



ADDIS ABABA UNIVERSITY
COLLEGE OF HUMANITIES, LANGUAGE STUDIES, JOURNALISM, AND
COMMUNICATION
DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE

ELT INSTRUCTORS' CURRICULUM IMPLEMENTATION APPROACHES IN TEACHING
FRESHMAN ENGLISH AT ETHIOPIAN PUBLIC UNIVERSITIES' CONTEXT: DEBRE
TABOR UNIVERSITY IN FOCUS

BY: BAYE ASHEBIR ANTENEH

MARCH, 2025
ADDIS ABABA

ELT INSTRUCTORS' CURRICULUM IMPLEMENTATION APPROACHES IN TEACHING
FRESHMAN ENGLISH AT ETHIOPIAN PUBLIC UNIVERSITIES' CONTEXT: DEBRE
TABOR UNIVERSITY IN FOCUS

BY

BAYE ASHEBIR ANTENEH

ADVISOR

DR. ALEMU HAILU ANSHU (ASSOCIATE PROFESSOR)

A DISSERTATION SUBMITTED TO THE DEPARTMENT OF FOREIGN
LANGUAGES AND LITERATURE

IN FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF
PHILOSOPHY (PhD) IN ENGLISH LANGUAGE TEACHING

ADDIS ABABA UNIVERSITY
COLLEGE OF HUMANITIES, LANGUAGE STUDIES, JOURNALISM
AND COMMUNICATION

DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE

This is to certify that the thesis prepared by Baye Ashebir Anteneh, entitled **“ELT instructors’ curriculum implementation approaches in teaching freshman English at Ethiopian public universities’ context: Debre Tabor University in focus”** submitted in fulfillment of the requirements for the degree of Doctor of Philosophy in English language teaching (ELT) complies with the regulations of the university and meets the accepted standards with respect to originality and quality. We, the examining committee, approve that this thesis has passed through the defense and review processes.

APPROVED BY THE EXAMINING COMMITTEE:

Advisor Alemu Hailu (PhD) Signature _____ Date _____

Examiner _____ Signature _____ Date _____

Examiner _____ Signature _____ Date _____

DECLARATION

I certify that, except for the duly acknowledged citations and references, this dissertation is based on my original work. I, the undersigned, declare that this thesis has not been previously submitted for a degree at Addis Ababa University or any other institution.

Name Baye Ashebir Anteneh

Signature _____

Place College of Humanities, Language Studies, Journalism and
Communication

Department of Foreign Languages and Literature, Addis Ababa University

Submission Date _____

ACKNOWLEDGEMENTS

First and foremost, praise be to God the almighty for letting me complete the thesis, which requires immense time and commitment amid all the difficult circumstances related to my health. God was my source of strength in the time when I lost hope.

I would like to express my heartfelt gratitude to Dr. Alemu Hailu, my advisor. He was helpful in answering my questions while being away 665 kilometers from Addis Ababa and provided insightful feedback on the study I conducted. His comments and guidance throughout the course of this study were great.

I am deeply grateful to my friends and colleagues, Dr. Baymot Mekuriaw, Dr. Desta Wendaferew, and Dr. Ebabush Yirdaw, for they play different roles at different stages of the study. My thanks also go to the staff members of the English language and literature department at Debre Tabor University and first-year students who were involved in this study. ELT instructors' appreciation, professional support, and wholehearted cooperation in devoting their precious time to participate in the study were noteworthy for the completion of this work. I must also express my gratitude to the ELT instructors and students at Injibara University who participated in the pilot study stage of this thesis.

Finally, I want to express my deepest gratitude to my wife, Yekitie Dagne, who has taken on all the responsibilities of managing the household chores in addition to pursuing her PhD program at Bahir Dar University. I find it difficult to articulate my gratitude toward her. My children, Kaleab Baye and Yididya Baye, have indirectly encouraged me by asking, "When are you going to complete your PhD or education?" I also thank Meklit Baye and Eftah Baye, for simply being a source of inspiration for me. My brothers, Ayalew Ashebir and Endalkachew Ashebir, deserve thanks for their financial and moral support. Both of them were by my side throughout this long journey.

Last but not least, I would like to sincerely thank my sister-in-law Addis Yenealem, Ayalew Ashebir's wife, for her amazing hospitality throughout my extended and frequent visits to Addis Ababa. She always makes me feel at ease and content, and I really appreciate everything she has done to me. Their kids, Meba and Zema, also deserve thanks as they are sources of my happiness during my stay.

ABSTRACT

The study aimed to investigate the curriculum implementation approaches of ELT instructors, utilizing the frameworks of fidelity, (mutual) adaptation, and enactment, each rooted in positivism, post-positivism, and constructivism philosophical paradigms. In addition, the study explored the motives that influenced instructors to follow a particular approach over the other. It also examined instructors' fidelity of implementation using the adherence and exposure dimensions of the fidelity measurement. To meet the purpose, using more than a single approach was imperative. As a result, the study used a case-study mixed-methods design (CS-MM) that integrated the qualitative and quantitative approaches. However, the study treated the case study as the parent study and the mixed method as supportive data. The study also employed a concurrent data collection strategy in which one method did not wait the completion of the data collection using another method. The qualitative and quantitative data were merged in the data analysis stage of the study. The study employed purposive, random, and proportional-stage sampling to obtain participants and respondents involved in it. Interviews, observations and post-observation interviews were used to collect data from ELT instructors, and questionnaires were used to collect data from student respondents. The qualitative data were analyzed after employing open coding, axial coding, and selective coding in categorizing the data based on themes. Moreover, descriptive statistics (percentages, mean, aggregate mean, and standard deviations) and inferential statistics (one-sample t-test) were employed in the analysis of the quantitative data. The data gathered from both instructors and students revealed that ELT instructors adhered to the fidelity approach to curriculum implementation, albeit the use of the skipping strategy disrupted their fidelity. Instructors followed the order or sequence of activities unit by unit, page by page and activity by activity except in areas where instructors skipped activities. Hence, instructors followed predictable procedures even if they knew the activities did not suit the context. Student-related, institutional (environmental), and instructor or personal motives all play significant roles in influencing ELT instructors' curriculum implementation approaches though participants gave weight to institutional motives. Furthermore, the study revealed instructors' fidelity of implementation fell at a medium adherence score that came as a result of skipping, not as a result of using other adaptation strategies. Furthermore, the study also demonstrated that students were not adequately exposed, particularly in the areas of writing and listening. Therefore, it is reasonable to conclude that ELT instructors often adhere to the

prescribed curriculum contents, which in turn restricts them from fulfilling their professional roles and using their professional judgments in classroom curriculum development. Therefore, it would be crucial to provide in-service training to instructors and work towards reducing institutional impediments. This in turn would enable ELT instructors to use the approaches in a balanced manner, thereby meeting student needs without neglecting the needs of the institution.

