementation

of the pedagogic content knowledge, which otherwise may result in to revert to the security of the previous behaviour and the desired change may not take place (Carless,1997).

Pedagogical content knowledge is a construct which has been widely discussed in the literature and researchers have come up with various models to explain this construct (Fernandez, 2014). Shulman is one of the earliest researchers who provided a model to explain the components of PCK (Fernandez, 2014). He introduced the idea of “Pedagogical Content Knowledge” as an element of what he called a “knowledge base for teaching”. Key elements in Shulmans’ conception for PCK are knowledge depicted from the specific subject matter and teaching strategies and understanding of learning difficulties and students’ notions of specific content. From the instant Shulman came up with the term ‘PCK’, it has gained attention from investigations of knowledge of teachers and has been widely used (Shulman, 1987).

Following Shulman, Grossman in 1990 systematized the components of knowledge base of teachers for the first time (Fernandez, 2014). He characterised the knowledge base proposed by Shulman into four interrelated components: a) general pedagogical knowledge, b) subject matter knowledge, c) the pedagogical content knowledge, d) knowledge of context. In this model PCK the PCK occupies a dominant position and plays a central role in transforming the pedagogical knowledge as it interacts with all the other components of the knowledge base such as specific content and context. These three-interrelated knowledge that make up PCK are guided by a conception of the purposes of teachers for teaching such content (Fernandez, 2014; Shulman, 1987).

The latest Pedagogical Content model was known as PCK summit model, which was developed by 30 teachers as a result of a conference aiming to reach consensus to make the definition of PCK adopted by several groups (Fernandez, 2014). In this model five main components are described for teachers' profession: i) knowledge of assessment; ii) pedagogical knowledge; iii) content knowledge iv) knowledge of students and v) curricular knowledge. According to these researchers these five knowledge type influences and are influenced by the professional knowledge of a particular topic (Fernandez, 2014). This professional knowledge includes knowledge of instructional strategies and representations of content, student understanding, scientific practices and habits of mind (Fernandez, 2014). Furthermore, in this model teachers and students' belief, teaching context, and student's prior knowledge and behaviour act as filters and amplifiers through which the specific professional knowledge passes transforming and adopting it to personal pedagogical content knowledge (Fernandez, 2014; Shulman, 1987).

For the purpose of this research, a combination of Summit model and Shulmans model of PCK are considered more appropriate for this research setting. Hence, PCK is defined as the knowledge of context, knowledge of instructional strategies, knowledge of the curriculum and knowledge of subject specific content, which pass through filters and amplifiers including teachers and students' belief, teaching context, and student's prior knowledge and behaviour.

Numerous studies in this field have examined PCK in novice and experienced teachers and have found out that novice teachers have low levels of PCK and as a result, they rely on the unmodified subject matter knowledge extracted from curriculum tools (Cochran, King, & DeRuiter, 1991). As termed by Brown (2009) they offload the materials as they do not have a coherent perspective to represent and tends

to make broad pedagogical decisions without assessing students' prior knowledge, ability levels, or learning strategies. In addition, they have difficulty to transform and represent the concepts and ideas given in the curriculum tools in ways that make sense to the specific students they are teaching.

On the other hand, Barnett and Hodson (2001) argued that experienced teachers have a more accessible, useful and organized knowledge than novice teachers. Hence, when selecting material, they will have a 'look' for the book differently, to see if the material is suitable for students' needs. In a study by Grossman and Thompson (2008) to find out how three secondary English teachers responded to the curriculum materials they encountered as new teachers, revealed that these teachers began relying more on the materials they had at hand. However, as they learned more about both students and curriculum, "they began to adapt and adjust what they did, and their use of the materials opened up, as they became more willing to play with and take liberties with the materials" (Grossman and Thompson, 2008, p. 4).

To sum up, these findings provide presumption of the factors that could influence the Maldivian English teachers' curriculum use. However, the fact that the teacher tool relationship is a complex process which can be influenced by many other factors drives the need to do the research in a small state country like Maldives that consists of diverse teaching and learning contexts. In fact, the above discussion also highlighted the influence of contextual features on teachers' belief and pedagogical knowledge, the two most prevalent factors that impacts the way teachers use and implement curriculum. More to this, "the isolation and insularity of small islands accords personal relationships a special place" (Di Bias, 2015, p.17) that could both support and inhibit the new curriculum implementation thereby influencing the

teacher-tool relationship. Therefore, this research done in Maldives is expected to make a useful contribution to the theoretical perspectives of curriculum use.

2.1.6.4 Physical Objects

One of the characteristics related to the curriculum which could influence the teachers' curriculum use is the physical objects. Physical objects are what Brown, (2009) refers as "the material nature of the curriculum materials" (p.26). This includes teaching and learning resources developed and recommended by the curriculum designers and learning and teaching aids produced by teachers. In Maldives, to assist the teachers in implementation resources such as student textbooks, teacher's guide, the blue print of the curriculum, syllabus, the pedagogical and assessment guide, the listening materials and textbook are proposed. The blue print outlines the overall framework of the new curriculum, including the aims and objectives, how learning is organised, the key learning areas and summary of the key competencies and learning principles. The individual subject syllabus provides detailed explanation of the learning outcomes, indicators, content and learning standards that need to be achieved. A detailed explanation of the pedagogical approaches and assessment guidelines are given in the pedagogical and assessment guide book. The textbook, teachers guide and listening materials are resources provided as support for teachers in their teaching. The teachers' guide outlines a brief explanation of the concepts, learning resources and lesson procedures.

Brown (2009) argues that the availability and quality of the physical objects can shape the teacher's curriculum use. For example, textbook is still the main source of monitoring students work by parents. It is the basic learning tool used by most of the students and, text book is the main source of guidance for teachers. Therefore if quality materials are easily available for teachers and students use, it encourages

teachers to adopt the materials in their teaching. On the other hand, if the physical materials are not attractive, out dated and do not reflect the teaching concepts and principals, teachers are less likely to use them in their teaching. Chong, (2011) highlighted that sufficient and adequate materials which are practical should be available to support effective curriculum implementation.

2.1.6.5 Domain Representation

Domain representation is also one factor which is related to curriculum that could affect how teachers use the curriculum. Domain representation refers to the representation of concepts (Brown, 2009). It illustrates the presentation of concepts, their explanations, and the diagrams and models (Brown, 2009). In the English curriculum the domains represent the areas of language ability and skills. The student textbook plays a crucial role in the demonstration of knowledge and skills to students. The teachers' guide outlines the content description for teachers. However, the explanation of the concepts is brief and includes only few diagrams and models.

A rich description of the concepts articulates the scope of teachers understanding of the knowledge. Hence, it can have a significant influence on students' learning experience. According to Brown (2009) teachers understanding of the concepts plays a significant role in how teachers use and implement the curriculum. For example if the description are detailed, appropriate and clear, teachers tend to adhere to them when delivering the lessons. This could be particularly true for beginning teachers and those with few years of teaching experience (Behm & Lloyd, 2009). In addition teachers who lack the content knowledge tend to use the concepts as a safety net to remain in the comfortable zone when they implement the lessons (Jennings, 2001).

2.1.6.6 Procedure

Another factor related to the curriculum which can shape teachers' curriculum use is the curriculum procedures. The procedure as Brown (2009) describes are the explanations of the tasks, instructions, and the scripts of lessons provided for students and teachers. This also includes the model lessons given in the teachers' guide, the explanation of the recommendations of lesson procedures for teachers and the exercises in the student book. Kurkogz (2008) explains that it is important to provide the teachers with some guidelines about how to use and implement the principles and methods proposed by the new curriculum. However, as Grant et al (2009) suggested it is not possible to prepare each and every teacher to face every possible teaching context or scenario they may encounter in their teaching.

In Maldives, the curriculum procedures provide guidance for teachers and students on how to conduct lessons and perform the tasks in the student textbook. Therefore, many teachers tend to follow the procedures in their teaching. According to Ben-Peretz (1990) the guidance provided in the curriculum could limit teachers critical and creative skills as most of them choose to depend only on the suggestions provided by the guide. This is because due to their busy schedule and work load, teachers have limited time to extend their thinking beyond the guidelines provided in the documents to find more appropriate activities and tasks for their students. On the other hand, Wang (2008) claimed that lack of guidance about the teaching methods and lesson procedure may result in teachers' using the old methods which they are more comfortable to use. This may cause inconsistencies between what is taught and what is prescribed in the curriculum.

2.1.7 Maldivian teachers' curriculum use in the past

The perceived relationship between teachers and curricula has been changed over the last century. Previously there was a strong emphasis on the use of textbooks. Rather than implementing the lessons designed and planned by the teacher, the textbooks, workbooks and teachers guide provided by MOE had served as the primary guide for instruction (National Institute of Education, 2013). Teachers were expected to subvert or follow the text book and teachers guide and assumed close fidelity between the curriculum tools and enacted curriculum in class.

These curriculum tools however, do not adequately reflect the local context, culture, concerns and issues, since most of the text books discuss issues and provide examples from the context of the administrative capital city which may not be suitable for other islands. As a result, the enacted curriculum especially in schools other than the central Male' was not linked to the local issues and aspects of life. Therefore, there had been a need for more activities which could be carried out on different islands (Pandya, Joshi, & Jain, 2006). Alternately, a system by which teachers in island schools could include their local content and issues within a common framework needs to be worked out (Pandya et al., 2006).

Later, with the emphasis on child-centered instruction textbooks were regarded not so important for teaching and delivering the lessons. More and more teachers started using a variety of other teaching materials and activities to support their teaching (Di Biase, 2015). However, conducting learning activities and changing the styles of teaching was challenging for most of the teachers. Parents' perceived importance of textbooks for teaching also became the reason why many teachers have struggled to complete the textbooks (Didi, 2007). Hence, text books have been dominant in classroom instruction until today. In a research done on teaching grammar

in two secondary schools, Naashia Mohamed (2006) highlighted that teaching has not changed since she had been a student. She had observed the same type of teaching happening exactly in the same way using the same set of text books. She further argued that the teachers used uniform worksheets taken from text books to ensure that all students are taught the same things which left no room for complaints from parents that the syllabus is not covered by everyone. Hence, many educators claim that the curriculum and the materials and the examination oriented system of education have to be changed in order to bring a change to classroom instruction and teachers use of curriculum materials (Mariya, 2012; Naashia Mohamed, 2006; Nazeer, 2006). Most importantly, “a curriculum with increased relevance to the individual and national development needs, suitable subject distribution and content are basic requirements for acceptable educational quality” (Mariya, 2012, p. 26).

The new curriculum is totally different from the curriculum teachers have used in the past. It has introduced new policies, new materials, new pedagogical approaches and assessment methods. Hence, unlike the previous curriculum, fidelity of curriculum use is not expected in the new curriculum rather, teachers are encouraged to adopt the materials based on the context in order to meet the learning needs of the students (National Institute of Education, 2013). Teachers are also allowed to develop materials and activities using their content knowledge, experiences, skills and creativity to plan and implement interesting activities to make learning more meaningful to the children (National Institute of Education, 2013). Though the new curriculum has detailed descriptions of activities and goals, it is almost impossible for teachers to prepare a lesson completely in advance (Lloyd, 2008). This is because a reform-based curriculum encourages teachers to use the materials with a degree of flexibility. More common today is the belief that there is no “curriculum proof” and that there are

changes that occur as the written curriculum is enacted in the classroom (Lloyd, 2008). The aim now is generally one of “mutual adaptation” that the materials will be altered and adapted as they are implemented by teachers, and that teachers teaching will be transformed as a result of utilizing the new curriculum tools (McLaughlin, 1976). Hence, this study is aimed to understand the decision teacher make as they utilize the new curriculum in their real classroom teaching.

2.1.8 Summary

This section of the literature review discussed the curriculum reform process and the various theoretical underpinnings that underlie teachers’ curriculum use. Based on the above-discussed review, it is clear that curriculum reform is a complex and dynamic process. The success of the implementation largely depends on how teachers, as the implementers use the curriculum and put it into practice in the real classroom. The teachers’ curriculum use is categorised into four main theoretical understandings. They are curriculum use as; “following or subverting the text”, “drawing on the text”, “interpretation of text” and “participating with the text”. This research is driven by the latter perspective and assumes that teachers interact with the curriculum in varieties of ways depending on the context. Recently researchers have used this perspective and came-up with models to show the characterisation of teachers’ curriculum use. Hence, adopting one of the models (Brown’s, (2009) framework) this research aims to find out this teacher-tool relationship of Maldivian ESL teachers with the new English syllabus, and the factors that influence this relationship.

2.2 Section B: The Research Context

2.2.1 Introduction

As the context play a central role on how teachers react and use curriculum tools while implementing a new curriculum (Di Biase, 2015; Schweisfurth, 2011), an

understanding of the context is an essential prerequisite to understand the issue. Thus, this section of chapter two sets the study within its historical and educational contexts. First, it provides a brief history of Maldives with a review of its unique characteristics, a description of the educational changes and the current education system. It then explains the important components of the new curriculum, paying particular attention to the new English syllabus, its principles and methodological and assessment approaches.

2.2.2 An Introduction to the Republic of the Maldives

Maldives is a small island nation located in the Southwest of Indian subcontinent. The archipelago of 1200 coral islands is grouped in a double chain of 26 Atolls across the equator in the Indian Ocean. The low-lying islands are small with an average size less than one square kilometre and none exceeding an elevation of two meters above sea level. Approximately 200 of these small islands are inhabited with a population of 338,434 people (National Bureau of Statistics, 2015). Male' the capital city of Maldives accommodates more than 38% of the population in an area of about 2 square kilometres (Mohamed & Ahmed, 1998; National Bureau of Statistics, 2015). Four islands have a population of more than 5000 people and 72 islands have fewer than 500 inhabitants (Mohamed & Ahmed, 1998; National Bureau of Statistics, 2015). The people of Maldives are uniquely homogeneous sharing the same religion, culture and language.

The Maldives has been an independent nation through-out its history, except for 15 years under the Portuguese protectorate and for 22 years under the British colonization. Maldives gained its independent from British in 26th July 1965 (UNESCO-IBE, 2011). During the long years, under British colonisation, it has influenced the education system in important ways.

2.2.3 The Uniqueness of the Maldivian Context

In Maldives, education system has a major role in developing the human capital in small states. However, small state countries like Maldives face distinctive challenges in providing education to a small student population in the isolated and restricted institutions across a geographically dispersed islands (Asian Development Bank, 2015).

In the past, research on education in small states have been done by a number of researchers, including Crossley (2010), Thaman (2009), Koya et al. (2010), Crossley and Holmes (2001) as well as Brock and Crossley (2013). These researches have made significant contribution in promoting awareness about the challenges faced by small states. The researchers highlighted that the ecology of small island states, their educational and developmental needs highly differ from the larger countries (Crossley & Holmes, 2001; Brock & Crossley, 2013). The small population size, isolation and insularity make them to have distinct contextual characteristics which could influence the educational and curriculum needs of the people (Crossley, 2010). However, they also highlighted that, many positives can be learned from the distinctive research done on the unique contextual features of the small states. This is because as Crossley (2010) has argued, “contextual issues were central to many of the most prominent controversies and debates of the day” (P.422). In fact, Crossley (2013) has called for more advanced research on small states that explore new methodological and theoretical approaches. This research in part addresses this gap by exploring how the new curriculum is used in different small island contexts of Maldives.

A unique contextual feature of Maldives is that it is an island nation consisting of a group of small coral atolls. The country which is categorised among the Small Island Developing States (SIDS) list has several features that would impact the

implementation of the new curriculum in the country (Bray, 1992). Royle (2001) identifies two features of island states, isolation and roundedness. Furthermore, Asian Development Bank (2015) and Royle (2001) noted that though the islandness is an appeal for tourism, it causes constraints because of the small size, insularity, remoteness, access to resources and proneness to natural disasters. Hence, these factors leave the country's economy susceptible to external factors (Asian Development Bank 2015).

Similarly, Lisle (2012) captures two notable contextual features of SIDS smallness and islandness stating that islandness may enhance the impact of contextual features associated with smallness. Moreover, Crossley (2010) contends that small states have ecology of their own with distinct priorities and dilemmas. He further emphasised that the geographical remoteness, small population and narrow resource base make the small islands more vulnerable to global forces. Yet these researchers highlighted that these countries due to their size are more outward looking, seeking opportunities beyond the border seeking help to exploit the resources they have (Bacchus, 2008).

Furthermore, explaining the whole system reform in Trinidad and Tobago Lisle (2012) utilized small states theory and postcolonial administrative theory to explain educational change. The small states theory accommodates the social and economic issues which may impact the educational change in small island states. The factors which are stressed as serious barriers for change are; uneven development and variation, economic stringency, resource capacity, communal relationship and cultural diversity.

The above-mentioned factors stressed in small states theory by Lisle (2012) can act as serious barriers for change, therefore can have important implication for education reform in Maldives. Uneven development and variation imply that the more developed islands and, those islands politically defined as cities have better resources and qualified staff, facilitating the curriculum reform process. On the other hand, lack of resources and shortage in qualified personnel's in the less developed small islands will limit the pace of the curriculum change. Most importantly, the communal relationship among the members of the small population in the islands adds a social and political dimension to implementation (Di Biase, 2015; Lisle, 2012). The emotional attachments and rapport between the members of the small island community proves to be a strong barrier to bring changes to a system of education that has been established for a long period of time (Di Biase, 2015). These contextual features in the small state theory are applicable to the context of Maldives and these features have been particularly used to frame this research.

2.2.4 History of Education in Maldives

For hundreds of years, Maldives had a traditional form of semi-formal religious based education. Religious leaders took the responsibility of transmitting their knowledge to people. Children gathered the homes of these people called the 'Edhuruge' to learn Arabic script, arithmetic, read and write local language (Dhivehi) and learn to recite the 'Holy Quran'. The traditional system was challenged when the first government school was established by British in Male in 1927 (Mohamed & Ahmed, 1998). Though, this school started as a boy's school, a new sector was opened for girls and young ladies in 1944. By 1945, Makthab was established in each island to provide primary level education to students (Mohamed & Ahmed, 1998). In 1950, the education system was remodelled to meet the requirements of the people and,

Dhivehi language, Arabic, Islam and Arithmetic are taught as subjects in the schools (Mohamed & Ahmed, 1998).

In 1960, with the opening of two English medium schools, western style of education was introduced in Male (Mohamed & Ahmed, 1998). The instruction in these schools was centred on British system of education and was aimed at preparing the citizens for the growing economy and developmental needs of the country.

One of the most significant development in education occurred in 1978 when the government decided to establish a unified national system of schooling in Maldives and to provide more equitable resources and facilities to all the atolls (UNESCO-IBE, 2011). Eventually, this has led to the establishment of an Atoll Education centre and an atoll primary school in each atoll. The policy focused on primary education (grade 1-5), middle school education (grade 6 and 7) and the creation of a unified curriculum from grade 1-7. Since then, the enrolment of education has increased rapidly and admission to primary education has become universalized, secondary and tertiary education is being extended. These changes also transformed the traditional education system into English medium primary education. By the year 2004, primary education was accessible in all the 199 inhabited islands in Maldives (Mohamed & Ahmed, 1998).

2.2.5 Education Today

At present schools in Maldives are grouped into four different categories, public schools, government subsidised community schools, private schools and Islamic schools. Formal education starts at the age of 3 in the foundation phase and finishes at the age of 18 from higher secondary education (National Institute of

Education, 2013). In Maldives, the government provides free universal education from foundation to secondary schooling.

The student population in 2018 was 88,211, of which 32,170 were enrolled in Male' schools and the remaining 56,041 students were in atoll schools (Ministry of Education, 2018). Altogether, there are 205 primary schools out of 342 total schools (Ministry of Education, 2018). The primary education enrolment has reached 100% and the completion rate of primary education is higher than the world's average and that of the high-income countries. However, higher secondary education enrolment was surprisingly low at 3,977 in 2018 (Ministry of Education, 2018).

With the implementation of the new curriculum there have been noticeable changes to the teaching subjects. The National Curriculum framework identifies eight key learning areas and 25 subjects under the eight key learning areas as seen from the figure 2.1. English language is one of the subjects among the key learning area, language and communication.

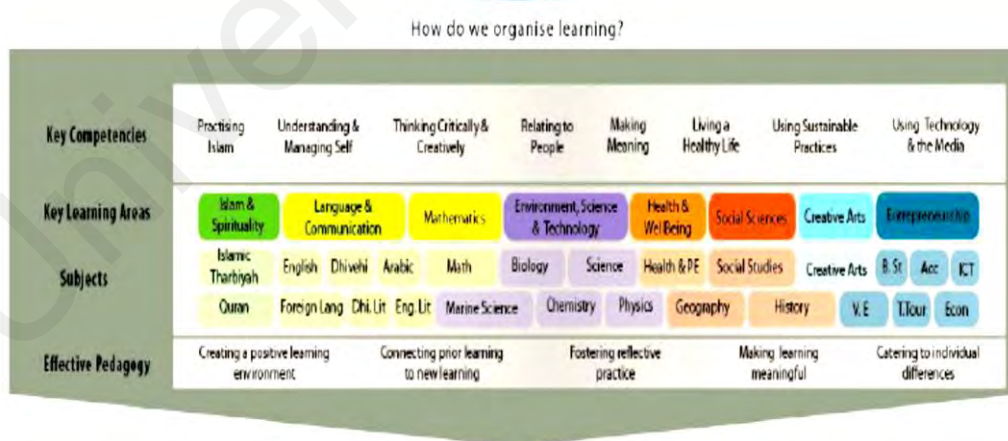


Figure 2.1. How learning is organized into the eight key learning areas from National Curriculum Framework (P.7) by NIE (2013)

In terms of input, a large percentage of the GDP of Maldives is spent on education. In 2020, the total public expenditure on education is 4.5 billion Maldivian

Rufiyaa (Ministry of Finance 2020). However, the widely-scattered student population of 88 211 students over 200 inhabited islands affect the provision of facilities equally to all the people, thereby impeding the development of education (Ministry of Education 2018).

As most of the islands have small communities, they have a small student population. The student teacher ratio of Maldives is relatively low, 9: 1 which is amongst the world's lowest ratio (Ministry of Education, 2018). In the pool of 9586 teachers 6% (575) are untrained and have never received a formal teacher training and 24% (2302) of the teachers are expatriate teachers (Ministry of Education, 2018). The high percentage of expatriate and untrained teachers could have contributed to the low performance and poor education quality of the country.

The pre-service teacher training courses are offered by several private and public institutions in Maldives. These institutions provide diploma level courses, graduate and post graduate teaching courses from various disciplines and subjects. In-service training is also provided to further develop and upgrade teachers. Currently teachers are forced to participate in the professional development programs conducted by the schools, teacher resource centres, and centre for continuing education at central level in order to fulfil a 15 hours professional development session. However, there is still acute shortage of qualified teachers who had a degree in teaching.

As part of the educational reform process, the Maldives government is trying to improve the quality of teachers and reduce the number of expatriate teachers working in schools. In 2014, the Maldives government in collaboration with private and government institutions conducted diploma level teaching courses for the in-service teachers who do not have a diploma in teaching. Hence, from 2015 all the

teachers who teach in schools are supposed to have a minimum diploma level certificate in teaching. In 2016, MOE has started providing undergraduate training for all the teachers working in schools in order to improve the professional knowledge and skills of teachers.

2.2.6 Administration and management of education system in Maldives

The Ministry of Education (MOE) is responsible for education in Maldives. For administrative purposes the schools are divided into three different zones, south, central and north. A zone coordinator is assigned for each zone to overlook and monitor the schools. The administrative structure (see Figure 2.2) is divided into three hierarchical levels: ministry of education, regional zone coordinator and head of schools.

There are different departments and sections established in MOE, which are responsible for developing policy guidelines, converting education policies into plans, programs, projects and activities and implementing them in schools. They are also responsible for prescribing curricular, syllabuses and developing books and reference materials. The head of schools is accountable for implementing the program and activities in schools.

2.2.7 Structure of the Education System

Since 1978 until 2015 education system in Maldives followed 5,2,3,2, model, five years at primary school, leading to two years at middle schools, followed by three years of lower secondary studies and two years of higher secondary studies. At the end of the three-year lower secondary cycle and two-year higher secondary cycle students sit for International General Certificate School Examination (IGCSE) or GCE

Ordinary Level and Advanced Level Examination conducted by Cambridge Examination Board (Mohamed & Ahmed, 1998).

However, with the introduction of the new curriculum, the education structure changed into four main phases: foundation, primary, lower secondary and higher secondary. “The focus of learning and its pedagogy differ from phase to phase, and each one ensures creating positive learning experiences as to foster their holistic development and promote optimum learning. The four phases are further divided into six key stages” (National Institute of Education, 2013, p. 22). The Figure 2.2 illustrates how learning is organised in the current education system from 2015 onward.

Age	Grade	Key Stages	Phase
18	12	Key Stage 5	Higher Secondary
17	11		
16	10		
15	9	Key Stage 4	Lower Secondary
14	8		
13	7		
12	6	Key Stage 3	Primary
11	5		
10	4		
9	3	Key Stage 2	Primary
8	2		
7	1		
6	UKG	Key Stage 1	Primary
5	LKG		
4			
		Foundation	Foundation

Figure 2.2. Learning phases of key stages with age (National Institute of Education, 2013, p.22)

2.2.8 Primary Education

Starting from 2015, the primary phase of school education starts at key stage 1 (grades 1 to 3) and ends at key stage 2 (grades 4 to 6). The six year of education is compulsory and the medium of instruction is English. The aim of primary education is “to create love for learning and to provide a foundation of skills for lifelong learning” (National Institute of Education, 2013, p. 23).

In primary education students are taught a total of 11 subjects. The number of learning hours allocated for different subjects vary depending on the priority of its importance. The time allocations for the different subjects are shown in table 1.

Table 2.4

Time allocated for different subjects

Subjects	Quran	Islam	Dhivehi	English	Arabic	Math	Science	Social Studies	Creative Arts	Health & PE	ICT	Total
<i>No. of Periods per week (duration of each period = 45 mins.</i>	3	3	5	5	2	5	5	5	2	2		35
<i>Contact time in mins</i>	135	135	225	225	90	225	225	135	90	90		1575

Note: From the National Curriculum Framework, (National Institute of Education, 2013).

2.2.9 Curriculum

The National Curriculum (NC) covers the primary and middle schools in all subject areas. At Secondary and tertiary level curriculum consists of syllabuses designed around International General Certificate of Secondary Education (IGCSE)

and General Certificate of Education (GCE) Ordinary and advanced level examination.

The curriculum division in the Education Development Center (EDC) established by MOE in 1979 introduced the first five-year primary school curriculum in the year 1980 (UNESCO-IBE, 2011). In 1982, the five-year primary curriculum was reviewed and produced another one for middle school level. This revision and re-orientation of the curriculum resulted in the introduction of the first primary school National Curriculum in 1984.

The EDC revises the curriculum periodically. However, these revisions include addition of new contents and teaching methods and omission of out dated information. The first major curriculum revision was initiated in 1999, with broad-based consultation of stakeholders (UNESCO-IBE, 2011). In this regard, major changes are brought to some curriculum tools. English and Mathematics curriculum of some grades were changed to outcome-based syllabuses in 2004 and 2005 and the national curriculum reform process was initiated in 2007 (UNESCO-IBE, 2011). The first draft of the curriculum was publicized in the year 2011, after lengthy discussions of a large group of stakeholders over a period of time. These discussions incorporated references from findings and recommendations of worldwide research related to curriculum design and development (UNESCO-IBE, 2011).

With further refinement, advocating of stakeholders and training of expertise, the new National Curriculum was successfully piloted in thirteen schools in the year 2013 and the new curriculum was implemented in all the schools around the country in the year 2015 (UNESCO-IBE, 2011).

2.2.9.1 The new national curriculum framework

The new national curriculum of Maldives envisages the development of “successful individuals who are motivated to explore and create knowledge, confident and competent individuals who have a firm belief in Islam, a strong sense of self and national identity, responsible and productive contributors to their own family, local community and the global family” (National Institute of Education, 2013, p.8) . The eight principles that lay the foundation of curriculum design and delivery are: “Islamic values, principles and practices: identity and culture: human rights: democracy and justice: holistic development: personal excellence: inclusivity: preparing for life: and relevance” (National Institute of Education, 2013, p.9).

The National Curriculum also hopes to achieve some shared values which are stated under four categories. The four categories are: a) values relating to self, b) values relating to family and others, c) values relating to local and global community and d) values relating to the environment (National Institute of Education, 2013, p.11). According to the new curriculum values refer to the perception, ideas, beliefs or even behaviours that are acceptable in a society (National Institute of Education, 2013, p.11). The values encouraged in the national curriculum are significantly vital to grow as an individual, to succeed in a society and to live harmoniously in the challenging world (National Institute of Education, 2013).

The new curriculum framework has three notable characteristics that make the new curriculum different from the previous curriculum rectified in Maldives. Firstly, it explains a well- planned holistic educational experience offered in schools: detailing what would be achieved, how it would be achieved and how learning would be assessed. Secondly, it is based on eight key capabilities students are intended to achieve through-out their schooling. In addition, the knowledge, skills and attitudes

achieved within each key competency was strongly emphasized while showing how the key competencies relate to the key learning areas. The third distinct feature of the new national curriculum framework is that, it outlines the learning that students will experience in each phase of schooling in order to provide consistency and continuity in students' education (NIE 2013; UNESCO-IBE 2011).

The NC describes a holistic view of education and puts equal emphasis on the development of knowledge, understanding, skills, values and attitudes. It encourages teachers to use varieties of pedagogical dimensions to help students master the multidimensional abilities and skills required of them in today's diverse and multifaceted world. The five pedagogical dimensions (Refer to Figure 2.3) depicted in the NC are "creating positive learning environment, connecting prior learning to new learning, fostering reflective practices, making learning meaningful and recognising individual differences" (NIE, 2013, p.22)

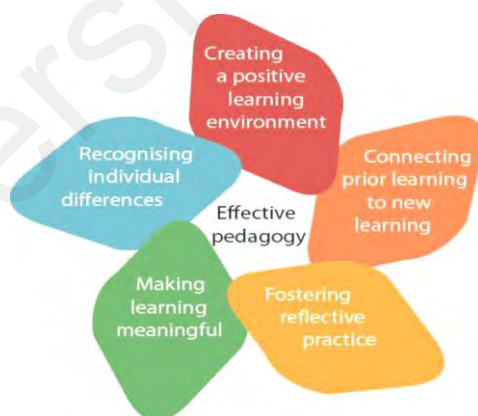


Figure 2.3 Pedagogical dimensions (NIE, 2013, p.22)

2.2.10 English language education in Maldives

English language education was introduced in Maldives in the year 1960 with the opening of two English medium schools in the capital city, Male' under the British colonial power (UNESCO-IBE, 2011). The organisation of education, instruction and

curriculum were then based on British system of education. The medium of instruction was changed from Dhivehi into English. These elitist natures of schools were established to prepare individuals especially from high socio-economic families, who would receive training from overseas in order to contribute to national development. However, this disparity between Male and atolls started becoming narrower with the implementation of the government decision to unify the national education system in 1978 (UNESCO-IBE, 2011). Eventually, this led to the establishment of at least one primary school in each atoll. English language then was changed to a compulsory subject in all the schools, which was instructed in English and expatriate teachers were imported to teach English (UNESCO-IBE, 2011). However, Dhivehi-medium schools continued in its existence in other islands due to the lack of trained and qualified teachers. The English medium instruction was propagated in the islands from 1990 (Mohamed & Ahmed, 1998).

English language has been receiving a prestigious position since it was introduced by the British. Currently, English is a compulsory subject from primary to secondary and is taught as a second language. It is used as a medium of instruction in all subjects except Islam and Dhivehi. At primary level (grade 1 -7) students follow a national syllabus while at secondary and higher secondary school students follow Cambridge IGCSE O' level and A level syllabus. English is widely used for different forms of communication and speech, such as emailing, sending text messages and on face book. In school students are encouraged to use English in all forms of communication with their peers and teachers.

However, the low pass percentage of English in international examinations have always been a concern among the educators, particularly the disparity in pass percentage between Male and Atoll schools is an issue which has been discussed by

many researchers (Naashia Mohamed, 2006; Nazeer, 2006; Shareef, 2010). The students in the atoll schools have less exposure to the language in and out of schools as a result they are identified as having difficulty in using the language to communicate in classroom (Shareef, 2010). In addition, the teachers in rural schools are also known to have less proficiency in English than the teachers from Male' schools (Nazeer, 2006).

2.2.11 English language syllabus and teaching

Since the introduction of the first national curriculum in 1984, English teaching was based on a content-based structural syllabus. Though English was instructed in English, the syllabus advocated teaching of grammar and vocabulary and promoted teacher centred teaching (Naashia Mohamed, 2006). A typical week of English lesson involved one reading comprehension lesson, one writing lesson and lots of grammar and vocabulary exercises.

The introduction of child friendly schools in 2002 and outcome-based syllabus in 2004, new teaching approaches such as child-centered teaching and activity-based teaching were encouraged (Naashia Mohamed, 2006). Although grammar teaching is given less importance in the syllabus, grammar is still the central focus of the lessons throughout the 7 years of primary teaching (Naashia Mohamed, 2006). Lessons revolve around teacher led drills, explicit teaching of language structure and hours of grammar and vocabulary exercises. The prescribed text books and examinations also include lots of exercises to evaluate student's competency in grammar and vocabulary. Listening and speaking lessons are rarely seen from primary classes because these skills are not assessed in the final examinations. Hence, the syllabus and examination-oriented teaching is attributed to the low academic performance of students by many educators and have contributed to the curriculum reform process (Shareef, 2010).

In a PhD thesis done by Naashia Mohamed (2006) on grammar teaching in two secondary schools, she speculated that English language teaching was too teacher-centered as students passively sit and listen to the teacher, copying down whatever was written on the board. She further posited that very few teachers actively involve the students in the lesson intending to make them as active participants and users of the lesson. Hence, the lessons include significantly a high percentage of teacher talk, while students passively listen to the teachers. She further stated that although prescribed curriculum tools including text books and examination syllabuses had mostly changed over the years, the instructional practices and classroom dynamics had not changed. The lesson content was dominated by grammatical concepts and rules, when the model of instruction was one of transmission (Naashia Mohamed, 2006).

2.2.11.1 Overview of the new English syllabus

The implementation of the education reform process initiated with the beginning of 2015 academic year. This major reform process accompanied with the introduction of whole new set of syllabuses for each grade, text books, policies, and teaching and assessment methods. The new curriculum is implemented in key stage basis, starting from key stage 1 in 2015 and advancing to the next key stage in the following year. In 2017, the new curriculum was implemented in all primary and lower secondary classes.

English is one of the subjects in the key learning area of language and communication which is aimed to develop students' literacy skills and enables them to use language effectively for academic, professional and social purposes (National Institute of Education, 2013). The English syllabus is aligned with the broader vision of the new curriculum and is underpinned by the principles of new national curriculum. It also incorporates the eight key competencies specified in the national curriculum

framework (Shaheema, 2015). The learning outcomes in the English syllabus provides opportunities to develop the key competencies through authentic tasks and enhances the knowledge, skills and values that are essential to be successful in and outside school (Shaheema, 2015).

2.2.11.2 Aim of English syllabus

With the current trend in teaching English, the Maldives English syllabus also emphasises to improve communicative competency of learners. The broader aim of the new English syllabus is “to provide pupils with the opportunity to develop their ability to use English effectively for learning English across the primary curriculum, to foster positive attitudes towards learning English and to enable students to use English in a variety of situations for communication and personal satisfaction” (Shaheema, 2015 P:11). The specific objectives in the new English syllabus are:

- Develop confidence and competence in listening, speaking, reading, viewing, writing and representing.
- Develop the skills necessary to communicate appropriately and effectively in a variety of social contexts.
- Develop students’ understanding of texts and how texts are structured within different contexts.
- Develop tools for thinking and reasoning, and to provide access to information (ICT).
- Promote positive attitudes and develop an appreciation of the value of language – spoken, read, and written.

- Enhance emotional, imaginative, and aesthetic development through listening, speaking, reading, viewing, writing and representing experiences. (Shaheema, 2015 P:11).

Hence, developing students' communicative ability is seen as the major concern of the new English syllabus. The new syllabus hopes to achieve this through interacting with others in speaking and writing, responding to a range of texts and exploring and expressing ideas, information and feelings clearly

2.2.11.3 Structure of the English syllabus

The content of the syllabus is described in year levels and organised into interrelated strands. The three strands are: speaking and listening, reading and viewing and writing and representing (Shaheema, 2015, p.11). Each strand is further divided into three sub- strands: communicative purpose, skills and strategies, language structure and features (Shaheema, 2015, p.12.). The syllabus outlines the learning outcomes and indicators for each strand and sub strand.

Learning outcomes are statements of the knowledge, skills and values the students are expected to achieve at the end of the lesson or instructional strategies within the specific stages of schooling (Shaheema, 2015).

Indicators are ways of measuring or knowing whether students have achieved the learning outcomes defining the knowledge, skills and attitudes demonstrated as a result of the intended learning outcome (Shaheema, 2015).

2.2.11.4 The pedagogical principles in the English syllabus

The pedagogical approaches in the English syllabus encourage learner-centred and activity-based teaching approach to teaching (Shaheema, 2015, p. 3) and, reflect the effective pedagogies proposed in the national curriculum framework. These

include: creating a positive learning environment, connecting prior learning to new learning, making learning meaningful, catering to individual differences, and fostering reflective practice (National Institute of Education, 2013). Hence, teachers are emphasized to utilise varieties of teaching strategies and methods in order to cater the individual learner diversity. They are emphasized to act as facilitators who provide opportunities for students to explore and learn through varieties of activities.

As stated earlier, the English syllabus puts a lot of emphasis on developing learners' communicative competence. Hence, the theoretical perspectives underpinned the syllabus is Communicative Language Teaching Approach and the methodological approaches emphasised in the syllabus reflects CLT (Shaheema, 2015). However, the syllabus incorporates features and principles from other language teaching approaches which are important to the Maldivian context. The English syllabus is referred as CLT oriented syllabus in the study

Some of the teaching approaches suggested in the English syllabus are:

- Encourage students to engage in conversations in a purposeful manner (e.g., discussion, role-play, puppet show, drama, poetry, story, rhymes)
- Model effective speaking and listening strategies.
- Provide appropriate vocabulary, sentence structures, phrases and descriptive language.
- Provide opportunities for students to listen and respond to what they hear.
- Value students' contributions in group and provide opportunities to talk, to discuss and to share their ideas in small groups or as a class.
- Use commercially prepared materials to help students to listen to different texts

2.2.11.5 Assessment

The new English syllabus proposes the implementation of varieties of continuous or formative assessments from key stage 1 and 2. The appropriate formative assessments are to be used as assessment for learning. The on-going assessment process assists teachers to gauge students' progress and to identify short term and long-term learning needs. The assessments are conducted as an on-going process to measure the intended learning outcomes and to pinpoint the areas students need further improvement (NIE, 2014).

The national curriculum of Maldives identifies six strategies of formative assessments to be used by teachers. They are: sharing learning intentions with students, sharing the success criteria with students, involving students with self and peer-assessment, identifying next steps, reviewing and reflecting on assessment information and providing appropriate feedback (NIE, 2014, p.28).

2.2.11.6 Syllabus materials

With the new curriculum reform, teachers are provided with some materials: the new curriculum framework, competency booklet and the text books and teachers guide, to help teachers with the implementation of the new syllabus.

The competency booklet is a practical guide for teachers that provide instructional guideline in application of the eight key competencies in their lessons. The booklet provides a brief definition of the key competencies, described ways to implement the key competencies in classroom teaching and suggest ways to assess how many competencies are achieved.

The national curriculum framework is the blue print that outlines the curriculum policy to facilitate quality education in Maldives. It outlines the education vision, the principles and shared values it sets out to achieve and the key competencies that are expected to acquire through schooling. It also elaborates learning experiences and how these learning experiences are organized across the stages of students' education. In other words, it provides a structural basis of formal school education.

Text books and teacher's guide are used to support implementing the new syllabus. Text books outline exercises and suitable learning activities to practice reading, writing, speaking and listening skills. Teacher's guide provides practical teaching strategies for the materials provided in the text book. With the introduction of these materials and other support documents such as competency booklet, and pedagogical guidelines, it is expected that teachers will be able to implement the new curriculum successfully and will be able to achieve the educational goals of Maldives.

2.2.12 Summary

As context plays a central role to determine the teacher-tool relationship, this section describes the context and the new curriculum components. Although, Maldives has succeeded in providing access to primary education, improving the quality of education remains challenging. Maldives face typical issues in delivering education to a small number of students from a restricted institutional base across the wide-spread islands in Indian Ocean.

Recently, the country has undergone a huge educational reform process and has brought lots of changes to the education system. In 2015, a new curriculum was introduced with a new schooling structure, new policies and a whole set of new curriculum tools. The English syllabus introduced was a text-based communicative

oriented syllabus which is intended to achieve eight key competencies. It is envisioned that the new English syllabus will enable learners to use English for communication and to develop their ability to use English effectively for variety of purposes.

2.3 Section C Literature Review on Instructional Practices in the New Curriculum Reform

2.3.1 Introduction

English is the global language, which is used as a lingua franca among speakers of non-native language. As it's widely used for communication, international commerce and tourism, improving the language proficiency becomes crucial, particularly in Maldives where English is used as a second language and as the medium of instruction in education. A lot of reform efforts have been initiated over the centuries, due to the changes in beliefs about the nature of language and language learning theories, which has consequently resulted in the rise of different language teaching approaches and strategies for language teaching (Nunan, 1999).