TABLE OF CONTENTS

Contents	Pages
1. CHAPTER ONE: INTRODUCTION	1
1.1 Background of the study	1
1.2 Statement of the Problem.....	8
1.3 Objectives of the study	12
1.3.1 General objectives.....	12
1.3.2 Specific objectives.....	12
1.4 Research questions	12
1.5 Significance of the study	12
1.6 Scope of the study	14
1.7 Limitations of the Study.....	15
1.8 Operational definition of key terms.....	16
CHAPETR TWO: REVIEW OF RELATED LITERATURE.....	17
2.1 Introduction	17
2.2 Curriculum and curriculum design model.....	17
2.3 Nation and Macalister's curriculum design model.....	22
2.4 Language curriculum design model (Clark, 1987)	24
2.4.1 Classical humanism or the content model.....	24
2.4.2 Reconstructionism or the objective model.....	25
2.4.3 Progressivism or the process model	26
2.5 Curriculum change, renewal or revision.....	27
2.6 Curriculum Implementation	30
2.7 Curriculum implementation approaches	35
2.8 Balancing the use of the three approaches	36
2.9 Motives/factors influencing curriculum implementation approaches	41
2.9.1 Student-related motives.....	41
2.9.2 Instructor-related factors.....	43
2.9.3 Organization and institutional-related factors.....	44
2.10 Impact of demographic elements on instructors' CIAs	46
2.11 Fidelity of implementation.....	46
2.12 Curriculum and status of English in Ethiopia: historical perspective.....	52
2.13 Freshman English curriculum in Ethiopian higher education	54
2.14 The interaction between the instructor and curriculum.....	56
2.15 Conceptual Framework	58

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY	67
3.1 Introduction	67
3.2 Research design	67
3.3 Data Sources (Research Site and Participants of the Study)	69
3.3.1 Research site.....	69
3.3.2 Sampling participants of the study.....	70
3.3.3 Selection of the curriculum	73
3.4 Data collection instruments	74
3.4.1 Interview.....	74
3.4.2 Classroom observation	76
3.4.3 Post-observation interview.....	79
3.4.4 Students' questionnaire.....	80
3.5 Reliability and Validity of the Instruments.....	82
3.5.1 Reliability and validity of interview	82
3.5.2 The reliability and validity of observation.....	84
3.5.3 The reliability and validity of students' questionnaire.....	86
3.6 Data collection process and procedure	87
3.7 Data Analysis	90
3.8 Ethical consideration.....	91
3.9 Summary of the Pilot Study.....	92
CHAPETR FOUR: FINDINGS AND DISCUSSION	96
4.1 Introduction	96
4.2 Results of the demographic data of ELT instructors	96
4.3 Findings from interviews, observations and post-observation interviews.....	99
4.3.1 Interview results of ELT participants' CIAs.....	99
4.3.2 Observation results on ELT instructors' CIAs.....	110
4.3.3 Post-observation interview results on ELT instructors' CIAs.....	116
4.4 Motives that affect ELT instructors' curriculum implementation approaches.....	120
4.4.1 Student-related motives.....	123
4.4.2 Institutional motives	127
4.4.3 Instructor characteristics (Personal factors).....	143
4.5 Instructors' FOI to the designed curriculum.....	147
4.6 ELT instructors' curriculum implementation approaches as perceived by students.....	151
4.7 Discussion	158
4.7.1 ELT instructors' curriculum implementation approaches.....	158

4.7.2	Motives influencing ELT instructors' curriculum implementation approaches	170
4.7.3	Instructors' fidelity of implementation to the designed curriculum	178
4.7.4	Students' perceptions towards their ELT instructors' CIAs.....	183
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS		188
5.1	Summary	188
5.2	Conclusion.....	193
5.3	Recommendation	199
References.....		201
Appendix A: ELT instructor interview guide.....		224
Appendix B: Semi-structured observation guide		225
Appendix C: Post-observation interview guide		225
Appendix D. Students' questionnaires		226
Appendix E: Data saturation calculation based on Guest et al. (2020) formula.....		228
Appendix F: Sample final examination		229
Appendix G: Two sample interview verbatim.....		234

LIST OF FIGURES

Figure 1. Linear conceptualization of curriculum.....	19
Figure 2. Concentric circle conceptualization of curriculum.....	19
Figure 3 A model of the parts of the language curriculum design process.....	22
Figure 4. Relationships among variables.....	65
Figure 5: Relationship between CS and MM design.....	68

LIST OF TABLES

Table 1: Influence of the three CIAs on students and instructors' classroom characteristics	7
Table 2: Curriculum implementation along with the philosophical Paradigms	61
Table 3: Population or sampling frame of sampling ELT instructors.....	71
Table 4: Sample distribution of student respondents based on gender and stream	73
Table 5: A description of observation sessions	778
Table 6: Description of the closed-ended items.....	81
Table 7: Demographic data of interview participants	97
Table 8. Indicators of CIAs and the descriptions of the level of implementation	110
Table 9: Observation data using frequency and percentages	112
Table 10: Sample activities skipped by observed ELT instructors.....	114
Table 11: Summary of justifications by participants for adhering to or skipping the suggested activities of the official curriculum.....	145
Table 12: The mean and standard deviations of respondents on individual items (N=407)	151
Table 13: Mean Comparison between observed and expected mean (N= 407)	154
Table 14: Frequency distribution of student respondents (N= 407)	154

LIST OF ABBREVIATIONS

CIAs	Curriculum implementation approaches
DTU	Debre Tabor University
FEC	Freshman English curriculum
FOI	Fidelity of implementation
HEI	Higher education institution
MOE	Ministry of Education
MOI	Medium of instruction

CHAPTER ONE: INTRODUCTION

1.1 Background of the study

English has emerged as a universal language that connects individuals from diverse ethno linguistic groups. It facilitates a medium of cultural exchange, opening opportunities for better economic prospects, technological advances, diplomacy, and global integration (Crystal, 2003). According to Crystal, English plays a fundamental role in international business and trade, in academic achievement and information access, in scientific papers, in global media and entertainment, and in serving as an official language in international organizations. Majidi's (2013) statement underscores the significant influence and role of English in today's world. Majidi stated that among the 7,105 living languages of the world, English is spoken by more people as a second language than a first language. Crystal (2003) also revealed that nonnative speakers of English outnumber native speakers by a ratio of 3 to 1. To show the power of English in the present world, Majidi (2013, p. 33) stated that "The socioeconomic power embedded in the English language gives it a high social status and encourages people to adopt it as the language in a global context." In other words, countries incorporate English into their curricula because they recognize its significant role in today's world.

In many countries around the world, using English as a medium of instruction (MOI) in educational curricula has become a common practice. According to Crystal (2003), English serves as MOI by marginalising the use of local languages in secondary and tertiary education, which almost makes it a universal demand. Especially in countries with diverse peoples and multi-ethnic groups, using English as MOI is about to be a universal demand (Crystal, 2003). In Ethiopia, English has served as MOI in secondary and tertiary education though variations exist among regions in using English as MOI in primary education. The status of English in Ethiopian education system is declared in the Ethiopian Education and Training Policy (1994). The policy states that "English will be the MOI for secondary and higher education" (article 3.5, sub-article 3.5.5; p. 24). Concerning using English as MOI in primary education, the will to use it depends on the real context of the region.

Since tertiary education serves as the primary means to address a country's human resource needs, it is crucial to design the curriculum to align with the country's specific goals and needs (Odionye, 2014). To achieve the aspired goals and needs, Ethiopia has frequently changed and

revised its curriculum, including the curriculum of higher education institution (HEI). The 2018 curriculum changes, including the HEIs curriculum, resulted from the demands of the country to produce human resources who are capable of competing in the globalized world (MOE, 2018).

In 2018, the Ministry of Education (MOE) of Ethiopia, recognizing higher education institutions (HEIs) as crucial entities for equipping graduates with professional knowledge and skills, documented the Ethiopian education development roadmap that is assumed to serve until 2030 (MOE, 2018). The document briefly stated that “students who managed to pass the General Secondary School Leaving Examination could not read and write properly in English” (P. 53). It also states that “the curricula of HEI do not prepare students toward the development of employability and other lifelong learning skills among graduates.” The roadmap specifically identifies "oral and written communication in English as major deficiencies of the graduates of HEIs" (P. 56).

After evaluating the impact of the previous Ethiopian administration's elimination of freshman program from HEIs for about two and a half decades (1994-2018), the current government has reintroduced it in 2018 (MOE, 2018). The ministry designed two English curricular materials after reintroducing the freshman program, aiming to address issues with HEI students' general English proficiency and equip them with the necessary skills for their academic and professional careers (MOE, 2018). However, in addition to the opportunities attached to the goals and objectives of the designed or revised curriculum, associative challenges could arise during the curriculum's implementation (Graves, 2008). Tang (undated) described the challenges of implementing the EFL/ESL curriculum as a "crucial and painstaking" process (p. 98), which can arise from various sources.

Instructors' curriculum implementation approaches (hereafter cited as CIAs) are a primary factor in determining the effectiveness of a revised or designed curriculum (Cho, 1998; Shawer et al., 2008, 2009). Moreover, factors such as instructors' commitment to curriculum implementation (Iskandar, 2020; Nevenglosky, 2018), the roles assigned to instructors to participate in curriculum implementation (Shawer, 2017), and the opinions of instructors, students, and other stakeholders (Wang, 2006) significantly influence the implementation of a specific curriculum. Shawer (2010), Shawer et al. (2008), Shawer et al. (2009), and Snyder et al. (1992) showed that

instructors' CIAs are one of the vital causes for effective or ineffective implementation of a designed curriculum. Those researchers disclosed that instructors follow three distinct but not mutually exclusive CIAs in putting a specific curriculum into practice: fidelity, [mutual] adaptation, and enactment approaches. Numerous researchers have also conducted studies on instructors' CIAs, particularly in the context of EFL/ESL. According to Bumen et al. (2014) and Dusenbury et al. (2003), the fidelity approach expects instructors to implement the curriculum as intended by curriculum designers without any modifications and is considered an essential element in determining the success of a program. Cho (1998:5) expressed the fidelity approach as "following the program as developers intended." Cho (1998) and Shawer (2010) revealed that fidelity approach measures the effectiveness of curriculum implementation by the extent to which instructors adhere to the plan, emphasizing objectivity at the expense of contextual variations.

Since fulfilling organizational needs is a priority for the fidelity approach, it does not leave space for local needs. Consequently, scholars have adopted fidelity as a strategy to address organizational needs and guarantee the effectiveness of student learning outcomes (Cho, 1998; Shawer, 2010; Shawer, 2017; Shawer et al., 2009). However, scholars found that the fidelity approach hinders instructors' self-professional development and use of active learning (Shawer, 2010), impedes instructors' creativity and thinking, and hinders instructors' decisions at the classroom level (Cho, 1998; Shawer et al., 2008, 2009). Scholars discovered gaps between the planned and actual implementation of the intended curriculum due to the impediments of the fidelity approach, necessitating the adoption of an adaptation approach (Cho, 1998; Shawer, 2010; Shawer, 2017; Snyder et al., 1992).