Some of the most well-known methods in language teaching which are developed based on the different assumption of language learning and language learning theories include “Grammar Translation Method”, “Direct Method”, “Audio lingual method”, “Total Physical Response” and “Communicative Language Teaching (CLT)” (Larsen-Freeman, 2000). CLT is the approach to language teaching that was developed on the most recent assumption of language learning theory, constructivism and social constructivism and the goal of language learning and teaching, which is language for meaningful communication (H.D. Brown, 2000; Larsen-Freeman, 2000). Since, the English language syllabus which has been implemented in the schools of Maldives in 2015 was known to be a communicative syllabus, it is important to know how teachers use this curriculum and implement it in classroom. Hence, the following

section details the theoretical and conceptual underpinnings of CLT and highlights the impact of CLT curriculum use on English teachers teaching practices in some other contexts.

2.3.2 Communicative language teaching

The development of communicative language teaching can be traced back to Europe and North America in 1970s (Richard, 2006). The language demand for real life communication among the migrant workers from non-English speaking background to British and European countries gave rise to the introduction of CLT. With the rapid movement of immigrants' language learning, the traditional language teaching approaches such as audio-lingual and structural approach which are based on grammar is considered no longer enough to be able to use the language for real communication (Richards, 2006; Savignon, 2002). Hence, the goal of language study changed from learning simply the system of rules to using the rules to create meaningful communication (Nunan, 1999), which resulted in the introduction of CLT approach to teaching.

CLT approach has been gaining prominence, ever since the idea of communicative competence was introduced by Hymes (1972) and its implication for language teaching has been discussed by Canale and Swine in 1980 (H.D. Brown, 2000). "CLT refers to both the process and goals in classroom teaching" (Savignon, 2002, p.1). Richard (2006) describes CLT as "a set of principals about the goals of language teaching, how learners learn a language, the kind of classroom activities that best facilitate learning and the role of teachers and learners in the classroom" (p.2). These two statements reflect the comprehensiveness of CLT approach showing that there is no single text or authority or no single model that is universally authoritative and explains CLT (Richards & Rodgers, 1987).

The idea of Competence was first proposed by Chomsky and has undergone continual development (H. D. Brown, 2000). This initial view of competence initiated by cognitive linguists view language as cognitive phenomenon and is driven by explicit rule-based structural knowledge stored in the intellects of speakers (Savignon, 1991). They see language and cognition as an “integral whole”, sharing similar system of perception and categorisation. Chomsky's focus is on the sentence level interpretation of grammatical competence. However, Chomsky faced criticisms concerning the sociological and functional perspectives of language. Hymes (1972) and Halliday's (1978) view language as consisting of texts or discourse instead of sentence level and is based on both the social and functional nature of language. For them communicative competence has to do with speaker and listener who negotiate meaning in different settings. They explained communicative competence as “that aspect of our competence that enables the speaker and listener to convey and interpret and negotiate meanings in specific context.” (H.D. Brown, 2000, p. 246). Communicative competence is relative and depends on the cooperation of the participants involved in the speech. H.D. Brown (2000) claimed that communicative competence is not intrapersonal as claimed by Chomsky, rather it is an interpersonal construct that involves two or more speakers in the process of communication.

Furthermore, Richard and Rodgers (1987) define communicative competence as the language knowledge and ability speaker needs in order to become communicatively competent in a speech community. This knowledge of speakers' language to communicate effectively in social situations take into account various aspects such as the formality of language, its feasibility for implementation, the appropriateness in relation to the context and its practicality (H.D. Brown, 2000).

Therefore, the above-mentioned definitions reveal the importance of linguistic and discourse functions of the language in order to be able to socially interact in different contexts. The language competence does not only refer to students' ability to produce grammatically correct language or their ability to recite dialogues or perform well on discrete-test points of grammatical knowledge. Rather it more refers to speaker's ability to negotiate meaning for different purposes in various social settings. These views are supported by Canale and Swain (1980) in which they identified four components that need to be combined in order to negotiate meaning: grammatical competence, sociolinguistic competence, strategic competence and discourse competence. These four components together support both the theoretical and practical foundation for CLT

Since the introduction of CLT in 1970, the idea of communicative competence and the principles of CLT have evolved as the understanding of the process of second language learning has developed. Richards grouped this development in CLT into two phases: Classic Communicative Language Teaching from 1970-1990 and Current Trends in Communicative language teaching since 1990 (Richards, 2006).

Classic Communicative teaching from 1970-1990 could be considered as the developmental phase in which CLT underwent lots of innovations due to the great deal of enthusiasm and excitement created when it first appeared as a new approach to language teaching (Richards, 2006). English language teachers, institutes and linguists all around the world began to rethink and transform their English syllabus, teaching materials and teaching strategies within a communicative approach. Then, Grammar teachings was no longer the focus of the syllabus and since a set of very general principles are grounded in the notion of CLT, new approaches and methods have been

unfolded and experienced in their attempts to develop students' communicative competence in language.

Since 1990, new trends in Communicative Language Teaching has emerged as the approach, has been widely implemented in schools, universities, foreign language programs, teacher education and other professional training programs (Jacobs & Farrell, 2001). Today, the CLT theory and practices derives from multidisciplinary perspectives that include linguistics, psychology, philosophy, sociology and educational research (Richard, 2006). Therefore, there is no single approach and agreed upon principles that defines CLT (Jacobs & Farrell, 2001). Taking the multicultural intra-national as well as international perspectives, CLT today follows a general principle that can be applied in various ways depending on children's' age, the nature and length of instructional settings, opportunities for language contact outside the classroom, the learners' level, their learning goal and other factors (Richard, 2006; Farrell & Jacobs, 2003).

There are various assumptions behind the current CLT practices. The assumptions discussed in Richard (2006 p.22) which is particularly reflected in the current English syllabus of Maldives are presented here. One assumption is that second language learning is facilitated when learners are engaged in interactions which are relevant, purposeful, interesting and meaningful. A second assumption is that learning is a holistic process which involves creative use of language in trial and error basis, discovery of rules, analysis of its use and a reflection of its application in various contexts using several language skills. A third assumption is that classroom is a community where learners learn accuracy and fluency of the language through collaboration and sharing. The final assumption is that the teacher in the language

classroom is that of a facilitator, who creates a conducive learning environment to students and provides opportunities for students to use and practice the language.

Taking the assumptions into account, the new English syllabus of Maldives focuses on the new paradigm shift of CLT. It stress authentic tasks, discovery learning and encourage teachers to use varieties of assessment methods in an attempt to promote learner diversity and learner autonomy (Savignon, 2002). In this regard, teachers have the flexibility to adapt and innovate based on the curriculum. The teachers can now facilitate learning by giving learners a greater choice and responsibility over what and how they learn. Furthermore, integration of subject contents and skills through varieties of tasks such as projects and group works can be used to account for the diversity in language, experiences and beliefs learners bring in to the classroom.

2.3.3 Characteristics of CLT

CLT is a complex concept, with varieties of definitions and meanings. Similarly, there are different versions about the defining characteristics of CLT. Some of the major characteristics identified in the different versions found in CLT literature from (H.D.Brown, 2000; Larsen-Freeman, 2000; Littlewood, 1981; Richards & Rodgers, 1987; Savignon, 1991, 2002) are:

First, CLT gives emphasis on integration of form, functions and meaning of language. Though the primary emphasis in CLT is on functions and meaning, grammar is not neglected. “Language functions are sometimes directly related to forms” (H.D.Brown, 2000, p.250). Therefore, the structural knowledge or knowledge of rules and syntax is required to convey the correct meaning when performing the functions.

Hence, CLT focuses on all the three components of communicative ability not one or two.

Second, CLT gives importance to both fluency and accuracy. Fluency refers to the natural flow of communication without too much hesitations, pauses and repetitions, while accuracy refers to the correct use of language. Though the two are complementary principles in communicative competence, Finocchiaro and Brumfit (1983) claimed that fluency is more important than accuracy because fluency and acceptable language is the primary goal to meaningfully engage in conversation and accuracy can be judged in relation to context. However, this does not mean accuracy can be avoided as fluency is not important if the language is ambiguous and not clear (H.D.Brown, 2000).

Third, CLT engages learners in the pragmatic, authentic, functional use of language for meaningful purpose. Learners are provided with the opportunities to rehearse authentic situations. This gives opportunity to engage in real communication and involves in the process of interaction, negotiation of meaning to arrive a mutual understanding, learn through feedback, and incorporate new forms and experiment with different ways of expressing ideas.

Fourth, CLT is not limited to speaking skills only, both reading and writing skills need to be developed. CLT is not exclusively related face to face oral communication. Reading and writing skills are equally important to promote confidence in the four language skills. However, teacher tries to facilitate communication in CLT classroom as one important aspect of CLT is to help students communicate effectively within different speech communities. The advocates of CLT contend that one of the major responsibilities of teachers is to establish the situations

that are likely to promote communication (Larsen-Freeman, 1998). During these activities, the teacher acts as an advisor, monitor the activities, make notes on error to be worked on at a later time, answer students' questions and act as a co-communicator with the students (Larsen-Freeman, 1998).

Fifth, CLT emphasizes child-centered teaching strategies. Since, teachers' role in CLT is less dominant than in a teacher-centered teaching as explained above, the learners play an active role and they are responsible to manage their own learning (Larsen-Freeman, 1998). So, pair work and small group work are emphasised in CLT. Most of the communicative activities in CLT classroom are organised and conducted in pairs or groups. Richard (2006) argued that in CLT activities learners can learn from hearing other members in the group, produce greater amount of language than teacher-fronted activities, give more opportunities to develop fluency and increase students' motivation. Furthermore, Thompson (1996) and Savignon (2002) also regarded group work useful as they enable learners to use language productively and receptively as they engage in problem solving activities and active learning tasks.

Sixth errors are considered natural in CLT. As students engage in communication with one another, making errors is natural and is difficult to avoid. This is because as learners communicate with one another, their thinking is not focused on producing grammatically correct sentences, but most of the times learners would think about what to say (Savignon, 2002). Therefore, teachers should avoid error corrective feedback to allow students to continue talking and expressing themselves. To do so, error correction should be unobtrusive otherwise it could be unnecessary and counter-productive (Jones, 2007).

Seventh, students learning should be evaluated in terms of fluency and accuracy. Since, both accuracy and fluency are important in CLT, the evaluation should cover both of these aspects. A teacher could use both formal evaluation such as a communicative test and informal valuation of students' performance as an observer when students engage in conversation with their peers. Savignon (1991) insist that the most appropriate type of assessment in CLT is qualitative evaluation of learner achievement rather than the quantitative evaluation of isolated linguistic features.

Eighth, learner's native language has a limited role in CLT classroom. The use of native language is discouraged to provide maximum exposure to the target language. Target language is used in classroom instructions, during speaking activities and for classroom management purposes. In other words, the second language is the medium in which all the types of communication and interaction in classroom take place.

These characteristics of CLT identified by the researchers are of particular relevance to the current study. Grounded in CLT principles, the new English syllabus of Maldives also emphasises communicative language fluency of students. Some pedagogical characteristics associated with CLT such as group work, learner-centred teaching and the use of authentic tasks are very much emphasised in the new syllabus. However, it is not clear if speaking and fluency of language is given much importance in the implementation of this new curriculum. This is part of the gap addressed in this study, in particular to determine how teachers implement and use the syllabus.

2.3.4 CLT syllabus

This introduction of communicative language teaching approach had impacted the English language teaching methodology and syllabus design (Nunan, 1999).

Traditionally, the term communicative was connected to notional functional syllabus that is based on learners need assessment and language for specific purposes (Savignon, 2002). Hence, the first CLT syllabus was a notional syllabus proposed by Wilkins in 1976 (Larsen-Freeman, 2000; Richards & Rodgers, 1987). This syllabus is organised around ‘semantic-grammatical structure’ and the language learners need to perform various communicative functions (Larsen-Freeman, 2000; Richards & Rodgers, 1987). Later the council of Europe expanded the syllabus to be used for foreign language courses for European adults. The syllabus is known as “threshold level syllabus”, which included, the language functions, the notions used in communication, the topics that they might need and the grammar and vocabulary needed for these functions (Richard& Rodgers, 2001). This syllabus was aimed at developing the proficiency to cross the threshold and start real communication.

However, soon, the original notional syllabus was criticised by Birtian linguists. Linguists such as Widdowson (1987) argued that the notional functional syllabus described products instead of process and only a few grammatical and functional notions of what is needed for the communicative process. He claimed that “If we are to adopt a communicative approach which takes as its primary purpose, the development of the ability to do things with language, then it is discourse which must be the centre of attention” (Widdowson, 1979, as cited in Richard and Rodgers, 1987, p.254).

Today, there are several syllabus proposals for CLT. The following list is the Yalden’s classification of syllabus types and models as presented by Richard and Rodgers (1987) are, 1. “Structural plus functions” 2. “Functional spiral” around a structural core 3. “Structural, functional, instrumental”, 4. “Functional” 5. “Notional” 6. “Interactional” 7. “Task-based” and 8. “Learner generated”. The syllabus types in

1-5 are based on teaching the functions carry out in English and the content or notions required to perform these functions (Richard and Rodgers, 1987).

The modern syllabus designers are interested in syllabus types 6-8. The task-based syllabus specified the tasks and activities learners carry out in classrooms. Interactional syllabus is designed around the knowledge and skills needed to participate in day to day interactions interaction activities. Learner generated syllabus are personal syllabus produced by the learners based on their individual personal needs, available communicational resources and desired learning pace.

Furthermore, Savignon, (1987) put forward five components for CLT syllabus which he claimed to be “regarded as thematic clusters of activities or experiences related to language use” (p. 11). The five components are “language arts, language for a purpose, my language is me, You Be, I’ll Be: Theatre Arts and Beyond the Classroom” (Savignon, 1987 P.11). These components provide categories under which teaching strategies that promote communicative competence can be grouped.

In addition, the current trends in communicative language teaching have focused on process-based models and product-based models of CLT syllabus (Richard, 2006). Process-based model focuses on creating classroom processes that are believed to best facilitate language learning (Richard, 2006). The methodologies in process-based approach of CLT are content-based instruction (CBI) and task-based instruction (Richard, 2006). On the other hand product- based model of CLT syllabus focuses on outcomes or products of learning and as a first step, teachers have to select the kinds of uses of language the learner is expected to be able to master and then teaching strategies are selected to help achieve these goals (Richard, 2006). The methodologies

in product-based approach are competency-based instruction (CBI) and text-based instruction (Richard, 2006).

Richard and Rodgers (1987) claimed that whatever the syllabus approach is, the CLT syllabus should first address the purpose of learning language, the setting in which they will use the language, the notion or concepts, such as, grammatical, lexical and vocabulary and the discourse and rhetorical skills including speaking and writing skills, In addition the syllabus should address the communicative events the learners will participate and the social role they will assume in these setting.

The Maldives new English syllabus focuses on outcomes and it is aimed to develop some competencies through the use of different types of genres or texts. The new syllabus is considered as a product- based model of CLT described by Richard (2006). The features of competency based instruction and text-based instruction are identified from the new syllabus. Hence, Richard's classification of CLT is considered to determine how teachers use the current English syllabus of Maldives.

2.3.5 Methodological principles that underlie CLT

CLT aims to achieve communicative competence by acknowledging the interdependence of language and communication. Since, there is no one particular theory or method that underlies the theoretical and methodological foundations of CLT, researchers claimed that CLT methods can be best described as a set of macro-strategies or methodological principles (Richard, 2006).

Doughty and Long, (2003) define methodological principles as a list of features that can be generally regarded as being facilitative to second language acquisition. Even though the English syllabus of Maldives encourages communicative language teaching, it is not clear how much the curriculum emphasizes the methodological guide

specific to English language teaching. The pedagogical framework which has been discussed in the proposed pedagogical guideline book seemed to provide a common framework for all the subjects. However, as stated by Doughty and Long (2003) it is important to outline the methodological principles that could be used as a framework to design classroom activities to facilitate the specific teaching methodology. The following methodological principles are adopted from Doughty and Long (2003) and Brandl, (2008) was used as a guideline to provide an explanation how the curriculum is used to design classroom activities in the implementation of CLT syllabus in the observed lessons.

The first principal of CLT promotes tasks to be used as the central learning method. A task is “any classroom work, which involves learners in comprehending, manipulating or interacting in the target language while their attention is principally focused on meaning rather than form” (Nunan, 1999, p.10). The use of tasks in classroom set up the setting for learners to engage in interaction and negotiating meaning.

The second principle promotes learning by doing. This concept is based on the theory that hands-on approach positively enhances learners’ cognitive development and has been recognised and promoted as a fundamental principle underlying learning throughout history (Doughty and Long (2003). This provides opportunities for learners to practice speech act in various authentic contexts so that learners’ linguistic knowledge can become fossilized and automatic.

The third principle is that the input needs to be rich. Considering the rich input young children get in the process of native language acquisition, linguists claim that rich exposure to the target language is crucial for language learning. Therefore,

classrooms should provide the opportunities for students to hear a plethora of language patterns, chunks and phrases in numerous contexts and, situations to replicate the native language as much as possible. This can be done in classroom through the use of wide range of authentic material as well as the teachers' maximum use of target language. Hence Doughy and Long, (2003) described two sub principles. Corrollary 1: Materials need to be authentic to reflect real life situations and demands and Corrollary 2: the teacher needs to maximize the use of target language.

The fourth principle is that input needs to be meaningful, comprehensible and elaborated. In CLT meaningfulness principle emerged as a counter reaction for the repetitive drills used in audio-lingual method criticizing that the drills did not require processing of language. According to Larsen-Freeman (2004) meaningful input adhere to several characteristics such as presenting content or language related to the existing knowledge, use of simplified language, modifications and scaffolding strategies.

The fifth principle is that the teaching methods should promote cooperative and collaborative learning. It is generally believed that cooperation and collaboration tasks facilitate learning. In collaborative and cooperative learning, students work together in small groups or in pairs to complete a task. When students engage in collaborative and cooperative learning in a CLT class, it allows conversational interaction to take place that involve learner input and production.

The sixth principle encourages teachers to focus on form. In CLT grammar is not totally abandoned rather, it is emphasized to teach grammar and vocabulary implicitly within context and through communicative tasks. This is because without the knowledge of grammar learners will not be able to produce meaningful language.

The seventh principle proposes error corrective feedback. Information provided through feedback aid students' progress. In CLT error corrective feedback or otherwise negative feedback is given on students' faulty language behaviour. Recast is most widely used and acceptable feedback for language learners' error. Though it does not elicit immediate output, recast is believed to have a long-lasting impact on students' production of correct language behaviour.

The eighth principle encourages teachers to recognize and respect affective factors of learning. Students' emotional wellbeing such as personal attitude motivation and performance anxiety is associated with their achievement in language learning. Learners' security is enhanced by the many opportunities provided to work collaboratively in groups.

Since, the principles are specific to CLT classrooms; it is assumed that these principles would be reflected from the English language teaching classrooms of Maldives.

2.3.6 Learning activities

CLT approach is based on the theory that the primary function of language use is communication and the primary goal is to obtain communicative ability or communicative competence (Littlewood, 1981). In CLT, it is believed that this ability to communicate can be obtained when learners are engaged in meaningful communication. Hence, classroom should provide students with the opportunity to analyse, express, interpret, reflect and negotiate meaning.

The CLT literature propose a range of activities and exercise types "provided that such exercises enable learners to attain communicative object of the curriculum, engage learners in communication and require the use of such communicative

processes as information sharing, negotiation of meaning and interaction” (Richard and Rodgers, 1987, p. 76). The class room activities are designed to focus on completing a task through meaningful language, and information sharing.

However, some of the pre-communicative activities which are considered not totally communicative are also useful in CLT classrooms. The aim of these activities is to equip with the skills the learners would need for communication without actually having them to perform communicative acts. The pre-communicative activities discussed by Littlewood (1981) are similar to what Richard referred to as pre-tasks and mechanical activities.

Richard (2006) in his literature, on “Communicative Language Teaching Today” described six different types of activities claiming that “the first generations of CLT material are still relevant today”. The following descriptions of learning activities are adopted from Richard (2006).

The first one is accuracy versus fluency activities. As mentioned earlier, both fluency and accuracy are important for language learning. Therefore, the classroom activities should provide a balance between fluency and accuracy activities. Teachers are recommended to use accuracy activities either before or after the fluency activities to support language fluency.

The second type of provide mechanical, meaningful and communicative practices. Mechanical practice is the kind of controlled activities such as, repetition drills and substitution drills, which can be done without understanding the language used. Meaningful practices are those activities in which students are provided with meaningful practices, along with controlled language development. For an instance, students describe the location of the different places using the given preposition.

Communicative practices are those activities in which students practice using language within the real communicative context. In this type of context, the language is not totally predictable as students conceptualise, and articulate what they have learned. An example of this type of practice is, when students describe a scene using adjectives.

The third type of activities is information gap activities. One of the most important and commonly written aspects in CLT is the notion of information gap considering the fact that “in real communication people normally communicate in order to get information they do not possess” (Richard, 2006, p.18).

The fourth type is Jigsaw activities. Similar to information gap, jigsaw activities students try to fill up the information which is missing in each group by exchanging information between groups. Students are given the chance to take part in meaningful interaction and use the language resources they have while trying to fill up the information. Other types of activities found in CLT literatures which are related to information gap and jigsaw but have different names are: “task-completion” activities, “information-gathering” activities, “opinion-sharing” activities, “information-transfer” activities and “reasoning-gap” activities.

The fifth type of activities those which emphasize on pair and group work. Many of the activities and exercises discussed in CLT literature are designed to be conducted in pairs and groups. Pair work or small group work are emphasised for the numerous benefits learners obtain, as discussed in a previous section.

The sixth type of activities is those which promote authenticity. Engaging students in real communication as mentioned before is one of the defining characteristics of CLT (Larsen-Freeman, 2000). The use of authentic texts and learning materials is crucial as students learn English to prepare for the survival of real life.

However, authentic materials have also been criticised arguing that the activities that parallel real world is not important as long as the materials are derived from authentic texts and the learning process facilitates authenticity.

Though, Richard's (2006) description of CLT activities and exercises are comprehensive focusing on all its principles, Littlewoods (1981) presented a different conception of CLT activities. He distinguished two major types of activities known as "functional communication" activities and "social interaction" activities.

Functional communication activities refer to the type of activities that are designed to perform a function using language and involve sharing and processing of information. The aims of these activities are that "learner should use the language they know in order to get meanings across as effectively as possible" (Littlewood, 1981, p. 20). In these activities, language accuracy or production of grammatically appropriate language may not matter, as long as learners are able to cope with the communicative demands of the situation using the language at their disposal. Some examples of this type of activities are discovering identical pairs, identifying and noting the similarities and difference between two pictures, giving a description of a scene, discovering missing features in a map, following directions given by the teacher, giving instructions on how to make a food or a toy, discovering sequences or locations and solving problems.

Social interaction activities are designed to address the limitation of functional activities. Littlewood (1981) agreed that functional activities lack the opportunity to experience a wide range of communicative needs, in a clearly defined social condition similar to the real-life situations. Therefore, social interaction activities are designed to fulfil both the functional and interactional purpose of language. In these types of

activities learners are expected to choose functionally effective and socially appropriate language taking into consideration that the language should convey functional meaning as well as pay attention to social context in which the interaction takes place (Littlewood, 1981). Hence, both the social acceptability and functional effectiveness are taken into account while assessing the language produced by learners. Some examples of social interaction activities are conversation and discussion sessions, dialogues and role plays, simulations, skits, improvisations and debates.

The above discussion of learning activities by the two researchers detail very similar features. However, Richard's classification is more descriptive and detailed. The activities in the English language syllabus of Maldives seem to assume a more functional and interactive approach hence, reflects activities from the two classifications. For example it includes activities that focus correct use of expressions necessary for making invitations, requests and opinions, It also includes activities that focus on authentic tasks, such as role plays.

However, it is unclear if the English syllabus emphasizes the use of jigsaw and informational activities which are important to promote communicative competencies of the students. The syllabus seems to encourage reading and writing activities more than speaking and listening activities. This gap is addressed in determining the teacher-tool relationship of teachers.

2.3.7 Misconceptions about CLT

The extent to which teachers can actually implement CLT is an issue among the educators. Regardless of the theoretical stance, research studies have revealed the difficulties of implementing CLT principles in Second language classroom. Many researches have revealed four common misconceptions which are common among L2

teachers. These include not teaching grammar, teaching only speaking and oral communication, completing pair work and expecting too much from teachers. (Islam, 2012; Larsen-Freeman, 2000; Sato & Kleinsasser, 1999; Savignon, 2002; Thompson, 1996).

The over emphasis on language functions in CLT sometimes leads to the impression, that grammar is not important (Savignon, 2002). Another reason for the misconception about grammar teaching in CLT is the assumption that grammar could be acquired through exposure to language like the first language. However, many linguists distinguish second language learning from first language acquisition. Therefore, Savignon (2002) highlighted that making students aware of lexical and grammatical rules through implicit teaching is essential and cannot be replaced in communication. In order to mediate the various views espoused in the role of grammar, Glisan and Drescher (1993) have established common principles to which proponents of both explicit and implicit grammar instruction in a communicative context would subscribe: (1) grammar becomes meaningful only if it is practiced in real-life context and natural discourse; (2) grammar instruction is beneficial to learners if it is taught as a vehicle for real communication and interaction in the target language, and (3) if grammar is to be taught for communicative purposes, the structures presented should reflect their use in current day native speaker discourse. Even though, researchers have focused on this issue, still this misconception about grammar instruction in CLT remains unresolved.

Another misconception is that CLT is exclusively face to face oral communication or teaching of speaking skills. Even though, the most obvious attribute of CLT is to enable learners to communicate in the target language, the principle applies not only the ability to speak orally, but also through writing. Highlighting the

importance of four skills in CLT, Larsen-Freeman (1986) insisted that in CLT meaning is given prime importance; however, it is achieved through interaction between reader and writer, and through negotiation between speaker and listener. Hence, the four language skills are equally important for interpretation, expression and negotiation of meaning and to enhance learner's higher order thinking skills.

One more misconception is that CLT requires learners to work in pairs and small groups only. Group tasks have been found effective in many contexts as a way of enhancing communication and interaction among students. Larsen-Freeman (1986) also stated that in communicative classrooms, activities are commonly carried out by students in small groups as it provides a possible platform to interact and negotiate meaning. However, group and pair work are not appropriate in each and every situation as individual student have limited choice on what to say and the opportunity to demonstrate learner individuality.

In addition, many teachers believe that CLT requires the complete rejection of familiar materials such as text books. CLT is not about the type of materials used; rather what matters are teachers understanding of the goal of language learning and how learning takes place. The basic principle is that whatever materials teachers use, learners should engage in the text and meaning through discovery and interaction.

As these misconceptions may influence the teachers' conceptualisation and practice of CLT implementation in class, it becomes important and useful to realise these misconceptions in order to better comprehend Maldivian teachers CLT syllabus use and the factors that may influence this use.

2.3.8 Critiques towards CLT

CLT is not a panacea for second language teaching, it has been receiving criticisms from several scholars (Andrewes, 2005; Klapper, 2003; Savignon, 1990) . The challenges are mainly regarding the choice of contents, context, specific skills and particular learning tasks determine the delivery of content.

One of the critiques is that CLT does not have firm linguistic guideline of content elements, therefore, affects the appropriate implementation of the model in second language teaching. Celce-Murcia, Dörnyei, and Thurrell (1997) provided the metaphor of five blind men who touched different parts of an elephant and so each described something different. Similarly, they claimed that if there is no specific linguistic guideline and when CLT is so broadly described, different people interpret differently leading to various conceptions about the choice of content, skills and learning tasks in CLT implementation.

Furthermore, the lack of description on testing outcomes of CLT has been criticised very often. This defect in the content specification may allow teachers to draw on tests from other approaches which could lead a mismatch between teaching objective and its evaluation. Savignon (1990) claimed that current communicative testing methods fail to provide sufficient precision causing frustration to teachers.

In addition, some of the pedagogical treatments of CLT, such as the negligence of linguistics competence to be achieved by seeking situational meaning and the extensive focus on listening skills are often criticised by researchers. Therefore Jacobs & Farrell, (2003) insist that CLT requires reconceptualization of the instructional process by teachers, parents and administrators for its effective implementation.

2.3.8 The impact of curriculum Reform on instructional practices

Within education reform research, instructional practices have received considerable attention over the decades, as policy makers understand that the way teachers implement the reform instructional practices play a significant role in the success of curriculum reform. In general curriculum reform implementation found to have very little impact on teachers' instructional practices. This section reviews the impact of curriculum reform on teacher's classroom practices in a CLT classroom.

A study was done by Jabeen, (2014), on the "implementation of communicative language teaching approach in the teaching of English language at the secondary level in different schools of Delhi following the curriculum of Central Board of School Examination (CBSE)". Jabeen (2014) who did the study reported that communicative approach is rarely implemented in the schools. Although the teachers claimed that they use communicative instruction, they did not seem to use it, in practice, in deed teachers were observed following traditional teaching methods. One of the perspectives communicated by many teachers was that there is unnecessary pressure on the use of communicative language teaching in the classroom. They also viewed that CLT approach has to be used to a limited amount. Teachers were observed teaching tradition grammar through translation. Although, the CBSE puts lots of emphasis on the use of group works, no pair works, group works or discussions were done in the classroom.

Shawer (2010) studied "communicative-based curriculum innovations between theory and practice". However, she reported mixed results regarding the conceptualisation and practice of CLT in Egypt. The finding of the case study revealed that though teachers have a clear understanding of CLT principles, some did not use them in the classroom; their classroom practices were dominated by traditional

structural teaching. The conclusion drawn from this finding was that “not all teachers who are familiar with CLT principles can translate them into actual classroom practice” (Shawer, 2010, p. 352). The result of this study also revealed that there was significant improvement of students’ language learning and motivation in CLT practiced students, while structural traditional teaching failed to improvement student’s ability to communicate.

Moreover, in an evaluation of educational policy enactment in Singapore lower primary English classroom, Curdt-Christiansen & Silver (2011) found out that, “there are cultural clashes between major educational reforms which emphasise independent/critical thinking and ‘Asian values’ which promote respect for authority and conformity” (p.141). Thus, only surface changes have occurred to the physical and pedagogical structures of teaching English. Similar to other educational reforms, the whole class teaching is authoritative and dominant by teacher confirming a teacher-centered instructional approach.

Similar findings were reported by Lefstein (2008), who studied the changing teacher practices in the enactment of national policy named as English National Literacy Strategy (NLS). Although, the policy aimed at implementing open question strategy, the teachers contextualised their practices into habitual regular classroom instructional strategies of the classroom. In other words, teachers still practice the traditional teaching method in teaching English and there were no changes to the instruction, except adapting the contents of the new curriculum to the current pedagogy.

A doctoral thesis of Asli (2008) investigated “how the English language curriculum of the sixth, seventh and eighth grades of public primary schools in Turkey

was implemented by teachers and how it was experienced by students”. He reported that, although teachers were observed using varieties of teaching methods, the most of the classroom activities used in the curriculum implementation seemed to encourage teacher-centered practices and “structural” and “functional” syllabuses rather than “learner-centered, communicative” and “task-based practices” and “process oriented” syllabuses. However, the study found out that the novice teachers, who had recently joined the school, used a learner-centered approach in most of the lessons. Referring to the training received, Asli (2008) highlighted that the training received on communicative teaching activities such as role play, discussion and implicit grammar teaching was practically used by the new teachers when implementing the new curriculum.

Research on communicative language teaching practices in Maldives, the context of the current research was not to be found. However, a research conducted by Naashia Mohamed (2006) to investigate “the interplay between teacher belief and grammar instruction” discovered most modern methodological trends were considered as impractical by many language teachers and, contemporary approaches such as “Communicative Language Teaching” or “Task Based Language Teaching” were only reserved for “other teaching contexts”.

Therefore, the findings of the above-mentioned researches provide significant insights to the present study, in that sharing some similarities in the educational system, context and methodology. Firstly, similar to Maldives they are concerned with the implementation of communicative language teaching curriculum in schools. Secondly, there are some instructional features shared by some of the countries and Maldives contexts, e.g. teacher-centeredness, exam-oriented teaching, Moreover, as for methodological concerns, the studies demonstrated the importance of classroom

observation and interview to identify what's happening in the "black box", considering the complexity of classroom.

Despite of the above-mentioned similarities, the unique geographical context of Maldives, which is different from most of the studies of Asian countries, might yield some interesting findings contributing to the knowledge base of teacher-tool relationship and the factors that influence this relationship.

2.3.9 Summary

This section presented the review of literature related to instructional practices, with regard to the teaching approach proposed in the new English syllabus. Hence, a description of Communicative Language Teaching (CLT), its characteristics, methodological principles, learning activities and syllabus approaches have been discussed. Furthermore, the misconceptions of CLT and how CLT is practiced based on some research findings were discussed in detail.

As the use of language and, the nature of language learning theories change, a lot of language teaching methods and approaches have been introduced and employed for language teaching. As such, Communicative Language Teaching (CLT) approach is recognised as an effective approach in language teaching which has been used across the globe for language teaching.

As such, the new English syllabus proposes a CLT oriented approach to language teaching. CLT focuses on developing learners' communicative competence by engaging them through real-life communicative activities. Through the CLT approach, students are able to choose what to say, how to say it and when to say it in the given situation, so that what is communicated is appropriate, purposeful, meaningful and effective based on the context. Therefore, it is important to provide

the students with opportunities to express and share ideas in a relaxing and meaningful environment. The teachers, in this approach, facilitate communication by providing situation that allows students to engage in communicative activities.

Though, CLT is well-known for its conceptual benefits, it is rarely implemented and practiced as per the principles of this approach. Cultural, contextual and some teacher factors seem to inhibit its implementation in classroom. Hence, as the teacher-tool relationship in implementing the syllabus is explored in this study, it allows describing how CLT is implemented in the classroom giving a sense of its practices in ESL classrooms of Maldives.

Universiti Malaysia

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

This study intended to describe the relationship between the curriculum and teachers and the factors that shape this relationship. The review of the literature discussed in the previous section enabled to formulate the following sub questions.

1. What is the teacher-tool relationship between ESL teachers and the new English curriculum in Maldives?
 - a. What is the teacher-tool relationship in planning the lessons?
 - b. What is the teacher-tool relationship in implementing the lessons?
2. What factors influence the aforementioned teacher-tool relationships?

This chapter outlines the research methodology employed in this study, with a discussion of the rationale for selecting the qualitative, multiple case study research design to answer the research questions. Following this, information regarding the location of the study, the selection of the participants and the profiles of the participants have been described. Then, a detailed explanation of the methods and instruments used for data collection, data collection procedures and a discussion of the methods for data analysis are presented. Finally, the issues of trustworthiness and ethical considerations have also been discussed.

3.2 Research Design

This study intended to describe the teachers' relationship with the curriculum and how this relationship impacts classroom practice. Teacher-tool relationship was considered as a social activity, where teachers construct and reconstruct multiple meanings as they

interact and use the materials in planning and designing instructions in its natural setting (Remillard, 2005). In this process of teacher-tool relationship, teachers interpret their own behaviour, actions and use of language to construct and create multiple realities in teaching-learning processes (Brown & Edleson, 2003). In this regard, an interpretive qualitative research was considered most suitable to answer the research question, as it allows construction of realities experienced by the teachers. The interpretivist researchers are interested in the individual's experience of truth. They believe in the idea that the reality people construct cannot be objectively measured. As such, this study attempted to construct the subjective nature of teachers' experiences in using the curriculum, from their perspectives (Kivunja & Kuyini 2017). The interpretivist paradigm allows the researcher to construct the reality as experienced by the teachers, within the context that they live in. Therefore, this approach allows the readers to gain an insight into human experience in relation to the curriculum and education in its natural settings. This is because realities are constructed on the basis of teacher's perspectives and experiences through their personal interaction with the curriculum and its implementation in the classroom. As Kivunja and Kuyini (2017) suggested, interpretivist lens allow researchers to get into the head of the participants and construct their experiences with the curriculum as informed by the participants.

Considering the distinctive characteristics of the different forms of qualitative research, multiple case study design was considered most appropriate in this study. While there are different forms of case studies guiding by different philosophical traditions (e.g. Yin, 1993; Lincoln & Guba, 1981; Cresswell, 2012), this will assume a more interpretivist approach described by Merriam (1998). Case study is defined as a descriptive research which is based on a real life situation in a bounded system

(Cresswell, 2012). Since case study research provide the opportunity to study a phenomenon or an issue within its context, the use of case studies would help the researcher to develop a deeper understanding of how the issue is related to its context (Yin, 2017). This multiple case study design is particularly appropriate for this study as it allows the researcher to closely study the real-life events in multiple selected contexts in detail, while capturing the emergent nuances of teachers' experiences in these respective distinctive settings. The use of multiple case studies has enabled the researcher to describe how teachers relate to the curriculum, in different contexts.

Since, this study intended to describe the teacher-tool relationship of Maldivian teachers in the archipelago of more than 200 inhabited islands therefore, it upsurges the need to include multiple schools, in order to provide a holistic description of Maldivian teachers' curriculum use. The use of multiple cases i.e. schools in the study has allowed the researcher to strengthen the understanding of teacher-tool relationship to a broader context within which it is occurring (Stake, 1995). Furthermore, it has enabled the researcher to compare between different settings and obtain more convincing findings from the data, thereby enhancing the transferability of the findings (Merriam, 1998).

Yin (1989) argued that case study “reveal the multiplicity of factors [which] have interacted to produce the unique character of the entity that is the subject of study” (p.82) through description, explanation, evaluation and prediction. Hence, the multiple case study design enabled a study of the phenomenon, teacher-tool relationship and its impact on curriculum usage in multiple settings, to reflect the diversity of the Maldivian context. This is because as Lisle (2012) described the remoteness, isolation and islandness give distinctive characteristics to each island. As the Maldivian islands are wide spread across a distance of 800 kilometers, the isolation

and remoteness of each island makes it distinctive and unique in many ways. It is believed that the contextual condition or features are relevant to the phenomenon under study and would have an influence on the way teachers use the curriculum (Merriam, 1998). Hence, the collection of data from teachers in multiple sites has enabled to study within and across each setting, compare and contrast the findings and understand the teacher-tool relationship with regard to the unique characteristics of the settings.

3.3 Selection of Research Site and Research Participants

Considering the unique characteristics of the islandness and small state theory, criterion-based (Lisle, 2012; Royle, 2001) purposeful sampling was primarily used to select sites for this study. Then, those teachers who were teaching, year 6 English eventually became the participants of the study. This has allowed exploring, how the unique characteristics of the remote and isolated islands of Maldives impact the teacher-tool relationship. The criteria for selecting the sites and the rationale for the criterion are discussed below:

- Schools that are in their second year of the new English syllabus implementation.
- Schools that represent the following Maldivian context

A school that is situated in an island that is highly dependent on tourism income. Tourism is the major economic activity in Maldives as it directly and indirectly contributes more than 70 per cent to the country's GDP (World Bank, 2006; ADB, 2007 cited in Mihdha (2008). Hence, many people work in the resorts and English proficiency is considered as a requirement to get a job from the resorts as English is the language of communication in resorts. This quite possibly cause teachers not to offload the tools in implementing the curriculum but rather adapt and improvise

the curriculum to include more authentic and practical communicative activities which are appropriate for the needs of the students. As a result, it may influence the teachers' curriculum use and the English language instruction and assessment practices in schools, yielding interesting but varied information in relation to teacher-tool relationship.

A school that is situated in an island that is highly dependent on fishing income. Fishing is the second largest economic activity in Maldives and there are number of rural island communities who solely depend on fishing for their main source of income. Hence, learners may find English not very useful, which may also influence the importance given to English in schools. Research evidences also showed that the English language proficiency of the teachers and the students were relatively low in these fishing communities (Naashia Mohamed, 2006). Therefore, these factors may influence the way teachers teach English in schools, contributing interesting findings to the teacher-tool conceptual framework.

A school that is situated in a highly urbanised context (the capital island, Male'). The schools in the capital island represent a more complex context, which is not the only administrative section, but business, trading commercial and the industrial section. The schools have a larger population representing students from diverse background and needs. There are students from various socio-economic backgrounds, students from poor family, rich family, students emigrated from other islands. However, these schools still manage to obtain the highest performance in English. Hence, the way teachers use the same curriculum in order to cater the diverse needs and prepare students for the range of available career opportunities, perhaps would be different yielding some useful information that could contribute to the theoretical framework.

A school that is situated in a sparsely populated island. Maldives consist of a chain of small islands, some of which have a population of less than 500 people in some islands. As each inhabited island has a school, 39 of the islands have multi-grade teaching schools. The student population of these schools is less than 100, thus a single teacher is usually responsible to teach multi-grade and multi-ability level students by keeping them in the same classroom. Therefore, this would have an impact on the emphasis given to various subjects and how the teachers use the curriculum to plan and provide instruction.

Based on the above-mentioned criteria, one school that is situated in an island that is highly dependent on tourism income, one school that is situated in an island that is highly dependent on fishing income, one school that is situated in a highly urbanised context (the capital island, Male') and one school that is situated in a sparsely populated island were selected, intending to include participants from the diverse characteristics of Maldives population who 'can speak from first-hand experience' and are information-rich to be able to contribute to answer the central issue; the teacher-tool relationship.

Hence, six English teachers who were teaching in Year Six classes from the four schools were included in the study. There was one teacher each from the three purposively sampled small rural schools as well as three teachers from the larger school. Year Six was selected because it was the second year the new English curriculum was implemented in year six, and therefore teachers could have been more stable in the way they relate and use the curriculum. The following table (See Table 3.1) shows the demographic details of the participants.

Table 3. 1

Demographic details of participants

Participant (Pseudonyms)	Experience	Teaching context	Teaching qualification
Ashia	7 years	Highly populated urbanized context	Diploma in TESOL and Bachelor's degree in Educational Management.
Becky	17 years.	Highly populated urbanized context	Bachelors' Degree in English
Kadhy	Less than 1 year	Highly populated urbanized context	Doing the final year in TESOL
Daisy	8 years	Highly dependent on Tourism Income	Master's degree in English
Edmon	24 years	Sparsely populated rural context	Masters of Arts in English
Faiha	7 years	Highly Dependent on Fishing Income	Diploma in middle school teaching of English and Social Studies, Bachelor's degree in Primary Teaching.