On the other hand, the adaptation approach emphasizes the need to modify, supplement, or change the official curriculum while still respecting the knowledge and objectives of curriculum designers (Cho, 1998; Snyder et al., 1992). Cho and Snyder et al. continued by stating that instructors who follow the adaptation approach attempt to modify and revise the designed curriculum (sometimes through negotiations with curriculum designers or authorities). Since the late 1970s, instructors have been employing the adaptation approach to overcome the constraints imposed by the fidelity CIA. According to many scholars, the adaptation approach has many merits over that of the fidelity approach. First and foremost, instructors require flexibility in

adapting the curriculum to the unique needs and contexts of their students, which enables more personalized and effective instruction, as opposed to rigidly adhering to a one-size-fits-all perspective of the fidelity (Cho, 1998; Snyder et al., 1992). Second, the adaptation approach leads to better learning outcomes compared to the fidelity one. A study by Century et al. (2010) showed that students taught using the adaptation approach achieved significantly better than those taught using the fidelity approach. The authors concluded that "the fidelity model may be too rigid and prevent teachers from making needed adjustments" (p. 202). Third, the adaptation approach that aligns better with the constructivist worldview emphasizes the importance of recognizing students' prior knowledge and experiences (Snyder et al., 1992). Supporting this view, Darling-Hammond and Bransford (2005) stated that instructors who opt to adapt curriculum can tailor their instruction to the diverse students' needs and backgrounds, enhancing deeper understanding and engagement. Conversely, critics have criticized the fidelity approach for its lack of flexibility, which could potentially undermine instructor autonomy and professionalism (Snyder et al., 1992). Similar to Snyder et al. (1992), Fullan (2007) uncovered that instructors who strictly adhere to a pre-designed curriculum may feel disempowered and invest less in the teaching process. Hence, the preceding authors suggest that the adaptation approach to curriculum implementation is generally considered more effective than the fidelity approach, as it allows for greater personalization, aligns with the individual and unique needs of students, and enhances instructor autonomy and professionalism.

Moreover, Snyder et al. (1992) introduced the enactment approach, the third approach in the continuum of CIAs. The enactment approach, located at the opposite end of the fidelity approach, posits that students and instructors continuously interact to create curriculum (Cho, 1998; Shawer et al., 2009). The enactment CIA views curriculum knowledge as a continuous construction process rather than a final product. Instructors act as curriculum developers by making significant curriculum changes from the proposed official curriculum. This perspective does not take the official curriculum as granted and tries to avoid the unnecessary application of top-down bureaucracy, which makes it different from the other two approaches (Cho, 1998; Shawer et al., 2008, 2009). In the enactment approach, curriculum makers reject the notion that instructors require external knowledge and criticize the fidelity perspective, which views instructors as technicians, consumers, receivers, and implementers of other people's knowledge

(Cochran-Smith and Lytle, 1999, cited in Shawer et al., 2009). In the curriculum enactment CIA, curriculum change is neither about curriculum implementation nor adaptation; it is a process of growth for instructors and students, a change in thinking and practice (Snyder et al., 1992, p. 429). As a result, curriculum enactment reflects the strengths of "progressivism" (Clark, 1987) by addressing the needs, interests, and personal growth of students, which requires instructors to strive for growth in their professional careers (Shawer, 2010; Shawer et al., 2009).

Knowing the deficiencies and merits of each CIA, scholars advised the use of the three CIAs in a balanced way that would cater to the diverse needs of students in the classroom (Century et al., 2010; Shawer et al., 2008). Century et al. and Shawer et al. stated that a balanced approach of the three CIAs in a classroom can lead to more effective educational practices despite requiring qualified instructors who could use each approach in the appropriate context of the classroom. The balanced use of the CIA is vital since the strengths of one approach complement the weaknesses of the other. Using examples, Century et al. and Shawer et al. illustrated that fidelity ensures consistency and reliability of the designed curriculum; adaptation augments relevance and engagement; and enactment boosts students' active participation and instructors' professional development.

The study on instructors' CIAs is profound in that the approaches that instructors follow greatly affect students' learning and motivation directly (Shawer et al., 2008). Shawer et al. asserted that instructors adhering to the adaptation CIA, for instance, have the ability to create innovative learning experiences that enhance students' interests, needs, and expectations, thereby positively impacting their motivation and learning more than those following the fidelity approach. Moreover, Zaifuddin (2015) revealed the need for instructors in changing their roles from curriculum implementer to curriculum developer. He emphasized the use of adaptation approach when the context requires rather than rigidly adhering to the fidelity approach. However, he asserts that this change necessitates the presence of qualified instructors who are capable of determining their own materials, teaching methods, and assessment techniques to tailor the curriculum to the specific needs of the institution. This in turn can be influenced by instructors' characteristics and environmental or institutional factors. Despite having similar personal profiles, instructors' decisions on CIAs can be varied. For example, instructors with similar experience and educational status may follow different CIAs. The differences may arise as a

result of differences in their subject matter knowledge, pedagogic, and curriculum skills (Shawer et al., 2009). However, experienced instructors are considered to develop or make curriculum, whereas novice instructors may adhere to the prescribed curriculum (Kirk and MacDonald, 2001, cited in Shawer et al., 2009).

Other educators have also disclosed factors related to instructors' preference for CIAs. According to Remillard (2005), instructors may depend on the fidelity approach because of their desire for clarity, structure, and simplicity in implementation. Snyder et al. (1992), on the other hand, stated that instructors may use an adaptation approach because of their beliefs about students' needs and their own capacity to modify the curriculum. Their sense of professionalism and autonomy in designing instruction could determine instructors' CIA.

However, instructors' CIAs can potentially be influenced not only by instructor-related factors, but also by student and institutional motives. According to Remillard (2005), instructors adopt the fidelity approach, viewing standardized student outcomes as the most important. He went on to say that instructors may follow the fidelity approach for ensuring accountability and compliance with mandated curricular policies. Concerning adaptation, Snyder et al. (1992) revealed that instructors adapt the designed curriculum to balance student engagement and achievement. Snyder et al. also disclosed that instructors use the adaptation approach when the institution provides support and resources for instructors to modify the curriculum. Snyder et al. disclosed that instructors who are interested in fostering student interests and participation in the learning process prefer the enactment approach. They added that instructors create curriculum whenever there are institutions that encourage instructor creativity and professional development in the curriculum design process.

Instructors are expected to implement the curriculum as planned with fidelity in situations where a top-down curriculum development is employed. Implementing such curriculum with fidelity is also expected to result in high fidelity of implementation (hereafter abbreviated as FOI). However, despite instructors' claim of implementing a curriculum with fidelity, there are gaps between the intended or official curriculum and the actualized or implemented curriculum. As a result, researchers have attempted to investigate this gap by studying the FOI, which refers to the gaps between the designed and the actualized curriculum usually expressed in percentages

(Bumen et al., 2020). Many educators agree on five dimensions (adherence, exposure/dose, quality of delivery, participant responsiveness, and program differentiation) to measure the FOI of a specific curriculum. Researchers can use all, one, two, or more of these dimensions to study FOI (Bumen et al., 2020; Dusenbury et al., 2003; James Bell Associates, 2009; Ocak & Olur, 2019; Onurkan-Aliusta & Ozder, 2022). While curriculum FOI is considered of utmost importance, maintaining a high FOI can be challenging. Hence, adapting, changing, or modifying the original curriculum becomes the norm, which in turn affects the degree of FOI. The changes in FOI come as a result of differences in instructors' practices, institutional infrastructures, and resources, as well as student differences. Whenever adaptation occurs, it leads to changes in curriculum implementation, such as alterations, modifications, and substitutions with alternative activities (Ocak & Olur, 2019; Shawer et al., 2009). However, one expects instructors who rely on fidelity approaches to implement the curriculum with high fidelity.

Research by Remillard (2005), Snyder et al. (1992), and Spillane (1999) depicted the interplay among the three CIAs with students' learning and instructors' professional development and freedom of teaching along the continuum.

Table 1: Influence of the three CIAs on students and instructors' classroom characteristics

	Fidelity	Adaptation	Enactment
Students' interest	low	moderate	high
Students' achievement	moderate	moderate to high	high
Instructors' professional development	low	Moderate	high
Instructors' autonomy	Low	Moderate	high
Instructors' role	implementers	Mediators	constructors

Remillard (2005), Snyder et al. (1992), and Spillane (1999) demonstrated that the fidelity approach places a strong emphasis on adhering to the curriculum exactly as written, providing instructors with minimal choices, and prioritizing student performance, despite the possibility that students' achievements may not align with the expectations of curriculum developers and implementers. They also stated that the adaptation strategy balances student accomplishment and

engagement while allowing instructors to make certain modifications to the curriculum with a reasonable amount of autonomy. Snyder et al. (1992) revealed that the enactment approach emphasizes instructors' participation in developing the curriculum by providing them with the greatest liberty. Moreover, the classroom CIAs that instructors implement have a significant impact on students' motivation and interest in learning the language, which in turn influences the learning outcomes of students (Shawer, 2017). According to Shawer, instructors who adhere to the adaptation and enactment CIAs have a more positive impact on students' language learning than those who follow the fidelity CIAs.

Therefore, studying the ELT instructors' CIAs in implementing the freshman English curriculum would have paramount importance in a country that follows a center-periphery (top-down) curriculum development model. This study was mostly about the CIAs of ELT instructors, the different reasons why instructors choose to follow a specific CIA, the FOI in putting the freshman English curriculum into practice using adherence and exposure dimensions, and how first-year university students perceive their ELT instructors' CIAs.

1.2 Statement of the Problem

Together with the introduction of modern education in Ethiopia in 1908, formal English education had started using expatriate instructors from India, UK and USA (Jha, 2014). English has taken the place of serving as a school language after Italy was forced to leave the country in the early 1940s (Berhane, 2019; Mekasha, 2005; Wubalem and Sarangi 2019). Ethiopian education established its first formal and standardized curriculum in 1947/48 (Berhane, 2019; Mekasha, 2005). After the establishment of the first formal curriculum, the Ethiopian curriculum has undergone several revisions to customize to the context of Ethiopia (Mekasha, 2005). According to Mekasha, the 1958/59 revision was marked as a significant work since it tried to conduct prior needs analysis to fit the curriculum to the Ethiopian situation.

However, it was the 1962 curriculum change that marked many decisive decisions on the status of English in Ethiopian education. English was made to serve as MOI starting from grade seven which was from grade three until 1949, and from grade four until 1962. From 1963-1994, English was serving as a medium of instruction in junior and secondary grades, and higher institutions throughout the country, and it was provided as a subject starting from grade three

until the 1994 “Ethiopian Education and Training Policy” (MOE, 1994) brought another remarkable decisions on the status of English in the country (Berhane, 2019; Daniel and Abebayehu, 2006; Mekasha, 2005). The 1994 Education and Training Policy of Ethiopia’, stated that children shall learn primary education in their own respective languages. Hence, the use of English as a medium of instruction is restricted to serve in secondary and higher education, and to be delivered as a subject starting from grade one (MOE, 1994). The document gave attention to mother tongue education that resulted in trilingual education (mother tongue, Amharic and English) (Birhanu, 2009). According to Jha (2013), the trilingual education made English to take the back seat while the front seat was taken by the mother tongue. The responsibility of deciding at which grade level English should serve as a MOI is given to each region that they decided based on the socio-economic and political reasons (Vujich, 2013; Seidel and Moritz, 2009).

In addition to serving as MOI in HEI education, an English curriculum known as ‘freshman English curriculum’ (hereafter written as FEC) was designed by Addis Ababa University in 1969 to reduce the dropout rate of students that was observed since the 1950s (Trudeau, 1966; Wagaw, 1990, cited in Wondwesen, 2019). The curriculum aimed to enhance students’ English proficiency in all Macro and micro-skills, and help them to succeed in their field of studies as well as in their professional careers (Wondwesen, 2019). However, after interrupting the freshman program in general for about two and a half decades, the government reintroduced the FEC in 2018 as a result of the declining of university students’ English language proficiency (Dereje, 2012; Jha, 2014). The FEC curriculum was designed using a center-periphery (top-down) approach of curriculum development where the decisions on curriculum knowledge, instructional methods, and assessment techniques were made by ‘experts’ before sending the curriculum to instructors in various classroom contexts (Graves, 2008).

In a center-periphery curriculum development approach, many influential motives or factors (environmental/institutional, personal/instructor, and student-related factors) exist which can potentially make the effective implementation of the curriculum a daunting experience (Graves, 2008; Graves, 2000; Shower et al., 2008; Shower et al., 2009). Instructors’ CIAs are found to be among the significant factors that determine the effectiveness of curriculum implementations. There are also many studies on instructors’ CIAs. Shower (2010) explored instructors' CIAs and the strategies they employ in each approach using qualitative case study method. The study

found out that ELT instructors adhered to the three distinct CIAs: curriculum transmission (fidelity), curriculum development (adaptation), and curriculum making (enactment).

Moreover, Shawer et al. (2009) conducted a study on the CIAs that ELT instructors adhered to, as well as the student-related factors that influence instructors to follow a specific approach, using a qualitative method. The study revealed that ELT instructors adhered to a variety of CIAs due to student-driven motives. Again, Shawer (2017) used a qualitative case study design to study instructor-related factors that influence instructors' classroom CIAs, to transmit, develop or create curriculum, and found out that instructor training, teaching experience, instructor content knowledge, and teaching styles were significant motivations behind instructors' CIAs. The study also showed that curriculum policy in terms of curriculum content, pedagogical and assessment orientations, instructor curriculum development opportunities, and instructor soft skills were factors that influenced ELT instructors' CIAs.