In addition, when selecting sites from the above-mentioned context, it has ensured the researcher to pick schools which are different from each other in terms of geographical location (north, central and south) and size of student population. The decision is to collect data as diverse and varied as possible, to better understand how the teacher-tool relationship play out in the different kinds of settings, This would also allow to transfer the results to other similar contexts or settings. The description of the unique characteristics of each site is given below.

3.3.1 A school that is situated in an Island that is highly dependent on tourism income

The appeal of tropical small islands in Maldives has driven the development of tourism, resulting a vast economic growth during the past two decades (Rowe, Wijeweera, & Fonseka, 2010). Hence, “tourism has become the lifeblood of the

Maldivian economy, accounting for almost 30 percentage of GDP” (Rowe, Wijeweera, & Fonseka, 2010, p.2).

Since its introduction of the first tourist resort, in 1972, the tourism industry has flourished. The bed capacity has increased from 280 beds to more than 16000 beds (Ministry of Tourism, 2014). Now there are 87 resorts in 9 atolls. Most of the resorts are situated in the “Ari Atoll” and “Kaafu Atoll” surrounding the International Airport for easy access. However, resorts were distributed through-out Maldives, though few resorts were established in the most South and North Atolls (Ministry of Tourism, 2014).

The school selected for the study has a population of 529 students. The teacher population of the school was 51; among them were 9 expatriate teachers and 15 untrained teachers who have never received any training in teaching. Due to the lack of qualified local teachers, English was taught by an expatriate teacher in key stage 2, 3 and in secondary grades. This is common in many of the rural areas due to the less population and due to migration of qualified people to urban islands.

The concentration of tourism development in the central region of the Maldives, has created income disparities between central atolls and the other atolls (Oberoi, 2014). The resorts provide employment opportunities for the people in the local community within few minutes reach by traditional engine ‘dhoni’. Since English is the language of communication in resorts, proficiency in English is a contributing factor for securing a job from the resort. This perhaps will consequently influence the curriculum use and the English language instruction in schools in the neighbouring islands.

3.3.2 A school that is situated in an island that is highly dependent on fishing income

The unique archipelagic coral island nature of the Maldives provides the country with an extensive fishery base and a marine ecological system. Hence, fishing was the largest traditional economic activity for many years. However, with the development of tourism industry, fishing has become the second largest economic activity.

Despite the accelerating growth of tourist islands throughout the country, still there are atolls and islands which largely depend on fishing for their economy. These atolls (Gaafu Alif, Gaafu Dhaalu , Shaviyani and Noonu atoll which are considered as fishing islands , however, have the lowest Human Development Index (0.59-0.60) due to the low performance in the education and lowest mean years of schooling (Oberoi, 2014).

The school selected for the study from this category has a population of 337 and teaches from grade 1 to 10. The school had a population of 337 at the time of data collection and teaches from grade 1 to 10. The school had a pool of 37 qualified teachers, with bachelor's degree in teaching. Out of these teachers only 4 teachers were expatriate teachers, and 2 among the 4 were teaching English to secondary classes.

The school was from one of the highest fishing income islands in Maldives. Many youths choose fishing as carrier ones they completed grade 10. This is because the monthly income is significantly higher than the entry level jobs available in the island.

English is the medium of instruction in schools. Except Dhivehi and Islam, all the other subjects are taught in English and students were encouraged to speak in

English inside and outside of the classroom. However, it is noticed that students use Dhivehi language to communicate and interact each other and to speak to the Maldivian teachers and managerial staff (Naashia Mohamed, 2006). English is not used to communicate among the students in the island community, and its use was limited to school settings and to the healthcare services where expatriate professionals were employed (Oberoi, 2014). This is because the majority of adult residents in the islands had not received secondary education. The trivial status for English language in the island community can be reflected from the poor performance in English meanwhile influencing how English is taught in schools (Oberoi, 2014).

3.3.3 A School that is situated in a highly urbanised context (the capital island, Male')

Male' the capital city island of Maldives is located within Male' atoll in the centre of the strip of islands that makes up the Maldives. Male'', the capital island, has nearly one-third of the total population which is approximately of 102,377 (Oberoi, 2014). The growth of the population of Male' has resulted from migration of people in the other islands as they seek better employment and educational prospects, and an improved quality of life (Oberoi, 2014).

However, this migration has resulted in inequalities both economic and social terms between Male'' and the other atolls, mostly in income levels and education choice (Oberoi, 2014). Generally, a person staying in Malé has a greater opportunity to complete three years more of schooling than a person living in the atolls (Oberoi, 2014). This is mainly due to the unavailability of higher secondary and tertiary education opportunities in the islands. Moreover, a survey conducted in 2009 and 2010 shows that the average income of a person living in Malé (PPP \$4251.90) is likely to be more than one and a half times as that of a person living in the atolls (PPP \$2687.30)

(Oberoi, 2014). Despite these benefits, negative outcomes such as youth unemployment, increasing crime rate, social disharmony and drug abuse are common due to the highly-congested living conditions in Male’.

English is the medium of instruction in the schools in Male’. However, due to the opportunity for more exposure to the language, English language has sneaked into every major domain of day to day lives of the people in Male’. It has been widely used in formal (education, ministries) and informal settings (households, and street signs) as a means of communication (Mariya, 2012). As a result, the English language performance of the students in Male is far better than the students in the atolls. Therefore, it is expected that the teachers’ curriculum use would be different from the teachers in the Atolls.

Unlike the schools in the islands, the school selected from the urbanised context had a population of 1412 students and 99 teachers. The school teaches from grade 1 to 10 and caters students from various social and economic backgrounds. There were three teachers teaching in grade 6. All the English teachers in the school were well-qualified with a minimum first-degree certificate in teaching English. Each subject was coordinated and supervised by an expert teacher from the subject area. Hence, the collection of data from one of the schools in the capital city; Male’ has allowed the researcher to find out the similarities and differences in curriculum use within the teachers from the same school. Furthermore, it has allowed understanding what the teachers in Male’ schools do differently with regard to curriculum use, in order to cater the diverse needs of the students while maintaining high performance among the multifaceted learner context.

3.3.4 A school that is situated in a sparsely populated island

Maldives is a highly-dispersed country with a population of approximately 350,000 living on 197 inhabited local islands spanning 800 kilometers in length. More than one third of the country's population lives within two square kilometers of Male' the capital city. In contrast, 59 islands have less than 500 inhabitants, 66 have 500 to less than 1,000, and 51 have 1,000 to less than 2,500 (Asian Development Bank 2015). As a result, 37 out of the 59 island schools have a population of less than 100 students, 123 of the schools have a population between 100 and 200, 57 schools have a population of 201 to 400, 30 schools have population between 401 and 1000 and 12 schools have 1000 to 2500 students (Ministry of Education, 2014). Among these, 39 schools have multi-grade teaching.

The student population of the 39 multi-grade teaching schools including, pre-primary students and higher secondary ranges from 19 to 132 students. The primary student population ranges from 9 to 63 students. The number of students studying in year six ranges from 0 to 12, The teacher population of these schools' ranges from 5 to 23 (Ministry of Education, 2014).

The challenges Maldives face in delivering education is distinctive to other countries, as the small student population spread across geographically dispersed islands (Crossley, Bray, & Packer, 2011, p. 8). The islands are isolated with few or no economic activities. The island selected from this category is neither fishing nor tourism income based. The people depend on the few administrative government jobs available in the island to earn a living. Hence, many people migrate to more urban islands; specifically, to the capital city for jobs, higher education and medical purpose.

The sparsely populated school selected for the study has a total of 75 students in grades 1 to 10. Each grade consists of one class with less than 10 students. The school is one of the 39 schools that combine multiple grades into one classroom. The school has a total of 20 teachers, out of which 10 teachers were untrained. Among the trained 10 teachers, 7 of them were foreign teachers from India. In the school leadership, there were a principal, a leading teacher and a school administrator. Hence, there is one teacher who teaches English for many grades along with other subjects. As a result, it is expected that the way the teacher teaches English and utilize the tools in the classroom will be different yielding very interesting findings.

To conclude, the teacher-tool relationship can be influenced by many factors. The guiding conceptual framework depicts three factors namely “teacher belief”, “pedagogical content knowledge” and “subject matter knowledge”. However, these factors are not exclusive; Hence, the comparison of data from the 4 types of schools provided a range of complex contexts that has allowed the researcher to explore the teacher-tool relationship, the many factors that may impact this relationship and what the teachers do differently in planning and implementing instruction.

3.4 Data Collection Methods

In line with the philosophical perspectives (interpretivist) and the research methodology (multiple case studies) of this study, data were collected through in-depth interviewing, lesson observation and reviewing of documents. Since, this study attempts to describe the teacher-tool relationship the multiple data sources; field notes of coordination meetings, pre-observation interviews, videotapes of lessons, lesson transcripts, field notes of lesson observations were used to understand how the teacher interact with the curriculum given their experience, intentions and abilities. Moreover, tools such as curriculum framework, English language syllabus, student text book and

workbook, scheme of work, lesson plans, worksheets and teacher resource books were used to understand its role in affording and constraining teachers' actions.

The multiple data sources are described in detail and each data source as shown in the table below is collected to provide information relevant to at least one research question. Since each of these sources has strengths and weaknesses, the combination of multiple data sources has helped to provide a holistic view of ESL teachers' relationship with the curriculum as well as the description of individual teacher's curriculum use in planning and implementing instruction. At the same time data from multiple sources has helped to triangulate and validate the findings.

Table 3.2

Data sources and addresses research questions

	What is the teacher-tool relationship of ESL teachers with the new English curriculum?	What is the teacher-tool relationship in planning the instruction?	What is the teacher-tool relationship in implementing the lesson?	What factors influence the aforementioned teacher-tool relationships?
Field notes of coordination meetings	X	X		
Pre-observation interview	X	X		X
Transcripts of video lessons	X		X	
Field notes of lesson observations	X		X	X
Video records of the lesson	X		X	
Post-observation interview	X		X	X
Reviewing of Documents	X	X		

3.4.1 Field notes of subject coordination meetings

The researcher has participated in the subject coordination meetings that were conducted to discuss the lessons for the following week and has taken records of the discussions. The researcher also collected documents shared and used in the meetings. These documents included the coordination meeting record, unit plan, copy of the lesson procedure given in the teachers' guide, related page from the syllabus document, a copy of the lesson note and teaching materials. The discussions of the meetings have helped to understand the teachers' choice of teaching topics, lessons and activities and its relationship with the curriculum objectives.

3.4.2 Lesson observation

Since one of the purposes of this study was, to describe how teachers use the curriculum tools in the implementation process, lesson observation becomes pertinent to capture how teachers use the curriculum in the context of teaching and learning (Dörnyei, 2007). This is because classroom observation is a "highly developed data collection approach typical of examining learning environments" (Dörnyei, 2007, p. 176) and no method other than classroom observation can capture the dynamics of classroom. Therefore, lesson observation was used to produce first- hand data, as it provides the opportunity to observe and record the reality in its natural context and to describe behaviour of the students as it occurs naturally (McMillan, 2004).

Therefore, minimum three lesson observations of each teacher were done as a non-participant observer and each observation was accompanied by a pre-observation interview and a more extended post-observation interview. These interviews were intended to understand the teacher's intentions and purposes of using the teaching tools and activities in the lessons. The classroom observations were video recorded and the

pre-observation interview and post observation interview sessions were audio recorded and then transcribed for later reference.

3.4.2.1 Video records of lessons

All the lessons were video recorded. The video data has enabled the researcher to capture the classroom interaction in detail. Furthermore, the video has helped to capture the lesson content and the verbal and visual classroom events better than audio recording (Jacobs, Kawanaka, & Stigler, 1999). Moreover, the video records have helped the researcher to capture the non-verbal and salient behaviour such as the body language, classroom and teacher movement, facial expressions, and other important information that could not be captured via audiotape (Jacobs, Kawanaka, & Stigler, 1999).

3.4.2.2 Transcripts of lessons

Lessons were transcribed verbatim from videotapes. A video camera and microphone were used to capture the student teacher interaction during the lesson. This data has helped to review the lesson and capture the important language for data interpretation and analysis

3.4.2.2 Lesson observation field notes

During the on-site observations, the researcher has taken field notes and, has recorded it during the lesson. The lesson observations were recorded in a lesson observation form developed by the researcher. The completed lesson observation protocol included a narrative summary of the lesson, a breakdown of the lesson into segments that describes the main aims and activities of the lesson, the function of the curriculum tools, the roles of the students' and teacher's and the nature of the learning opportunities provided to the students. Each lesson segment was

determined by the central task students engaged in. For each segment, the observer has recorded the amount of time devoted to the tasks, the form of interaction and has described the task (its authenticity), the teacher's aim and focus as well as how the task was implemented. The researcher has also noted how the students responded the activities, how they engage in the task, how they participated and performed in the activities and other important information that could not be captured from the audio recording.

3.4.3 Semi-structured interviews

Another method of data collection was semi-structured interview. Interviews have used because it involves interaction with the people which has helped the researcher to understand teachers' experiences of the phenomena (curriculum use) and the meaning they derive from these experiences (how and why) (Seidman, 2013). Interviews also enabled the researcher to understand the reasons behind the teachers' particular use of tools in particular situations. Therefore, semi structured interview used in this study had provided the opportunities to probe, inquire and clarify the information from the person being interviewed, whenever it is required (Johnson & Christensen, 2008; Marshall & Rossman, 2011; Patton, 1990). The interviews also allowed the researcher to understand the teachers' knowledge and beliefs about English teaching, and learning, as well as the teacher's perceptions of the curriculum and their relationship to the curriculum use. All the interviews were audio-taped and transcribed verbatim.

3.4.3.1 Pre-observation interviews

The pre-observation interviews were conducted prior to the lesson observation. This has enabled the researcher to discuss the lesson activities planned and understand the reasons for the choice of activities and tools selected. It also helps

to understand the context of the curriculum in which the lesson was taught and its relationship with the curriculum objectives.

3.4.3.2 Post observation interviews

A post observation interviews were conducted immediately after the lesson observation. This interview has provided the teacher opportunities for self-reflection and self-monitoring based on the video recordings and lesson observation records. This meeting has helped the researcher to discuss the teacher's intention and goals of using particular teaching strategy, lesson activities, exercises and interactions (e. g. what were your purpose in using this activity or strategy?) It has also helped the researcher to provide the reasons for the actions (why did you use this activity?) and to dig deeper in order to understand the teachers' subject content knowledge and pedagogical knowledge, views and beliefs. Hence, this information has enabled the researcher to understand the different ways in which teacher appropriate with the curriculum tools in implementing the lesson and the reason for this appropriation.

3.4.4 Reviewing of documents

The third method of data collection was reviewing documents. These documents included the national curriculum framework, the year 6 English syllabus, the assessment and pedagogical guideline of the new curriculum, the Year 6 English textbook and workbook that contain teaching and learning materials which were introduced through various topics, and the teachers' guide that provides valuable teaching resources, such as recommended activities and sample lesson plans, suitable teaching strategies and practical suggestions for teaching methods and some suggested materials. In addition teachers' lesson notes, and coordination meeting records were also analysed. The analysis of these documents has helped to develop a better understanding of what was prescribed and intended in the curriculum. It also enabled

the researcher to know how teachers appropriate with these tools in order to reach their lesson objectives.

3.5 Researcher as the Primary Instrument

In this qualitative study, the researcher acted as the primary instrument for data collection and analysis (Merriam, 1998) The researcher visited the research sites and personally conducted interviews, observed classroom teaching lessons, recorded notes and analysed the documents in order to gather information required to answer the research question. This is because the goal of this qualitative research is to describe and understand the relationship between the teacher and the curriculum. Therefore, the researcher as the main instrument was considered as the ideal means for collecting and analysing data. In doing so, the researcher was able to respond and capture the nuances that emerge from the teacher curriculum encounters. Furthermore, the researcher was able to understand and expand his/her thinking based on the non-verbal communication and was able to clarify with the participants if the meaning anticipated from the non-verbal responses were accurate or not.

However, it is acknowledged the researcher's own bias in conducting and interpreting the data (Merriam, 1998) and the possibility that the participants may become aware of the research purpose and act differently from normal (Denscombe, 2014). Even though, it is impossible to eliminate researcher's influence while conducting the research and participants' reactivity to the research, attempts were made to explore and understand these influences, and use it productively (Maxwell, 2005; Merriam, 1998) without affecting the research findings.

In this regard, the researcher described her position in this research to all the concerned stakeholders. The researcher also spent prolonged time in the site during

the data collection to establish close relationship with the participants. The fact that the study was carried out by a student who is doing her doctoral study has helped to establish a good rapport and a collegial relationship with the study participants. This is because they knew that they are not under the influence of any pressure as the researcher is not an authoritative figure. On the other hand, the lack of authority and, novice researcher role is likely to have negative impact in the data collection process.

Moreover, while conducting lesson observation, the researcher in the study was that of a non-participant observer, where the researcher has silently observed and recorded or took notes, without taking part in the observed activity. This is to ensure the least possible interference with the normal classroom settings and minimise its effect on the observed activities.

3.6 Data Collection Procedures

In order to collect data, permission for conducting the research in the selected schools was taken from MOE. Once permission was gained, some potential gatekeepers (the principal) of the selected schools were contacted by phone and sought permission to collect data in the schools. When the permission was obtained from the schools, the expected schedule was shared with the school. Hence it allowed for the participants to mentally prepare for the observation and interview.

Once permission was sought from the concerned people, the researcher travelled to the islands to collect data. After arriving to the school, meetings were conducted with the principals and teachers. In this meeting information sheet have been presented and explained to the participants (Years six ESL teacher) and to the principal with all the ethical measures and written consent were then sought from them.

The data collection schedule and procedure have also been discussed in the meetings. After this meeting, data collection started from day two.

The first step in the data collection was participating in the coordination meetings. In two schools the coordination meetings have already been conducted by the time the researcher reached the island. Hence, detailed description of the coordination meeting was obtained from the Leading Teacher and the teachers. The researcher took notes of all the events and discussions in the coordination meeting and collected a copy of curriculum tools like lesson plans, scheme of work, coordination meeting minutes, and other shared materials. These records helped to describe how the curriculum was used for planning the lesson.

The next step in data collection was the pre-observation interview. Three pre-observation meetings were conducted with each participant. So a total of seventeen pre-observation interviews were held with the six teachers. Each pre-observation meeting took between 15 to 20 minutes. In this interview, the teacher's decision on the curriculum objectives, resources, specific concepts and activities were discussed. In addition, the purpose of using each specific tool was clarified. These interviews enhanced the researchers understanding of the teaching strategies, tools and how the tools would be used in their lessons. This enabled the researcher to build a rapport with the teachers and understand the different ways in which teacher appropriate with curriculum tools within the lesson design.

The third step was the classroom observations. Three lessons of each teacher were observed and running records of each observation was written. Seventeen lesson video recordings that totalled more than 680 minutes were done during the lesson observation process. The recording was done using a video camera. The classes were

quiet; hence, the sound of the camera was clear enough to understand the teachers' use of tools and the purpose of using the specific tool. The lesson observations were also video-recorded with the permission of the teacher.

The lesson observation was recorded in a lesson observation form developed by the researcher. The completed lesson observation protocol included a detailed summary of the lesson, the breakdown of the lesson into separate activities and the aim and emphasis of each activity, the curriculum tools used for different activities and the role of the teachers and students in each activity and the nature of the learning opportunities provided to students. Each activity of the lesson was determined by the central tasks carried out through-out the lesson segments. For each segment, the amount of time devoted to each activity was recorded and the task was described in detail. This is because the teacher's aim and focus can be determined by how she implemented the task, and how the students engage in the task.

The next step in the data collection was the post observation interviews. The post observation interviews were conducted immediately after the observation. However, the teachers' class timetable sometimes clashed with the post observation interview. So the interview has to be scheduled to the teacher's free period. Each interview took an average of 30 to 40 minutes. The interview mainly took place in the library or in a classroom where there was no distraction. After the pre-observation meetings, the teachers seemed to be more relaxing and willing to talk during the post observation interview. In this interview, the teacher's thoughts about the lesson were inquired along with the reason for the choice of activities, tools, explanations and students behaviour.

The final step in the data collection process was collecting and reviewing documents. Official documents from the school and from MOE have been collected and reviewed as they were relevant to the study and deemed helpful to answer the research questions. These documents helped to understand the activities and tools intended by the curriculum designers.

3.7 Data Analysis

As the new curriculum of Maldives is driven by the constructivist perspective the “one size fits all” approaches of curriculum use and teaching instruction are no longer considered as appropriate. It is now believed that the participatory approach of teachers with the curriculum allow teachers to adopt and use the curriculum in ways that cater the learning needs of the students.

For this reason, the conceptual framework that underlies the perspective of teacher-tool relationship developed by Brown, “The Design Capacity for Enactment Framework” (DCE) was used to analyse how Maldivian teachers used the new English curriculum i.e. do they offload, adapt or improvise with the curriculum as they plan and teach (Brown, 2009). The use of prior coding frameworks has helped to reduce the complexities while providing a basis for comparisons against existing characterisation of curriculum use. This framework also provided a foundation to answer the key research question in relation to the teacher-tool relationship of Maldivian English teachers in planning and implementing instruction.

Adopting the DCE framework as the basis of the analysis while, allowing to explore and inform other categories that has emerged throughout the data analysis process, the following steps, informed by inductive thematic analysis (open coding), within-case analysis and cross-case analysis was used to analyse the data. The within-

case analysis has allowed comparing and contrasting the teachers' curriculum use in different lessons and, within the teachers in the same school. Meanwhile the cross-case analysis has allowed comparing the teacher-tool relationship across the 4 different types of schools. The procedure for each form of data analysis is explained below.

Table 3.3

Relationship between research question, data collection and data analysis

Research question	Data sources	Analysis
What is the teacher-tool relationship of the ESL teachers with the new English curriculum?	Field notes of subject coordination meetings Pre-observation interview Document review (scheme syllabus, lesson plans, activity/work sheets, students text books) Post observation interview Lesson observation transcripts Lesson observations Video records of classroom observations	Selective coding Systematic comparison
What is the teacher-tool relationship in planning the instruction?	Field notes of subject coordination meetings Pre-observation interview Document review (scheme syllabus, lesson plans, activity/work sheets, students text books)	Analysis of curriculum objectives and lesson objectives Analysis of teaching materials and curriculum tools. Open coding
What is the teacher-tool relationship in implementing the lesson?	Post observation interview Lesson transcripts Field notes of lesson observations Narrative records of classroom observations	Analysis of learning activities Open coding
What factors influence the above-mentioned teacher-tool relationship?	Pre-observation interview Post observation interview	Open coding

3.7.1 Open coding

To code the data, all the interviews were first transcribed; the field notes of coordination meetings, pre-observation interviews, post observation interviews and lesson observation transcripts were narrated and read several times to gain some sense of the main ideas being expressed.

The analysis of coordination meeting and pre-observation interview transcripts focused on patterns of curriculum use in planning the lesson and the teachers' justification for the particular use of activities, objectives and materials.

The analysis of the lesson observation transcripts, records of lesson observation and the post observation interview were carried out in two steps. In the first attempt the lessons were categorised into key episodes, and the curriculum tools, the sources and the teacher-tool relationship of each episode is identified. In the second step, the analysis focused on the differences in curriculum use between planning and implementing the lessons, looking for changes. Patterns or changes in the curriculum tools have also been identified and analysed.

The analysis of interview data focused on the features of the tool, teacher and context that shaped the teachers use of curriculum, The teachers perceptions and explanation of the reasons for the specific use of the curriculum tools, and its relationship to the curriculum use in planning and implementing the curriculum has been coded. It was identified that the relationship between the teacher and the curriculum emerged with the categorisation of overlaps in some teacher's espoused beliefs about teaching and learning English but it contrasts in their use of curriculum. In addition, the explicit references teacher make with regard to curriculum use has also been coded

Once codes were assigned, based on the above-mentioned motivations, the codes were analysed for instances of offloading, adapting and improvising. New patterns or categories between the several labels that have some commonalities have also been identified. After coding and categorising all the data, these codes were organised into still higher-level groupings, or themes. The themes and categories were

then compared using constant comparison within and across participants to find similarities and differences between how participants across schools and within the same school use the curriculum to plan and implement their lessons and the factors that influence these practices.

3.7.2 Within- case analysis.

After coding the data set of each individual participant, the raw data were examined again and all the relevant information from the raw data was listed under the correct themes. Teachers' exact quotes and the description of the behaviour observed by the researcher were grouped under each theme for all the participants. After that the similarities and differences between the participants in relation to the curriculum use and the factors affecting its use were then analysed.

3.7.3 Cross-case analysis.

The next step was to conduct the across cases analysis to investigate the differences and commonalities between the cases. The code lists constructed during within-case analysis were compared for their similarities and differences. Categories of codes and their themes, along with evidence, were then put in matrices to facilitate cross-case analysis. Main themes in relation to teachers' curriculum use and the reasons for the use were identified as suggested by Creswell, (2012). This is because codes that occurred most frequently across cases, were unique, and had most evidence to support the research result.

3.8 Trustworthiness

A qualitative study needs to have high quality rigour and trustworthiness in order to produce a valid and a reliable result (Liamputtong, 2009). As the sincerity of any research findings depends on the issue of validity and reliability, it is essential to

address these issues to ensure the research and results of the study are not questionable. The issues of validity and reliability which reflect the assumption of a qualitative research corresponds to the criteria of credibility transferability dependability, and confirmability (Merriam, 2008). Hence, how these issues relate to this study is discussed below.

Credibility is the extent to which the researcher can demonstrate the study's findings are reasonably likely to be true (Denscombe, 2010). The criterion of credibility accurately explains what happened during the data collection and analysis procedure without any restriction. In order to establish credibility of this research, the observation findings and interview transcripts were shared with the participants. Moreover, at the end of each interview, the researcher orally presented a summary of the important points to cross-check if the researcher's understanding of the points made during the interview were accurate. Member checking was done by sharing the transcribed documents with the participants. Several methods were used to obtain triangulation of the data. First of all, method triangulation was achieved using varieties of data collection methods such as observation, interviews and document analysis. Second, data triangulation was attained by collecting the data at various times. Finally, time triangulation was achieved by conducting the data over a period of four months.

Transferability refers to the extent to which the finding of the study is applied to other similar settings and contexts (Merriam, 1998). In order to achieve this, the researcher has provided a detailed and thick description of the research sites and schools, the data collection procedures, how the data was analysed. This in fact would allow readers to analyse their contexts in relation to the current research setting and decide if the findings of this study can be applied to their context. Furthermore,

diversity, and generalizability, was created by using a multi-case study design and by utilizing diverse criteria to purposely select samples.

Dependability refers to the extent to which the data and interpretation are reliable and consistent (Lincoln & Guba, 1986). To attain dependability the research opened for audit trail by providing a clear explanation of procedures and the decisions made during the research process.

Confirmability refers to the extent to which qualitative research can produce findings that are free from the influence of the person who conducted the research (Denscombe, 2010). This issue was dealt with, by providing a detailed discussion of how data were obtained, how categories were derived from the collected data, and how themes were developed. The interpretations of the findings are backed up with related but extensive quotation and examples of data analysis and coding are presented in the report and in the appendix. Furthermore, sample copies of observation notes and interview transcripts were given in the Appendices. In addition, the limitations of the study have been discussed in the following section.

3.9 Ethical Consideration

The issue of ethics is particularly important in qualitative research as the researcher intrudes other people's lives in the process of data collection. Therefore, special consideration was taken to deal with the research ethics.

To collect data ethical approval was obtained from Maldives Ministry of Education (MOE). After that, permission and consent were obtained from principals of the schools. The permission from the school was sought through a formal exchange of letters. The participating teachers were informed about the research including the voluntary nature of it, and informed consent was obtained from them before data

collection begun. Further the participants' have been informed that they can always inform MOE if they feel the researcher has violated the initial understanding indicated in the information sheet. Moreover, they were informed that the information shared would always be kept confidential and it would not be revealed to anyone. In addition, the participant assured that the information would only be used for the research purpose.

Since, classes were video recorded for later reference, written consent from students' parents of all the four schools were obtained before data collection (See Appendix 14). Teachers were also provided detailed information about the video recorded observations before entering the class.

Above all, pseudonyms have been used for research sites and participants to maintain confidentiality and anonymity of the research participants. The identity of participants has been protected at all the stages, and any information about the participants acquired during the research process was kept confidential to ensure that their professional integrity is not compromised by anything they contribute to the study. Moreover, biographical and geographical information that may lead to identification of the sites and participants have not been provided in the study report.

3.10 Summary

This chapter presents a discussion on the research methodology. Firstly, research design, employed in this study with the rationale for the choice of the approach was discussed. Then sampling strategies used in the selection sites was justified followed by an explanation of the data collection methods and procedures, a discussion of data analysis methods, ethical consideration and trustworthiness issues.

Based on the aims and research questions put forth, qualitative multiple case study was considered the most suitable for this research. Multiple sources of data such as; narrative records of coordination meetings, pre-observation meetings, video records of lessons, lesson transcripts, semi-structured interviews, narrative records of classroom observations post observation records and documentation were used to describe the teacher-tool relationship. Data were analysed by adopting the DCE framework as the basis of the analysis, and using the steps informed by inductive thematic analysis: open coding, within-case analysis and cross-case analysis.

Universiti Malaysia

CHAPTER 4

RESEARCH FINDINGS

4.1 Introduction

This study intended to describe the relationship between curriculum and teachers and the factors that shape this relationship. The review of literature and theoretical framework discussed in the previous section enabled the following research questions to be formulated.

1. What is the teacher-tool relationship between ESL teachers and the new English curriculum in Maldives?
 - a. What is the teacher-tool relationship in planning the lessons?
 - b. What is the teacher-tool relationship in implementing the lessons?
2. What factors influence the aforementioned teacher-tool relationships?

In order to obtain information for these questions, video recordings of the lessons, pre-observation and post observation interviews, lesson plans, coordination meeting records and curriculum documents were analysed. The interviews were conducted in English and Dhivehi. Interviews with local teachers; Ashia, Kadhy and Faiha (pseudonyms) were conducted in Dhivehi language. Additionally, interviews with the three expatriate teachers; Becky, Daisy and Edmon (pseudonyms) were carried out in English. The profiles of the teachers were presented in the methodology section and the demographics of the teachers are presented in this section just prior to the analysis of the findings. The profiles of the teachers are important as the teachers with different profiles differ in their teacher-tool relationship. These differences are

discussed in the following sections. The interviews of all the participants were translated and transcribed and were sent to the participants for member check. After the interviews were transcribed, follow-up questions were written to clarify some ideas or to follow up on key information. After receiving the member-checked transcripts, these transcripts were then analysed using inductive coding. Later, these codes were categorised and themes were identified.

The data for each individual teacher were analysed for evidence of the teacher's interaction with the curriculum in the planning and implementing stages of the lesson. Within each of these stages, analysis focused specifically on evidence concerning the manner in which the teacher offloaded, adapted and improvised the curriculum tool to determine the teacher-tool relationship.

The lesson plans, coordination meeting records, interview transcripts and video records of the lessons were analysed using Brown's Design Capacity Framework to see if teachers' offload, adapt or improvise the teaching materials while allowing other classification to be explored during the analysis. Every English lesson consists of various activities and each activity can have a distinctive teacher-tool relationship. Thus, how teachers have used the curriculum in individual activities of each lesson was analysed first in order to determine the teachers' teacher-tool relationship.

In this respect, one additional type of characterization, omission, emerged from the data analysis. Omission is when the teacher skips an activity when he/she deems them unnecessary to be included in the lesson. It is important to highlight that even though omission is proposed as an addition to DCEF, omission is a category used in other researchers work (Refer to Chong 2016). Each lesson has been categorised into

four different types of curriculum use, namely, offload, adapt, improvise, and omit with the following descriptions.

Table 4.1:

The Categorisation of the Teacher-tool Relationship as Identified in this study

<i>Type</i>	<i>Description of teachers' curriculum use</i>
<i>Offloading</i>	"Curricular offloads are instances where teachers rely significantly on the curriculum materials to support instruction Offloads are shifts of curriculum design responsibility to the materials" (p. 6).
<i>Adaptation</i>	"Curricular adaptations are instances where teachers adopt certain elements of the curriculum design, but also contribute their own design elements to the implementation. Most instances of curriculum use involve some sort of adaptation, be it deliberate or unintentional. Adaptations are characterized by a 'shared' responsibility for curriculum design, distributed between the teachers and the materials." (p. 5).
<i>Improvisation</i>	"Curricular improvisations are instances where teachers pursue instructional paths of their own design. In these cases, the materials may provide a 'seed' idea, but the teacher contributes the bulk of the design effort required to bring the activity to fruition" (p. 7).
<i>Omission</i>	Curriculum omissions are instances where teachers skip or replace the prescribed curriculum artefacts, when they find them not necessary to be included in the lesson for any reason.

The research findings are presented in two chapters: chapter 4 and chapter 5. Chapter 4, (Finding part 1) describes the teacher-tool relationship of all the teachers in planning and implementing the curriculum. Chapter 5 (Findings part 2) discusses the factors that shape the teacher-tool relationship.

Findings Part: 1

Chapter 4 presents the teacher-tool relationship displayed by the teachers, namely, offload, adapt, improvise and omit, in planning and implementing the lessons. Tables are used to summarise how teachers' use the curriculum in the various activities of the lesson followed by a discussion of the teacher-tool relationship. The differences between planning and implementing are highlighted in italics in the implementation table and a description has been added to the table to highlight the difference. This study involves four case study schools; three teachers from the first case study school

and one teacher from each of the other three case study schools. Firstly, the teacher-tool relationship displayed by the three teachers from the first case study school is described, followed by a comparison of the three teacher's teacher-tool relationship within the case. Next, the teacher-tool relationship of the teachers in the other case study schools is described. Finally, it provides a summary comparing the teacher-tool relationship across the four case study schools.

4.2 Case Study School 1

This is a densely populated school from the capital city of Maldives, with a population of 1412 students and 99 teachers. The school caters for students from grade 1 to 10 from various social and economic backgrounds. All the English teachers in the school are well-qualified with a minimum first-degree certificate in the teaching of English. Each subject is coordinated and supervised by an expert teacher from the subject area. The school started implementing the new curriculum in 2015 and teachers have participated in at least one or two workshops on the new curriculum. These workshops were conducted by the Ministry of education to make the teachers aware of the aspects of the new curriculum including key competencies, principles, values, teaching pedagogy and assessment methods. The workshops did not explicitly target the new curriculum tools and how they should effectively be used in designing and implementing the teaching and learning process. However, it is believed that the teachers who had participated in the workshops would have a better understanding of the aims of the curriculum, its important aspects and how to use the curriculum in their teaching.

4.2.1 The teacher-tool relationship in the planning phase

The characterization of how Ashia, Becky and Kadhy used curriculum tools in planning the lessons is exactly the same. It is a common practice among the teachers

in the Maldives to discuss and plan the lessons together if there is more than one teacher teaching the same subject at the same level. This is intended to bring uniformity to the lessons and encourage better planning.

With respect to the above-mentioned shared practice, the teachers teaching the same grade in this densely populated school sit together, discuss and prepare lesson plans in the weekly coordination meetings. After the discussion, only one teacher that is, the coordinator writes the plan and gives a copy of the lesson plan to the other teachers teaching the same grade. Hence, how the three teachers anticipate using the curriculum tools in the planning stage is quite similar. However, there were noticeable differences in how the three teachers' used curriculum in implementing the lesson. These alterations teachers brought to the lessons are highlighted in the table in italics and these differences are discussed in the subsequent sections.

The following discussion explains the teacher-tool relationship in planning instruction of the three teachers in case study school one. The characterization of how the teachers used the tools in all the lessons are shown in Table 4.1 and a description and an interpretation of the teachers' teacher-tool relationship are detailed, following the table.

Table 4. 2

Characterisation of how Ashia, Becky and Kadhy used the curriculum in planning instruction for Lesson 1, 2 and 3

Activity	Stage	Description	Category	Teaching/learning materials	Sources
Lesson: One					
Overall objectives of the lesson; Read fluently and demonstrate comprehension of grade appropriate information texts (non-fiction) Duration: (35 minutes)					
1	Planning	Share learning intentions, success criteria and key competencies.	Offloading	-	Curriculum resources
2	Planning	Show pictures of water sports and ask questions about it to introduce the topic	Improvising	Pictures from Internet	Internet
3	Planning	Introduce information report by asking, what is information report and what it tells the readers	Offloading	Teacher's guide and student book	Curriculum resources
4	Planning	Students will be asked to read aloud the text	Offloading	Teacher's guide and student book	Curriculum resources
5	Planning	The teacher will discuss the meaning of difficult words	Adapting	Teacher's guide and student book	Curriculum resources
6	Planning	Students will be asked to underline the key words in the question	Adapting	Student book	Cambridge syllabus
7	Planning	Teacher will discuss the underlined key words	Adapting	Student book	Cambridge syllabus
8	Planning	Students will be asked to write the answers of the questions	Offloading	Student book	Curriculum resource
9	Planning	Teacher will discuss the answers asked to write precise answers	Offloading	Student book	Curriculum resource

Table 4. 2 (continued)

Activity	Stage	Description	Category	Teaching/learning materials	Sources
Lesson 2					
Overall objectives of the lesson: Use the features and conventions of language to express meaning through writing and representing : (35 minutes)					
1	Planning	Share learning intentions and success criteria with the students	Offloading	–	Curriculum resources
2	Planning	Teacher explains homographs using a PPT (pictures illustrating the meaning and meanings written) – far more detailed than intended	Adapting	PPT, TV, laptop, Information taken from internet and Teachers' guide	Internet
3	Planning	Teacher reads the homographs and discuss the meaning	Offloading	Student book/Teachers' guide	Curriculum Resources
4	Planning	Students do the given task (copy the homographs given in the textbook and write sentences using the words to show the difference in meaning.	Offloading	Student book/Teachers' guide/note book	Curriculum Resources
6	Planning	Ask students to read their answers	Offloading	Student book/teachers' guide	Curriculum resource
Lesson: Three					
Overall Objectives of the lesson: Create a variety of informational texts and representations for a range of purposes and audiences. Duration: (35 minutes)					

Table 4. 2 (continued)

Activity	Stage	Description	Category	Teaching/learning materials	Sources
1	Planning	Share learning intentions and success criteria	Offloading	–	Curriculum resource
2	Planning	Teacher explains the activity (students design a leaflet to encourage tourists to visit and stay in the resort)	Offloading	Student book/teachers guide	Curriculum
3.	Planning	Students prepare the leaflet and paste it in their notebook their notebook	Offloading	Student book, brochures and leaflets, A4 coloured papers, decoration materials: A4 coloured papers, decoration materials:	Curriculum

As shown in Table 4.2, the three teachers' uses of curriculum in planning instructions in the three lessons were characterized mostly with activities of offloading. As stated above, offloading is where the teacher contributes little of their own pedagogical capacity and significantly relies on the curriculum with little or no change in the activities and tools provided.

In the three lessons observed, the teachers planned to offload the key tools and activities of the lesson, while adapting or improvising other aspects of the lesson. In this regard, in lesson one; they planned to offload the reading comprehension text and the questions, (Refer to table 4.2, lesson 1, and activities 3, 4, 8 & 9).

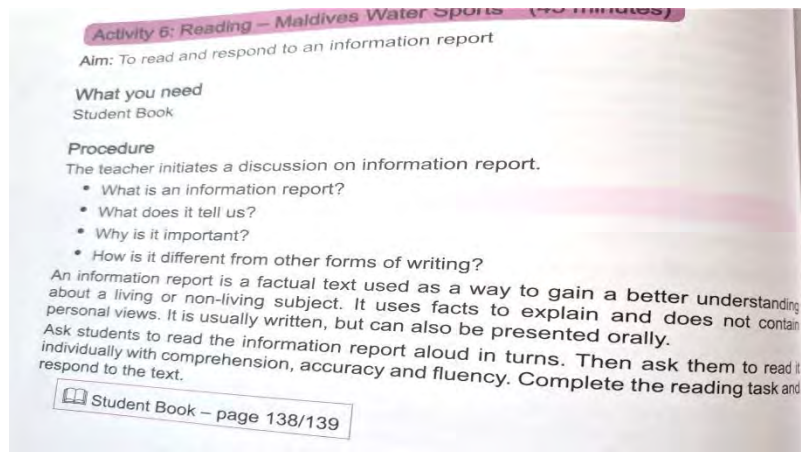


Figure 4.1 Example from teachers' guide - Procedure for lesson 1

In lesson two; the teachers intended to offload the exercise on homograph (Refer to table 4.2, lesson 2, activities 4 & 5) and in lesson three they planned to completely rely on the tasks, instructions and tools provided in the curriculum (Refer to table 4.2, lesson 3, activities 1,2 & 3). Therefore, in planning the lessons the teachers placed the main responsibility of the instructional design solely on the intended curriculum, maintaining a very close relationship with the tools.

According to the teachers they do not have to select other tools, as the curriculum included sufficient and appropriate tools for each lesson. One of the teachers insisted that they cannot go out of the textbook as it was MOEs directive and this is also reinforced by the school management. These and various other factors which led the teachers to offload the tools are further discussed in the next chapter. These responses and the lesson plans suggest that teachers relied on the activities suggested in the curriculum tools including teachers' guide and student books, and they follow them as closely as possible. This is corroborated by the following account from teachers Ashia and Becky referring to the planning process the teachers did together:

We don't have to select other materials as such; we do the tasks given in the book. (Students text book) we always follow the book. (Ashia)

...we are using the textbook; we cannot go out of it, but extra information and materials we collect from the internet we use. (Becky)

However, as shown in table 4.2 the teachers did not only depend on offloading the given curriculum. They also planned to adapt and improvise some aspects of the curriculum to scaffold the key learning tasks, while offering more opportunities to practice and use the language. Consequently, it was identified that the planning of the lessons was characterised with three activities of adaptation and one activity of improvisation.