Furthermore, using a qualitative study, Hongboontri and Darling (2020) interviewed four Thai university ELT instructors to explore their CIAs, and the study revealed that only one instructor made some adaptation to the official curriculum, whereas three of them rigidly followed the suggested official curriculum material. The implementation of a new English curriculum was studied by Zaifuddin (2015), who focused on instructors' CIAs using a survey (quantitative) method and found that English language instructors are not well prepared to face the new role of classroom-level curriculum development or adaptation. The study by Zaifuddin revealed that instructors favored using a prescribed or 'teacher-proof curriculum' (Cho, 1998, p. 12), that hinders instructors' creativity and flexibility (Shawer et al., 2008).

Though there are local studies concerning implementation of a curriculum in Ethiopia, they focus on general curriculum practices and on English language curriculum implementation. For instance, using a narrative qualitative approach, Solomon and Aschale's (2019) explored the practical experiences of curriculum implementation in Ethiopian primary and secondary schools. The study discovered that the CIA is not well articulated in the classroom. Taye, Yirgalem, and Yirga (2019) study the challenges that hinder the effective implementation of the harmonised modular English curriculum at three public universities in the South Nations, Nationalities, and Peoples Regional States of Ethiopia using a survey method (questionnaire). The researchers

discovered that the lack of student interest in field placement hindered the effective implementation of the designed curriculum. However, the two groups of researchers failed to clearly define the theoretical framework they intended to use when examining the implementation of the curriculum by instructors.

Moreover, Jha (2014) conducted a study on eight Ethiopian universities using the ethnographic method and concluded that today's problem of English in Ethiopia is not only due to instructors' pedagogic and linguistic deficiencies but also due to sloppy English language curricula implementation at the tertiary level. Finding local study results on instructors' FOI and the factors that impede FOI becomes a challenge. However, there are a few research results worldwide focusing FOI. While Bumen et al. (2020) researched the fidelity approach and the factors affecting the fidelity of implementation, Mowbray et al. (2003) studied the fidelity criteria and factors affecting fidelity.

The focus of this study, on the other hand, was on the CIAs of ELT instructors, as well as the environmental, personal/instructor, and student-related factors that influence the CIAs. The study also aimed to investigate the extent of instructors' FOI in teaching the FEC, using the adherence and exposure dimensions. Other dimensions of measuring fidelity (quality of delivery, participant responsiveness, and program differentiation) suggested by Azano et al. (2014), Foster et al. (2011), Mowbray et al. (2003), and O'Donnell (2008) were not the focus of this study.

However, there was a paucity of local studies on instructors' CIAs using the three theoretical models (fidelity, adaptation, and enactment). While many of the studies have used the qualitative design, others have employed survey design to investigate instructors' CIAs and the motives that influence instructors' CIAs. As a result, I was motivated to fill the methodological and the contextual gaps. Filling the methodological was realized using the Case Study-Mixed Methods Design (CS-MM) (Guetterman & Feters, 2018) to look into the CIAs of ELT instructors at Debre Tabor University (DTU) and the motives that made them choose the approach they use. Since there were scanty of previous researches on exploring ELT instructors' CIAs at Ethiopian universities, utilizing fidelity, adaptation, and enactment models as well as the instructors' FOIs in higher education institutions, the present study was meant to fill this contextual gap.

1.3 Objectives of the study

1.3.1 General objectives

The main objective of this study was to analyze the CIAs used by ELT instructors at Debre Tabor University.

1.3.2 Specific objectives

The specific objectives of the study were to:

1. explore ELT instructors' classroom curriculum implementation approaches
2. examine the motives that lead instructors to transmit, develop or make curriculum in the implementation process.
3. investigate the level to which ELT instructors maintain FOI using adherence and exposure dimensions of curriculum implementation.
4. find out the perceptions of first-year university students towards their ELT instructors' curriculum implementation approaches

1.4 Research questions

The present study aimed to address the following questions.

- 1 What curriculum implementation approaches do ELT instructors use in their classrooms?
- 2 What are the motives that lead ELT instructors to transmit, develop, or make the curriculum in the implementation process?
- 3 What is the level of fidelity of implementation of ELT instructors in teaching freshman English?
- 4 What are the perceptions of first-year university students towards their ELT instructors' curriculum implementation approaches?

1.5 Significance of the study

There are individuals, groups, and organizations that will be benefited from the results of this study. The study benefits ELT instructors at DTU by helping them understand their CIAs when teaching the FEC. It also assists them in understanding the advantages and disadvantages of the approach they typically employ, enabling their students to derive the most benefit from the FEC curriculum. Specifically, instructors scrutinize their CIAs, assess the drawbacks of relying on a single approach, and strive to employ CIAs in a balanced manner, as the strengths of one approach complement the drawbacks of the other.

The FEC followed a top-down, or center-periphery, approach to the curriculum design or development process. It is evident that a curriculum designed using this approach cannot be implemented by all ELT instructors across all universities in the country. Therefore, the results of this study can inform instructors and administrators of DTU the relevance of adapting the activities or contents of the curriculum based on the needs of the students and other contextual requirements without ignoring the interest of the institution. The study results can help instructors scrutinize the various barriers that prevent them from adapting the designed curriculum based on the real context of their classroom: the requirements of the environment, the needs of the students, and the preferences of the instructors themselves. This in turn helps instructors be confident in classroom curriculum development or improvement, taking the stated goals and objectives as the benchmark.

The authorities of the English language and literature department, the college of social sciences and humanities, and the university as a whole could review the study results and develop capacity-building training (in-service training) for ELT instructors at DTU. The training need to direct towards encouraging instructors to using the adaptation approach based on contexts. Those authorities could see the importance of designing in-service training specific to instructors' specializations in addition to HDP training. By providing in-service training, the department could establish a better curriculum implementation culture that would help students gain maximum advantage from ELT instructors.