The first activity which the teachers intended to adapt include, identifying key words in the given questions. As described in the theoretical framework, adaptation is when the teacher modifies the use of the given comprehension questions to provide a new learning opportunity to the students. Driven by the exam results in lesson 1 activity 6 and 7 (Refer to table 4.2), the teachers realized the importance of identifying and locating the key words from the text as an important skill of reading comprehension even at sixth grade level. The teachers noted that identifying key words in the question is very important for students when they do the Cambridge IGCSE O' Level examination paper and it helps to improve students' reading comprehension. Highlighting the importance of keyword identification, Ashia said:

In all the reading comprehensions, we encourage the students to do so, those are the skills required for comprehension. We always ask them to follow these steps. (Ashia)

A second adaptation in lesson 2 (See table 4.2, Lesson Two, Activity 2) of the curriculum was when the teachers planned to prepare a PowerPoint presentation to teach homographs in the second lesson. Instead of explaining the concept using the

short description of homographs given in the text book, the teachers planned to prepare a PowerPoint with illustrations, pictures and examples to provide a detailed explanation of the concept. According to the teachers the PowerPoint presentation with pictures would support students understanding as it is easy to relate to the situations in which a homograph can be used. Highlighting the reason why the teachers intended to use a PowerPoint to explain the concept, Becky stated that:

We are teaching this for the first time, so I think if we explain to them using a PowerPoint, it will be easy (Becky)

Moreover, one activity of curriculum improvisation was also identified in this lesson (Refer to table 4.1, Lesson 1 and activity 2,). In order to introduce the text, teachers planned to use pictures of water sports as a means of set-induction to grab students' attention and to use as a stimulus to promote the explanation and discussion. This would in fact allow students to connect the new knowledge with the existing schema to enhance students reading comprehension. One of the teachers reflecting on the planning procedure highlighted that they usually create introduction activities to the lesson, because the curriculum does not specifically provide guidance on how and what tools to use during the different phases of the lesson.

The teachers also planned to omit some activities recommended in the teachers' guide. In the Lesson 2 on homographs, teachers were recommended to read a poem given, discuss the multiple meaning words used in the poem and add few additional lines to the poem. However, the teachers omitted these activities, because they felt that it not necessary, since the activities were related to the poem.

year in teaching the new curriculum (the curriculum is in the third year of implementation). Previously, she taught Secondary grades, using Cambridge IGCSE syllabus. She said that she is very new to the present curriculum as this is her first semester in teaching the new curriculum.

4.2.2.1.1. The teacher-tool relationship of Ashia in implementing the lesson

This part explains the teacher-tool relationship of Ashia in implementing the lessons observed. Table 4.3 presents how Ashia used the curriculum in various activities of the three lessons.

Table 4.3

A table showing the comparison of Ashia's curriculum use in planning and implementing the lesson

Activity	Stage	Description	Category	Teaching / learning materials	Sources
Lesson: One					
Overall objectives of the lesson; Read fluently and demonstrate comprehension of grade appropriate information texts (non-fiction) Duration: (35 minutes)					
1	Planning	Share learning intentions, success criteria and key competencies.	Offloading	–	Curriculum resources
	Implementing	Shared learning intentions, success criteria and key competencies, meanwhile introduced information text by asking questions. <i>(The third step planned was combined with the 1st step while implementing the lesson)</i>	Offloading	Teachers' guide	Curriculum resources

Table 4.3 (continued)

Activity	Stage	Description	Category	Teaching / learning materials	Sources
2	Planning	Show pictures of water sports and ask questions about it to introduce the topic	Improvising	Pictures from Internet	Internet resources
	Implementing				
3	Planning	Introduce information report by asking, what is information report and what it tells the readers	Offloading	Teachers' guide and student book	Curriculum resources
4	Planning	Students read aloud the text	Offloading	Teachers' guide and student book	Curriculum resources
	Implementing				
5	Planning	The teacher discussed the meaning of difficult words	Adapting	Teachers' guide and student book	Curriculum resources
	Implementing				
6	Planning	Students underline the key words in the question	Adapting	Student book	Cambridge syllabus
	Implementing				
7	Planning	Teacher discuss the underlined key words	Adapting	Students book	Cambridge syllabus
	Implementing				
8	Planning	Students write the answers of the questions	Offloading	Student book	Curriculum resource
	Implementing				
9	Planning	Teacher discuss the answers asked to write precise answers	Offloading	Student book	Curriculum resource
	Implementing				
Lesson 2					
Overall objectives of the lesson: Use the features and conventions of language to express meaning through writing and representing : (35 minutes)					
1	Planning	Share learning intentions and success criteria with the students	Offloading	–	Curriculum resources
	Implementing				
1a	Planning	(not planned)	n/a	–	–
	Implementing	<i>Gave 10mins to complete previous day's work. (Answer previous day's reading comprehension)</i> <i>This is a carry-over activity from previous day's lesson</i>	Offloading	Student book, Student note book	Curriculum resources

Table 4.3 (continued)

Activity	Stage	Description	Category	Teaching / learning materials	Sources
2	Planning	Explanation of homographs using a PPT (pictures illustrating the meaning and meanings written) –far more detailed than intended	Adapting	PPT, TV, laptop, Information taken from internet and Teachers' guide	Curriculum Resources and Internet resources
	Implementing				
3	Planning	Read the homographs and discuss the meaning	Offloading	Student book/Teachers' guide	Curriculum Resources
	Implementing		Omitting		
5	Planning	Students do the given task (copy the homographs given in the textbook and write sentences using the words to show the difference in meaning.	Offloading	Student book/Teachers' guide/note book	Curriculum Resources
	Implementing				
6	Planning	Ask students to read their answers	Offloading	Student book/teachers' guide	Curriculum resource
	Implementing		Omitting		
Lesson: Three					
Overall Objectives of the lesson: Create a variety of informational texts and representations for a range of purposes and audiences.					
Duration: (35 minutes)					
1	Planning	Share learning intentions and success criteria	Offloading	–	Curriculum resource
	Implementing		Omitting	–	
1a	Planning	(not planned)	n/a	-	-
	Implementing	Completion of previous days' work <i>This is a carryover activity from previous day's lesson</i>	Offloading	Student book/Student notebook	Curriculum resource
1b	Planning	(not planned)	n/a	–	–
	Implementing	Recap of previous days lesson using a PowerPoint <i>A new activity included in the implementation stage</i>	improvising	PPT, TV, laptop, Information taken from internet	Internet

Table 4.3 (continued)

Activity	Stage	Description	Category	Teaching / learning materials	Sources
	Planning	(not planned)	n/a	–	–
1c	Implementing	<i>Explanation of how to make leaflet using a PPT (what, why and how)</i> <i>A new activity included in the implementation stage</i>	Adapting	PPT, TV, laptop, Information taken from internet	Internet
2	Planning	Teacher explains the activity (students design a leaflet to encourage tourists to visit and stay in the resort)	Offloading	Student book/teachers guide	Curriculum
	Implementing				
3	Planning	Students prepare the leaflet and paste it in their notebook	Offloading	Student book, brochures and leaflets, A4 coloured papers, decoration materials:	Curriculum resources
	Implementing				

Note: The differences between planning and implementing are highlighted in italics

As seen from table 4.3, similar to the planning phase, Ashia's' implementation of the lessons also included the same activities of offloading the curriculum. The data analysis identified that the teaching activities and learning materials given and recommended in the student textbook and teachers' book were implemented as planned except for the following minor changes between planning and implementing the lesson.

In the first lesson, Ashia combined the third activity and the first activity to bring a smoother transition to the lesson. While sharing the learning intention, the teacher explained what an information report is and the specific features of it. Moreover, in the second lesson, Ashia felt the need to complete the previous day's work before she started the next lesson. Hence, she gave 10 minutes for students to

finish their work, as there are many students who did not complete their work. This decision of the teacher was in fact encouraged by the curriculum policy and context and this is explained in the next chapter.

Apart from the above-mentioned changes in the two lessons, how the curriculum was used in lesson 2 and 3 also involved some noticeable differences between planning and implementing the lesson. The curriculum was characterized with one instance of improvisation and one instance of adaptation.

Firstly, she used a PowerPoint presentation prepared on homographs to improvise a new learning opportunity for the students. This activity was aimed to recap and check students understanding of homographs before beginning the third lesson (Refer to table 4.3, lesson 3, and activity 1b). She perceived the goal of the new curriculum and its emphasis on continuous assessment and this has led the teacher to have a new episode of tools used in her lesson. The PowerPoint presentation included fill-in-the-blank sentences with pictures to illustrate them, and individual students were asked to say out loud the most appropriate homograph to complete the sentences. This provided an opportunity to assess the students understanding of homographs before starting the next lesson. The new activity of curriculum use reflects the teacher's pedagogical content knowledge to organise and present the elements at various stages of the lesson. How the teacher's pedagogical knowledge shapes the teacher's use of tools is further discussed in chapter 5.

Let's Write

You are the owner of a Maldivian resort. Use the information given in Water Sports in Maldives to design a leaflet about them. Do some more research or use the information in tourist guides. Draft a leaflet to encourage tourists to visit the country and stay in your resort. After you have made the leaflet, compare it with those in your class.

Figure 4.3 Example from student book - Instruction for lesson 3

Secondly, the lesson implementation also involved an activity of adaptation (Refer to table, 4.2, lesson 3, activity 1c). Even though the curriculum tools assume that students' prerequisite knowledge would allow them to make the leaflet without further explanation, the teacher perceived the need to explain and to recall how to prepare a leaflet, based on her understanding about the students' prior knowledge and the availability of resources. Therefore, the teacher used a PowerPoint presentation to explain how to prepare leaflets, the features of the leaflet, how to write the titles and what to include in the leaflet in detail before assigning the given task.

In addition, one activity of omission was also identified (See table 4.2, lesson 2, activity 3). The teacher omitted the activity as she felt that it will be more useful for the students to find the meaning on their own. Overall, the teacher offloaded the tools provided in the curriculum in her lesson implementation as planned, maintaining a close relationship with the tools.

4.2.2.2 Description of the second English teacher

Becky is an experienced teacher from India, teaching in the Maldives for 17 years. She had worked 8 years in her previous school and has been working in her current school since 2008. She has a Bachelor's degree in teaching English from her home country in mid-1990s. According to her, she had been teaching English 7th

graders for 17 years and this is her first year in teaching grade 6. She has done the Key stage 3 (grade 7 and 8) formal training on the new curriculum conducted by the Ministry of Education. She has also participated in some school level PD sessions related to the new curriculum.

4.2.2.2.1 The teacher-tool relationship of Becky in implementing the lessons

This part describes Becky's relationship with the tools based on how the curriculum was used in implementing the three lessons. The following table, table 4.3 summarises how the curriculum was used in individual activities in the three lessons observed for data collection.

Table 4.4

A table showing the comparison of Becky's curriculum use in planning and implementing the lesson

Activity	Stage	Description	Category	Teaching/ learning materials	Sources
Lesson: One					
Overall objectives of the lesson; Read fluently and demonstrate comprehension of grade appropriate information texts (non-fiction). Duration: (35 minutes)					
1	Planning	Share learning intentions, success criteria and key competencies.	Offloading	-	Curriculum resources
	Implementing				
2	Planning	Show pictures of water sports and ask questions about it to introduce the topic <i>(this task was moved to a later stage of the lesson. See activity 6)</i>	Improvising	Pictures from Internet	Internet
	Implementing				

Table 4.4 (continued)

Activity	Stage	Description	Category	Teaching/ learning materials	Sources
3	Planning	Introduce information report by asking, what is information report and what it tells the readers	Offloading	Teacher's guide	Curriculum
	Implementing	<i>Introduced information report and the topic of the text together, and created a lengthy discussion on water sports</i>	Adapting	Teacher's guide and student book	Curriculum
4	Planning	Students read aloud the text	Offloading	Teacher's guide and student book	Curriculum
	Implementing				
5	Planning	Students underline the key words in the question	Adapting	student book	Cambridge syllabus
	Implementing	<i>In implementing the lesson, the teacher omitted this task planned</i>	Omitting		
6	Planning	Teacher discuss the underlined key words	Adapting	Students book	Cambridge syllabus
	Implementing	<i>In implementing the lesson, the teacher omitted this task planned</i>	Omitting		
7	Planning	Discuss the meaning of the difficult words in the text	Offloading	Teacher's guide and student book	Curriculum
	Implementing	<i>Teacher discussed the meaning and wrote the words and their meaning on the board. Students copied down the vocabulary</i>	Adapting	Teacher prepared/Internet	

Table 4.4 (continued)

Activity	Stage	Description	Category	Teaching/ learning materials	Sources
8	Planning	Students write the answers of the questions	Offloading	Student book	Curriculum resource
	implementing	<i>Teacher added one extra question</i>	<i>Adapting</i>		
8a	Implementing	<i>Showed pictures of water sports using a PPT</i>	<i>Improvising</i>	PPT	Internet
9	Planning	Teacher discuss the answers asked to write precise answers	Offloading	Student book	Curriculum resource
	Implementing	<i>This task was omitted</i>	Omitting		
9a	Implementing	<i>Students were asked to continue doing the reading comprehension questions</i>	Offloading	Student book	Curriculum
Lesson 2					
Overall objectives of the lesson: Use the features and conventions of language to express meaning through writing and representing. : (35 minutes)					
1	Planning	Share learning intentions and success criteria with the students	Offloading	-	Curriculum
	Implementing			-	
1a	<i>Implementing</i>		Improvising	Pictures	Internet
		<i>Showed pictures of Catamarans</i>			
1c	<i>Implementing</i>	<i>Discussed the answers of previous day's exercise</i>	Offloading	Student book/Teachers' guide	<i>Curriculum</i>

Table 4.4 (continued)

Activity	Stage	Description	Category	Teaching/ learning materials	Sources
2	<i>Planning</i>	<i>Explanation of homographs using PPT</i>	<i>Adapting</i>	<i>Teachers' guide</i>	<i>Curriculum</i>
	<i>Implementing</i>	<i>This task was omitted in the implementing stage and included another task</i>	<i>Omitting</i>		
3	<i>Planning</i>	<i>Read the homographs and discuss the meaning</i>	<i>Offloading</i>	<i>Student book/Teachers' guide</i>	<i>Curriculum Resources</i>
	<i>Implementing</i>	<i>This task was omitted in the implementing stage</i>	<i>Omitting</i>		
4	<i>Planning</i>	<i>Students do the given task (copy the homographs given in the textbook and write sentences using the words to show the difference in meaning.</i>	<i>Offloading</i>	<i>Student book/Teachers' guide/note book</i>	<i>Curriculum Resources</i>
	<i>Implementing</i>	<i>This task was omitted in the implementing stage</i>	<i>Omitting</i>		
	<i>Planning</i>	<i>(not planned)</i>	<i>n/a</i>	<i>-</i>	<i>-</i>
4a	<i>Implementing</i>	<i>Explained Subject Verb Agreement with examples</i>	<i>improvising</i>	<i>Teacher prepared</i>	<i>Internet and Reference books</i>
	<i>Planning</i>	<i>(not planned)</i>	<i>n/a</i>	<i>-</i>	<i>-</i>
4b	<i>Implementing</i>	<i>Individual exercise on Subject Verb Agreement</i>	<i>Improvising</i>	<i>Teacher prepared</i>	<i>Internet and Reference books</i>
	<i>Planning</i>	<i>(not planned)</i>	<i>n/a</i>	<i>-</i>	<i>-</i>
4c	<i>Implementing</i>	<i>Discuss the answers of the exercise with the students</i>	<i>Offloading</i>	<i>Teacher prepared</i>	<i>Internet and Reference books</i>

Table 4.4 (continued)

Activity	Stage	Description	Category	Teaching/ learning materials	Sources
5	Planning	Ask students to read their answers (homographs)	offloading	Student book/teachers' guide	Curriculum resource
	<i>Implementing</i>	<i>This task was omitted in the implementing stage</i>	<i>Omitting</i>		
Lesson: Three					
Overall Objectives of the lesson: Create a variety of informational texts and representations for a range of purposes and audiences.					
Duration: (35 minutes)					
1	Planning	Share learning intentions and success criteria	Omitting	-	Curriculum
	Implementing	Introduced the lesson instructing students what they are supposed to do	Adapting	-	
2	Planning	Teacher explains the activity (design a leaflet to encourage tourists to visit and stay in the resort)	Offloading	Student book/ Teachers' guide	Curriculum
	Implementing	<i>Teacher explained how to make a leaflet, demonstrating how to fold the paper and use the information to make a leaflet</i>	Adapting	Student book/ Student notebook	Curriculum
3	Planning	Students prepare the leaflet individually and paste it in their notebook	Offloading	Student book/ Student notebook	
	Implementing	<i>Students prepare a rough draft of the leaflet in groups of 5, using the information collected</i>	Improvising	Coloured papers, Information collected,	Internet

Table 4.4 (continued)

Activity	Stage	Description	Category	Teaching/ learning materials	Sources
4	Planning	(not planned)	n/a	-	-
	Implementing	<i>Teacher checked the leaflets prepared by the groups and gave feedback</i>	Improvising	Student prepared leaflets	-

Note: The differences between planning and implementing are highlighted in italics

As seen from table 4.4, how Becky used the tools in implementing the lessons were characterised with episodes of offloading, improvising and adapting, with few activities of omission. Becky did not follow exactly what was planned, but in some instances, she used the curriculum in her own ways to implement the lesson, departing from intended tools and the plan. One specific reason for this is the teacher's belief about language teaching and about language learning materials resulting from her social and educational back ground. These reasons that shaped how Becky used the curriculum tools are detailed in the following chapter. The following response highlights her view about the curriculum tools.

No, we don't always follow the materials; sometimes the materials are not sufficient, not enough, if you go by the curriculum. I can finish the whole thing in one semester (Becky)

The differences in Becky's curriculum use during the lesson implementation are, firstly, in the discussion of the introductory activity, Becky perceived the need to activate the students existing knowledge by creating a lengthy discussion about various water sports in Lesson 1, activity 3 (Refer to table 4.4). Distinct from other teachers, Becky had a lengthy discussion with the students and it was based on the students' experience of water sports. She showed the pictures towards the end of the lesson after

her explanation of the task. She used a PowerPoint presentation unlike the others who used printed pictures. Moreover, the discussion was detailed with various levels of questions that allowed students to recall, activate and gain more information related to various water sports.

Furthermore, unlike the other teachers, the teacher wrote the vocabulary words and their meaning on the white board, for students to copy in their notebook after discussing the meaning of the complex vocabulary in the text (Refer to table 4.4. lesson 1, activity 7). This teacher perceived the importance of improving students' vocabulary, particularly those students who are weak in English; hence she had moved away from the affordances of the planned activities and contributed her own designed ideas and tools.

I gave the meaning so that they will remember it. Today also when I asked them the words, they were able to tell the answers (Becky).

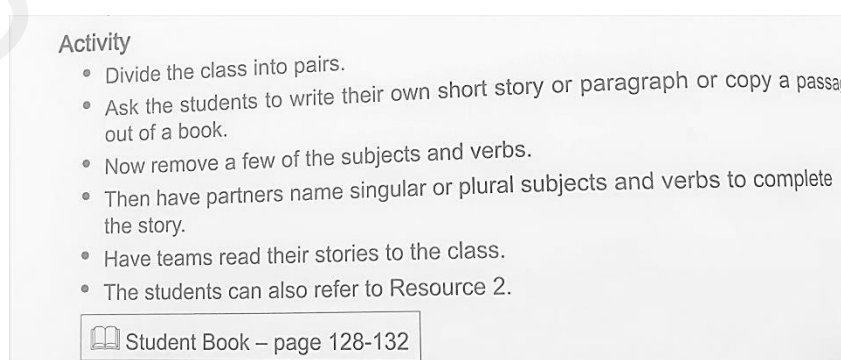
Another interesting variation identified in the teacher's tool-relationship was identified in the second lesson. As shown in Table 4.4, the second lesson of Becky was characterised with various episodes of adaptation and improvisation. She included some additional tasks and teaching tools which she found useful in order to enhance students understanding of the topic being discussed. These changes in Becky's lessons were not accidents or unintentional, but rather were purposeful aspects of her implementation which she deliberately enacted based on her students' interests, levels and moods. The various purposes why she enacted the tools are discussed in chapter five.

To start the lesson, the teacher showed the students a real picture of a catamaran using a PowerPoint presentation as she had promised before. She not only showed it

but also took the opportunity to give some information about the water sports again, as she wanted to ensure that students understood the vocabulary related to the lesson before she moved on to the next lesson.

The teacher also based the lesson on teaching a grammar concept. Being different from others she improvised and created a new instructional opportunity to teach a different grammar concept. Rather than teaching homograph, she taught subject-verb agreement which she found more important for students' language learning. As the textbook does not provide enough explanation and practice for students to understand the lesson, the teacher created an additional opportunity to teach and practice how to use appropriate verb forms in a given sentence. In this manner, she explained the concept (subject-verb agreement) and created an opportunity for students to practice the use of correct verb forms in sentences. The two major differences stated above: vocabulary and grammar activity, in fact reflects the teacher's belief about language teaching which is further detailed in chapter five. Upon highlighting the importance of grammar and vocabulary for English language learners, the teacher highlighted that

Grammar is something which is very difficult to understand, unless we practice it, and if you join all the topics together, all the tenses together, they are completely confused (Becky).



The image shows a screenshot of a teachers' guide activity box. It has a light gray background and a thin border. At the top left, the word "Activity" is written in a bold, sans-serif font. Below it is a bulleted list of six steps for an activity. At the bottom left, there is a small icon of an open book followed by the text "Student Book – page 128-132".

Activity

- Divide the class into pairs.
- Ask the students to write their own short story or paragraph or copy a passage out of a book.
- Now remove a few of the subjects and verbs.
- Then have partners name singular or plural subjects and verbs to complete the story.
- Have teams read their stories to the class.
- The students can also refer to Resource 2.


 Student Book – page 128-132

Figure 4.4 Example from teachers' guide - Procedure for lesson 2

Another difference in the use of curriculum was the activity of omission identified in her first lesson (See table 4.4, lesson 1, activity 5 and 6). While the other two teachers emphasised identification of key words in the comprehension question, Becky has omitted this activity while implementing her lesson. This in a sense reflected the teacher's educational background: how it shaped the teacher-tool relationship is explained in detail in the following chapter.

Apart from the above-mentioned instances of curriculum use, the third lesson of Becky was a complete departure from the curriculum and the original design planned in the coordination meeting. It was a lesson improvised by the teacher to give an additional instructional opportunity for the students to learn how to prepare a leaflet. Even though, all the three teachers teaching grade six are supposed to follow one common lesson plan, Becky departed and moved into a new instructional path. She explained, what to include in the leaflet and how to prepare the leaflet and gave students the opportunity to prepare a rough draft of the leaflet in groups before giving the actual task intended in the curriculum tools: imagining themselves as the owner of one of the resorts of the Maldives, prepare a leaflet to advertise the water sports in their resort.

However, it is important to highlight that, even though Becky created a new learning opportunity for the students, the students had to use the textbook as the main medium of reference. The students used the information about water sports from the student's book as many of them did not bring the materials requested by the teacher.

In summary, Becky had a distant relationship with the curriculum, as she had departed from the curriculum and the planning to create different learning opportunity

to students. Her use of curriculum in implementing the lessons were characterised with activities of improvisations, adaptations and few activities of offloading and omission.

4.2.2.3 Description of third English teacher

Kadhy is a new teacher with less than 1 year of experience. She is doing Teaching English to Speakers of Other Languages (TESOL) and is in her final year of this course. She joined the school in the middle of last year as a contract teacher and she has been teaching English for grade six since then. According to her she has not done any formal training conducted by MOE or she has not participated in any of the workshops related to the new curriculum. However, she has gained a thorough understanding of the new curriculum in her teacher training course. As she has started her degree course after the curriculum was implemented, the modules have a focus of the new curriculum. These modules also focused the roles of the textbooks in the new curriculum. Therefore, she was aware of the aspects of the new curriculum including the teaching pedagogy and assessment methods.

4.2.2.3.1. The teacher-tool relationship of Kadhy in implementing the lessons

This part presents how Kadhy used the curriculum when implementing the lessons. As the teacher was sick during the data collection period, only two lessons were observed. Nevertheless, a clear pattern of how curriculum was used and the factors affecting its use were noticed from the interviews and from the two lessons observed. Hence these patterns of curriculum use are discussed in the following description.

Table 4.5

A table showing the comparison of Kadhy's curriculum use in planning and implementing the lesson

Activity	Stage	Description	Category	Teaching/ learning materials	Sources
Lesson: One					
Overall objectives of the lesson; Read fluently and demonstrate comprehension of grade appropriate information texts (non-fiction). Duration: (35 minutes)					
1	Planning	Share learning intentions, success criteria and key competencies.	Offloading	-	Curriculum resources
	Implementing	Wrote success criteria and learning intentions on the board	Offloading	-	Curriculum resources
2	Planning	Show pictures of water sports and ask questions about it to introduce the topic	Improvising	Pictures from Internet	Internet
	<i>Implementing</i>	<i>The teacher omitted this task while implementing the lesson and introduced the topic (see 3a)</i>	<i>Omitting</i>		
3	Planning	Introduce information report by asking, what is information report and what it tells the readers	Offloading		
	<i>Implementing</i>	This activity was omitted by the teacher	<i>Omitting</i>	Teacher's guide and student book	Curriculum resources
3a	<i>Implementing</i>	Introduced the text	Offloading	Teacher's guide and student book	Curriculum
4	Planning	Students read aloud the text	Offloading	Teacher's guide and student book	Curriculum
	Implementing				

Table 4.5 (continued)

Activity	Stage	Description	Category	Teaching/ learning materials	Sources
5	Planning	The teacher will discuss the meaning of difficult words	Adapting	Teacher's guide and student book	Curriculum resources
	<i>Implementing</i>	<i>The teacher omitted the activity while implementing the lesson</i>	<i>Omitting</i>	-	-
6	Planning	Students will be asked to underline the key words in the question	Adapting	Student book	Cambridge syllabus
	Implementing	<i>The teacher omitted the activity while implementing the lesson</i>	Omitting	-	-
7	Planning	Teacher will discuss the underlined key words	Adapting	Student book	Cambridge syllabus
	<i>Implementing</i>	<i>The teacher omitted the activity while implementing the lesson</i>	<i>Omitting</i>	-	-
8	Planning	Students will be asked to write the answers of the questions	Offloading	Student book	Curriculum resource
	Implementing				
9	Planning	Teacher will discuss the answers asked to write precise answers	Offloading	Student book	Curriculum resource
	<i>Implementing</i>	<i>The teacher omitted this part (Instead students were asked to complete it at home)</i>	<i>Omitting</i>	-	-

Lesson: Two

Overall Objectives of the lesson: Create a variety of informational texts and representations for a range of purposes and audiences.

Duration: (35 minutes)

1	Planning	Share learning intentions and success criteria	Offloading	-	Curriculum
	Implementing	<i>The teacher did not share the learning intentions</i>	Omitting	-	-

Table 4.5 (continued)

Activity	Stage	Description	Category	Teaching/ learning materials	Sources
1a	Planning	<i>(not planned)</i>	n/a	-	-
	Implementing	<i>Introduced the lesson, and questioned about the materials students were supposed to bring</i>	Offloading	Student book/teachers guide	Curriculum
2	Planning	Teacher explains the activity (students design a leaflet to encourage tourists to visit and stay in the resort)	Offloading	Student book/teachers guide	Curriculum
	Implementing				
3	Planning	Students prepare the leaflet and paste it in their notebook	Offloading	Student book, brochures and leaflets, A4 coloured papers, decoration materials:	Curriculum
	Implementing	Students prepare the leaflet. Students were not able to finish it, so the teacher asked them to complete it			

Note: The differences between planning and implementing are highlighted in italics

The teacher's curriculum use in the two lessons were characterised with episodes of offloading, in which she completely depended on the tools and used them in her teaching. Departing from the plan written by the teachers, Kadhy moved back to the curriculum tools and closely followed what is guided in the student textbook and teachers guide. In contrast to the other teachers, Kadhy completely relied on the students' book activities, contributing very little of her own pedagogical skills in implementing the lesson. The teacher read and followed the book and did the activities

suggested in the student book and teachers guide. The following response from Kadhy indicates her attitude towards the intended curriculum tools.

We usually follow the textbook, through these reading comprehensions; we will be able to achieve the learning outcomes given in the syllabus. (Kadhy)

In the first lesson, the teacher shared the learning intentions, introduced the topic, and asked students to read the text and do the reading comprehension questions. She omitted the improvised and adapted activities planned (Refer to Table 4.5, Lesson 1 activity 2, 5, 6, & 7). Similarly, in her second lesson, she gave instructions on how to prepare the leaflet and asked students to make the leaflet while she observed, monitored and helped individual students. Hence, this is a precise offloading of the intended curriculum, shaped by the teacher's lack of experience and her confidence over the curriculum. In chapter five the reasons why Kadhy departed from the planning to depend more on the tools are explained in detail.

Overall, Kadhy had a close relationship with the curriculum tools. She departed from the planning and offloaded the tools as intended and prescribed in the student textbook and teacher's guide.

4.2.3. Comparison of the teacher-tool relationship of the three teachers

The teacher-tool relationship of the three teachers indicates some noticeable similarities and differences. Even though the three teachers followed the same curriculum and went through the instructional planning process together, it was revealed that the way the curriculum artefact were used and implemented in the class room vary from each other. While Ashia offloaded the curriculum and used other tools along with the given tools to scaffold her students learning, Kadhy completely relied on the tools and used them faithfully, offloading the given tasks in the student book.

However, Becky improvised, adapted and omitted many of the tools keeping the intended learning intentions as the central focus of the lesson implementation. Hence, these variations reveal that the teacher-tool relationship between the teachers from the same context may differ, as different teachers interact and use the tools in different ways. The teacher's attitude towards the curriculum tools, their ability to interact with the tools, their beliefs about teaching, their experiences and the needs of the students in individual classes considerably affect the way the curriculum is used by the teachers. These factors which shaped the individual teacher's teacher-tool relationship are discussed in the next chapter.

4.2.3.1. Similarities between Ashia, Becky and Kadhy's teacher-tool relationship

One important similarity among the three teachers in using the curriculum was their conscious attention to use the key tool intended in the curriculum aiming to achieve the expected learning outcome of each lesson. In this respect, it was observed that the three teachers use the key learning and teaching resources as intended in the teachers' book. For example, in the first lesson the three teachers used the same set of comprehension questions and the text in teaching reading comprehension, in the second lesson the focus was teaching grammar, and in the third lesson the purpose of all the teachers was the leaflet project with similar learning intention.

Therefore, it was revealed that with all the variations in how the curriculum was interacted and used in implementing the lesson, teachers ensured that they used the tool central to each lesson in order to maintain the standard and achieve the learning outcome. Keeping this stated central focus in mind, the teachers adapted, omitted and improvised the curriculum to enhance learning of students from diverse social backgrounds. These adaptations and improvisations were mostly shaped by the

teachers' profile, teacher's belief influenced by their educational background and their teaching experience. These factors are discussed in detail in the next chapter.

4.2.3.2 Differences between the three teacher's teacher-tool relationships

As stated above, though the teachers enter the classroom with the same lesson plan, the way they used them in the classroom varies. How each teacher interacted with the curriculum seemed dependent in parts on their personal characteristic and the characteristics of the teaching context.

In this regard, it was identified that being a novice teacher, Kadhy had a very close relationship with the curriculum. She ignored or omitted the additional tasks planned in the coordination meetings but rather followed what was instructed in the curriculum putting forth the responsibility of guiding instruction on the curriculum.

On the other hand, it was identified that Becky improvised and adapted the curriculum more than Ashia and Kadhy, even though she had a close relationship with the tools. She created entirely new tools or omitted some or adapted the given tools when implementing the lessons. She was able to evaluate and assess the affordances of the curriculum tools and change them in ways suitable to facilitate her students' language learning. This consequently has led a more distant teacher-tool relationship with the curriculum. Becky comes from a different social background with a distinctive personal, educational profile and teaching experience. Her teaching was shaped by various factors that interacted together to shape her teacher-tool relationship. A further discussion on Becky's teacher-tool relationship is done in the next chapter.

Ashia, an experienced teacher who has participated in various workshops about the new curriculum seem to understand the strengths of the new curriculum and used it in different ways compared to other teachers. Similarly, she also offloaded the tools in the same way as the other teachers did.

At the same time, she seemed to be competent enough to compare and evaluate the curriculum through the lens of her students' language ability and her teaching context and used additional tools to scaffold her students learning. Hence, Ashia adapted a bit more than Becky and improvised less. The factors which shaped her teacher-tool relationship such as the attitude, pedagogical content knowledge and understanding of the curriculum are discussed in the next chapter.

4.3 Case Study School 2

The second case study is a 1 to 10 school which provides both primary and secondary education. At the time of data collection, the population of the school was 529 students. The teacher population of the school was 51; among them were 9 expatriate teachers and 15 untrained teachers who have never received any training in teaching. This is common in many of the rural areas due to less population and the migration of qualified people to urban islands.

This school features a typical Maldivian school on an island heavily dependent on tourism. The school is located in the central zone of the Maldives and this region is considered as having the highest concentration of tourists and tourism-related activities. Hence, the students who graduate from the school have more opportunities to secure a job from the resorts around the island.

Due to the lack of qualified local teachers, English is taught by an expatriate teacher in key stage 2, 3 and in secondary grades. Though MOE recommends teaching core subjects in key stage 1 and 2 by the class teachers, the school has assigned a foreign teacher for English, intending to provide more exposure and better teaching of skills and knowledge to students. Due to the lack of subject specialists, English is monitored and coordinated by a leading teacher who is specialised in another subject area. Hence, it was noticed that English teachers did not receive appropriate professional and instructional guidance to improve the teaching and learning process. This is because the expert teacher lacks subject related knowledge. Hence, they usually over seek the English teachers' work and provide administrative guidance for them. Individual teachers plan the lessons and design instructional activities for their respective teaching grades, while the leading teachers provide administrative support and guidance to effectively execute those plans.

4.3.1 Description of the English Teacher

The sixth grade English teacher, Daisy, is a foreign teacher who has five years of experience in teaching English in the Maldives. The teacher has a master's degree in English. She joined the school in 2014. She was in the education field when MOE started advocating the new curriculum allowing her to participate in workshops conducted by MOE to train teachers on the new curriculum. She has also done short online courses offered by the MOE to inculcate and enhance the knowledge and skills which are required to implement the new curriculum. Hence, it is believed that she would have sufficient knowledge and understanding of the new curriculum and its intended goals. The following section presents how the teacher used the new curriculum in planning and implementing the lesson.

This section discusses Daisy's teacher-tool relationship in planning and implementing the lessons. In order to examine how the new curriculum is used in teaching English at this school, the grade six English teacher was observed and interviewed. Since there were only two classes in this grade, one English teacher was assigned to teach the two classes. Hence, three of her lessons were observed within one week and six interviews were conducted to clarify the teacher's purposes of using the given curriculum tools in her lessons.

4.3.2. The teacher - tool relationship of Daisy in planning the lesson

The following discussion presents Daisy's teacher-tool relationship in implementing the lessons. The table summarises how the curriculum was used in each activity of the three lessons.

Table 4.6

Characterisation of how Daisy used the curriculum in planning the lesson

Activity	Stage	Description	Category	Teaching/learning materials	Source
Lesson: One					
Overall objective of the lesson: Read fluently and demonstrate comprehension of a range of grade-appropriate texts					Duration:
(35 minutes)					
1	Planning	Check pre-requisite through oral questions about previous lesson and set the ground by presenting the topic.	Offloading	Teacher prepared	Teacher prepared
2	Planning	Distribute a reading comprehension worksheet and ask to read silently	Improvising	Past paper reading comprehension text with the questions	IGCSE syllabus
3	Planning	Then ask individual students to loudly read parts of the text	Offloading	Past paper reading comprehension text with the questions	IGCSE syllabus
4	Planning	Discuss a few ideas in the text to engage them in the work	Improvising	Past paper reading comprehension text with the questions	IGCSE syllabus
5	Planning	Students will be asked to answer the questions given in the text	Improvising	Past paper reading comprehension text with the questions	IGCSE syllabus

Table 4.6 (continued)

Activity	Stage	Description	Category	Teaching/learning materials	Source
6	Planning	Discuss the answers and recapitulate the significant areas to be considered when answering the questions	Improvising	Past paper reading comprehension text with the questions	IGCSE syllabus
Lesson: Two					
Overall Objective of the lesson: Select and use strategies after reading and viewing to confirm and extend meaning					
Duration: 35 minutes					
1	Planning	Have informal exchange to create rapport and check pre-requisite through oral questions about previous lesson and set the ground.	Offloading	Teacher prepared	Teacher prepared
2	Planning	Display a picture showing different types of learning and provide instructions	Improvising	Pictures showing different types of learning, markers and colour papers	Internet
3	Planning	Students will be asked to describe the atmosphere in the learning environment and its benefits	Improvising	Pictures showing different types of learning, markers and colour papers	Internet
4	Planning	Students will share their group discussions	Improvising	Coloured papers with students' ideas	-
5	Planning	Teacher will discuss the homework, write a paragraph in response to the pictures	Improvising	Teacher prepared	Teacher prepared
Lesson; Three					
Overall Objective of the lesson: Practice the skills and strategies used by effective listeners					
Duration: (35 minutes)					
1	Planning	Set pre-requisite through oral questions and set the ground by presenting the topic	Offloading	Student book	Curriculum
2	Planning	Give instructions of the listening task	Offloading	Student book	Curriculum

Table 4.6 (continued)

Activity	Stage	Description	Category	Teaching/learning materials	Source
3	Planning	Play the tracks and ask students to write the answers of the questions given	Offloading	Listening track and student textbook	Curriculum
4	Planning	Check the accuracy of the answers and suggest corrections.	Offloading	Teachers guide	Curriculum

As seen in table 4.6, Daisy's use of curriculum in planning her lessons are characterised with mostly activities of offloading and improvising. She planned to either offload the tools provided, or to use other tools to improvise a new learning situation to the students. Daisy never adapted the given tools in any of the three lessons observed but rather she has replaced them with another tool.

In the first lesson, rather than using the text provided by the curriculum, she planned to use a text from the IGCSE past year exams (See Table 4.6, lesson 1 activity 2). She also planned to give the same set of questions given in the past paper, aiming to give practice on the type of reading comprehension questions in the IGCSE exam and to see how students do those questions (See activity 6 lesson 1). However, other skills such as reading fluency and reading aloud were also included in the planning as intended in the curriculum.

In the textbook they are not getting these kinds of questions. There is another way to find the answers. So, they should be familiar with these kinds of questions which they have to do in the exam (Daisy).

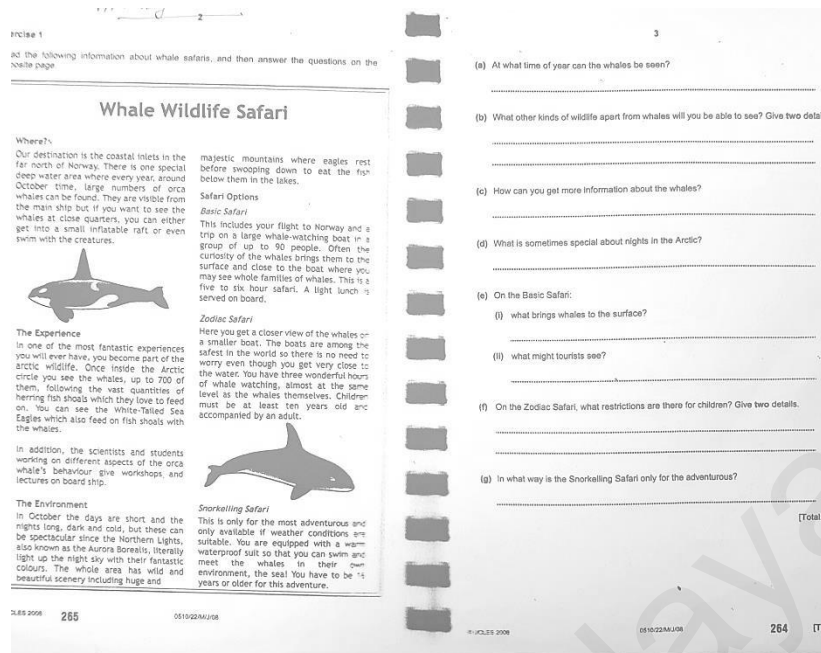


Figure 4.5 Example -The reading comprehension text from IGCSE past exam

Similarly, the teacher structured the second lesson quite differently from the manner suggested in the curriculum. Instead of using the tools provided, the teacher anticipated using other tools to create a new learning opportunity for students to practice the knowledge and skills required for writing. In this instance, before asking students to write a paragraph on the different types of learning, she planned to display a picture showing different types of learning activities and then students were asked to discuss and describe the learning activities, its environment and the benefits (See lesson 2 activity 2 to 5). According to Daisy, this activity was intended to enable the learners to structure correct sentences and use the information in their writing. Daisy explained:

The thing is... in order to do the writing task, they have to know the different ways students use to learn a task and which kind of learning method they can follow in their future (Daisy).

The set of pictures are related to the different types of learning. And now they can also know which kind of learning method will be beneficial to their studies. This will help them to write (Daisy).

However, unlike the previous two lessons, the third lesson (Refer to Table, 4.6 Lesson 3, and activity 1 to 4) was characterised with activities of offloading. The teacher completely relied on the tools provided in the curriculum and planned to use them in her third lesson (See figure 4.6). In this lesson, the teacher intended to closely follow the given instruction, play the audio and make the students do the listening tasks. The teacher explained:

We do all the listening given in (the) student book... very rarely I give the worksheet. We are doing the activities in the textbook; some of the exercises they write in their notebook (Daisy).

The above analyses of how Daisy intended to use the curriculum in planning the three lessons suggest that she has a distant relationship with the tools. She planned to improvise three main activities departing from the intended curriculum to provide additional instructional opportunities to the students.

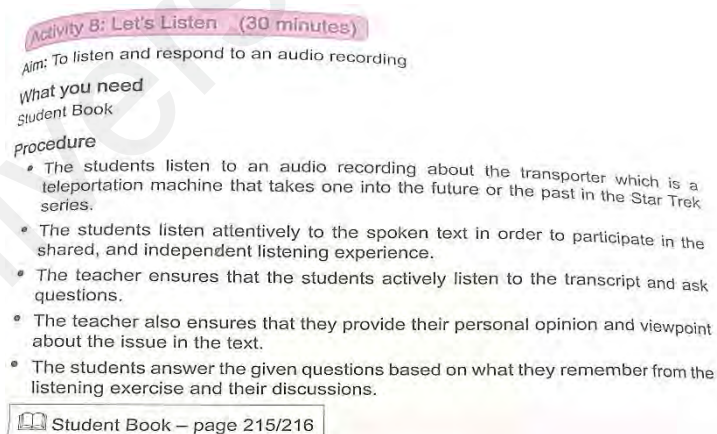


Figure 4.6 Example from teachers' guide - Procedure for lesson 3

4.3.3. The teacher -tool relationship of Daisy, in implementing the lesson

This part describes Daisy's relationship with the tools based on how the curriculum was used in implementing the three lessons. The following table, table 4.6

summarises how the curriculum was used in individual activities in the three lessons observed for data collection.

Table 4.7

A table showing the comparison of Daisy's curriculum use in planning and implementing the lesson

Activity	Stage of the lesson	Description	Category	Teaching/learning materials	Source
Lesson: One					
Overall objective of the lesson: Read fluently and demonstrate comprehension of a range of grade-appropriate texts					
(35 minutes)					
Duration:					
1	Planning	Check pre-requisite through oral questions about previous lesson and set the ground by presenting the topic.	Offloading	Teacher prepared	-
	Implementing				
2	Planning	Distribute a reading comprehension worksheet and ask to read silently	Improvising	Past paper reading comprehension text with the questions	IGCSE syllabus
	Implementing	In implementing the teacher divided the students into groups			
2a	Planning	<i>(not planned)</i>	<i>n/a</i>	-	-
	Implementing	<i>Students read the questions and underlined the key words. (A new activity used in the implementation stage)</i>	<i>Improvising</i>	<i>Past paper reading comprehension text with the questions</i>	<i>IGCSE syllabus</i>
2b	Implementing	<i>(not planned)</i>	<i>n/a</i>	-	-
	Implementing	<i>Teacher discussed the key words (A new activity used in the implementation stage)</i>	<i>Improvising</i>	<i>Past paper reading comprehension text with the questions</i>	<i>IGCSE syllabus</i>
3	Planning	Individual students read parts of the text loudly	Offloading	Past paper reading comprehension text with the questions	IGCSE syllabus
	Implementing				

Table 4.7 (Continued)

Activity	Stage of the lesson	Description	Category	Teaching/learning materials	Source
4	Planning	Discuss a few ideas in the text to engage them in the work	Improvising	Past paper reading comprehension text with the questions	IGCSE syllabus
	Implementing	<i>While discussing the text, teacher also discussed the meaning of some of the difficult words in the text</i>			
5	Planning	Students answer the questions given in the text	Improvising	Past paper reading comprehension text with the questions	IGCSE syllabus
	Implementing				
6	Planning	Discuss the answers and recapitulate the significant areas to be considered when answering the questions	Improvising	Past paper reading comprehension text with the questions	IGCSE syllabus
	Implementing				
Lesson: Two					
Overall Objective of the lesson: Select and use strategies after reading and viewing to confirm and extend meaning					
Duration: 35 minutes					
1	Planning	Have informal exchange to create rapport and check pre-requisite through oral questions about previous lesson and set the ground. <i>(not planned)</i>	Offloading	Teacher prepared	-
	Implementing				
1a	Planning	<i>Showed two pictures from student book and discussing, what students see from the picture</i>	n/a	-	-
	Implementing				
2	Planning	Display a picture showing different types of learning and provide instructions	Improvising	Pictures showing different types of learning, markers and colour papers	Internet
	Implementing				

Table 4.7 (continued)

Activity	Stage of the lesson	Description	Category	Teaching/learning materials	Source
3	Planning	Students will be asked to describe the atmosphere in the learning environment and its benefits	Improvising	Pictures showing different types of learning, markers and colour papers	Internet
	Implementing	<i>In implementing the lesson teacher gave one coloured paper to each student and asked them to form groups based on the colour codes and then assigned the task planned</i>			
4	Planning Implementing	Students will share their group discussions	Improvising	Coloured papers with students' ideas	-
	Planning	<i>(not planned)</i>			
4a	Implementing	<i>Teacher pasted a sticky note on the paper, with a feedback about the work</i>	n/a	Sticky notes with a feedback written on it	-
5	Planning	Teacher will discuss the homework, write a paragraph in response to the pictures	Improvising	Teacher prepared	Teacher prepared
	Implementing				

Lesson; Three

Overall Objective of the lesson: Practice the skills and strategies used by effective listeners

Duration: (35 minutes)

1	Planning	Set pre-requisite through oral questions and set the ground by presenting the topic	Offloading	Student book	Curriculum
	Implementing				
2	Planning	Give instructions of the listening task	Offloading	Student book	Curriculum
	Implementing				
3	Planning	Play the tracks and ask students to write the answers of the questions given	Offloading	Listening track and student textbook	Curriculum
	Implementing				
4	Planning	Check the accuracy of the answers and suggest corrections.	Offloading	Teachers guide	Curriculum
	Implementing				

Note: The differences between planning and implementing are highlighted in italics

As seen in Table 4.7, the analysis of Daisy's curriculum use in implementing the lessons show that the teacher used the curriculum tools almost in the same way as planned. The teacher used the same tools and conducted the activities in the same sequence as planned. Even though Daisy had a positive attitude towards the new curriculum and insisted in using the given tools, she was observed using other tools in the lessons. Perhaps the teacher could have felt more confident in using the tool, as she was more familiar with the tool she used in the lesson.

However, the analysis of the data indicated two instances of additional improvisation during the implementation, which was not highlighted in the planning. Daisy asked students to underline the key words in the questions before asking them to read the text (See Table 4.7, lesson1, activity 2a and 2b). She also highlighted the significance of this skill for students' IGCSE O'Level examination. Hence, the use of curriculum in this activity was driven by the teacher's motivation to achieve good results in the exam. The following response indicated why she adapted the activity

If they read the question, they should know the key word, for which word they have to find the answers. So, if they underline the key words it will be very easy because only the words would help to find the answers (Daisy).

Furthermore, the significant strategies she used to group the students for lesson one (See lesson 1 activity 2) and lesson two (See lesson 2 activity 3) and the way she gave feedback to students work during lesson two (See lesson 2 activity 4a), reflect impressive pedagogical skills of the teacher. The following account of the teacher highlighted the reason for her grouping.

Feedback is important according to the new curriculum. Students know what they have to do the next time (Daisy).

The above teaching strategies indicate Daisy's impressive pedagogical skills. Though these skills do not involve an interaction with the tools, the effective use of pedagogical skills like those can influence the way the tool is used in the lesson. In fact effective feedback is one of the assessment strategies encouraged in the new curriculum.

Overall, the analysis revealed that Daisy had a distant teacher-tool relationship in implementing the lessons as she improvised three activities of the curriculum and adapted the tools three times during the implementation process. The factors which shaped the teacher-tool relationship are discussed in chapter five.

4.4 Case Study School 3

The third school used for data collection is a sparsely populated school with a total of 75 students in grades 1 to 10. Each grade consists of one class with less than 10 students. The school is one of the 39 schools that combine multiple grades into one classroom. The schools with such arrangements are referred to as "multi-grade teaching schools". Hence, Edmon has to teach many grade level classes and some classes have two grade level students. The school is from the northern islands of Maldives.

The school has a total of 20 teachers, out of which 10 were untrained. Among the trained 10 teachers, 7 of them were foreign teachers from India. In the school leadership, there was a principal, a leading teacher and a school administrator. Additionally, for the purpose of subject coordination and other teaching related activities, the teachers were divided into total three groups, having teachers from various subjects in each group. Hence, subject heads were selected among the teachers

and a subject head teacher was assigned to each group of teachers. There were a total of two English teachers who were teaching English from grade 3 to grade 10.

4.4.1 Description of the English teacher

When data was collected at the school, Grade six English was taught by an expatriate English teacher. Edmon has been teaching English in the school since 2012. Edmon has 24 years of experience in teaching English and has taught in the Maldives for 10 years. This is his 6th year at School 3. Before this, he had taught at two other schools in the Maldives. He has a masters of arts in English as his qualification. He has participated in three training programs conducted by the MOE in order to make teachers aware of the new curriculum and to train teachers to teach using the new curriculum. He has been teaching using the new curriculum since its inception 3 years ago.

In order to collect data, three lessons were observed. Pre- and post-interviews were conducted within the week during the data collection period. The following section discusses the findings derived from the collected data. The teacher's curriculum use in planning and implementing the lessons are presented in tables, followed by a description of its characterization. At first how the teacher used the curriculum tools in planning the lesson is discussed, following how it had been used in implementing the lesson highlighting the changes in curriculum use and the factors affecting its use.

4.4.2. The teacher-tool relationship of Edmon in planning the lesson

This part describes Edmon's teacher-tool relationship in planning the lessons. The table summarises how the curriculum was intended to be used in each activity of the three lessons.

Table 4.8

Characterisation of how Edmon used the curriculum in planning the lesson

Activity	Stage	Description	Category	Teaching/Learning materials	Source
Lesson: One					
Overall objective of the lesson: Use a variety of strategies during reading and viewing to construct, monitor and confirm					
Duration: (35minutes)					
1	Planning	Circle time; sharing of thoughts. Allow pupils to share their thoughts about Olympic games.	Offloading	-	-
2	Planning	Distribute the text on "Olympic game" and initiate class discussion". Ask pupils to focus on the reading passage individually or in groups.	Adapting	Students book, Information gathered from internet	Curriculum and teacher prepared
3	Planning	Match the words with their meaning using an arrow	Improvising	Teacher prepared worksheet	Teacher prepared
4	Planning	Discuss the answers and ask students to group wise give comments on the work.	Improvising	Teacher prepared worksheet	Teacher prepared
5	Planning	Students will be given the reading comprehension questions.	Adapting	Teacher prepared questions	Teacher prepared
7	Planning	Teacher will ask oral questions to make sure that the students have achieved the learning intentions.	Adapting	Teacher prepared	Teacher prepared
6	Planning	Give out the answer and students will be asked to mark their own answers	Offloading	Teacher prepared answers	Teacher prepared
Lesson: Two					
Overall Objectives of the lesson: Use a variety of strategies during writing and representing to express and refine thoughts					
Duration: (35 minutes)					
1	Planning	Circle time; sharing of thoughts. Allow pupils to share their thoughts	Offloading	-	-
2	Planning	Introduce the topic and initiate discussion on future dreams and activities.	Adapting	White board, student book, teacher's guide	Curriculum and teacher prepared

Table 4.8 (continued)

Activity	Stage	Description	Category	Teaching/Learning materials	Source
3	Planning	Explain how to write sentences to express future thoughts. Discuss the structure on the board.	Improvising	Flip chart, with the structure and words	Internet
4	Planning	Students will be asked to make sentences in groups, about what they will do in future with the help of the given structure and words.	Improvising	Flip chart, with the structure and words, A4 papers	Internet
5	Planning	Teacher will give the answers and students will be asked to check their answer.	Adapting	Flip chart, with the structure and words, Students notebook	Internet
6	Planning	Ask oral questions to make sure that students have achieved the learning intentions.	Offloading	Teacher prompted question	Teacher prepared

Lesson: Three

Overall objective of the lesson: Use speaking and listening to interact with others in a variety of purposes and audiences **Duration: (35 minutes)**

1	Planning	Circle time, allow space for any sharing	Offloading	-	-
2	Planning	Teacher explains what a transporter is	Adapting	Students book teachers' book	Curriculum resources
3	Planning	Play the audio recording about transporter and ask students to give their ideas	Adapting	Laptop, track, speakers	Curriculum resources
4	Planning	In groups students discuss the roles of a transporter and present their ideas.	Improvising	Students book	Curriculum resources
5	Planning	Students listen to the roles of a transporter and discuss	Improvising	Laptop, Audio Track, Speakers	Teacher prepared
6	Planning	Teacher will distribute the worksheet and students do the exercises (vocabulary and gap filling)	Adapting	Worksheet, Laptop, Audio Track, Speakers	Curriculum resources and teacher prepared
7	Planning	Discussion of the answers	Offloading	Worksheet Laptop, Audio Track, Speakers	Curriculum resources and teacher prepared

As shown from Table 4.8, Edmon's use of tools in planning the lessons was mainly based on improvisation, adaptation and with few activities of offloading. Therefore, his relationship with the tool was distant.

The teacher only intended to offload the text used in the first lesson and the circle time at the start of the three lessons. The circle time was a practice which has been exercised in the school by all the teachers and therefore has been included as an activity of the teacher's lesson plans. Hence, he has also planned to include it in the lesson plan. Apart from this, the curriculum was planned to improvise and adapt. One of the reasons why he intended to depart the textbook activities provided and, planned to use his own tools in the lessons was his belief about language teaching and the suitability of the tools. These factors with many others that shaped his teachings are discussed in chapter 5.

In expressing the teacher's view about curriculum materials, he explained that

I take the idea from the indicators and made them write sentences in future tense. Actually, an English teacher need not depend on the textbook completely (Edmon).

The tools Edmon planned to improvise included: firstly, the vocabulary worksheet which was planned to be used in the first lesson (Refer to lesson 1 activity 3). Though the lesson was a reading comprehension the teacher viewed the importance of knowing the words for comprehending the text. Therefore, he planned to provide the opportunity for students to learn the meaning of the unfamiliar words given in the text. The following response indicates why he had included the vocabulary activity in his lesson.

They have to understand the vocabulary and the meaning. I find that students have difficulty in understanding the vocabulary (Edmon).

Activity 2: Reading (45 minutes)

Aim: To read and understand how to make a personal response

What you need
Student Book

Procedure

- Before beginning the lesson, draw students' attention to the learning outcomes or the objectives at the beginning of the unit. Tell them that at the end of the unit they would have to reflect on and see if the outcomes are achieved.
- Ask students to read the passage aloud in turns. Then ask them to read it individually with comprehension, accuracy and fluency.
- The students discuss the purpose of the Olympic games, the motto and the winners while the teacher steers the discussion.
- The students respond to the text and complete the reading task.
- Divide the class into four groups. Ask each group to make a poster and come up with a slogan based on what they have read.


 Student Book – page 227-230

Figure 4.7 Example from teachers' guide - Procedure for lesson 1

Similarly, in the second lesson, Edmon moved away from the intended curriculum. He created entirely different learning opportunities for students. In order to achieve the expected outcome in lesson two, he intended to create worksheets, activities and an information sheet about the structure of the future tense (Refer to lesson 2 activities 3 and 4). In this case, the teacher planned to give the structure used to express future tasks, provide some examples and ask students to write the examples on their own. Furthermore, the interviews with Edmon revealed that he was very confident in teaching grammar or language structure and he felt that it is important for students to know the structure in order to be good at writing. The following responses indicate the teacher's view about teaching grammar.

There is an indicator which says that they have to write about the future with the help of the word banks (Edmon).

Because the structure is helpful, they will never forget how to write future sentences, I have given some sentences to practice the structure (Edmon).

Format = [Subject +shall/will + verb(1) + etc...]

Use the words table and develop your meaningful thoughts about your future

Subjects	Auxiliary verbs	main verbs	Etc...	Adverb of time
I	Shall (Uncertain)	buy write arrange go plant clean	Soil erosion a motor bike a poem a picnic to male' many trees	tomorrow next year in future
	Will (certain)	help catch stop	my house my mother many fish	

Format = [Subject +shall/will + verb(1) + etc...]

Figure 4.8 Example -The structure and words provided by the teacher

Moreover, using the listening track, the teacher planned to create or improvise additional instructional opportunities of his own. As such, he intended to have a students' discussion about the topic "the transporter", in groups and present the roles of the transporter to the class. This is aimed at providing them with opportunities to explore the topic and to prepare them for the following listening task. The response below indicates that Edmon also includes the discussion as a form of pre-assessment to know how much students understand the topic, so that he can adapt his instruction according to their level.

I want to know their prior knowledge. I want to explore what they know about the topic. From their answer we can understand how much they know about the topic (Edmon).

In addition to improvisations and offloads, adaptations of curriculum were also identified in the plan. Firstly, in lesson one, Edmon planned to adapt the reading comprehension questions given in the student textbook as he felt that the questions given in the textbook were too complex for the students. Therefore, in order to make

the questions suitable for the students' current English level and competencies, the teacher intended to change and adapt the questions based on the text.

Some of the questions are very complicated, according to these student's standard they can't do most of the questions, they will find it very difficult.

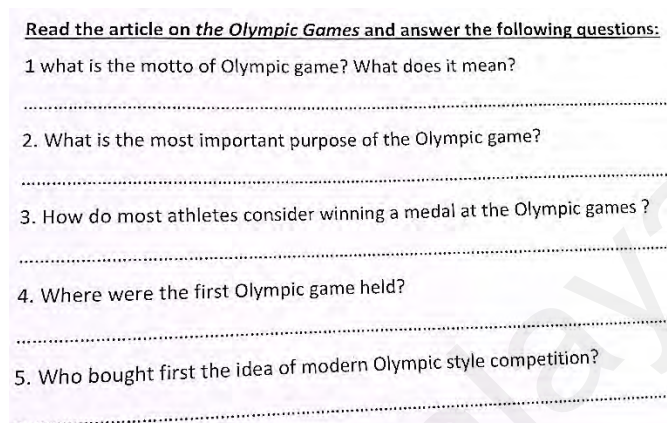


Figure 4.9 Example of the adapted questions given by the teacher

Moreover, in lesson three, he intended to adapt the tools provided in the student book, to make it suitable for the learners. As such, the questions recommended by the materials were planned to be adapted to a gap filling exercise and the vocabulary task was adapted to include the beginning letter of the words. This is to simplify the task and provide some scaffolding to the students, so that they will be able to get the words, while listening to the audio. The response below indicates why he adapted the tools given.

Vocabulary is important and the vocabulary in the textbook is not fit for them. Very lengthy words and very technical words are there so I changed them (Edmon).

In addition, one of the most impressive findings revealed was that in contrast to other teachers, the teacher planned to use some significant formative assessment strategies in his lesson. In the lessons he intended to use peer-assessment and self-assessment where students will be asked to assess and give comments on other

student's work and in another task, he planned to let the students to assess their own work. These are two of the formative assessment strategies highlighted and emphasised in the new curriculum documents.

That is for peer assessment, I will ask them to examine and evaluate the neighbour group answers. I use different methods, like Thumbs up, and anecdotal records are there, so I will record them in my records (Edmon).

The above response indicates Edmon's specific attention to implement important aspects of the curriculum such as continuous assessment, though he has to adopt and improvise the tools due to various reasons. The factors that shaped Edmon's curriculum use are discussed in the following chapter.

4.4.3 The teacher-tool relationship of Edmon in implementing the lesson

This part describes Edmon's teacher-tool relationship in implementing the lesson. The following table shows how the curriculum was used in various activities involved in the three lessons.

Table 4.9

A table showing the comparison of Edmon's curriculum use in planning and implementing the lesson

Activity	Stage	Description	Category	Teaching/ Learning materials	Source
Lesson: One					
Overall objective of the lesson: Use a variety of strategies during reading and viewing to construct, monitor and confirm					
Duration: (35minutes)					
1	Planning	Circle time; sharing of thoughts. Allow pupils to share their thoughts about Olympic games.	Offload	-	-
	Implementing	<i>This activity on circle time has been omitted in implementing the lesson</i>	Omitting		

Table 4.9 (continue)

Activity	Stage	Description	Category	Teaching/ Learning materials	Source
1a	Planning	(not planned)	n/a	-	-
	Implementing	Shared the learning and success criteria	Offloading	Curriculum guide	Curriculum
1b	Planning	(not planned)	n/a	-	-
	Implementing	Introduced the topic "Olympic game" Gave some general information about it.	Adapting	Information gathered from internet	Internet
2	Planning	Distribute the text on "Olympic game" and initiate class discussion". Ask pupils to focus on the reading passage individually or in groups.	Adapting	Text on Olympic game, Information gathered from internet	Curriculum resources and teacher prepared
	Implementing	(not planned)	n/a	-	-
2a	Implementing	One Student from each group read the text aloud	Offloading	Text on Olympic game	Curriculum
3	Planning Implementing	Match the words with their meaning using an arrow	Improvising	Teacher prepared worksheet	Teacher prepared
4	Planning Implementing	Discuss the answers and ask students to group wise give comments on the work. (Peer marking)	Improvising	Teacher prepared worksheet	Teacher prepared
5	Planning	Students will be given the reading comprehension questions.	Adapting	Teacher prepared questions	Teacher prepared
	Implementing	This activity has been omitted in the implementation stage	Omitting		
6	Planning	Give out the answer and students will be asked to mark their own answers	Offloading	Teacher prepared answers	Teacher prepared
	Implementing	This activity has been omitted in the implementation stage	Omitting		

Table 4.9 (continued)

Activity	Stage	Description	Category	Teaching/ Learning materials	Source
7	Planning	Teacher will ask oral questions to make sure that the students have achieved the learning intentions.	Adapting	Teacher prepared	Teacher prepared
	<i>Implementing</i>	<i>This activity has been omitted in the implementation stage</i>	<i>Omitting</i>		
	Planning	(not planned)	n/a	-	-
7a	Implementing	Students were asked to underline the adjectives in the text.	Improvising	Text	Curriculum
Lesson: Two					
Overall Objectives of the lesson: Use a variety of strategies during writing and representing to express and refine thoughts					
Duration: (35 minutes)					
1	Planning	Circle time; sharing of thoughts. Allow pupils to share their thoughts	Offloading	-	-
	<i>Implementing</i>	<i>This activity was omitted</i>	<i>Omitting</i>		
1a	Planning	(not planned)	n/a	-	-
	Implementing	Shared the learning intentions and success criteria	Offloading	-	Curriculum
2	Planning Implementing	Introduce the topic and initiate discussion on future dreams and activities.	Adapting	White board, student book, teacher's guide	Curriculum resources and teacher prepared
3	Planning Implementing	Explain how to write sentences to express future thoughts. Discuss the structure on the board.	Improvising	Flip chart, with the structure and words	Internet

Table 4.9 (continued)

Activity	Stage	Description	Category	Teaching/ Learning materials	Source
4	Planning Implementing	Students will be asked to make sentences in groups, about what they will do in future with the help of the given structure and words.	Improvising	Flip chart, with the structure and words, A4 papers	Internet
5	Planning	Teacher will give the answers and students will be asked to check their answer.	Adapting	Flip chart, with the structure and words, Students notebook	Internet
	Implementing	<i>This activity was omitted</i>	Omitting		
5a	Planning	<i>(not planned)</i>	<i>n/a</i>	-	-
	Implementing	<i>Each group read out their three sentences.</i>	Adapting	written sentences in groups	-
	Planning	<i>(not planned)</i>	<i>n/a</i>	-	-
5b	Implementing	<i>Individual tasks, each student made 10 sentences about what they'll do in future?</i>	Improvising	Students notebook, future sentence structure	Teacher prepared
	Planning	<i>(not planned)</i>	<i>n/a</i>	-	-
5c	Implementing	<i>Individual students read out their sentences.</i>	Adapting	Sentences written by individual students	-
6	Planning	Ask oral questions to make sure that students have achieved the learning intentions.	Offload	Teacher prompted question	Teacher prepared
	Implementing	<i>This activity was omitted</i>	omitting		

Lesson: Three

Overall objective of the lesson: Use speaking and listening to interact with others in a variety of purposes and audiences
Duration: (35 minutes)

1	Planning	Circle time, allow space for any sharing	Offloading	-	-
	Implementing	<i>This activity was omitted</i>	Omitting		
2	Planning Implementing	Teacher explains what a transporter is and create a discussion	Adapting	Students book teachers' book	Curriculum resources

Table 4.9 (continued)

Activity	Stage	Description	Category	Teaching/ Learning materials	Source
2a	<i>Planning</i>	<i>(not planned)</i>	<i>n/a</i>	-	-
	<i>Implementing</i>	<i>Shared learning outcomes, intention, success criteria and key competencies</i>	<i>Offloading</i>		<i>Curriculum resources</i>
3	Planning	Play the audio recording about transporter and ask students to give their ideas about the roles	Adapting	Laptop, track, speakers	Curriculum resources
	<i>Implementing</i>	<i>This activity was omitted in the implementation stage</i>	<i>Omitting</i>		
4	Planning	In groups students discuss the roles of a transporter and present their ideas.	Improvising	Students book	Curriculum resources
	<i>Implementing</i>	<i>This activity was omitted in the implementation stage</i>	<i>Omitting</i>		
5	Planning	Students listen to the roles of a transporter and discuss	Improvising	Laptop, Audio Track, Speakers	Teacher prepared
	<i>Implementing</i>	<i>This activity was omitted in the implementation stage</i>	<i>Omitting</i>		
6	Planning	Teacher will distribute the worksheet and students listen to the audio and do the exercises (vocabulary and gap filling)	Adapting	Worksheet, Laptop, Audio Track, Speakers	Curriculum resources and teacher prepared
	<i>Implementing</i>				
7	Planning	Discussion of the answers	Offloading	Worksheet Laptop, Audio Track, Speakers	Curriculum resources and teacher prepared
	<i>Implementing</i>	<i>While discussing the answers the teacher played the audio few more times and made students to come up with the answers</i>	<i>Adapting</i>		

Note: The differences between planning and implementing are highlighted in italics

As seen from Table 4.9, except for a few changes, the planned curriculum was implemented as planned. The lessons of Edmon during the implementation were

marked with two instances of offloading, some omissions, many adaptations and some improvisations. Hence, it was identified that the teacher had a distant relationship with the curriculum. The nature of the teaching context-the multi-grade setting in a rural island, and the teacher's education and training seemed to shape his improvising and adapting activities. These factors, along with others are discussed further in the next chapter.

It was identified that the teacher offloaded the reading text directly from students' book. Even though the student book includes the text, the teacher printed it and gave exactly the same text to the students, expressing the reason that students usually do not bring their student book. The teacher expressed the following response, to explain the use of other tools in the lessons

I have been using text book. But in the class room activities I mostly depend on teacher designed activates which will satisfy all level of students; especially in multi-grade students. I have to coordinate two classes at the same time that's why I designed activities myself (Edmon).

This response indicates how rarely the teacher use the student book in the classroom. In one sense, it reflects the contextual interplay between the curriculum and the teacher. This is because, in this multi-grade teaching context the teachers commonly use tools other than the text book materials in order to provide differentiated learning opportunities to the mixed ability level students from two grades.

Another offloading activity identified was the read aloud task. Similar to other teachers, this teacher also let the students read the text silently at first and then aloud by individual students, as he has also seen this skill as important for a language class.

Moreover, Edmon omitted some of the planned activities while implementing the lessons. The first task omitted by Edmon was the circle time included in all his lesson plans (Refer to activity 1 in lesson 1, 2 and 3), which was more like an aspect of the lesson structure or format followed by the school particularly in lower grades. Instead of the sharing time, Edmon added a new task; he shared learning intentions and success criteria with the students. He felt that according to the new curriculum it was much more important to share the learning intentions than the circle time. Having this belief, he shared the leaning intentions and success criteria with the students in all the lessons in detail in his attempt to make the students more accountable to their learning. Additionally, he also displayed the success criteria and learning intentions on the whiteboard. The following is Edmon's response with regard to the circle time.

The circle time is mostly used in lower grades, especially key stage one. Sometimes I can skip circle time (Edmon).

Moreover, the last three tasks of the first lesson were also omitted during the implementation process (Refer to lesson 1 activity 5, 6 and 7). The unavailability of time, resulted due to the mismanagement of the resources and time, the last two tasks were not completed and had to be carried over to another class. In addition, the improvised activity planned in lesson 3 was omitted during the implementation process (Lesson 3 activity 4 & 5). Instead of the group activity to present the role of the transporter, the teacher provided some information through oral discussion while introducing the lesson. The use of multimedia technology in this lesson has caused lots of challenges to the teacher. The teacher had difficulty in operating the theatre system in the Audio-Visual room; therefore, he had to get the help of the technician. Expressing his reasons to omit the planned activity, he stated that

Actually, I couldn't do the group activity. Lots of time was wasted to set up the things. Secondly, the students have different moods. Anyhow the oral discussion helped to get their attention to my subject and to introduce the lesson (Edmon).

Another variation identified in the implementation stage is the improvisation of language focus activities in the first and second lesson. The teacher pursued his own instructional design as he was more confident in using his own instructional path in the lessons. In this manner, perceiving the importance of grammar and vocabulary for language learners, he created vocabulary and grammar activities in lesson one and two. In the first lesson Edmon asked the students to underline the adjectives used in the task after they had finished the vocabulary task.

Read the article on the Olympic Games and find out five adjectives and five nouns:

S.No	Nouns	S.No	Adjectives
0	Altius	0	Swifter
1		1	
2		2	
3		3	
4		4	
5		5	

Figure 4.10 Example -The worksheet on noun and adjective prepared by the teacher

In the second lesson, the teacher gave an individual task in which students were asked to write 10 sentences using the words and the structure given on the board (Refer to lesson 2 activity 5b). This was an extra activity created spontaneously by the teacher when they had finished the group activity earlier than the expected time. This has provided students with a further opportunity to practice and apply what they have learned.

The adjectives task is an additional bit. On the spot I thought I will ask them to find the adjective, because a lot of adjectives have been used in the text, so it will help them to understand how adjectives have been used in this type of text (Edmon).

Apart from these, the third lesson was characterised with activities of curriculum adaptations. As planned, he adapted the listening tasks provided in the student book in order to make it more suitable to the students' level. As such, he adopted the gap filing exercise into word identification task with the first letter given and the reading comprehension questions into a gap filling exercise.

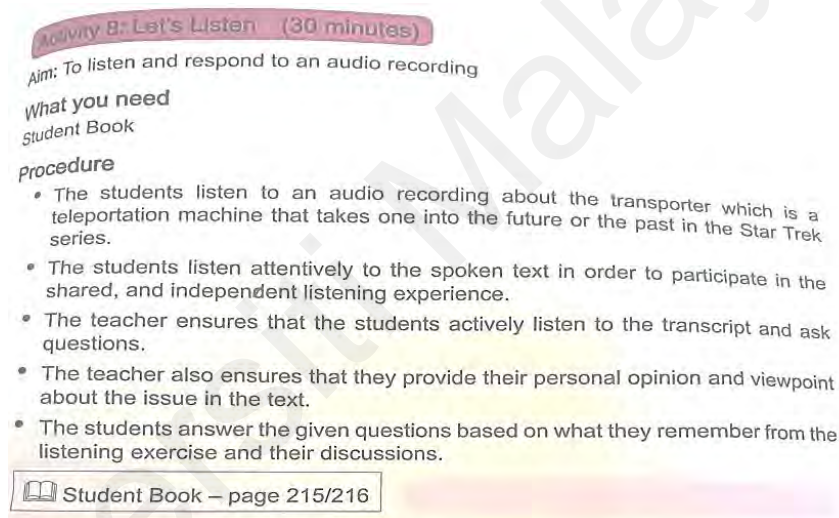


Figure 4.11 Example from the teachers' guide - Procedure for lesson 3

In summary, it was identified that Edmon had a distant teacher-tool relationship compared to other teachers as he contributed his own instructional design by improvising many of the activities in the lessons. Edmon improvised a total of four major tasks and adapted three in the three lessons. The various factors that have shaped Edmon's lesson implementation are discussed in the next chapter.

4.5 Case Study School 4

The case study school 4 is located in one of the southernmost atolls of the Maldives. While School 2 is on islands that are dependent mostly on tourism, this school is in an area heavily dependent on the fishing industry. The island is one of the highest fishing income islands in the Maldives. Many youths have chosen a career in fishing as soon as they complete school as income can be significantly higher than an entry level job in the civil service. Even degree or diploma holders (in teaching and other professional fields) have been known to switch to become fishermen.

The school had a population of 337 at the time of data collection and teaches from grade 1 to 10. Additionally, the school has a pool of 37 qualified teachers with a bachelor's degree in teaching. Out of these teachers only 4 teachers are expatriate teachers, and 2 among the 4 are teaching English to secondary classes. There was a total of 6 leading teachers, with each responsible for managing one or two grades. The leading teachers are responsible for conducting subject and grade coordination meetings, monitoring teachers work and managing students of the respective grade/s.

4.5.1 Description of the English teacher

Faiha is a local teacher, who has been teaching English for the past 7 years. Faiha has a diploma in middle school teaching of English and social studies. She also has a Bachelor's degree in primary teaching. She was trained as a curriculum ambassador and she has also been appointed as a focal point for English. She has facilitated workshops for teachers, to develop their knowledge and skills for the new curriculum. She has also participated in curriculum implementation workshops conducted for key stage 2 and 3. Subsequently, she seems to be more familiar with the new curriculum than other teachers. She has a better understanding of the intended

outcomes of the new curriculum, its constraints and affordances and the roles of the teachers in the new curriculum implementation process.

In her interview she highlighted that, teachers' lack of awareness about the contents of the new curriculum, particularly the competencies, the assessment strategies and pedagogical content is the biggest challenge to implement the curriculum. Furthermore, the teachers' inability or unwillingness to implement what they learn through the professional development sessions hinders the effective curriculum implementation process.

4.5.2 The teacher-tool relationship of Faiha in planning the lessons

This part describes the teacher-tool relationship of Faiha in planning the instruction. The table summarises how the curriculum was used in each activity of the three lessons.

Table 4.10

The characterisation of how Faiha used the curriculum in planning the Lessons

Activity	Stage	Description	Category	Teaching and Learning materials	Source
Lesson: One					
Overall objective of the lesson: Use a variety of strategies before reading to enhance comprehension of texts in different media and technologies.					
Use a variety of reading strategies during reading and viewing to construct, monitor and confirm meaning of texts in different media and technologies.					
Select and use strategies after reading and viewing to confirm and extend meaning					
Duration: (35 minutes)					
1	Planning	Show pictures of the wonders and the pyramids to recall the previous lesson using a PowerPoint presentation	Adapting	PowerPoint presentation	Internet
2	Planning	Share learning outcomes, intention, success criteria and key competencies	Offloading	-	Curriculum

Table 4.10

Activity	Stage	Description	Category	Teaching and Learning materials	Source
3	Planning	Brainstorm the words related to the lesson (Giza) on the board	Adapting	Student book, Teachers' guide	Curriculum
4	Planning	Students will read the passage on page 89 individually	Offloading	Student book, Teachers' guide	Curriculum
5	Planning	Teacher will check 5 individual students' fluency, and ask questions about what they have read. (have 1-2 students tell what they have read)	Offloading	Student book, Teachers' guide	Curriculum
6	Planning	Students do the tasks given in the textbook	Offloading	Student book, Teachers' guide	Curriculum

Lesson: Two

Overall objectives: Create, clear focused informational texts and representation for a range of purpose and audiences

Use a variety of strategies before, while and after writing and representing to generate meaning (35 minutes)

1	Planning	Recall previous days lesson,	Adapting	Teacher prepared questions	Curriculum
2	Planning	Using a PPT discuss about the Chichen Itza	Adapting	PowerPoint presentation	Internet
3	Planning	Provide an information sheet about Chichen Itza and let students read the information in pairs	Offloading	Teacher prepared	Internet
4	Planning	Students will then write the similarities and differences between both the pyramids in the graphic organiser	Offloading	Student book, Teachers' guide	Curriculum
5	Planning	Let random students share their work to the class	Offloading	Student book, Teachers' guide	Curriculum

Table 4.10 (continued)

Activity	Stage	Description	Category	Teaching and Learning materials	Source
Lesson: Three					
Overall Objectives of the lesson: Practice the skills and strategies used by effective listeners.					
Listen and respond to a range of age appropriate texts and demonstrate comprehension					
Duration: (35 minutes)					
1	Planning	Show the picture of Petra and Jordon with facts using a PPT	Adapting	PowerPoint presentation	Internet
2	Planning	Share learning intentions and success criteria	Offloading	PowerPoint presentation	Curriculum
3	Planning	Let the students read the instruction and questions independently and to get familiar with the materials.	Offload	Student book Teachers guide	Curriculum
4	Planning	Play the audio thrice and have students respond to the questions	Offloading	Student book Teachers guide	Curriculum
5	Planning	Discuss the answers as a whole class	Offloading	Student book Teachers guide	Curriculum
6	Planning	Ask students to write a paragraph about Petra based on the listening and the answers they have written	Offloading	Student book Teachers guide	Curriculum
7	Planning	Check students work and discuss the answers.	Offloading	Student book Teachers guide	Curriculum

The table 4.10 shows how Faiha used the English curriculum in planning the three lessons observed for gathering data. As seen from the table, the lessons were planned as prescribed in the curriculum tools. The teacher planned to rely on the curriculum for conveying the language forms, skills and intended lesson outcomes. This decision to strictly follow the curriculum was shaped by the teachers' attitude and

contextual factors. The following description reveals why Faiha mainly intended to depend on the curriculum.

The good thing about the curriculum is everything is provided. The textbook is based on the learning outcomes and we are recommended to use the exercises in the textbook. The Teacher's guide also provides instructions about how to conduct the lesson. It has been spoon fed to the teachers. Resource materials are also given in the teachers' guide. For example, if a teacher wants to include a pre-reading or pre-writing in the lesson, he/she has to prepare the materials like showing pictures, and PPT (Faiha).

Faiha mainly offloaded the tools from the textbook and the teacher's guide except that she anticipated adding introduction activities to all the lessons to initiate discussion and activate students' prior knowledge. For example, Faiha used PowerPoint presentations to show pictures of the Seven Wonders of the World and to give some facts about the places discussed. Though the teacher's guide instructs to distribute photographs of the seven wonders and let one spokesperson from each group to give a description of the particular photograph, the teacher planned to share some facts using a PowerPoint presentation.

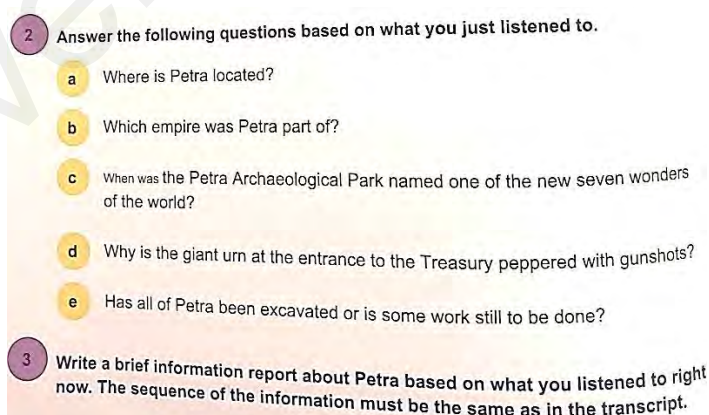


Figure 4.12 Example from student book – Questions given for lesson 3

Faiha also intended to add another instructional activity, in which she let the students brainstorm the information related to the lesson as a whole class and presented

it as a mind map on the board. This would help the students to activate the existing knowledge and connect it to the new knowledge.

Moreover, the teacher intended to omit the writing activity requested in the teacher's guide; developing an information report using the information written. She felt that the students will not be able to finish it during the 35 minutes period; therefore, she omitted that activity.

Students will not be able to finish it in this period; I have to teach information report in another lesson (Faiha).

In addition to this, one effective use of the curriculum was planned by the teacher. The teacher planned to assess five students' reading fluency during the lesson. Five students will be observed and their reading fluency will be checked as they are reading the given passage.

Today also I checked five students, even though they are prefects of this school, they don't have the fluency, they do not know how to read and comprehend (Faiha).

This implies an important formative assessment strategy, encouraged in the new curriculum, which is to practice performance-based assessments through observations and use of checklists.

Overall, it was identified that Faiha had a very close relationship with the tools in planning the lessons. Except few adaptation of the curriculum, particularly introductory activities, the other tasks and tools are intended to directly offload from the curriculum. No alteration or change was brought to the text or the comprehension exercises given, but rather relied significantly on the materials to achieve the learning outcomes. The teacher intended to have a very little contribution of her own

pedagogical creativity in planning the lesson. The factors which contribute to her offloading behaviour have been discussed in chapter five.

4.5.3. The teacher-tool relationship of Faiha, in implementing the lesson

The following description explains the teacher-tool relationship of Faiha in implementing the lessons. The table summarises how the curriculum was used in each activity of the three lessons.