The study also sheds light on various factors that impede instructors' adaptation of the curriculum contents or activities of the designed curriculum. Therefore, the study can inform DTU administrators at different levels on how to equip ELT instructors with the tools they need to mitigate the current obstacles, enabling them to feel free to modify the curriculum activities to suit their classroom environment. Furthermore, the study sheds light on the various limitations that authorities faced when instructors adhered to the designed curriculum, which in turn influenced their implementation decisions. Hence, authorities' understanding of factors like institutional expectations, student needs, resource limitations, and professional development needs could enable them to design and implement more effective support systems, including professional development opportunities for ELT instructors.

Regardless of their field of study, students who enroll in Ethiopian universities are required to learn and succeed in the FEC, as it is considered an essential component of the higher education institution curriculum. ELT instructors' CIAs were explored while instructors were teaching the FEC. Based on the findings, the MOE can clearly identify the challenges arising from the curriculum itself and take necessary measures to improve it. The study results can serve as a benchmark for the MOE to enhance the FEC, ensuring its relevance and appropriateness for students in their future endeavors. It means, the MOE could use the findings of this study for redesigning, adapting, improving, and using the FEC.

Furthermore, ELT instructors at DTU, in collaboration with university leaders, can utilize the findings of this study to devise strategies to bridge the gaps between the intended and actual curriculum, which resulted from skipping. This will ensure that the successful implementation of FEC meets the needs and expectations of both the students and the institutions, thereby enhancing their learning and academic performance both at the university and in their future lives.

In addition, the study contributes to the broader understanding of curriculum implementation in the context of higher education, particularly in the field of English language teaching. Similar studies in other universities or educational contexts can use the findings as a basis for comparison and further exploration of curriculum implementation practices. In general, the insights gained from this study have the potential to contribute to the enhancement of English language education and the overall quality of the freshman English curriculum, thereby increasing the quality of higher education in Ethiopia. The study could offer valuable insights for future research on ELT instructors' CIAs, utilizing diverse research designs, methodologies, and study sites.

1.6 Scope of the study

The research was conducted with instructors' and students' involvement at DTU which is found in Amhara Regional State, 665 kilometers north of Addis Ababa. Using the terminology of MOE, Debretabor University is categorized under the third generation university. The research was intended to investigate the CIAs of ELT instructors at DTU while implementing the FEC. Since the study followed a CS-MM and based on pragmatic paradigm, it dealt with issues based

on what actually was happening at DTU and by those particular stakeholders of the university. Delineating the main study to DTU or to a single university helped to efficiently manage the data since the study took the qualitative data as a parent design in the CS-MM design. Time and money were also considered for delimiting the area of the study since, as a staff of DTU, I could get sufficient data waiting for a longer time in the study site. Selecting DTU as a study site also made establishing rapport easier with participants of the study.

The study was also delimited to ELT instructors at DTU who are involved in implementing FEC which was designed by MOE and dispatched to all universities. Moreover, since the FEC is taken by all students who joined Ethiopian HEIs, many if not all ELT instructors involved in implementing the FEC curriculum. Hence, the study took ELT instructors as participants, but all participants have to teach FEC at least once at DTU. Though there were many variables that could be studied concerning instructors' curriculum implementation, the study delimited the variables to be ELT instructors' CIAs based on fidelity, adaptation and enactment, the motives that affect instructors' CIAs, instructors' FOI of the designed curriculum, and the perceptions of first-year students towards their instructors' CIAs.

1.7 Limitations of the study

Since a case-study mixed methods design integrates both qualitative and quantitative methodologies to provide a thorough comprehension of a phenomenon, the design might have inherent limitations. First, incorporating the qualitative and quantitative data meaningfully might be difficult. Second, gathering and evaluating both kinds of data takes a lot of time and money, which can be a problem, particularly in settings with limited resources. Third, managing vast amounts of data from various sources can make organizing and analysis challenging and raise the possibility of mistakes. Last, the viewpoint I held might alter how qualitative data was interpreted, which could compromise the study's impartiality. These all could be the inherent problems of the CS-MM design used in this study that could seek others to replicate it for other studies.

Despite the vital significance of the present study, there were some limitations expected in such vast project which has been carried out by an individual. Such limitation could be a fertile

ground for other researchers and for me to investigate using other research parameters. The variables mentioned below as limitations were sidelined as they incur more time and money.

In addition to examining students' perceptions towards their ELT instructors' CIAs, it would have increased the value of the study if the study included their preferences of instructors' classroom approaches. It would also have been interesting had it seen the effects instructors' CIAs on students' achievement using a different design which would be a potential study area for future study.

Students' perceptions towards their ELT instructors' CIAs could be collected using group discussions or group interviews in addition to collecting using the questionnaire.

Evaluating the FEC material could be taken as one aspect of the study. ELT instructors have mentioned FEC material as a significant reason for skipping and supplementing the material activities. Though ELT instructors showed the weaknesses of the material, evaluating the material (document analysis) would generate insights that could increase the necessity of improving the FEC.

1.8 Operational definition of key terms

- Curriculum: The curriculum in this study is taken as all the documents an ELT instructor used to teach FEC. It includes the designed freshman English curriculum, the supplementary materials instructors use, and the assessment techniques they use. It refers to the structured set of learning experiences and outcomes that a instructor provides to students. It also includes the subject matter or topics, the instructional strategies (methods), the instructor's assessment of students' learning (quizzes, tests, projects, observations, and examinations), the learning environment, and the instructor's interactions with students and the curriculum activities.
- Curriculum implementation: Curriculum implementation at the classroom level refers to the process by which instructors put the designed curriculum into action within their classrooms. This involves several key components like planning ahead of the class, instruction resource utilization to make learning easier, assessment and feedback to students and reflections from instructors and students on the components of the implementation.

CHAPETR TWO: REVIEW OF RELATED LITERATURE

2.1 Introduction

The literature review included issues that are systematically related to each other. The first theme revealed the issue of curriculum and general curriculum design approaches, relating it to the language curriculum design models. Then, it proceeded to curriculum change and revision, followed by curriculum implementation. The literature presented detailed explanations of the three CIAs using compare and contrast techniques that would help readers be clear with each curriculum implementation model in the continuum of CIAs. It also briefed readers on the motives that would stand against or in favor of instructors' CIAs, dividing them into further sections. Last, the literature overviewed the status of English in the Ethiopian education system from the historical perspective and the role FEC plays in Ethiopian HEIs.