Table 4.11

A table showing the comparison of Faiha's curriculum use in planning and implementing the lesson

Activity	Stage	Description	Category	Teaching and Learning materials	Source
Lesson: One					
Overall objective of the lesson: Use a variety of strategies before reading to enhance comprehension of texts in different media and technologies.					
Use a variety of reading strategies during reading and viewing to construct, monitor and confirm meaning of texts in different media and technologies.					
Select and use strategies after reading and viewing to confirm and extend meaning					
Duration: (35 minutes)					
1	Planning	Show pictures of the wonders and the pyramids to recall the previous lesson using a PowerPoint presentation	Adapting	PowerPoint presentation	Internet
	Implementing	<i>In implementing teacher also wrote the information on the board</i>			
	Planning	<i>(not planned)</i>	<i>n/a</i>	-	-
1a	Implementing	<i>Create a discussion about the topic and provide extra information about the great pyramid of Giza using a PPT</i>	Adapting	PowerPoint presentation	Internet
2	Planning	Share learning outcomes,	Offloading	Curriculum guide	Curriculum
	Implementing	intention, success criteria and key competencies			

Table 4.11 (continued)

Activity	Stage	Description	Category	Teaching and Learning materials	Source
3	Planning	<i>Brainstorm the words related to the lesson (Giza) on the board (This activity was combined with the 1st activity while implementing the lesson).</i>	Adapting	Student book, Teachers' guide	Curriculum
4	Planning Implementing	Students read the passage on page 89 individually	Offloading	Student book, Teachers' guide	Curriculum
5	Planning Implementing	Teacher will check 5 individual students' fluency, and ask questions about what they have read. (have 1-2 students tell what they have read)	Offloading	Student book, Teachers' guide	Curriculum
6	Planning Implementing	Students do the tasks given in the textbook	Offloading	Student book, Teachers' guide	Curriculum
6a	Planning	<i>(not planned)</i>	n/a	-	-
	Implementing	<i>Teacher instructed the students to complete the work at home</i>	Offloading	Student book, Teachers' guide	Curriculum
Lesson: Two					
Overall objectives: Create, clear focused informational texts and representation for a range of purpose and audiences					
Use a variety of strategies before, while and after writing and representing to generate meaning (35 minutes)					
1	Planning Implementing	Recall previous days lesson, Recalled previous day's lesson by showing pictures of the seven wonders	Adapting	PowerPoint presentation Teacher prepared questions	Curriculum
2	Planning Implementing	Using a PPT discuss about the Chichen Itza	Adapting	PowerPoint presentation	Internet
2a	Planning	<i>(not planned)</i>	n/a	-	-
	Implementing	<i>Shared the learning intentions and success criteria</i>	Offloading	PowerPoint presentation	Curriculum
2b	Planning	<i>(not planned)</i>	n/a	-	-
	Implementing Implementing	<i>Gave instruction and explained today's task, in student book and paired up the students to do the task.</i>	Offloading	Student Book	Curriculum

Table 4.11 (continued)

Activity	Stage	Description	Category	Teaching and Learning materials	Source
3	Planning	Provide an information sheet about Chichen Itza and let students read the information in pairs	Offloading	Teacher prepared	Internet
	Implementing				
4	Planning	Students will then write the similarities and differences between both the pyramids in the graphic organiser (Students were paired to do the task)	Offloading	Student book, Teachers' guide	Curriculum
	4a	<i>Planning</i> (not planned)			
	<i>Implementing</i>	<i>Teacher presented the comparison in a graphic organiser on the board with the help of the students</i>	Adapting		Curriculum
5	Planning	Let random students share their work to the class	Offloading	Student book, Teachers' guide	Curriculum
	<i>Implementing</i>	<i>This activity was omitted in implementation stage</i>	n/a	-	-
Lesson: Three					
Overall Objectives of the lesson: Practice the skills and strategies used by effective listeners.					
Listen and respond to a range of age appropriate texts and demonstrate comprehension					
Duration: (35 minutes)					
1	Planning	Show the picture of Petra and Jordon with facts using a PPT	Adapting	PowerPoint presentation	Internet
	Implementing				
2	Planning	Share learning intentions and success criteria	Offloading	PowerPoint presentation	Curriculum
	Implementing				
3	Planning	Let the students read the instruction and questions independently and to get familiar with the materials.	Offloading	Student book Teachers guide	Curriculum
	Implementing				

Table 4.11 (continued)

Activity	Stage	Description	Category	Teaching and Learning materials	Source
3a	<i>Planning</i>	<i>(not planned)</i>	<i>n/a</i>	-	-
	<i>Implementing</i>	<i>Explained the new words in the questions with the meaning and explained what the students are expected to do</i>	<i>Adapting</i>	<i>Student book Teachers' guide</i>	<i>Curriculum</i>
4	<i>Planning</i>	Play the audio thrice and have students respond to the questions	Offloading	Student book Teachers guide	Curriculum
	<i>Implementing</i>				
4a	<i>Implementing</i>	<i>Checked the students work and discussed the questions repeatedly emphasizing the key words and played the track one more time</i>	<i>Adapting</i>	<i>Student book Teachers' guide Audio track</i>	Curriculum
5	<i>Planning</i>	Discuss the answers as a whole class	Offloading	Student book Teachers guide	Curriculum
	<i>Implementing</i>				
6	<i>Planning</i>	Ask students to write a paragraph about Petra based on the listening and the answers they have written	Offloading	Student book Teachers guide	Curriculum
	<i>Implementing</i>	<i>This activity was omitted in implementing the lesson</i>	<i>Omitting</i>		
7	<i>Planning</i>	Check students work and discuss the answers.	Offloading	Student book Teachers guide	Curriculum
	<i>Implementing</i>				
7a	<i>Planning</i>	<i>(not planned)</i>	<i>n/a</i>	-	-
	<i>Implementing</i>	<i>Played the track for students to confirm their answers. Ask students to write a paragraph about Petra based on the listening and the answers</i>	<i>Adapting</i>	<i>Audio Student book</i>	<i>Curriculum</i>

Note: The differences between planning and implementing are highlighted in italics

The analysis of the data in implementing the lessons show that Faiha implemented the curriculum and the learning activities almost the same way as planned. Thus, the use of the curriculum was characterized with activities of offloading and adaptation. The teacher mostly offloaded the tools directly from the curriculum

contributing very little of her own pedagogical capacity to the lessons. She used the tools prescribed in the curriculum and the activities given in the student book to support her instruction and to achieve the intended learning outcome of the lesson. Hence, it can be revealed that the teacher had a very close relationship with the curriculum in every stage of the instruction. Perhaps, her analysis of the tools and its suitability to her students when planning the lessons could have resulted in this match with how she used the curriculum in planning and in implementing the lessons.

However, few instances of curriculum adaptation which were not included in the planning were observed during the lesson implementation. First of all, instead of asking students to brainstorm the related information, Faiha created a lengthy discussion as a whole class to allow all the students contribution to it and presented the ideas in a mind map on the board. (Refer to lesson 1 activity 1 to 3) This had helped the students to activate the existing knowledge and connect it to the new knowledge.

Moreover, in the next activity instead of making individual students to talk about the place in the given picture, Faiha had shown the place in a PowerPoint and gave out some facts about the places. The teacher felt that when students do not have pre-requisite information about the places, the discussion will not be effective. This is revealed from the following responses of Faiha

I understood that it would be difficult to discuss based on their general knowledge. Even though we plan very interactive activities when we write the lesson plan, we cannot always carry out those activities in a real classroom. Very often, I have to change my plan after entering the class room (Faiha).

Furthermore, in the second lesson, the teacher provided an information text about Chichen Itza to the students to guide them with their comparisons of the two wonders Chiche Itza and Giza (Lesson 2, activity 3). As the book does not provide any

information about the Chichen Itza assuming that the students would have enough general knowledge to compare the two places the information text provided by the teacher had helped students to easily identify the differences between the two places and it facilitated their learning. In addition, it was identified that the teacher paired up a low level student with a good student to do the task.

In addition, the teacher adapted the last activity ‘have students shared their work to the class’. As many students were found having difficulty to identify and present the information in the given graphic organiser, the teacher had drawn it on the board and filled in the graphic organiser while involving students and including their ideas (lesson 2, activity 4a). This had helped all the students to understand the lesson and to present the information in the graphic organiser. Expressing the reason why Faiha had not allowed students to share their work, she stated

Because most of them were not able to get the similarities and differences, I couldn’t let them share their work to the class (Faiha).

These changes were brought to cater the students’ language ability. As the teacher felt that the students would not have enough information about the places in order to be able to compare the two places, she contributed her expertise to provide the students this opportunity. The teacher’s pedagogical capacity was further proven in another activity of the third lesson, where the teacher provided a differentiated activity to two low ability level students who had difficulty in doing the task given. This is a very important instructional strategy which had never been observed in any of the lessons. The reason why Faiha gave a different worksheet was revealed from the following response.

The two students are very weak, they don't know, how to read and write. So, I gave the vocabulary plus crossword. They won't be able to do the comprehension exercise (Faiha).

It is important to highlight that even though the teacher offloaded the curriculum it does not necessarily correlate to the teacher's expertise. As revealed from the following comments, Faiha's positive attitude towards the curriculum which stemmed from her work as a curriculum advocate and trainer had played a huge role in her decision to follow the curriculum as closely as possible. This reason with many other factors that shaped the Faiha's teacher-tool relationship is explained in chapter five.

Resource materials are also given in the teacher's guide. However, for example if a teacher wants to include a pre-reading or pre-writing in the lesson, he/she has to prepare the materials, like showing pictures, and PPTs (Faiha).

4.6 Summary discussion: The teacher-tool relationship of the six teachers

After describing how individual teachers used the curriculum in planning and implementing the lessons, this section presents a comparison of the six teachers' teacher-tool relationship in the four case study schools.

The analysis of the data identified that the teachers' use curriculum in distinctive ways and the teachers' teacher-tool relationship falls into a continuum, from most offloading to the most improvising. In this regard, Edmon, Becky and Daisy can be placed at the far end of the teacher-tool relationship continuum as their lessons were characterised with many activities of improvisation. On the other hand, Ashia, Kadhy and Faiha can be placed at the near-end of the continuum as these teachers' lessons were characterised with many activities of offloading.

However, the analysis suggested that the teachers' ways of using the curriculum tools can vary a great deal from teacher to teacher, and from activity to activity. These noticeable similarities and differences between the teachers' teacher-tool relationship which are shaped by various factors, such as the teaching experience, their belief about language teaching and learning and their teaching context. These factors which shaped the teacher-tool relationship is further discussed in the next chapter.

4.6.1 Similarities between the teachers who improvised most

Edmon, Becky and Daisy improvised three to four main activities in the three lessons observed, incorporating very little of the intended curriculum and its tools in their instruction. In these activities the three teachers created their own tools, tasks and instructions using their own design to provide new instructional paths to the students. Similarly, the three teachers offloaded some aspects of the tools to guide their English lessons. Both Becky and Edmon also adapted the tools. Edmon adapted more than Becky while Daisy did not adapt at all.

However, based on how the three teachers used the curriculum, Becky and Edmon seemed to share a more similar teacher-tool relationship compared to Daisy. They included more activities of improvisation and adaptation particularly aspects of grammar and vocabulary. Becky and Edmon improvised activities to particularly include aspects of grammar and vocabulary in their lessons while having a close contact with the intended tools. Even though, CLT approach to language teaching emphasises teaching of grammar and vocabulary implicitly within the context, but Becky and Edmon explicitly taught the rules out of context, followed by some exercise to practice using the grammar concepts.

On the other hand, Daisy did not include aspects of vocabulary or grammar teaching. In addition, when Daisy improvised the curriculum; she completely departed from the given tools and used other tools to give more emphasis on exam focused practices.

4.6.2 Differences between the teachers who improvised most

There were also significant differences in the teacher-tool relationship of the three teachers shaped by various factors.

Becky, who was teaching in the urban school, never completely departed from the new curriculum. She closely followed the tools to ensure that students have the standards expected in the new curriculum and fulfil the diverse educational needs of the students. Therefore, along with the many activities of improvisation, Becky also offloaded many of the tools provided in the new curriculum.

Similarly, Edmon never completely departed from the given tools. Rather, he adapted the tools to make it suitable for his students. Edmon also used a variety of other tools and adapted the tools and activities intended in the curriculum to suit the mixed language abilities of the students. Therefore, unlike Becky, he mostly adapted the given tools to fit them for the students in his classroom.

On the other hand, different from Becky and Edmon, Daisy completely departed from the intended tools in two of her lessons. She used other tools instead of the ones prescribed in the curriculum to create better learning situations for her students. In her third lesson, she offloaded the tools.

4.6.3 Similarities and differences between the teachers who mostly offloaded the tool

Asiha, Kadhy and Faiha are local teachers who were identified as having a very similar teacher-tool relationship. The three teachers offloaded most of the curriculum tools contributing very little of their own ideas into the curriculum implementation process. The three teachers mostly relied on the tools, offloading the tasks and instructions in implementing the new curriculum.

However, Ashia and Faiha seemed to share a more similar teacher-tool relationship than Kadhy. Both of them offloaded the tools, and adapted some. However, Ashia improvised occasionally while Faiha did not. On the other hand, Faiha adapted more than Ashia.. The factors that interacted to shape these similarities and differences are discussed in the following chapter.

Consequently, Kadhy significantly depended on the instruction and tools prescribed in the curriculum without any change. She closely followed the curriculum and, she did not adapt or improvise any of the tools, instructions or tasks. She departed from the planning and draws on the prescribed curriculum tools. Hence, Kadhy seemed to be the most faithful to the tools having a very close relationship with the tools.

CHAPTER: 5

FINDINGS PART: II

5.1 Introduction

This chapter of the finding describes the factors that shape the teacher-tool relationships discussed above. The influential characteristics in the DCE framework; the teacher, the curriculum resources and Brown's Pedagogical Design Capacity construct were considered as a basis to analyse the factors that shape the teacher-tool relationship. Therefore, this has allowed exploring the variety of related characteristics of the teacher and the curriculum resource and significant other factors that have shaped the teacher-tool relationship of ESL teachers in the typical Maldivian contexts.

The analysis led to explore a number of factors related to the context, teachers and the curriculum that interacted together to shape the teachers' teacher-tool relationship as shown in the following diagram (Figure 5.1). The contextual features are those which represent the school and teaching context that could influence the teacher-tool relationship. These include school goals, the language needs of the students, the professional guidance available for teachers, the job opportunities available for students and the education level of parents. The data revealed that the features of the context do matter to curriculum use as much as characteristics of the curriculum and teachers.

The teacher characteristics are those features that individual teachers specifically bring into the teacher-tool relationship. These include teacher's attitude towards the curriculum, their belief about language teaching, teacher's competency and their experience.

The curriculum features are the representation of the curriculum tools, curriculum contents and curriculum procedures. There are a number of curriculum documents produced by MOE and teachers. MOE produce tools such as curriculum framework, subject syllabuses, key competency booklet, assessment and pedagogy guideline, student textbooks and teachers guide. Based on these tools, teachers produce Scheme of work or unit plan, lesson plan, and teaching aids. In this study the curriculum tools are regarded as the tools which teachers mainly use as reference or guide when implementing the lessons. This includes English syllabus, students' textbook, teachers guide, unit plan and the lesson plan. The content represents the explanation and organisation of the language features, concepts, texts and pictures. The features of the curriculum procedures are the recommendations for the teachers on how to conduct the lesson (the lesson procedures) and the instruction provided for the students on how to perform tasks.

This chapter describes the contextual, curriculum and teacher factors that have shaped the teacher-tool relationship of the teachers; offload, adapt, improvise and omit.

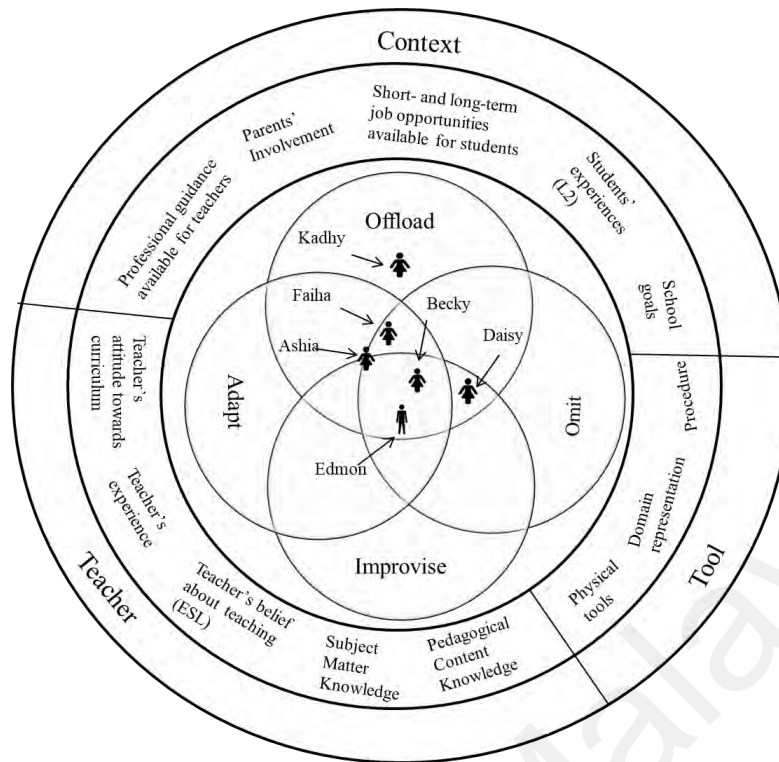


Figure 5.1 The teacher-tool relationship and the factors that shape this relationship

5.2 The factors that shape the teachers' teacher-tool relationship

5.2.1 Contextual factors

Contextual factors are the various characteristics of the context that has influenced teachers' teacher-tool relationship. As Maldives consists of small isolated islands separated by sea, there are features unique to each island, which could shape the teaching of the school in the island. These features that is unique to specific teaching and school context that has influenced the participatory relationship of the teachers' and the curriculum. These include:

5.2.1.1 The professional guidance available for teachers

The analysis of the data identified that, all the teachers in the urban school were well-trained and had a bachelor's degree or master's degree in teaching related fields. The English teachers were among a group of competent teachers who

guide and provide professional help to each other. As the student population was more compared to the rural schools, there was more than one teacher to teach each subject for the same grade. Therefore, teachers got the opportunity to discuss the lessons, share learning materials and use the best strategies and approaches to achieve the curriculum outcomes and competencies.

Talking about the coordination meeting, the teachers stated that those who teach English for the same grade collaboratively work together in planning and implementing the lessons. All the three teachers in the school described that the lessons were discussed and planned with the head of the English department who also provides suggestions about effective teaching activities. They also described that they sometimes collaborate with other subject teachers to do some integrated lessons. Becky and Ashia noted that, in the previous week they collaborated with Science teachers because the Science curriculum has some similar themes as English. So, after this discussion, the English teachers omitted some topics which have been included in Science and, added new activities related to the theme from areas which were not covered in Science. They further highlighted that they also sometimes work with Dhivehi teachers to plan and conduct integrated lessons. This encourages the teacher to omit some tools or improvise new tools to be included in the lesson.

We coordinate with other teachers to see the important areas to teach. Last week we discussed with science teachers, we have the same theme, so we taught the topics they have not covered (Ashia).

Moreover, the English teachers teach with the guidance of an experienced and competent leading teacher, who provides instructional guidance and support in their teaching and learning process. The three teachers stated that the Leading Teacher is supportive and provides instructional guidance on how to improve teaching. She

always gives suggestion about interactive learning activities, helps us to plan assessment tasks and closely monitor teachers teaching.

The leading teacher guides us in planning the lessons. Sometimes we included the materials recommended by the Leading Teacher. She also sometimes prepares assessments and diagnostic test (Ashia).

Hence, when teachers receive professional suggestions from others, particularly from the Leading Teacher, it has encouraged effective curriculum implementation process. As a result, it has impacted the way curriculum was used in teaching. The teachers have omitted some tasks, created and adapted new ones as a result of the collaborative discussion with other teachers and the Leading Teacher.

However, it was identified that in rural areas, there were few trained teachers. In two of the schools, (the school in the area that is dependent on tourism and the sparsely populated school with multi-grade teaching) there were many contract teachers who have not done a teacher training course. As the student population in all the three schools were much lesser than the school in the urban area, one English teacher was responsible to teach many grades. Hence, the teacher has to prepare the teaching materials, lesson plans and work sheets on his/her own without the guidance of anyone else. In other words, the teachers can use whatever material they want and can teach however they like. They can use easily available resources which are familiar to them and carry out the lessons the way they want.

The three teachers from the rural areas described that they planned the lessons and prepared the teaching materials on their own. They stated that what they do in the classroom is mostly their own work. However, Edmon explained that when the weekly plan was explained in the coordination meeting, the other teachers in the English department sometimes suggest ideas to include in the lessons. However, Edmon also

felt that including other subject teachers in the group was not effective, though there are some advantages about it.

We have four teachers in our coordination group from different subjects. (English, biology, chemistry and social studies) Initially I felt the coordination group members should be in the same subject in order to concentrate fully in our subject (Edmon).

I feel that this type of grouping is not effective. But in this meeting, I could see that different teachers could discuss different subjects with different teachers and find the common themes and key competencies (Daisy).

Faiha, explained that they do not have subject coordination meetings, but they have grade teachers' meetings, in which the general issues are usually discussed.

In addition, it was identified that in all the three schools the Leading Teacher who was in-charge of the English department was not specialised in English. Due to the lack of trained Maldivian English teachers, the Leading Teacher who supervised English was chosen from another subject area. As a result, leading teachers were not able to provide proper instructional guidance to support curriculum implementation process. This allows the teachers to depart from the tools and use whatever tool the teachers are comfortable with, to be used in the lesson. The leading teacher's role has been explained in the following comment from Daisy.

In our School all teachers are engaged in four groups. There will be a teacher in-charge in each group to lead the meeting. Our teacher-in charge is a computer specialist. The teacher in-charge will mark the meeting register and record the lesson plan submission (teachers' names, number of classes for the week and number of lesson plans submitted.) In the coordination meeting all teachers must show their syllabus, scheme of work and Lesson Plans with teaching materials for the week. (Daisy).

It was surprising to identify that unlike the other two schools in the rural area, the school in the area which was highly dependent on fishing, have trained teachers. According to the principal all the teachers have done their bachelor's degree and some

of them were currently doing their master's in education. However, they also face similar challenges as the teachers in the other two schools namely, when one teacher has to teach many grades and when there is no coordinator specialised in English. The teacher used the tool as prescribed in the curriculum, though the students find it difficult to do the given tasks.

5.2.1.2 Parents' Involvement

Another factor which has influenced the teachers' curriculum use was parents' involvement in their children's education. The responses from all the six teachers indicated that the way parents are involved in the students' studies influences how the teachers use the curriculum in classroom.

For instance, Becky explained that she had to change her planned lesson, when the parents expressed concerns about the difficulties students faced in preparing the leaflet. The parents asked her to explain how to make leaflets and give students some practice before giving the task in the student book.

Yesterday I gave a rough idea, then they were asking about it, I got messages from parents in the Viber in the night "Miss how to do" so I thought better say it in the class, make it as a group work and they can make a draft (Becky.)

This indicates that parents' concerns have influenced Becky's teacher-tool relationship in her third lesson. The third lesson observed was a lesson created by the teacher based on the feedback from parents. The teacher seized upon the feedback given by some parents in the class Viber group regarding the difficulties students encounter in making leaflets. As a result, she departed from the original design given in the tools, and came up with a new lesson to address parents concern. Even though both curriculum tools and the plan created by the teachers intended to give students the opportunity to make an individual leaflet with minimal teacher instruction. Becky

created a new lesson to guide the students through the steps of leaflet making. The students were given the opportunity to prepare a rough draft in groups before the actual leaflet project. This was to ensure that the students are equipped with the skills and knowledge required for making a leaflet. Perhaps parents' expectation for students to perform better in these types of activities could have influenced their intent

Moreover, teachers from the urban school expressed that parents know a lot about the new curriculum contents, the teaching strategies and assessment methods due to the various parents' awareness programs conducted by the school. Therefore, the teachers explained that parents are now more involved in their students learning. Becky highlighted that perhaps parents are now more educated. So, they help their kids to complete the school work, to prepare for the assessments and to prepare students for other extra activities conducted at school.

However, the interview data revealed that the way parents in the rural islands involve in the students' education is different. All the three teachers from the rural islands highlighted that parents help the teachers and the school to conduct co-curricular and extra-curricular activities. However, their involvement in their children's studies was more overt and general. The teachers described that though parents give support to the school activities they do not give much attention about what students do and learn in the class.

Faiha highlighted that the type of support and concern parents have shown earlier were not seen at homes today. She highlighted "when we were small our parents emphasised and forced us to do homework and study at home and our parents regularly come and talk to the teachers. But now at homes we don't hear discussions about education, and the parents do not care about the students work. Very few parents come

to fetch their grade six kids from school. Students walk to school alone without their parents when they reach grade 4". According to Faiha when parents show their concerns, it is more overt and general such as whether students have completed the textbook activities. Parents check students' textbook to monitor students' learning and if there are incomplete work then they will express their concerns. As a result, the teacher very often has to spend time to finish the student book activities even though those activities are not appropriate for the students' level.

We always have parents' pressure to complete the textbook. There are 18 units in the new syllabus for grade 7, by the end of the last semester; I was able to cover 9 units, so parents complained about it. (Faiha)

Furthermore, all the three teachers from the rural areas expressed their concerns about the lack of support from parents. According to the teachers, parents in the rural areas are not as educated as parents in the urban city. Parents are reluctant to give students access to the internet to do school related work. In fact, according to Faiha, very few households have internet connection. Therefore, Faiha and Daisy highlighted that only the teacher has to take the responsibility of the students' education. Parents do not take their responsibility. The teacher has to make the students complete the exercises, help them to collect information for projects, make them do assignments, class work and prepare them for the exams. In other words, the education of children is considered as a sole responsibility of the teachers and the school. Faiha noted that, it causes huge challenges for the teachers to implement the new curriculum and achieve the key competencies, when the curriculum is very much dependent on ICT in an attempt to prepare the students for the technological era.

The curriculum is very much ICT based. So, if students do not get this opportunity at home, it is very difficult to implement and achieve the key competencies (Faiha).

5.2.1.3 Short-and long-term job opportunities available for students

One of the important factors which shaped teacher-tool relationship was the short- and long-term job opportunities available for students. The data revealed that the various short-term and long-term job opportunities available in the islands influenced the students' interest and motivation to learn, thereby affecting how the teachers use the tools.

For instances, it was identified that like many urban cities, the capital city of Maldives has many economic activities from various fields. Hence, the students have the opportunity to get a job, once they have the required qualification and training. However, the number of qualified people competing for jobs are also numerous. As a result, students have to compete with many qualified applicants in order to get a good job in the urban city. This encourages the students to obtain good results and a good qualification in order to be able to stand out among the hundreds of applicants. All the three teachers in the urban school explained that there are many students who obtain good results in school. So, the students have to develop other skills in order to compete with many good candidates. They also highlighted that parents expect the students to be good at their studies. Hence, schools have more pressure to enhance the students' specific skills and improve their academic performance.

However, the scenario is different in the area which is highly dependent on tourism. Daisy teaches in a school in the central zone of the country surrounded by many tourist islands. There is also an airport in the island and the area is concentrated with many tourism-based economic activities. However, the competition for jobs is not as intense as the population is much smaller compared to the capital city.

Although it was earlier assumed that students in this tourism-based region would need an English qualification in order to secure a job in the tourist islands, Daisy explained that students are not actually required to have a pass grade in English to get a job. In fact, languages such as Chinese, German, and French are more dominant in the resort island, as majority of the tourists come from these countries. In addition, Daisy also explained that students can get jobs which do not need them to interact with the tourists once they complete grade 10.

In addition, she stated that the school offers vocational and skill development programs such as Dhasvaaru and BTEC (Business and Technology Education Council), in which students are provided the opportunity to get some work experience from the resorts. As a result, these students get jobs very easily at the resort.

Moreover, it was revealed that the numerous job opportunities available in the resorts around the islands in fact, hinders students learning rather than encouraging them to study, as the students need not have a good qualification in order to secure a job. According to Daisy, this makes teaching more challenging as she has to implement the curriculum when students find them not useful. According to Daisy this is also one of the reasons why she departed from the given tools. According to Daisy she used other tools in an attempt to make the learners more interesting.

However, Edmon faced a different scenario. In the rural island where Edmon teaches, the principal described that there are no job opportunities available in the island and in the nearby islands. According to Edmon and other teachers in the school, there are no resorts around the island and it is not a fishing area either. The only opportunity for the students to get to earn money from the island is the few jobs that are available in the public sector, such as health centre, schools and the island council.

As a result, many people move to the capital city to work, to get higher education and for their kids to be in better schools. The principal talking about the school also noted that out of 500 people, around 200 people live in the island and all the others have moved to Male and, to other more urban islands. Hence, the teachers noted that in this island, there are very few people who are well educated. The students who remain in the island are mostly weak in education and lacks motivation to learn. This creates a huge challenge for Edmon when implementing the curriculum. According to Edmon, he has to make his own materials, to provide suitable activities for the students.

In addition, Faiha stated that the students and many people chose fishing, as it gives more income than the civil service jobs available in the islands. So, she highlighted the students do not find education important and as a result they are not motivated to learn. Therefore, she sometimes has to struggle a lot in teaching and making the students do the work given in the curriculum.

5.2.1.4 Students second language experiences

The data identified that the students in different contexts have different experiences with English. According to Kadhy, Becky and Ashia, students in the urban school have the opportunity to get lots of exposure to English. They usually communicate with their siblings and parents in English. They also have access to the internet, digital stories, story books and games that can help improve their language. As a result, the language needs of urban students are different from the language needs of the students in the schools in the other areas.

Moreover, it was observed that there were lots of interactions in the classroom. The teachers interacted with the students through discussions, questioning and clarification. Students answered and communicated with the teacher in English. The

students also talked to each other in English. The two teachers agreed that many students responded to the teacher well as the students are good at speaking and can respond in English. The teachers stated that “the students get many opportunities to interact and use English, their speaking is very good, due to the various opportunities they get from home and at school.

However, the three teachers from the rural islands Fiaha, Daisy and Edmon stated that the students did not get as much exposure as compared to the students in the urban areas. They did not have unlimited access to facilities like the internet and TV. According to the teachers, the students get to hear and use the language only at school. As a result, schools have to provide all the opportunities to improve their language skills, while trying to achieve the curriculum outcomes.

Moreover, it was observed that there was very less interaction in the classroom. Students had difficulty in responding to the teacher when they have to answer in English. Students discussed and talked in Dhivehi while they were doing group work and communicating with each other. Both Daisy and Faiha agreed that the students are very weak in English particularly in listening and speaking skills. So the students find the listening tasks given in the textbooks difficult. The students, have struggled a lot when they have to answer the listening task given. The teachers played the audio track more than five times in order to encourage the students to do at least half of the questions.

Furthermore, it was identified that the students in different context get different experiences in the classroom. For instances it was observed that the teachers in the urban area did not simplify the reading comprehension exercises given in the student book, while the teachers in the rural area adapt almost each and every exercise given.

The teachers in the urban school explained that the curriculum tools are suitable for their students' language level, so they do not have to adapt them. In fact, it was observed that teachers used the text book activities along with complex and supplementary activities beyond students' current level in order to improve their language. This allows the teacher to use variety of tools to improve student's language.

However, the three teachers who teach in schools located in rural areas highlighted that the curriculum do not fit the language needs of their students. The students' language competency is much weaker than those students from the urban areas. According to them, "the students have difficulty in doing the reading comprehension tasks and grammar exercises given in the students' textbook. They need the basic knowledge first". Hence, it was observed that the experiences rural students get in class is much different as teachers have to use other tools or adapt the given tools to make them suitable for students' language needs.

Some of the questions are very complicated, according to these student's standard they can't do those questions, they find it difficult to do the questions. So, I change them. But the questions are good for the students in well-developed islands. (Edmon)

This was particularly evident from Edmon, who adapted almost all the tasks given in the curriculum tool. Apart from the students being weak in English, the teaching situation also has influenced how Edmon used the curriculum. As Edmon has to teach a multi-grade teaching class, there were students with various language abilities and needs. Hence, in order to cater to the learning needs of all the students, he has adapted the tools to make it simple. It is important to highlight that Edmon also taught a listening lesson; during the week the researcher has spent time in the island to collect data. Unlike Faiha and Daisy, Edmon changed the exercises given. Though he taught the same lesson as Daisy, he did not give the tasks provided in the student

textbook. He made two simple tasks based on the listening track. He highlighted that when the tasks were made simple students would be able to do the tasks.

5.2.1.5 School goals

Findings from the study also suggest that teachers' curriculum use was influenced by the school goal. The three schools observed from the rural area have a very low pass percentage in English compared to the school from the urban areas. Hence, during the interview the teachers talked a lot about improving the results of the students. This is because the ultimate goal of the school and the teachers are to obtain good results in the international exam done at the end of grade ten. The teachers highlighted that "even though the new curriculum does not encourage tests, the students have to do the international exam in grade 10. So tests cannot be avoided and we always have to worry about the results."

Though the current national English curriculum is different from the IGCSE syllabus, and require teaching different skills, teachers tend to focus on improving the skills, through their lessons. On this end, teachers have adapted their instructions and the task to include exam-focused skills and provide students the opportunity to practice the skills. Motivated by the school goal teachers try to focus on exam related tasks and skills when they teach the lessons. The three teachers highlighted that since the students are weak in language, they have a huge challenge to improve the results.

The analysis of the data identified that the teachers in the rural areas at some point of the lessons adapted their instruction to provide practice on exam related skills. Daisy was observed emphasising key word identification when she did both the reading comprehension and listening lessons. Faiha also focused on keyword identifications when she did the listening lesson. They explained that key word

identification is an important skill required in their grade 10 exams and it helps them to identify the answers. The teachers teaching experiences have allowed them to adapt the tool to include the skill students need for their final exam.

In addition to this it was observed that Daisy's lessons were driven by the motivation to improve students' results. She improvised the curriculum to provide more opportunities to practice exam related tasks, instead of the ones intended in the curriculum.

As none of the students who had participated in the exam were able to obtain a pass in English examination for the past three years, the teacher's main focus even at this level was to improve students' percentage of passes in the examination. Therefore, the lessons were driven by the motivation to improve the students' results which ultimately has impacted the teacher-tool relationship. She improvised the tools to create opportunities to practice tasks related to exam. Rather than using the tasks or the text intended in the curriculum tools, Daisy used a text from IGCSE exam past paper to practice reading comprehension skills required for the exam. She also gave the same set of questions given in the past paper, aiming to give practice on the type of reading comprehension questions in the IGCSE exam and to see how students do those questions. Hence, her main goal in improvising the curriculum was to help students pass in the examination. The following comment from Daisy emphasised how the contextual features impact teaching.

Normally, most of the students, actually they don't like to learn English, not only English but other subjects too. Because once they have completed grade 10, they will get a job, they do not need to get the pass marks. If they sat in the exam, they will get a job, maybe from the resort, or from the airport or somewhere else. Because of this, they are not paying interest in studying. They have to attend to school until they finish grade 10 (Daisy).

Though it was predicted that students would require a language competency in order to secure a job in the tourist islands, the analysis of the data identified that students do not actually need to have a pass grade in English to get a job. The numerous job opportunities available in the resorts around the islands in fact hinders students learning rather than encouraging them to study as the students need not have good qualifications in order to secure a job. Therefore, the school's motivation and encouragement to improve the results have influenced her to improvise the tools to provide opportunities for exam-based learning tasks. The following response indicates Daisy's intention to use the tool.

In the textbook they are not getting these kinds of questions. There is another way to find the answer. So they should be familiar with these kinds of questions which they have to do in the exam. (Daisy)

On the other hand, it was observed that teachers in the urban school have focused more on developing individual students' skills and competency rather than working towards improving the school overall results. The school results were already good with more than 85 percentage passes in English. Hence, according to Ashia and Becky their focus was more on the low-level students and improving areas like writing. "Most of the students are very good in English. But there are few weaker students as well. So, we are trying to bring them to the average level through remedial class". This reveals that the goal of the teachers at this stage is not to focus on exam results but to improve lower level students and bring them to the average level of the students in the class.

Both Becky and Ashia highlighted that the lower ability students were provided remedial help in order to improve their language skills. The remedial materials were aimed to provide the weaker students an extra opportunity to practice and improve in

specific areas in which the students need extra help. Rather than making the given curriculum tasks simple and easy, the weaker students were provided the extra help needed to bring them to the average level of the grade through these remedial classes. They also noted that the remedial materials are prepared with the help of the Leading Teacher.

It was observed that Ashia, Becky and Faiha, did not give simple questions instead of the complex tasks given in the curriculum tools. They provided complementary tasks such as detailed explanations and extension work related to the task in order to help the low ability students to understand the intended curriculum tools. It was identified that when students were not able to complete the tasks given in the curriculum tools, they provided more time and guidance to complete them in class or if the teachers were not able to provide extra help and time during the class, students were asked to wait after class to finish the task with the help of the teacher.

However, it is important to highlight that Ashia, like the two teachers from the rural schools, adapted the tool in one of her activities to give an opportunity to practice the key word identification skill. When the researcher asked about her reason for adapting the activity, Ashia's response was

In all the reading comprehensions, I encourage the students to underline the key words. Those are the skills required for comprehension. I always ask them to follow these steps. I am used doing so as I have taught grade eight for many years, and the Cambridge textbook encourages following these steps. For these students we don't have to follow those steps, but I feel that it is easier for students to get the answer when students follow the steps (Ashia).

This indicated that Ashia's real intention was not to give exam focused practice but to improve student's reading comprehension. As she had taught IGCSE syllabus

she seemed to recognise the importance of the keyword identification skill in order to improve students reading comprehension.

5.2.2 The teacher

The analysis of the data identified that there are particular characteristics, the teacher brings into the participatory relationship with the tool. These include characteristics such as; teacher's attitude towards the curriculum tools, teacher's beliefs about second language teaching, teacher's subject matter knowledge, teachers pedagogical content knowledge and their experience.

It is important to highlight that some of the teacher characteristics emerged through the analysis of this research data are different from what is originally given in Brown's DCE framework. Even though Brown identified that teacher's belief and goals shape teacher-tool relationship, this study revealed that the teacher's goal is actually shaped by the overall goal of the school. In the classroom teachers in their interaction with the tools try to achieve the school goals. In addition, this study identified that it is not the belief of the teacher that shape the teacher-tool relationship but it is the belief the teacher holds with regard to L2 teaching, which actually shapes teacher-tool relationship. In addition, two new factors emerged through the inductive analysis of the data. This study revealed that teacher's attitude towards the curriculum and the teachers' experiences play an important role in shaping the teacher-tool relationship. The following discussion explains how these characteristics of individual teacher's shape their teacher-tool relationship

5.2.2.1 Teacher's attitude towards the curriculum

The analysis of the data identified that all the teachers have a positive perception towards the new curriculum. Therefore, the positive attitude of the teachers

has led all the teachers to offload certain aspects of the tools. When the teachers were asked to express their view about the new curriculum, and its tools, all of them described the new curriculum as ‘very good’. They believed that the new curriculum is suitable, interesting and appropriate to achieve the learning outcomes. Faiha commented that *“The new curriculum intends to prepare competent and responsible children for life with a firm foundation of Islam. The old curriculum is very much teacher-centered and textbook-based while the new one doesn’t support any of this.”*. Ashia further expressed *that the new curriculum is ameliorated than the old one. It specially valued the key competencies and it “clearly filled the inadequacy of the old curriculum”*. These responses from Ashia and Faiha indicated some of the specific reasons why the teachers have a positive attitude towards the new curriculum.

Moreover, comparing the new curriculum with the previous one the teachers stated that the curriculum is more learner centred and involves interesting and authentic activities. The following description from Edmon specifies his opinion about the new curriculum

Basically, the main difference between the two lies in student learning which is centered. We support the new curriculum that is better than the old curriculum. NIE’s new curriculum is designed to support learners in becoming a sound citizen of the Maldives. Students are confident in working with information and ideas either their own or those of others. It makes students responsible for themselves, responsive to and respectful of others. Students can develop their ability to learn and reflect. The New curriculum provides a space for the learners to be innovative and equipped for new and future challenges (Edmon).

Moreover, talking about the merits of the new curriculum, teachers also explained that the new curriculum is very helpful and convenient as MOE has designed, printed and disseminated all the learning materials needed to implement the new curriculum. All the teachers agreed that they can deliver the lesson with the help

of the tools and may not need to prepare their own tools. They said that the text book includes appropriate learning tasks related to each lessons and the teacher's guide provides the lesson procedures explaining how to deliver each lesson. Hence, according to the teachers it gives teachers support and confidence in the use of the curriculum. Besides, they stated that it provides a sort of assurance that the lessons will be effective if they use the intended curriculum. Kadhy in the following response expressed how supportive the new curriculum is

We usually follow the textbook, through these reading comprehensions; we would be able to achieve the learning outcomes given in the syllabus. Additionally, there are different levels of questions in the exercise, so I think answering questions is an appropriate exercise (Kadhy).

In addition, it was identified that when teachers participate in the workshops and training sessions, they feel empowered. According to the teachers MOE has conducted lots of workshops in order to advocate and make the teachers aware of the aspects of the new curriculum. Teachers noted that the workshops did not explicitly facilitate how to use the prescribed tools in the new curriculum. The workshops are aimed more at making teachers aware of the important elements of the new curriculum, particularly, the principles, values and the key competencies, Hence, it was identified that the teachers who are more aware of the curriculum have a stronger attitude towards the curriculum and use the tools more closely than others.

I usually follow the teacher's guide, In some sessions that I have participated, the curriculum developer, Madam Aminath, (pseudonym) emphasised a lot about using the teachers' guide, She said that most of the teachers just do the exercises given in the text book without using and following the steps recommended in the teachers' guide. Teachers did not even look at the teachers' guide when writing the lesson plans. (Ashia)

With this respect, it was identified that Faiha had a strong positive attitude towards the curriculum. So she offloaded more compared to Ashia, Becky, Edmon and

Daisy. According to Faiha, she has done many training sessions on the new curriculum, and she has been working as the English curriculum ambassador and the focal point of the region. Faiha expressed; *I have been facilitating PD sessions for teachers so I am aware of the new curriculum and its benefits.* Similarly, Kadhy who has recently completed her teacher training course viewed the activities and lessons in the intended curriculum more appealing than others. According to her, the new curriculum components are now being incorporated into teacher training programs and student teachers were taught how to implement the teaching pedagogy and assessment in class. Hence, she finds the curriculum very interesting and useful to the students. This leads the teachers to offload many of the tools as intended in the curriculum.

In addition, the teachers also noted that, MOE and the school management encourage the teachers to use the intended tools when implementing the lesson. They highlighted that as MOE directs teachers to use the curriculum and tools that were produced to support the curriculum implementation process, it gives teachers a sense of responsibility to follow the authorities.

5.2.2.2 Teachers belief about language teaching

One important factor identified from the data analysis that has played a key role in shaping the teacher-tool relationship was the teacher's belief about language teaching. It was identified that the teachers' belief about what to teach and how to teach English has influenced their teacher-tool relationship.

It was observed that Becky and Edmon who have been trained and educated in the 1990s have influences of grammar and vocabulary concepts in their lesson. For instances Edmon has improvised the curriculum in his first and second lesson to include vocabulary and language structure activities, to facilitate students learning,

which ultimately has shaped his relationship with the tools. Similarly, Becky improvised the curriculum in the first lesson by adding vocabulary tasks to consolidate the students understanding of the difficult words in the text and discussing their meanings within the context used in the text.

When the two teachers were asked about their reasons for including aspects of grammar and vocabulary in their lesson, they explained that without grammar and vocabulary students will not be able to learn the language. Students would not improve their language if they do not have the basic understanding of the words and the sentence structure and the tools are not enough to inculcate the knowledge and skills required to learn the language.

As a teacher I have to develop students' fundamental knowledge in English. As primary level students, they must be trained with basic grammar and vocabularies to improve their listening, speaking, reading and writing. With that aim in mind, I gave more importance to the grammar and vocabulary. I understood that it is the base to every language learner (Edmon).

It is helpful that simultaneously with each lesson, grammar is taught and it helps a lot. The students can construct sentences correctly, now also students find it very difficult with the tenses, when they use present and past, they get confused. However, if we are using the tenses daily, it could help a bit (Becky).

From the two teachers' responses of the interview, it was identified that this perception has resulted from their education and training background as both the teachers have studied a long time back when grammar-translation and the audio-lingual method of teaching was given more importance than communication. In the interview Edmon described that

Actually, I was not taught English grammar in my primary schooling. When I entered middle school, I started to learn English. Unfortunately, teachers, who taught me English were not so familiar in English. So, my parents arranged me a special coaching class to improve my English Knowledge. There I could learn English well. First, they taught me parts of speech. By the by I improved to learn Eight Parts of speech. Then I was taught how to write simple sentences, compound sentence, complex sentences, clauses and phrases. When I was in

my Higher secondary School I could understand how to use/apply simile, phrasal verbs, proverbs, and idioms. Then I improved myself with the help of very good grammar books and teachers. After I started my career as an English teacher, I follow my own style to teach English Grammar. I was appreciated by my superiors now and then for my formula-based grammar teaching (Edmon).

Becky also expressed similar ways of learning grammar when she explained how she learned English

Teachers explained the rules and we did role plays. Got opportunities to conduct radio shows for learners(Becky).

The above responses clearly indicated how Becky and Edmon have learned grammar at schools. It shows that how they have learned grammar at school have influenced their perception towards teaching grammar allowing them to include activities that focus on vocabulary and language structure.

In addition, from the interview it was also identified that Becky and Edmon were taught to teach grammar rules when they did their teacher training course. Hence, as revealed from the following excerpt from Edmons interview the initial training of the teachers have an influence on their teaching and their belief about grammar.

Fortunately, we got a good panel of teaching faculties to become us, qualified teachers. We were trained how to teach English grammar to the students in an effective manner. First, we need to introduce and explain the grammar. Also, show the students how it can be used then give the students an activity or two to practice the target language. We could also do grammar activities, usually in the form of a game or role play that will further promote grammar learning and practice (Edmon).

When the model classes were conducted, we used blackboards with white chalk piece to write down the target language, i.e. the grammar rule and format. We explained grammar and point out why and when we use it. We used oral and written examples that will target both auditory and visual learning styles. Ask our fellow trainees to do some additional examples and share their views regarding English grammar teaching in the classrooms. We never forget to point out the exceptions to the grammar rule if applicable in certain situations (Edmon).

However, it was observed that other teachers, Ashia, Kadhy, Faiha and Daisy who were young and have done their training recently, did not include aspects of grammar and vocabulary in their lessons. Their view about language teaching is different from Becky and Edmon. Though they view grammar as an important aspect, they believe that grammar is particularly important for speaking and writing and it should be taught within the context.

Actually, it should be taught implicitly through the text. In the new book it is like that, they have to read a given poem, discuss and identify the homographs and finally make sentences using the homographs. (Ashia)

The four teachers' have a perception that grammar should be taught implicitly within the context. They explained that in the new curriculum, which is based on communicative language teaching, grammar is not taught separately. Language structure and correct verb forms are taught and explained when teaching how to write different types of writing. When Daisy explained about how she learned grammar, she said

I mainly think how to make sure that the students understand the lesson what I teach and grammar is an important unit for a perfect writing. I am teaching them what they need and, in the way, how they understand (Daisy).

The analysis found out that this perspective about grammar teaching was influenced by the way the teachers were taught and trained. According to the teachers they did not learn grammar as discrete rules when they studied English at school. Faiha explained that there was no difference in the way she was taught grammar at school. She stated *we learned grammar in the same way as now. There is no difference.* Ashia, and Daisy also stated that they did not learn structure and grammar rules. *We were taught grammar as an aspect of good writing and speaking.*

Moreover, the teachers' explained that they were not trained to teach grammar as discrete concepts of rules either. Instead the teachers expressed that they were trained to teach grammar using a communicative approach within the context and it is the training which has shaped their teaching.

We were taught to use communicative approach when teaching grammar (Kadhy).

Daisy highlighting how she has learned grammar in school. She explained that she was taught grammar as an aspect of good writing and speaking, and that is what she practiced in the classroom. *Daisy emphasised that, how a teacher was taught in her training would shape her teaching.* Ashia noted that, *actually it should be taught implicitly through the text. In the new book it is like that, they have to read a given poem, discuss and identify the homographs and finally make sentences using the homographs (Ashia).* Therefore, these responses designated that how the teachers were educated and trained have an influence on their relationship with the curriculum.

5.2.2.3 Teacher's subject matter knowledge

The data collected through interviews and observations revealed that the teacher's teacher-tool relationship was influenced by the teacher's proficiency in language content. During the lesson, observations and interview, it was identified that some teachers' communication skill, was very good while others were identified having difficulty in communicating and delivering the lesson. Similarly, some teachers were found more competent in the subject matter than others. It was observed that those teachers who are proficient in the language and who have a thorough understanding of the language concepts and structure have adapted the lessons either by providing more explanations or by adding extra activities to the prescribed tasks in the curriculum.

In this regard, it was observed that Becky, Faiha and, Ashia were good at language concepts and skills. While teaching, they have explained the contents with good examples, they have also provided extra information about the topic and they have given clear instruction to the students. The teachers' oral speaking and language knowledge was very good. These teachers knew what the students are required to know in order to perform the tasks given in the curriculum tools. As a result, they have adapted the curriculum in different ways to provide more exposure through detailed explanation of the lesson content and through interaction with the students.

However, it was observed that though Edmon had a good command of the language structure and rules, his speaking and pronunciation was very poor. He was competent in the technical aspects of the language but he had difficulty in communicating with the students. This could be one of the reasons why he had included many activities of grammar and vocabulary in his lessons.

Similarly, it was identified that Kadhy and Daisy were not very good at language content. Their explanations during the lesson were very brief, and their instructions were limited to what was prescribed in the curriculum tools. The two teachers did not provide further explanations about the tasks given or the contents in the lessons. This was evident when Kadhy and Daisy did not give further explanation when the students had faced difficulty in understanding the tasks given.

5.2.2.3 Teacher's pedagogical content knowledge

In addition to subject knowledge, the teacher's competency to effectively deliver the instruction also has shaped the teacher-tool relationship. It was observed that except Kadhy all the teachers with more years of teaching used some effective pedagogical strategies to create additional learning activities for the students.

These teachers were able to organise and sequence the contents appropriately using various teaching activities. They were also able to plan the lesson in ways that best motivate the students and enhance their learning.

For instance, Becky, asked students to prepare the rough leaflet in groups rather than giving them as an individual task considering the materials students had brought to school. This is because the teacher understood that the most effective and efficient strategy to achieve the learning outcome in the given situation is to give the task as a group work. She realised that if the leaflet making was given individually, most of the students would be ideally sitting without doing any work which ultimately leads to behaviour problems. Therefore, her ability to use the available resources and teaching strategies that are most suitable to teach the given content in the given context of the classroom has shaped the way the teacher used the curriculum in the classroom, hence affected the teacher-tool relationship. The following response reveals how Becky has used her pedagogical content knowledge in carrying out her lesson.

Some of them did not bring all the materials. So, they can share the materials. They can also share their ideas with each other, because the leaflet is that “you are the owner of a Maldives resort and you are having water sports and inviting tourists” they can discuss the things they can include and use adjectives. I can also go and tell them what should be included and then if there are less students it will be good, all will take equal participation in the task, more students mean some will do and some will not do (Becky).

Similarly, it was observed that even though Daisy and Edmon are not so competent in the language, they have also used some interesting learning activities which have helped them to gain students interest and motivation. The teachers’ described that their years of experience has permitted them to learn new learning strategies to make their teaching more effective. The teachers explained that when they gain more experience in teaching, they learn effective and efficient strategies to

achieve the learning outcome in the given situation. Moreover, their ability to use the available resources and teaching strategies to teach the given content in the given context of the classroom improves. Therefore, the teachers have adapted the tools as they planned and implemented the lessons shaping their teacher-tool relationship. The following account indicates how Becky has used her pedagogical content knowledge in grouping students.

I made it for my period, because it is not a group activity, when it is a group activity, I keep them in groups, if it is an individual activity I don't keep them in groups, because they ask others, so I want to check whether they can do by themselves (Becky).

In addition, Ashia and Faiha also appeared to have good pedagogical skills. Though they offloaded the tools, they were also observed adapting and modifying some of the given tools. They also used active and interactive learning activities to motivate and improve students learning. For example, they included pre-activities to activate students' prior knowledge. In addition to this, they also provided detailed explanation of the contents whenever it is necessary.

However, from the lesson observations it was found out that Kadhy, who had almost eight months teaching experience, significantly depended on the given learning activities, instructions and tasks in the tools and implemented them as prescribed in the curriculum. Hence this did not show her teaching competency to deliver the instruction. She has not contributed her knowledge and skills in implementing the lessons.

5.2.2.5 Teacher's Experience

Another factor which has affected the teacher-tool relationship was the teacher's experience in teaching. The data identified that the extent to which the

teachers use the textbook and how they adapt and improvise the curriculum is very much related to their experience. It was identified that the most experienced teachers adapted and improvised the curriculum more than other teachers. All the teachers agreed that the way they use the curriculum tools changes as they gain more experience. *As I spend more years in teaching, I adapt and use my own styles and I use the textbook less than before. Becky stated that "I believe that the way I use the curriculum is mostly influenced by the experience"*. Becky further highlighted that as she gained more experience, she learns more about the students and she get to learn more teaching methods. However, the reason expressed by Becky about the less textbook use was different. She stated *Textbooks are significantly less reliable than they once were. This is mostly because of the rapid change in information. Every day, someone discovers a new method for science. They uncover a new part of history. Every time that happens, a textbook becomes out-dated.*

Moreover, it was identified that when teachers spend more years in teaching, they become more competent in the language content and in teaching pedagogy. Faiha stated that *'Experience has changed me a lot. Both content wise and pedagogical wise'*. Moreover, according to Edmon, as they spend more time in the school, they become more aware of the students' background and the teaching context. This increase in knowledge about the students and the context over time has allowed the teachers not to worry about classroom management but to assess how effective a particular material is and, implement them in ways which are most effective to facilitate students learning. The following response from the interviews indicates that teachers' understanding of their students over the year, influences their interaction in the classroom

I understood that it would be difficult to discuss based on their general knowledge. Even though we plan very interactive activities when we write the lesson plan, we cannot always carry out those activities in a real classroom. Very often, I have to change my plan after entering the class room. (Faiha)

Moreover, from the lesson observations, it was noticed that the most experienced teachers, Edmon and Becky were found improvising their lessons more than the other three teachers. For example, unlike other teachers who showed printed photos of water sports, Becky showed real pictures of the different water sports using the PowerPoint presentation as she seized the importance of showing the pictures in retaining and understanding the words under discussion. Furthermore, she used various tools and activities in the lesson than it was intended in the curriculum to give the students more opportunities to learn, practice and apply the language they learn. These varied use of tools and activities reflect the increase in confidence and comfort she feels over time teaching the same content.

However, it is important to note that although Faiha has spent 7 years in teaching, she offloaded the textbook tools and depended more on the tools than others. According to her the parents and school management influence and give pressure to use the textbook. She stated that parents complain if they find blank pages in the textbook. According to her the reason is *“parents and the school management want something that they can actually ‘see’ to measure the ‘learning’ which takes place in the class room”*. She further highlighted that, in the past text book was the only means of delivering and practicing the contents learned and it was used to monitor students learning. Hence, she highlighted how using the textbook in the past has influenced how it is used now. *“Textbook use is very much influenced by how it was used in the past”*.

On the other hand, it was revealed that the new teacher has offloaded most of the given tool and therefore, has the closest relationship with the tools. In this regard Kadhy with the six months experience offloaded all the intended tools from the intended curriculum. Even though, some adaptation of the given tools was discussed in the weekly meetings and were written in the lesson plan, it was observed that the teacher has moved back to the student book activities and closely followed the curriculum tools in implementing the lessons. In addition, when Kadhy was asked about the lesson outcomes, she responded that she was new and could not remember what the outcome for that lesson and she had to check the book. This indicated that when Kadhy was new she depended and referred the tools for important and basic information.

Additionally, it was identified that as teachers gain experience, they become more resourceful. The teachers gain knowledge and experience when they spend more years in teaching. They also have materials and learning aids prepared for their previous lessons. Hence, it was identified that if teachers have previously prepared learning aids, it is likely that they use them to adapt the curriculum during planning and implementing the instruction, which in-turn affects the teacher-tool relationship. For example, in the third lesson it was observed that Ashia used her own readily available PowerPoint presentation to provide more information about leaflet making and guide the students through the steps of making leaflets, while the textbook materials employ more responsibility on the students assuming to have possessed the skills and knowledge of leaflet making from the teacher. Not only Ashia, but Becky, Faiha, Edmon and Daisy also used previously prepared teacher resources to adapt the lessons, in various ways. For instance, Ashia and Faiha used a previously prepared PowerPoint presentation to recap and evaluate the students understanding of a previous

lesson. Becky and Edmon used the exercises they had prepared before, to give more practice on what they have taught. Therefore, in these instances the availability of resources has led the teacher to adapt the task, while contributing her knowledge in the curriculum implementation process. The following recount explains this factor

This is a presentation I have prepared before. I have another presentation, a very interesting one to conclude this lesson. They will be shown some pictures, and they will guess the homographs, but I couldn't do it, because I was not able to finish the lesson.(Ashia)

In spite of all, it was identified that teacher's initial training experiences has also influenced their teacher-tool relationship. All the teachers believed that the training has influenced their teaching and the way they use the curriculum tools. Becky explained that *the way one is taught during her training will be shown in her teaching*. According to the teachers during the training they were taught how to use suitable teaching methods to implement the curriculum. Hence, the way they were taught in their teacher training course also shaped their teaching styles.

5.2.3 The curriculum

Apart from the features of context and teacher, the features of the curriculum also shaped the teacher-tool relationship. These features include the physical aspects of the tool, the contents and the procedures. The curriculum tools as stated earlier are the English syllabus, student textbook, unit plan, teachers guide and the lesson plans. The specific characteristics of these tools which have influenced the participatory relationship between the teacher and the tools are explained below.

5.2.3.1 The physical tools

Physical tools are the physical resources published along with the curriculum. When the documents were analysed it was found out that with the English

curriculum other tools such as student textbook, competency booklet, the pedagogy and assessment guidelines, and the listening tracks were published and disseminated. All the participants accepted that the tools which were produced and published with the curriculum are suitable and support the teachers in their implementation of the new curriculum.

Talking about the suitability of the tools during the interview, teachers explained that the new curriculum is very useful as MOE has designed, printed and disseminated all the learning materials needed to implement the new curriculum. They said that the text book contents included suitable exercises and had colourful pictures to attract the students. Faiha described that *“the textbook is very colourful; it includes pictures and useful exercises. Actually, students like it”*

Furthermore, the teachers, Ashia, Faiha and Kadhy view the tools, particularly the students and textbook as tools which must be used in teaching.

The good thing about the curriculum is everything is provided. The textbook is based on the learning outcomes and we are recommended to use the exercises in the textbook. Resource materials are also given in the teachers' guide (Faiha)

However, Becky, Edmon and Daisy did not view curriculum tools as materials which have to be used. But rather they view the curriculum tools as a guide to support their teaching. *Textbooks can never have influenced any teacher, and teachers use textbooks just as a support material and a guide”* This indicates that though the three teachers have a positive attitude towards the curriculum they view the tools as a guide to direct the teachers teaching. Daisy stated that what is important is to achieve the learning outcomes, not to follow the same tools. *I understood that all subject texts are designed on the basis of Syllabus. But the textbook alone is not satisfying as a tool to*

teach the present curriculum in the classroom. So, we need to use other interesting tools to gauge the concentration of the students.

It was noticed that many of the teachers had a perspective that it is not important to exactly follow and use all the curriculum tools provided for students and teachers use. Edmon, Becky and Daisy view language teaching to be different from concept subjects, hence, they felt that the intended tools are not enough to inculcate the knowledge and skills required to learn the language. They further highlighted that it is almost impossible to rely completely on the curriculum as language teaching and learning cannot be enclosed in one textbook.

We can't only go by the curriculum; English cannot be enclosed in one book. It is very broad, and it is not a content subject: it is a language. (Daisy)

However, many teachers highlighted the need to make the revised student textbook available for all the students. According to the teachers, some students in their class got the revised version, while other students have the old version of the textbook. Hence according to the teachers, it requires extra work from the teachers when they have to provide the materials to those students who have the revised version. Teachers highlighted the need to provide the revised set of textbooks to all the students at the beginning of the new academic year.

And another problem is also that we have two sets of textbooks, the students who came later, they got another set of textbooks, that do not have most of the topics here in this old book, so now it is a big clash when we come to the class, if they have revised the textbook, they should give it to everybody, the content, now what happened is, I am having the old book, in my class all the students have the old book, because the school gave what they have, but those who came later, they have the different revised one. The problem is the child is simply sitting, because the child doesn't have the textbook, so what we do is we print and make a copy and give it to them. Most of the time the child has more work in that book and we have less work in the old book, in the new book some extra exercises are there and some of the topics are not there (Becky).

Actually in the new book they have improved, I do believe that it is the way grammar needs to be taught, through the texts, but we discuss and make lessons referring to the old book and students have the old print, that is why we follow this method of teaching grammar. Today in the morning, I came to know that, if we follow that method, we have to teach it in two periods, there is no time to do that (Ashia).

5.2.3.2 Curriculum contents

Curriculum contents represent the learning outcomes, indicators, language features, vocabulary items, grammar concepts and methods and other learning resources, which are needed for the accumulation of the four language skills [listening, speaking, reading and writing] and how they are organised and depicted in the tools.

It was identified that some of the contents in the curriculum tools are too complex for the students' language level. The teachers in the multi-grade teaching school and the teacher in the school from tourism area described that, many of the exercises given in the textbook tasks are too difficult for the students. Edmon and Daisy highlighted that the students are weak in English language so the contents are not suitable for their students. Therefore, this has led the teacher to either adapt the tools or use other tools which are simple and appropriate to the students' level. This was also witnessed from the lessons observed in these schools.

Some of the questions are very complicated, according to these student's standard they can't do those questions, they find it difficult to do the questions. So I changed them. But the questions are good for the students in well-developed islands (Edmon).

However, during the interview, Faiha and teachers from the urban school highlighted that the curriculum tools are just suitable for their students. However, as there are students with different learning abilities, the teachers highlighted there are few tasks which are difficult for the average students. Hence teachers stated that if they

found out that the exercises are too complex for the average population of the class, they have adapted them by including scaffolding activities prior to the lesson or providing detailed explanations or by changing the questions.

For example, Ashia from the urban school used PowerPoint presentation with illustrations and examples of homographs to explain the concept and to make it easy for students to understand the lesson, when they noticed that the students would find writing the sentences difficult without further explanations from teachers. The following responses from Ashia explain the reason why she had to adapt the curriculum in her second lesson.

We make sure that the materials are appropriate to the students' level, nothing else.... If the tasks are too difficult for them, we use other materials to give more explanation (Ashia).

We prepare PowerPoint presentations to explain grammar as well, by including information searched from internet sources. So I think if we explain them it will be easy, I can show many examples and explain the difference in meaning (Ashia).

In addition, teachers also highlighted that speaking and listening related contents are given less emphasis while the major focus is on the reading and writing skills. Moreover, Daisy believed that English language teaching should focus on the four skills and curriculum tools should act as a possible source of guidance, to achieve competency in these four language skills. Therefore, she has adapted the curriculum to provide students opportunities to practice the skills equally in class. Daisy in the following comment highlighted that the curriculum provides very limited tools for improving some skills, allowing her to use other tools to develop the skill.

Textbook is ok, but it should include all the skills. Speaking activities are given very rarely, so I have to include my own speaking activities. In every unit they have given listening. If speaking is also given it will be very good. I have no idea why they have not given speaking (Daisy).

Daisy and Ashia stated that the poems given in the text book are too difficult and need to be changed. According to them the poetic language used in the poem are unfamiliar to the students so they need to be replaced with simple ones.

5.2.3.3 Curriculum procedure

Curriculum procedures refer to the instructions, lesson procedures and scripts given in the curriculum tools. The analysis identified that the way the procedure is written in the curriculum tools influences the teacher-tool relationship.

All the teachers in their interview expressed their satisfaction regarding the procedures given in the tools, particularly the teacher's guide. In this manner they highlighted how helpful the instruction was as explained in the excerpt below.

Actually, if you follow the teachers' guide, you don't even need to write the lesson plan again. The teachers' guide provides step by step procedure for most of the lessons, so you need to copy and paste it in the lesson plan, but if you add or use a new activity then you have to write it in the lesson plan. So if you follow the teachers' guide it will be very easy (Faiha).

However, the teachers also highlighted some of the areas which need further improvement. They noted that the curriculum tools did not provide or suggest tasks for each and every phase of the class room instruction. For example, all the teachers explained the importance of including interesting activities for the introduction and conclusion of the lesson. In addition, Becky also noted the importance of including more explanation on lesson procedure related to some grammatical features.

In the new curriculum there has to be lot of changes, they should give more information, like activities that the teachers can do in the introduction level, because some of the topics in the lesson, suddenly they keep the grammar part, so when the grammar part is given it has to be explained on how to teach it.. A person who is very knowledgeable can go for it, because I have been teaching

for a long time, I know it, but for the teachers who are new may not know, but if they start with the basic grammar it will be much better (Becky).

5.3 A comparison; factors that shaped the teachers' teacher-tool relationship within and across the four case study schools

As revealed from the analysis, various factors representing the context, teachers and the curriculum have shaped the individual teacher's relationship with the tools. This section presents the factors which shape the similarities and differences between the teacher's teacher-tool relationship within and across case study schools.

5.3.1 Comparison of factors that shaped teacher-tool relationship within the case study school

There were significant similarities and differences between the three teachers who were teaching in the same school. The data identified that all the three teachers offloaded the tools and closely followed them to a certain extent. Kadhy offloaded all the time. She did not adapt, omit or improvise the curriculum. Similarly, Ashia and Becky offloaded most of the time, while adapting and improvising the curriculum. However, Ashia adapted more and occasionally improvised on the lessons (Refer to Figure 5.1). On the other hand, Becky improvised more than Ashia and also adapted many activities. The three teachers' teacher-tool relationship within the same context was shaped by factors relating to the individual teachers. The characteristics, stances and beliefs distinctive to the teachers have shaped these similarities and differences. The following discussion describes the factors that have shaped these similarities and differences.

Firstly, the similarities between the three teachers' (Ashia, Becky and Kadhy) teacher-tool relationship was shaped by their positive attitude towards the curriculum. They all accepted that the curriculum was improved to provide better learning

opportunities to the students. The three teachers felt the new curriculum was convenient, effective and more beneficial for the students' future. Furthermore, the training workshops conducted to teachers about the new curriculum components give more authority and a sense of ownership towards the new curriculum. Therefore, the three teachers depended on the new curriculum tools and followed most of the activities given in the student book. Moreover, the three teachers have contextual advantages from teaching in the same urban school and this has shaped the similarities between the three teachers-teacher tool relationships.

However, Ashia and Becky shared more similarities than Kadhy. Their similarities were shaped by their experience and competency. The two teachers seemed to have a good command of the language skills. Hence, their competency in the language allowed them to adapt and improvise the tools in various ways. They have included explanations, discussions and exercises to give better learning opportunities to achieve the language skills intended in the new curriculum. In addition, the teaching experience of the two teachers had made them to be better at teaching pedagogy and become more resourceful. As a result, two teachers have used the resources they had previously prepared in order to adapt and improvise the tools to provide interesting learning activities in order to cater the learning needs of the learners.

As stated above there are also distinctive differences between the three teachers. The differences in the three teachers' teacher-tool relationship were shaped by their belief about language teaching, their experience and their competency. Becky's belief about language teaching was different from Ashia and Kadhy. Becky was trained and educated in an era where grammar-translation and audio-lingual methods were given importance in teaching English. Hence, influenced by Becky's education and initial training, her teaching reflected explicit teaching of vocabulary

and grammar rules, though the new curriculum emphasises teaching grammar through communicative language teaching approach. Becky, improvised the lesson to include grammar and vocabulary activities in her lessons. Another reason why she has improvised and adapted the curriculum was, unlike Kadhy and Ashia, she believed that it is impossible to solely depend on the textbook tools to implement the curriculum effectively. She viewed the tools as a guide to support teaching and learning process. This consequently has allowed her to use other teaching materials to supplement students learning.

However, Ashia and Kadhy being young and influenced by their education and training, they have a different perception about language teaching. The two teachers explicitly stated that they did not view grammar and vocabulary practice as separate elements. They perceived that grammar should be taught implicitly through communicative activities. Therefore, their teaching did not reflect the teaching of grammar and vocabulary; at least, not explicitly. Moreover, Ashia and Kadhy's views on the new curriculum tools are different from Becky's. They have such a strong positive attitude towards the curriculum tools; they view the tools as learning materials which cannot be avoided. Hence, this view encouraged them to use all the tools in their learning.

The reason why Ashia adapted more than Becky and Faiha was because of the availability of teacher resources. She had got some previously made PowerPoint presentations related to the lesson which she used to adapt in the delivery of lessons two and three. Hence, the resources available from her teaching experience have shaped her teacher-tool relationship.

Kadhy has a distinctive teacher-tool relationship. Unlike the two teachers Becky and Ashia, Kadhy offloaded the curriculum all the time. Even though she has the contextual advantage like the other two teachers, she depended on the curriculum tools particularly, the textbook and teacher's guide when implementing the lessons. Her lack of experience has influenced her to put more confidence on the tools, rather than the instructional guidance obtained from others.

5.3.2 Comparison of factors that shaped teacher-tool relationship across the case study schools

The analysis of the data identified some interesting factors that have shaped the similarities and differences between the six teachers. The discussion is divided into four vignettes. Each vignette discusses the factors that shaped the similarities and differences between the teachers who have the most similar and the most distinctive teacher-tool relationship.

5.3.2.1 Improvising and adapting

The data analysis identified that Becky and Edmon have quite a similar teacher-tool relationship. The two teachers improvised and adapted the curriculum a lot and they had a distant relationship with the tool compared to others. Their improvisation reflects more of grammar and vocabulary activities. However, Becky offloaded more than Edmon while Edmon adapted more and offloaded less compared to Becky.

The similarities in the two teacher's belief, attitude and experiences shaped by their education and training experiences have encouraged them to improvise and adapt the curriculum. As they have been educated and trained to teach grammar, they perceive grammar as important aspects to be taught as discrete rules followed by some

practice. Hence, their teaching reflects aspects of vocabulary and grammar. In the lessons observed, the two teachers have adapted the curriculum to include activities to improve vocabulary or to teach the structure and grammatical rules needed to improve their language.

During the observation, it was found that Edmon lacks competency in the language, particularly his speaking skill. His speaking skills are weak. He had difficulty in communicating and interacting with the students orally. However, he was very good at the technical language concepts, like English usage and grammar. Hence regardless of his belief, his language competency could have influenced his use of vocabulary and grammar activities in the lesson.

Moreover, both the teachers' believe that the tools have to be used as a guide to support their teaching. Even though the teachers perceive that the new curriculum is much more convenient and effective to achieve the educational goals, they felt that it is not possible to depend only on the given curriculum tools when implementing the new curriculum. Therefore, their view about the curriculum which was shaped by their teaching experience has encouraged them to use other materials to adapt the lessons when implementing the new curriculum.

Despite these similarities, there were some noticeable differences between Becky and Edmon's teacher-tool relationship. These differences were shaped by the contextual factors. The institutional constraints in the local setting, particularly the formal and informal support Edmon and his students get from the parents and other stakeholders has shaped the differences in his teacher-tool relationship. The small population in isolated islands not only lead to less job opportunities; it also causes social, economic and developmental challenges which ultimately affect education. As

Edmon has to teach in a classroom where there are two grade level students, he has to create learning opportunities suitable for the different level students, which will not be possible if he depended solely on the curriculum tools. In addition, the lack of opportunities available for the students in the island to improve students' language skill causes challenges as teachers have to provide all the possible guidance to promote their learning. Consequently, Edmon encounters more issues when the students lack motivation to learn as there are no job opportunities available on the island.

On the other hand, the contextual benefit Becky has by teaching in an urban setting has shaped her teacher-tool relationship. The support and suggestions Becky get from proficient educators including the parents has helped her to improve and refine her instruction as she implemented the new curriculum. Moreover, the opportunities which are available for students allow Becky to focus more on achieving the curriculum outcomes by adhering to the curriculum tools while providing other opportunities to enhance students learning. Hence, one difference from Edmon is that Becky also closely followed the tools, to ensure that the students gain necessary and required curriculum standards and outcomes.

5.3.2.2 Offloading and adapting

It was revealed that Faiha and Ashia have significant similarities in their teacher-tool relationship. Both of them mostly offloaded the curriculum, and they had a close relationship with the tools, with some adaptation and very few improvisations. Faiha and Ashia offloaded a lot although Ashia seemed to adapt and improvise more than Faiha. Faiha offloaded more compared to Ashia. She also adapted the curriculum in many activities, but improvised a little.

This similarity between the two teachers was shaped by their belief about language teaching, their attitude and their sense of ownership in the new curriculum. Since the two teachers have been educated in the same context and they were trained during the same time frame, they seemed to have a very similar belief about how to teach English and how to use the tools. The two teachers believe that the curriculum tools have to be used as a primary resource, while frequently drawing on other tools to adapt and improvise the curriculum. Both the teachers have used previously prepared tools or tools which are self-developed using internet sources.

However, unlike Becky and Edmon, their adaptation did not reflect aspects of vocabulary and grammar rather the two teachers adapted the tools in order to provide supplementary activities to scaffold and enhance students learning. The teachers were educated and trained to use the communicative approach of context-based grammar teaching. Hence, their belief about how grammar teaching mirrored their initial training and education and this has shaped their belief.

The dissimilarities in the two teachers were mostly shaped by the contextual differences. Similar to Becky, Ashia had contextual benefits from teaching in an urban school. The professional guidance she gets from a pool of competent teachers and school management reinforced her to implement the new curriculum effectively. In addition, the parents' educational level and the opportunities students get from the social environment allows her not to worry too much about the student's language standard, but to use the curriculum tools effectively in the classroom through various activities. This ensures her that her practices match with the standard intended in the new curriculum.

However, Faiha who was teaching in a rural area which is heavily dependent on fishing as a source of income, face contextual restrictions when implementing the curriculum. Parents who are not as educated as parents in the urban area use textbooks as a means of monitoring students work. As teachers were so dependent on the textbook in the past, parents still expect teachers to complete the textbook exercises. Hence, this forces her to offload the curriculum and heavily depend on the tools. In addition to this the lack of support teachers get from parents led her to restrict her from closely implementing the curriculum.

5.3.2.3 Offloading and Improvising

Daisy has a distinctive teacher tool relationship; she either offloaded completely or improvised the curriculum and her tool relationship was shaped by some interesting factors. Some of the factors are similar to Faiha and Ashia. Daisy had a similar view about teaching English. Her belief about how language should be taught in the classroom is also influenced by her initial training and education. Similar to Faiha and Ashia, Daisy was trained in the era where communicative language teaching was encouraged to be used to teach the language. Hence, similar to them she viewed that communicative language teaching has to be used when teaching language accuracy like grammar structures. Hence, though she improvised, her teacher-tool relationship did not reflect features of grammar and vocabulary.

Furthermore, as Daisy was trained and educated in the same context as Becky and Edmon, Daisy's views about the role of the curriculum tools was therefore, different from Faiha and Ashia,. Similar to Becky and Edmon, Daisy viewed the tools as a guide to facilitate curriculum implementation rather than as tools that have to be used in their teaching. Therefore, this view, shaped by her training and her years of

experience in teaching has encouraged her to use other tools in implementing the curriculum rather than completely depending on the curriculum tools.

Additionally, the contextual constraints which are unique to this island along with the challenges faced in rural settings have shaped the differences in Daisy's teacher-tool relationship. Like the other rural settings in this study, Daisy also faced challenges, when she did not get regular professional guidance for implementing the new curriculum. Moreover, the lack of opportunities for the students to get exposure from the social environment causes difficulties to implement the new curriculum and impacts how the tools have been used in teaching.

However, being different from other rural islands, the students have many job opportunities from the resorts around the island. Therefore, students' have the opportunity to get a job without a good academic qualification as the demand is less. This inhibits students' motivation to learn, leading to lower academic results in IGCSE. This has encouraged Daisy and the school to give more focus on the exam. As a result, Daisy departed from the intended tools in two of the lessons, to provide more exam focus practices to the students.

In addition to this the teacher competency also played a role in shaping her teacher-tool relationship. Through the lesson observation it was identified that Daisy is not very competent in the language. Hence this could have made her to use a tool, which is more familiar to her. As she has taught to grade 10 students, a text taken from past exam papers would give her more confidence particularly when there was someone to observe. Hence, apart from the contextual characteristics, her language competency has also influenced her teacher-tool relationship.

5.3.2.4 Complete offloading

It was identified that Kadhy had a very different teacher-tool relationship compared to others. She never improvised nor adapted but she completely offloaded the curriculum and she had a very close relationship with the tools. Kadhy was a novice teacher who has recently joined the school. She has around eight months of experience in teaching in a real classroom setting. She had a similar belief as Faiha, Ashia, and Daisy about language teaching since she was trained to use communicative activities in language teaching. However, unlike the other teachers Kadhy offloaded all the activities, including the curriculum tools. She did not follow lesson procedures discussed in the coordination meeting; rather she depended on the instructions, activities and exercises given in the student book and teacher's guide. Hence, her lack of experience has influenced her to depend on the curriculum, without contributing her knowledge and skills in planning and implementing the lessons.

CHAPTER 6

DISCUSSION

6.1 Introduction

This study sets out to describe the teacher-tool relationship between ESL teachers and the new English curriculum in Maldives and the factors affecting this relationship. The research attempted to answer the following research questions:

1. What is the teacher-tool relationship between ESL teachers and the new English curriculum in the Maldives?
 - a. What is the teacher-tool relationship in planning the lessons?
 - b. What is the teacher-tool relationship in implementing the lessons?
2. What factors influence the aforementioned teacher-tool relationships?

A qualitative multiple case-study research, utilized lesson observations, interview and document analysis as the methods of data collection, to explore the above-mentioned teacher-tool relationship. The analysis of the data revealed distinctive relationships between the teachers and the new English curriculum, which are influenced by noticeable factors.

This study used Brown's notion of curriculum framework, "the Design Capacity for Enactment Framework" to determine the teacher-tool relationship between the teachers and the curriculum tools in planning and implementing the lesson and, the factors that shaped this relationship in four different contexts of the Maldives. The influential characteristics of both the teacher and the tools including Brown's Pedagogical Design Capacity was used as a basis to analyse the factors that shape the teacher's use of curriculum tools in the four different contexts of the Maldives. Hence,

a third factor, the contextual characteristics of the four schools located in four different islands were analysed to describe how these characteristics shape the teachers' teacher-tool relationship of the teachers. The following section discusses the results of the study with reference to related literature and the theoretical framework.

6.2 Factors influencing teacher-tool relationship

Many researchers have studied the teacher-tool relationship and they have particularly attended to features of the 'tool' and the 'teachers' when explaining the teacher-tool relationship. Additionally, researchers agreed that the ways in which teachers interact with various curriculum tools can also be shaped by a range of contextual characteristics. In fact, Brown (2009) and Remillard (2005) in their descriptions highlighted that contextual features within and beyond the education system can have an important influence on how teachers use the curriculum. However, they did not explicate the specific contextual features that shape the teacher-tool relationship. Some of the features which have been dispersedly identified by other researchers include: time constraint (Bodzin et al., 2003), teaching resources (Haney et al., 1996; Nargund-Joshi et al., 2011), and peer coaching (Roehrig et al., 2007). It is important to note that these features identified by the previous researchers are regarded as factors within the education system. They did not explain how the specific contextual features beyond the education system shape the teacher-tool relationship. Therefore, this study looks into the contextual features, particularly those features beyond the education system and explains how these features shaped the teacher-tool relationship.

By framing this research to study the teacher-tool relationship in four different contexts of the isolated island schools in the Maldives, it was assumed that contextual features within and beyond the education system play a vital role in shaping the teacher-tool relationship. This study explores four case study schools, from four

typical contexts of the Maldives: the first school was from a densely populated urban island, the second school was from an island which is highly dependent on tourism, the third school was from a sparsely populated island and the fourth school from an island which is highly dependent on fishing. Except for the densely populated school, the other three schools have one English teacher.

This study identified the specific features of each island that significantly shaped the teacher-tool relationship in planning and implementing the instruction. The following discussion presents the details of how the specific features of the island shaped the teacher-tool relationship. The influences of teachers and text on teacher-tool relationship are discussed later in this section.

6.2.1 Contextual characteristics that shape teacher-tool relationship

One of the distinctive features of the Maldives is that it consists of small isolated coral islands. Similar to the findings identified by Lisle (2012) and Wei and Chen (2015), this study recognised the influence of the characteristics of the island and school community when shaping the teachers' teacher-tool relationship. Lisle (2012) in her research on educational change of small state islands captured two important features: the islandness and smallness that impact educational change. Accommodating small state theory to explain the curriculum change, Lisle (2012) explained that the islandness of the country enhances the particular features of the smallness. This is because the isolation and detachedness from other island communities and from the outside world impact students' social and emotional skills, their needs and interests.

Similarly, Wei and Chen (2015) used the term 'township' to differentiate the contextual influences of the town. These researchers highlighted that more developed

islands have better resources and qualified staff, enabling the curriculum a reform process while lack of resources and shortage in qualified personnel's in the less developed islands will limit the pace of the curriculum change. Though these features found out to be similar to this study, the previously stated research was not focused on the teacher-tool relationship rather; they tended to study how contextual features influence curriculum change and curriculum implementation.

However, there are studies which have examined how contextual features shape teacher-tool relationship (Keiser & Lambdin, 1996; Manouchehri & Goodman, 1998; Kauffman (2002). Yet, these studies did not explain how the particular features of the island beyond the education system influence the teacher's teacher-tool relationship. By framing this study to include the schools in four islands with distinctive characteristics, this study was able to describe how the particular features of the island community had contributed to the teacher-tool relationship. Hence, it is believed that this study would provide a basis to do research on the local contextual features that shapes the teacher- tool relationship.

The contextual features identified in this study which significantly shaped the teachers' teacher-tool relationship were; the varied involvement of the parents', range of second language experiences of the students, the specific school goals, the short-term and long-term goals available for students and the professional guidance available for the teachers. These particular features of the contexts interacted together with the tools and teacher characteristics to shape the teacher-tool relationship as teachers' plan and implement their instruction.

6.2.1.1. Short-and long-term job opportunities available for students

The finding of this study suggests that the short- and long-term job opportunities available in the school context can shape the teacher-tool relationship. For example, the school in the area surrounded with tourist resorts have lots of opportunities for students to get a job without a good qualification as the jobs are not demanding. Hence, the appealing job opportunities in the surrounding resorts attract learners demotivating them to learn in a restricted environment like a classroom. As the majority of tourists come from countries like China, Germany Italy and France, English language has become less important in the resorts, resulting students to fail in standardised examinations.

Moreover, other vocational skilled programs “Dhasvaaru” and BTEC increase the chance for students to get a job from these resorts once they complete the program. Therefore, the many opportunities available for the students inhibit students’ motivations and interest to learn making it very challenging for the teachers as they struggle to achieve the allocated pass percentage. As Royle, (2001) noted that though the islandness is an appeal for tourism, it causes constraints, particularly when students have opportunities to earn a living without further education.

However, the scenario is different in the urban areas. In the urban areas though there are multiple job opportunities, the students need to get good results in order to compete with the many qualified candidates for those highly demanding jobs. This also compels the students to join higher education institutions to get good qualifications in order to be able to stand out from other qualified applicants. Hence, the teachers’ efforts to prepare the students for the competing future demands

ultimately influence the teachers teaching in schools. The teachers are compelled to use other tools to develop skills and competencies which are important for students.

On the other hand, sparsely populated rural areas have contextual limitations which seemed to shape how teachers used the tools. For example, the school Edmon teaches have very few or no job opportunities except the administrative positions available in the government offices. Since the island is neither fishing nor tourism Income Island, the school faces lots of challenges as people in the island migrate to other urban areas.

According to the teachers, less than one third of the population live in the island as, families who are financially stable move to the city to get better education, job opportunities and to get better medical facilities. The minor student population which remain in the island are considered to be disadvantaged in many ways. The students are considered to be weaker in studies, and are from families who are not financially so stable. The lacks of resources, particularly the lack of human resource makes the curriculum implementation very challenging. Most importantly, as the teacher has to adapt most of the curriculum tools to make it suitable for the students' language level and interest it can negatively impact curriculum implementation if the tools are not effectively adapted and improvised.

According to National Institute of Education, (2013), this may not be an issue when fidelity of curriculum use is not expected in the new curriculum but rather, teachers are encouraged to adapt the materials based on the context in order to meet the learning needs of the students. However, the MOE's policy for evaluating the schools seemed to contradict with the curriculum objectives as the schools are compared and evaluated based on the results of the standard examination given to all

students by the end of grade 10 and 12. Hence, this makes the contextual constraints challenging for teachers, especially in sparsely populated islands with lack of resources, man power and career pathways. It becomes particularly challenging in the multi-grade setting when teachers have to teach the multi-grade level students in one classroom.

6.2.1.2. Professional guidance available for teachers

The study showed that professional guidance available to teachers in the different teaching context could shape the way teachers use the curriculum. The urban schools are characterised by hierarchical organisational structure which allows the work of teachers to be monitored and coordinated by competent professionals. The teachers receive instructional guidance to support their curriculum implementation. Specifically, the instructional support from the Leading Teacher encourages teachers to effectively use the tools to achieve the intended learning outcome. Kauffman et al (2002) stated that expectations of the authority figures including the cooperating teacher influences how teachers interact with the curriculum.

In contrast, even though there are qualified teachers in the school located in the fishing income island, the organisational monitoring system is less effective due to the improper organisational structure. The high income obtained from fishing has allowed parents to give a good education for their children by sending them to more developed islands. Hence, it was identified that the school has teachers with bachelor's degree and master's degree in related fields.

However, the poor organisational structure did not allow utilizing these professionals in improving the teaching in schools. The work of the teacher was not monitored and coordinated well. The teacher did not receive professional guidance to

improve his teaching. As a result, this influenced how the tools were used by the teacher. This is because teachers need professional support (Nashia Mohamed, 2006) mentoring and clinical supervision (Gaies and Bowers, 1990) to encourage them effectively uses and implement the curriculum tools.

Additionally, in the other rural islands the centralised planning and monitoring system did not function well due to lack of qualified people available on the island. There were very few teachers who have done training and the Leading Teacher assigned was not specialised in English. Hence, the Leading Teacher was not able to provide proper instructional guidance to teachers. Research has shown that when the teachers do not receive guidance from the top management, they tend to turn to their peers and a range of other alternative resources such as the internet, for instructional ideas (Behm & Lloyd, 2009). This was the case in the rural areas. The teachers discuss the lessons with the few competent and experienced teachers in the department. They also use a lot of internet resources and as a result may not guarantee the quality and standard of these resources. When they used the materials without proper monitoring, it can negatively impact the curriculum implementation.

One explanation for this is the remoteness and insularity of the islands as highlighted by Di Bias (2015) that affects the availability of qualified teachers in the school. This was supported by Lisle (2012) in her research on a small state island stating that the more developed islands have better resources and qualified staff, enabling the curriculum reform process while lack of resources and shortage of qualified personnel's in the less developed islands will limit the pace of the curriculum change. In light of the small state theory by Crossley, Bray and Packer (2011), Lisle (2012) explained that curriculum implementation will not be only be influenced by scarcity of materials and professionals but by the nature of the relationship. According

to her when the implementation becomes highly personalised and intertwined within the power of one individual it can limit the professional quality. This explains the teacher's curriculum use in small rural islands. The teacher who has to teach many grade levels classes without the proper guidance of other qualified personnel can delimit the quality of education provided to the students.

6.2.1.3. Parents involvement

Studies have well established the relationship of parents' involvement in students' education. According to Adell (2002), family background is the most important and weighty factor in determining the academic performance of learners. Learners benefit from parents who are more involved in their studies; those parents have higher expectations for their children and show interest in the school work of their children.

Similarly, this study suggested that parents in the different context participate in the school activities in different manner and this has influenced in shaping the teacher's teacher-tool relationship. Parents in the urban areas were found to be more aware about their students' education and the new curriculum than many of the parents in the rural areas. They helped their kids to do their school works and to improve their performance. Studies done by many researchers have suggested that the students are more excellent in school when their parents get engaged in their education at home and, the children go further in school and the school they go to are better when parents get involved in school. (Henderson & Berla 1994: Chowa. Masa & Tucker, 2013)

However, it was identified that parents' in the rural area's participated and expressed their concerns about their children's education in a more general manner, perhaps by showing their distresses when they find that their kids do not receive the

same exercise as others or when they find their kids having blank pages in their textbook. Didi (2007) and Naashia Mohamed (2006) highlighted that the parents' perceived importance of textbooks for teaching has become the reason why many teachers have to depend on the tools and struggled to complete the textbooks.

According to Di Biase, (2015) and Lisle, (2012) there is a communal relationship among the members of the small community which adds social and political dimension to influence what is happening in the school. It is important to note that due to this emotional attachment parents in the area who are dependent on fishing turned to their principals when they have any problems. For example, the parents were seen complaining to the principal when they find empty pages in their kids' text book. This shows that the emotional attachment and rapport between the members of the small island community proves to be a strong barrier to bring changes to a system of education that has been established for a long period of time (Di Biase, 2015).

6.2.1.4. School goals

One contextual feature that was identified in this study is the school goals. The school goals were partly shaped by the location of the school. Schools in the urban areas, for example, were more academically advanced and students were already more fluent in English. These conditions shaped the overall school goals and in turn the teachers' practices were shaped by these school goals. The teachers usually determine their individual goals in line with the goals identified in the school annual plan.

Many studies have confirmed that the learning environment and the geographical location of the school play a major role in their academic performance (Eric, 2005; Owoeye, 2011; Sunday 2011). Similarly, this study suggests that the

geographical location of the school shapes how the teachers use the curriculum tools. Generally, students in the urban schools are good at studies. The schools produce better results than the schools in rural areas. The curriculum is found to be suitable for the average student population in urban schools. Therefore, sustainable practices and quality education provided in the urban school allow teachers not to worry about the exam results but to focus more on the students' individual skills and abilities. Hence, teachers tend to use a variety of tools along with the ones provided in the curriculum, in their attempt to develop the students' individual skills,

On the other hand, the schools in the rural area are considered as low performing schools. The curriculum contents seemed to be too complex for the students. According to a baseline survey conducted in 2013 there is a huge disparity in the academic performance between rural and urban students (Shiuna & Sodig, 2013). The same gap is shown in the results of the IGCSE exam (Ministry of Education, 2014). The school authorities encourage teachers to try to improve the school results as it is the current standard used to evaluate the success of schools. This consequently encourages teachers to adapt the curriculum to include more exam focused tools in their lessons. Hence, these constraints cause lots of challenges for the teachers, when they have to follow a centrally designed curriculum, which is not suitable for the students' level. It was identified that Daisy's school was not able to obtain a pass grade in English during the past three years, and improving the results has become the number one priority for the teachers. Therefore, even though the new curriculum does not emphasise producing good results, it becomes compulsory for teachers to particularly focus on improving students' results. This was identified as the main factor that has influenced Daisy's teacher-tool relationship. This is because

numerous studies have confirmed that a student focus which stress improving students' results is a key feature of an effective school (Harris, 2004)

6.2.1.5 Students' second language experiences

Many educators and researchers believe that students from rural schools mostly receive an education that is inferior compared to the students who live in urban areas (Bouck, 2004; DeYoung, 1987; Harrison & Busher, 1995). Similarly, this study identified that the experiences students get in rural areas varies a great deal from the experiences in urban areas. The students have lots of opportunities even outside the school to improve their learning and excel in various fields. This ultimately influences the type of tools the teacher has to use in shaping the teacher-tool relationship.

The experiences urban students get from better quality in their education, availability of the information that they get from various sources like mass media and electronic media, their educated families and peer groups help them to improve their education. They have many opportunities and facilities to excel in their education compared to rural students. Students in urban areas have many advantages in their learning process and with the advent of technology it enhances their studies. This subsequently influences what tool the teacher uses and how it is used in the classroom.

However, it was identified that in rural areas students get less exposure to English. Their parents do not speak in English and many students do not have access to the internet at home. Students that live in rural areas are less exposed to the using of technology because the facilities that were provided for them are not sufficient and the facilities are not available at home. As a result, the students are weak in almost all the language skills. Hence, the teachers have to take all the responsibility of students

learning and provide all the necessary guidance at school. This influences the type of tools teachers use and how they are used in the classroom.

The findings suggest the need to adapt and improvise the curriculum to match the opportunities available in different island communities. This is because the former remote-control approach to curriculum use emphasizes fidelity to the recommended curriculum, while the later mutual adaptation approach encourages local variation (Snyder, et al. 1992). Both the approaches, however, seek the fundamental goal of achieving outcomes that align with the core vision of the reform. The mutual adaptation approach encourages the importance of enhancing teacher agency to empower them to use the curriculum effectively to match the learning needs of the students in various contexts.

However, it is true that, the broader educational structure, particularly the centralized education systems, poses further challenges. According to Wei and Chen (2015) standardised examinations in developing countries impede the adaptation of curriculum tools. Centralized curricula that provide uniform content and assessment regardless of environments along with the standardised tests comes into tension when teachers have to adapt the curriculum to learners' diverse localities and communities. This is because at the end of the day teachers and the school have to be responsible for the results which will be compared with all the schools, no matter what the circumstances are.

6.2.2. The characteristics of the tools that shape teacher-tool relationship

In an extensive review of literature on curriculum use, Remillard (2005) suggested that the “materials themselves matter in teachers’ interactions with curriculum materials” (p. 240). Similarly, Brown (2000) also suggested that basic

aspects of the materials themselves influence the teachers' teacher-tool relationship. Many other researchers argued that curriculum tools play an important role in the way teacher approach and use the curriculum in their planning and instruction (Ball & Cohen, 1996; Freeman & Porter, 1989; Ben-Peretz, 1990). This study provides further evidence to support that the features of the ESL curriculum tools such as the physical features, the concepts and the procedures have shaped the teacher's teacher-tool relationship in planning and implementing the curriculum.

All the teachers in the study viewed the materials as interactive, interesting and suitable for the learning outcomes and this has influenced them to offload and depend on the materials. However, all the teachers' sense that the procedures were not scripted enough to provide details of how it could be used in the different stages of the lesson. This may have influenced the teachers to adapt and improvise the curriculum. This shows the importance of a scripted curriculum especially for schools where there are no qualified teachers to guide the curriculum implementation. In addition, Edmon's and Daisy's perception that certain tasks in the tools are too complex for their students' language level have encouraged them to omit and use other tools. This indicates that curriculum developers do not fully anticipate what students and teachers bring to the classroom (Ben-Peretz, 1990).

6.2.3 The teacher characteristics that shape the teacher-tool relationship

Many studies that focused on the participatory relationship of the teachers and curriculum seek to explain the individual characteristics of the teachers that influence the participatory relationship (Ball & Cohen, 1996; Brown, 2009; Remillard, 2005). These researches have well established the role of the teacher belief and the teachers' knowledge of the curriculum in the way they used the curriculum. However, unlike Brown's framework, this study identified some additional factors, such as the teacher's

attitude towards the curriculum, and their experiences significantly influence how they use the curriculum in teaching in the schools of isolated islands.

One of the most influential characteristics of all was teacher's belief about teaching. Unlike Brown, who conceptualised the belief as general and broad, the data from this study revealed that the teachers' beliefs about language teaching significantly shaped their relationship with the tool. Similar to a number of other research studies (e.g. Farrell, 1999; Hollingsworth, 1989; Johnson, 1994; Sato & Kleinsasser, 2004), which highlighted the impact of teachers' educational histories on the formation of their beliefs, this study also identified that teachers' belief about language teaching is similar to the instructional approaches that were prominent during their initial experiences of teaching. It was identified that teacher's belief about language teaching has a significant influence on how teachers use the curriculum. For instance, Becky and Edmon believed that language teaching should give importance to improve student's vocabulary and grammar. This has encouraged them to improvise their lesson to include these aspects of language in their teaching. As Johnson (1994) stated in his research, this study found out the teacher's belief was formed earlier in life due to the influence of the teacher's education and training experiences. As teachers, the professional content and methodology courses as well as the actual practice of teaching appear to have given rise to a different set of beliefs, based on their professional experiences. The teachers who have studied language through grammar rules and vocabulary items and those who have trained to teach grammar explicitly seemed to have a similar belief that impacted their teaching. Similarly, teachers who have studied and trained in recent years, believed that explicit teaching of grammar rules are not important rather grammar and vocabulary have to be taught through communicative activities as encouraged in CLT.

Moreover, teacher knowledge is the second mostly studied of individual characteristics in the research related to teacher's curriculum use. Similar to many of the previous research this study also identified that teachers' pedagogical content knowledge and subject matter knowledge shapes the teacher-tool relationship. This study identified that teacher's competency in language contents as well as language teaching pedagogy has shaped how the teachers have used the curriculum in their teaching. It was revealed that if teachers have a good understanding of how students effectively learn the content and skills, they tend to adapt the curriculum. This is because they know how and what to use in order to provide the students the best opportunity to use and learn the language. This study akin to many other studies which revealed that the more competent the teachers are the more they improvise and adapt the curriculum (Fennema & Franke, 1992; Phelps & Schilling, 2004).

In addition, this study suggested two new factors; teacher's experience and teacher's attitude towards the tool that help shape teacher-tool relationship. Hence, as Remillard (2005) suggested, these factors perhaps need further studies to establish how they shape teacher-tool relationship. However, the inductive analysis of this study identified that experienced teachers lean more towards improvising and adapting while the least experienced teacher lean more towards offloading. This is because as teachers gain more experience, they learn the appropriate tool to be used depending on the classroom circumstances. Additionally, this study also identified that teachers' individual resources obtained through their experiences in part helps to shape their experience in teaching. Ashia for example, used the resources which she had used earlier to improvise and adapt the tool. Previous studies on experienced and novice teachers reported the influence of teachers experience in shaping the teacher-tool relationship. Remillard and Bryans (2004) and Kauffman, Johnson, Kardos, Liu, &

Peske, (2002) reported that beginning teachers explicitly depend on the guidance provided by the tools, while experienced teacher adapt and depend on their own tools. Hence, it is clear that the individual resources and perspectives of teachers gained through the teaching experiences help to explain, in part, the differences seen across teachers in curriculum use, especially when they are working with the same curriculum (Remillard, 2005).

In addition to the experience gained through teaching, this study also revealed that the experience gained in the teachers' initial training influence their relationship with the tools. This has been supported by researchers, who have studied teachers' belief (Farrell, 1999; Hollingsworth, 1989; Johnson, 1994; Sato & Kleinsasser, 2004). As these researchers have highlighted the teachers' educational histories and their initial experiences influence their formation of their belief, which impacts how they use the tool in teaching.

6.3 The Dynamicity of the teacher-tool relationship

The teacher-tool relationship has been conceptualized by the researchers in a number of ways (Remillard, 2005). Some researchers conceptualize this relationship as subverting or following while others view curriculum tools as interpreters of text and studied how teachers interpret the text. However, recent research has attempted to understand the complex relationship between curriculum tools and instructional practice by investigating how teachers plan, use, modify, adopt or create the tools.

This research has focused on the above participatory relationship between the teachers and the curriculum tools. In this emphasis, the responsibilities of the tools shift from transmitting instruction to transforming it by serving as a catalyst for local situation. Hence, Browns frame work which emphasises this participatory relationship

was used to identify the teacher-tool relationship between grade six English teachers and the new curriculum. According to this framework, the teachers' use of tools falls into a spectrum. They offload, adapt, improvise and omit the tools when they implement and plan their lessons.

This research illustrated that multi-layered and complex relationship exists between the teacher and the curriculum tools. It also suggests that the relationship between the teachers and the curriculum is dynamic and can be represented by bidirectional arrows. This is because in the classroom, teacher's students and the tools act upon each other to shape the classroom instruction.

6.3.1. The teacher-tool relationship between the teachers in the urban context

Similar to many other studies, this study suggests that teacher-tool relationship varies in different stages of the instruction. The analysis of the data identified that the three teachers within the densely populated school had a similar characterisation of curriculum use in planning as they sit together, discuss and produce weekly lesson plans, which then will be shared to everyone. The three teachers' curriculum tool used in planning the lessons were characterised with mainly offloads, adaptations and omissions as they anticipated using the tools directly from curriculum, while adapting a few tools to facilitate and encourage students learning. Since this planning is monitored and coordinated by the head of the English Department (the Leading Teacher), the teacher-tool relationship has been very much influenced by her professional guidance and instruction.

However, the above relationship varied when the individual teachers implemented the curriculum in the real classroom. This is because 'one size fits all' construct does not apply to multifaceted situations like classrooms which involve

complex interplay between teachers, students, curriculum and the tools. When teachers engaged in a participatory relationship with the tools in the complex classroom, they used the tools differently as planned. The individual teacher beliefs, students' behaviour and needs and sometimes parent's background was identified to influence this relationship in implementing the curriculum in classroom.

Consequently, it was identified that the three teacher's teacher-tool relationship in implementing the curriculum differs to a certain extent. While Ashia's teacher-tool relationship in implementing the curriculum was the most similar to what was planned, her lesson implementation included some extra activities of adaptations, one activity of improvisation and one activity of omission. As Ashia was the coordinator of grade six English, she led the discussion, and wrote the lesson plan. It was believed that the lesson preparation and designing of tools would have been influenced by her belief, experience and pedagogical capacities.

However, it is interesting to find out that this did not allow her to depend on only the planning. In her third lesson she used a PowerPoint presentation prepared on homograph to recap and assess students understanding of the concept. She improvised this activity to revise and check if students have understood the concepts before moving on to the next lesson. She highlighted that the availability of the resource has led her to include the activity in the lesson. Hence, it was evident that "the nature of the teacher's own resources played a key role in determining and constraining the use of the curricular resources" (Brown and Bryan (P.5).

Similarly, Kadhy did not follow the tools as planned. Though the three teachers planning involved some adaptations and omissions, she departed from the planning and exactly followed the curriculum tools: the student book and teachers' guide. She

did not adapt, improvise or omit the curriculum, but rather she relied on the tools and faithfully implemented the tools as guided by the teacher's book. As she had no experience in teaching, she seemed to be more confident in using the given tools. So she returned to the tools rather than using her own tools and ignoring what was planned. Two previous researches reported that, beginning teachers appear to appreciate and rely on the explicit guidance about what and how to teach that mathematics textbooks can offer (Kauffman, et al 2002; Remillard & Bryans, 2004).

However, it was identified that Becky's curriculum use in implementing the lesson was significantly different from Ashia and Kadhy. It was also distinctly different from how it was planned. Unlike the other two teachers, Becky's lesson implementation was characterised with many activities of improvisations, adaptations, and offloads. In two lessons out of the three, she departed from using the planned tools and crafted her own instructional path to the students. Therefore, her relationship with the tool was distant as she did not rely on the curriculum tools provided and used her own tools in implementing her lessons.

Being an experienced teacher, she was very confident in implementing her own instructional paths to provide maximum learning opportunities for her students. For example, the teacher created new learning opportunities for students to give them the chance to design and make a leaflet in groups, before assigning the individual task given in the student book. Undoubtedly, this has generated a new learning situation for students and has shown the teachers pedagogical capacity as mentioned by Brown (2009). This capacity to enact the teachers own design is termed as instructional reality by McClain et al (2004). According to Brown (2009) the teachers are viewed as professionals who design the curriculum on an on-going basis as they interact with their students by using the curriculum artefact as tools to support the instruction.

Therefore, like many other studies this study suggests that teachers make multiple adaptations and improvisations while maintaining the intended curriculum goals. Ben-Paretz, (1990) used “curriculum envelope” to conceptualize the adaptation process, while McLaughlin, (1976) and others claim that the goal for curriculum implementation is that of mutual adaptation, in which both the material and teachers change before and during the classroom interaction.

6.3.2 The teacher-tool relationship of teachers in the rural contexts

As stated above, this study includes three teachers from three distinctive rural contexts. Similar to these teachers, the teacher (Faiha) in the context who is heavily dependent on the fishing income also intended to offload the tools, with some adaptations and few omissions. Teachers in this case intended to contribute little of their own capacity in planning the instruction by closely following the curriculum tools provided by the Ministry of Education. However, the other two case study schools’ teachers’ use of curriculum tools during planning and implementing their instructions involved many instances of improvisations, adaptations and few instances of offloading and omissions.

As for the teachers in the urban context, the findings revealed that the teachers’ teacher-tool relationship varies as they implement the curriculum. Though, the variations are not as substantial as the teachers in the urban context, the teacher-tool relationship changes as the teachers implement the planned lessons in their classroom. This is because when there is one teacher, he/she would have evaluated the materials in detail when planning based on their understanding of the materials and their students’ needs. Moreover, the influence of the head of department is minimal as there are no subject related qualified people and the teachers do the planning on their own.

Similar findings have been reported by other researchers (Ben-Peretz & Silberstein, 1982; Freeman et al, 1983; Stodolsky, 1989) who found that teachers mainly made changes to the activities within a given lesson but not to the subject focus. This is because teachers felt comfortable making changes before instructions at the level of activity analysing how a class would be organized and managed, what materials would be used, who would be doing what. However, Drake and Sherin, (2004) stated that teachers may change the subject focus but not during instructions. This study, on the other hand identified that teachers adapt the tools, the task and even the subject focus both before and during the instruction. The adaptation during instruction depends on the teacher's belief, competency and students' behaviour.

The most significant change in implementation was identified from Edmon's lessons. Edmon omitted and improvised many activities as he implemented his lesson. Hence, these changes in the teacher-tool relationship from planning to implementation indicated that teachers craft and mould the tools, during the complex interaction of teaching in the dynamic classroom context. For example, Edmon omitted two activities in his first lesson because students took more time to complete the tasks given. He also improvised some activities and these improvisations reflected his belief about language teaching. This indicated that teacher's belief plays a vital role in how they use the curriculum. According to the teacher when the lessons were planned, the curriculum tools played a significant role as they refer to the guidelines and plan accordingly. Researchers who studied how teachers use the curriculum through this lens- the participatory relationship- identified that teachers depend heavily on the curriculum tools, using what was intended in the tools. However, this study suggested that when teachers implement the lessons their belief outweighs other features to shape their teacher-tool relationship.

In summary, these findings indicated that, how teachers use the curriculum is a multidimensional task that includes multiple layers. The teacher-tool relationship significantly varies from one activity to another. It also changes from one stage of instruction to the other stage. It also varies from one teacher to another.

6.3.3 The variation in characterisation of the teacher-tool relationship

According to Brown (2009) the teachers' characterisation of curriculum use can be categorised along a scale or a continuum showing different extents to which teachers' offload, adapt or improvise materials. At one end of the continuum is offloading with maximum use of the given tools, and improvising, on the other end of the continuum showing minimum use of the given curriculum tools. Remillard and Bryans (2004) also had the similar idea of curriculum approaches lying along a continuum, which involves adapting, replacing or omitting.

As English language teaching involves episodes of many activities, each lesson can have many instances where different tools are used in separate activities. Hence, it is not reasonable to characterize teachers' tool use into a single approach as done by Remillard & Bryan (2004) and (Brown 2009). However, the use of Brown's framework in this research was found more practical and it allowed analysing all the activities of each lesson to see if teachers offload, adapt and improvise the material in the teaching and learning task. Moreover, the episodic characterisation allowed identifying other approaches of curriculum use which were not given in Brown's (2009) framework.

The analysis of the research data allowed one more type of curriculum use to emerge from the data: omission which is not used by Brown in his framework. Omission is a category of curriculum use identified in both planning and implementing

which was not considered as offloading, improvising or adapting. Moreover, it was identified that teachers omit activities given in the curriculum artefact if they find those activities not useful or not relevant for their students learning. The teachers in case study school 1 omitted the activity on discussing the meaning of homophones, when they felt that it was more important to allow students to guess the meaning on their own, rather than the teacher explaining the meaning to them. The study identified many instances of omission during the planning and implementation phase.

Even though Brown (2009) did not include omission in his characterisation, many other researchers included the categorisation as they characterised teachers' use of curriculum tools. A research was done by Chong (2016) on how an experienced teacher mobilized her English curriculum tools and omitted activities in the interactive stage. Similarly, Drake and Sherin (2004) also found out that teachers omit the tasks in the curriculum tools during the construction arena (implementation stage).

6. 4 Re-conceptualisation of the term fidelity and offloading

Many of the educators and administrators defined offloading as fidelity and used it synonymously to mean the same thing (Remillard (2005); Herbel-Eisenmann (2000); Lloyd, 2009). Their reasons for offloading mostly reflected the teachers' lack of competency. According to Brown offloads in instructional design are "instances where teachers rely significantly on the curriculum materials to support instruction, contributing little of their own pedagogical design capacity to the implementation process" (Brown & Edelson, 2003, p.6). Brown (2009) argued that teachers usually offload the tools when they are unfamiliar, uncomfortable or not confident with the content knowledge or pedagogical strategies recommended in the curricular resources and provide sufficient structure to support instructional activity.

However, as per the findings of the current study are considered, teachers offloaded the materials not because they lacked confidence or because they are unfamiliar with the teaching strategies or content knowledge. The teachers who offloaded the curriculum are identified to be the most competent and confident participants in this study. They were also identified as having a very good understanding of the subject knowledge and pedagogical knowledge. For example, teachers' who offloaded the most in this study were not fixed or rigid to the given tools only but they were open to other materials when the need arose. Teachers also added supplementary materials and tasks to simplify and scaffold the tasks given in the textbook. For example, the teachers improvised many activities when they felt that their improvised activity would be more effective to the students learning. Hence, the teachers were noticed using their knowledge and skills, to adapt and improvise the curriculum, apart from offloading the tools.

Therefore, as Brown in Larson (2009) suggested "it is important to reconceptualize the operational definition of fidelity to mean the use of text as a tool that results in student learning which is consistent with the district's learning goals for students" (p.98). This is because the fidelity as a descriptor of curriculum use may be a misleading construct. Brown argues that the offloading does not relate to teacher expertise and it may unintentionally further the de-professionalization of teachers and block highly effective teachers from appropriately adapting or improvising the curriculum to the benefit of students. This is because teaching cannot be considered as a recipe which must be followed to create a perfect product, but rather teaching is considered as a design process which requires mobilising the tools to make it appropriate for the students' needs.

The question which arises at this point is, whether there is any relationship between these teachers use of curriculum and student achievement. Researchers who frame curriculum tools use as either following or subverting it, for example, assume that under ideal conditions, fidelity between the written and enacted curriculum can be achieved. Moreover, there is evidence which shows that both the current and historical perspectives on tool adoption have been based on a belief that fidelity to curriculum will lead to high student achievement (McClain et al 2009). They argued that fidelity of curriculum use is the ideal model to be followed if teachers want to achieve the intended outcome (Snyder, Bolin, and Zumwalt, 1992). Though these assumptions are universally accepted at the school level, research done in many areas however have shown inconclusive results and teachers offloading the materials may not guarantee the students achievement. Nevertheless, it is a fact that this case study school with teachers who mostly offloaded the tools has the highest students' achievement in English when compared to other schools in this study. Hence, this relationship between teachers offloading of the materials and the students' achievement and the factors which may lead to high achievement need to be further examined.

6.5 Effective teaching in light of the teacher-tool relationship

This study explored the dynamicity of the teacher-tool relationship by extending the application of DCE framework to English. The findings of this study revealed that the relationship teachers have with the curriculum is very complex and dynamic. A single teacher can have multiple relationships with the curriculum in one lesson. For example, a teacher may offload the curriculum in the introduction of the lesson, improvise in the main body and may adapt the curriculum in the conclusion of the lesson. These variations in how the teachers use the curriculum are shaped by many factors related

to the curriculum, teacher and the context. Therefore what is considered as effective teaching according to this dynamic teacher-tool relationship?

This research, analysing the factors that shape teacher-tool relationship reveals the influence of context in shaping how teachers use the curriculum. In every situation, when a curriculum is implemented, it is unfolded in a particular context and, the features of the specific context play out how the curriculum is used by the teachers. Therefore, in order to transform the centralized curriculum into effective teaching, the teacher has to co-construct the curriculum with the students in the given context. It should take the context-specific demands into account when implementing the curriculum

There is no one size fits all curriculum, which can be applicable to all the students in a classroom. In a small island nation like Maldives, the implementation of the curriculum is very challenging, specifically when the curriculum is centralised. Regardless of the contextual challenges, schools have to try to achieve the national aims and developmental agendas of the nation. Therefore, effective teaching according to the teacher-tool relationship occurs when teachers use the curriculum depending on the context. The teachers may offload, adapt or improvise the curriculum depending on the contextual characteristics, which are shaped by the economic, geographic, social and political features of the place where the school is located. For example, teachers in a school situated in an urbanised place may offload a reading lesson on career, but, the same lesson may be adapted by a teacher in a rural school to include a text which is more relevant to the career paths available in that place.

6.6. Implications and Conclusions

With reference to how teachers use the curriculum in planning and implementing the lessons, and the features that shaped their teachers' curriculum use, the following theoretical implications suggesting the expansion of DCE framework can be drawn.

6.5.1 Theoretical implications: Expansion of the DCE framework

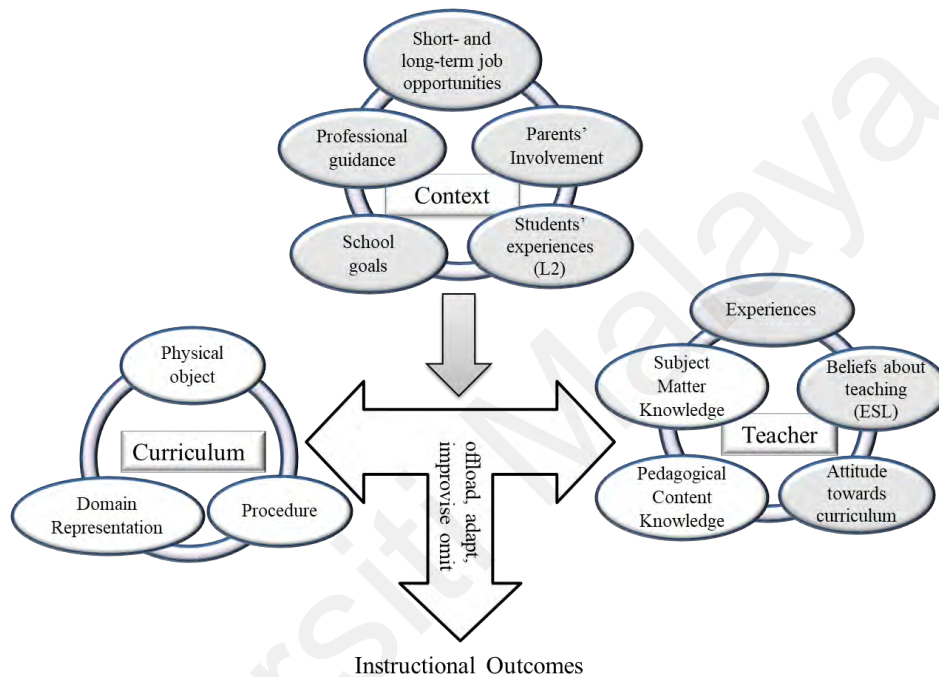


Figure 6.1: The proposed extension of DCE framework

A number of researches have been done to study how teachers use the curriculum. While most of the existing research on teachers' curriculum use through a lens of the participatory relationship describes how teachers use the curriculum in the context of Mathematics and Science, this study ventures to apply this construct to the area of ESL. This study specifically used Brown's (2009) framework, of the Design Capacity for Enactment (DCE) Framework to describe ESL teacher's relationship with tools as they implement a new central curriculum.

While Brown's (2009) framing has allowed describing teacher-tool relationship during the instruction, this study used the framework to describe how teachers engaged in the teacher-tool relationship in the two most important phases of the curriculum use; planning and implementing. The study suggests that English teachers engaged in a dynamic relationship with the tools and this relationship is a continuous interaction which may extend from the planning phase to the implementing phase and may change from one activity to another. This sheds light on the expansion of DCE framework to take into account the dynamic teacher-tool relationship in planning and implementing instructions to allow better understanding of how and why teachers use the curriculum tools.

Through analysing how six teachers in four different contexts of the Maldives used the curriculum in two stages of the instruction, this study expands the framework by identifying the contextual features that interact with teachers and text to shape the teacher-tool relationship. This study identified that the characteristics of the school and the island, plays a significant role in shaping how teachers use the tools in instruction. In some instances, the contextual characteristics outweigh the features of the teachers and tools in shaping the teacher-tool relationship.

Another extension to the framework is related to the characteristics of the teachers. While Brown identified three characteristics of the teacher, this study found out two emergent factors: the teacher's attitude towards the curriculum and the teacher's experiences. Additionally, this study suggests a more addition to the factor of teacher's belief, while Brown's conceptualisation of belief was broad in nature, the findings of this study suggests that specific beliefs about how a subject should be taught and learned can significantly shape the teacher-tool relationship.

Another theoretical implication related to the framework, is the teacher tool relationship during the planning and implementing phase of the curriculum use. As shown in the finding's teachers not only offload, implement and improvise the curriculum tools, they also omit the tools in both the planning and implementation phase because they may find the tools too difficult, unfamiliar or may not be relevant to the students' language needs.

6.5.2 Practical implications of the findings

The vision of the new national curriculum "Every child is prepared for life" intends to prepare the students for life by developing the individual skills required for the students to succeed in life. As flexibility is an important assumption of the curriculum, the new curriculum should be adapted to meet the needs of the students in the different islands' communities. The result of this study suggests the need to adapt and improvise the curriculum to achieve the above stated vision of the new curriculum. The Maldives is made up of isolated islands, with unique characteristics and opportunities for students to become successful individuals. Therefore, it is important for the schools to impart the knowledge and skills required for students to excel in those fields available in the island community rather than entirely depending on a centrally designed curriculum, which might not be significant for the future of the students who live in the isolated islands. Hence, in today's educational milieus where decentralization is encouraged, it is important to adapt and improvise the curriculum to have rather an atoll-based curriculum to prepare the students for the opportunities around the islands.

Adaptation by teachers however, can be problematic from a policy standpoint when all students have to do a common international standard exam. Even though it is easy to implement and standardize one curriculum that fits all, the reality is that no

curriculum ever exists that fits for all the students' needs in the different island community. Therefore, teachers must be empowered to make decisions about the curriculum and implement the curriculum considering the best for their students' future. Additionally, MOE is encouraged to conduct workshops, PD sessions and training to enhance teachers understanding of the curriculum. Nevertheless, this study suggests the need to define the parameters for adapting and improvising the curriculum so that teachers can learn them and use them depending on their teaching context. The teachers need to be trained through PD sessions, to explore these parameters and use the curriculum tools in order to match their teaching styles with the students learning needs.

One important finding of this study is the teacher's lack of knowledge about the teaching approach promoted by the new English curriculum. Even though it is stated that the English curriculum promotes text-based communicative approach, the teachers do not have an understanding of how to use this approach in classroom teaching. Hence it is important to conduct trainings to promote CLT approach in order to empower teachers to use the English curriculum effectively in their teaching.

In addition, this study suggests that different teachers might require different curriculum resources, depending on their competency, belief and their teaching context. Therefore, rather than the one-size fits all curriculum, the tools should be developed to make all possible ways of using the curriculum visible to the teachers. PD sessions and dissemination of the curriculum must occur in context where the teachers can make the connection between the curricular tools, the teachers own instructional beliefs and students learning needs. This would encourage the teachers and the curriculum developers to understand that curriculum implementation is an

innovative process and the curriculum tools and the context can play a vital role in this process.

Moreover, the findings indicated that the curriculum tools themselves matter in teachers' interaction with tools and this has important implications for the curriculum developers. There are specific characteristics that can shape how teachers use the curriculum. The way English lesson procedures, texts and the language concepts are scripted in the tools, shapes how it is used. Hence this study suggests the need for the curriculum developers to consider the multiple ways curriculum tools can communicate with the teachers. They must consider the learners' needs in various contexts and how the teachers in different contexts may interpret and respond to their suggestions and what they mean when they use these curriculum tools in the classroom. All in all, the curriculum developers must consider how tools may support teacher-tool relationship and frame the curriculum in such a way that best supports the teachers' relationship with the tools in particular contexts of the Maldives.

6.5.3 Limitations

As mentioned in Chapter 2, Maldives is an island state located in the Indian Ocean. Hence, the islands differ in their culture, social and economic background. Hence, the selection of one subject and one school from each school type may not give a deeper understanding of how the contextual factors shape teacher-tool relationship of the teachers in different contexts. Therefore, it is important to do an in-depth study of the teacher-tool relationship using, perhaps at least two schools with similar contextual features to understand the contextual characteristics of the islands that shape teacher-tool relationship. Similarly, studies of how other subject teachers use the curriculum tools in implementing the new curriculum is crucial to get a deeper understanding of the factors that shape teacher-tool relationship in Maldives.

However, one school from each school type was chosen considering the expenses and difficulty in travelling. Since the Maldives is an archipelago of 1190 coral islands, travelling from one island to another is very difficult. There is no direct flight or sea transportation which allows travelling directly from one atoll to another. The researcher from the one of the most southern islands of the Maldives had to take two flights and a speed launch to travel to each of the three islands selected from the rural areas. This took a lot of time and money. However, the researcher was careful to spend the maximum time in the school during the seven days spent in each island. Hence it allowed the researcher to understand the research context and evaluate the situation in depth.

The selection of one school from each criterion allowed the data collection and analysis to be most manageable for the single researcher. This decision was encouraged to collect descriptive data from the various sources and explore how the selected samples use the curriculum in detail. Nonetheless, the triangulation, verification and rich description of the data enhances the validity of the analysis that was carried out, and necessarily would provide an insight to make it possible for others to judge to what extent the findings may be applicable to similar contexts in the Maldives. However, it was recognised that the selection of at least two schools with similar contextual features would have been better, and would allow comparing and contrasting the teacher-tool relationship within the context.

Additionally, it is important to note that when the teachers' were given prior notice of when the researcher would be visiting, the teachers might have engaged in typical planning practices to "prepare" for the observation, such as creating a lesson plan when they might not have otherwise or adapting their primary activity structures in some way. In order to minimise this limitation, the researcher was considerate to

include questions to clarify how the teachers have used the curriculum in the past and monitor other documents like lesson plans and students' textbooks and notebooks to see any inconsistency in the lessons.

Observations as a data collection technique also have some limitations. The video recording of the classroom teaching is to some degree an intrusion into the dynamics of the natural classroom setting. This intrusion may be reactive, that is it may affect the behaviour of the persons (teachers and students) being observed. It is widely believed that individuals do not behave naturally when they know that they are being observed. However, greater care was taken to observe the lesson as an outsider, to minimise the intrusion which may cause during the observations.

6.5.4. Recommendations for further research

To conclude, the result of this study suggests five contextual factors that may have worked together to shape the teacher-tool relationship. Although, this study has not identified the primary contextual influences on the teachers' use of their curriculum tools, this set of factors can be used to inform the focus and design of future studies.

First of all, this study is the first of its kind conducted in the Maldives, taking considerations of the contextual characteristics of the islands. Hence, studies of how other subject teachers use the curriculum tools in implementing the new curriculum is crucial to get a better understanding of how contextual features shape the teacher-tool relationship. This would provide the curriculum developers a deeper insight into how to frame the curriculum to better suit the teachers teaching strategies in the different contexts.

Next, the Maldives islands are remote and isolated, hence each island community can have unique characteristics including culture, moral values and life

style. Therefore, it is important to do an in-depth study of the teacher-tool relationship using a larger sample size, to understand the contextual characteristics of the islands that shape teacher-tool relationship. This would also enable to understand the relationship between the contextual characteristics and the teacher-tool relationship.

Finally, this study selected a school to represent each typical island contexts of the Maldives. Hence, it recognises the importance to use more than one school from each category to compare and contrast the teacher-tool relationship of teachers within similar contexts and between rural and urban schools.

6.5.5. Conclusion

The Maldives has been experiencing a new era of education. A new curriculum has been implemented at all the key stages of primary and secondary education. However, the success of the curriculum depends on how teachers use the curriculum in their classroom instruction.

This study intended to describe this teacher-tool relationship of ESL teachers and the new English curriculum, in planning and implementing the curriculum and the factors that affect this relationship. It is hoped that a study of this nature in the unique island contexts of the Maldives will yield some interesting findings contributing to the existing knowledge base related to how teachers use curriculum in class. It will also help curriculum designers to frame curriculum tools to better accommodate instructions in the classrooms of the island contexts of the Maldives.

In this study, qualitative multiple case study design was used to describe the teacher-tool relationship of English teachers in four typical contexts of the Maldives. Multiple data collection methods including pre-observation meetings, audiotapes of lessons, lesson transcripts, semi-structured interviews, narrative records of classroom

observations post observation records and documentation were used to collect rich data from six teachers in four different contexts of the Maldives. In order to analyse data, Brown's Design Capacity for Enactment (DCE) Framework (Brown 2009) was used. This gives a guideline for analysing data while allowing other themes to be emerged from the inductive data analysis process: open coding, within-case analysis and cross-case analysis.

The analysis of the data across the four case study schools suggest that the teacher-tool relationship is complex and includes multi-dimensions and multiple layers from offloading, adapting improvising to omitting. The teacher-tool relationship significantly varies from one activity to another. It also changes from one stage of instruction to the other stage and from one teacher to another. Moreover, it was revealed that this dynamic teacher-tool relationship was shaped by specific features of each island, the teacher's individual characteristics and the characteristics of the curriculum tools. The contextual features identified in this study which significantly shape the teachers' teacher-tool relationship are; involvement of parents' varied ESL experiences of students in different contexts, the marked school goals, the instant life pathways for students and the professional guidance available for the teachers. These particular features of the contexts interacted together with the tools and teacher characteristics to shape the teacher-tool relationship as teachers' plan and implement their instruction.

Many researches have been done to study the teacher-tool relationship. However, none of those researchers attempted to study how the specific features of island communities may shape teacher-tool relationship. Hence this study, which particularly focused on the contextual features beyond the education system, would contribute to the existing literature on teachers' curriculum use and would provide an

insight into how various features of small island communities may shape the teacher-tool relationship. It is hoped that this study would provide a framework to allow more illuminating exploration of the local contextual features that shapes the teacher- tool relationship.

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