2.2 Curriculum and curriculum design model

The definition of curriculum has changed over time, influenced by the perspectives and educational philosophies of individual educators. In this regard, Md Rafiqul Islam (2018) revealed that different societal groups, including the government, instructors, students, and parents, do not share a common understanding of the curriculum. Therefore, Md Rafiqul Islam asserts that the term encompasses a multitude of definitions. Offorma (2014) asserted that the definition of curriculum is contingent upon diverse educational conceptions, the functions of the school, and the expected products of a specific educational institution. Offorma noticed that the origin of the term curriculum is a Latin word called 'Currus' to mean "to run a race." Offorma continued to describe curriculum in this way: "Once a child begins to learn, he or she begins to run the race" (p.77). The scholar asserts that the race encompasses all the experiences a learner encounters, whether they are intellectual, social, moral, spiritual, or physical, all of which contribute to the development of the whole person. The experiences also encompass the challenges that a child must overcome, either independently or with assistance from others, such as an instructor, in order to meet societal expectations.

Therefore, scholars in education define the term "curriculum" based on their beliefs, the educational philosophy they adhere to, and whether they view it in a narrow or wider sense of education. Ornstein and Hunkins (2017). Stenhouse (1975), Taba (1962), and Tyler (1949) defined curriculum as the planned and organized set of learning experiences or knowledge and

skills provided by an educational institution. Curriculum, according to those scholars, includes the subjects, goals and objectives, content, instructional methods, and assessment strategies used to guide teaching and learning that are open to critical scrutiny and capable of effective translation into practice. Noticing that his definition is bounded within the context of education and within a formal curriculum setting, Offorma (2014) defined curriculum as the “document, plan, or blueprint for instructional guide, which is used for teaching and learning to bring about positive and desirable learner behavior change.” (p.78). According to him, the curriculum can be regarded as the syllabus and the course outline that is designed by expertise. Gwynn & Chase (1969) and Hirst (1973), as cited in Md Rafiqul Islam (2018, p. 48), defined the curriculum as a "course or program of educational activities."

According to Wiggins and McTighe (2005), curriculum takes content from external standards and local goals and shapes it into a plan for how to deliver effective teaching and learning. According to Wiggins and McTighe, curriculum is more than a list of topics and lists of key facts and skills (the “input”). Curriculum is a roadmap that can serve to show the ways of realizing the “outputs” of anticipated student performance. Wiggins and McTighe went on to say that curriculum also guides the appropriate learning activities that students should engage in and the assessments that help determine whether the students attained the desired results or learning outcomes.

Su (2012) is one of the prominent figures who defined curriculum by considering the narrow and wider sense of the term. In its narrow context, curriculum, for Su, is a way of attaining the specified educational goals and objectives that students seek to attain. In the narrow context of curriculum, this context can be regarded as a specification of the anticipated outcomes expected from students. Su asserts that the narrow definition of curriculum necessitates the clear articulation of objectives in behavioral and observable terms, thereby facilitating easy measurement. The curriculum's narrow definition places a strong emphasis on objectives, a unique feature that centers on the objective model. In other words, the curriculum concentrates on the outcomes or goals we aim to achieve at the conclusion of the program or course of study. The objective curriculum model is also distinguished by its instructor-oriented or administrative-oriented features. If a curriculum is administratively oriented, in contrast to instructor-oriented, it is designed by politicians that do not require consulting instructors. Instructors lose their sense of

"ownership" over the material they are required to teach due to this type of curriculum design process.

Su's concept of a curriculum aligns with top-down approaches to curriculum development, which impose uniform curriculum contents across all contexts, thereby disregarding the autonomy of educators (Graves, 2008). Moreover, Su (2012) defined curriculum in a wider context rather than viewing it as only a set of objectives. Su conceptualized curriculum as a linear or concentric circle, comprising (1) a set of objectives, (2) a course of study or content, (3) plans, (4) documents, and (5) experiences. The linear conceptualization of the definition of curriculum, according to Su (2012, p. 155), ranges from curriculum as a set of objectives to curriculum as experiences that indicate the two extreme points in the continuum.

The linear alignment of the definitions of a curriculum by Su helps to view curriculum easily as it is shown on figure1.

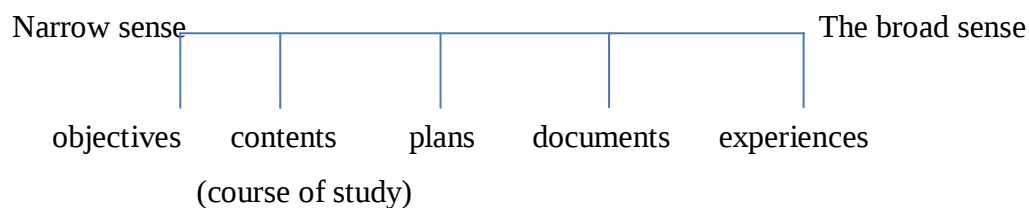


Figure 1. Linear conceptualization of curriculum

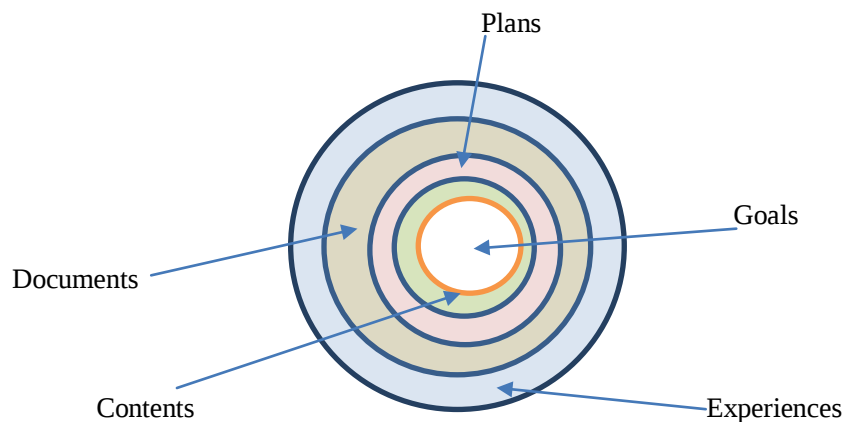


Figure 2. Concentric circle conceptualization of curriculum

As illustrated in figure 1, the definition of curriculum in its narrowest sense refers to a collection of goals or objectives. The definition of curriculum then broadens to include contents or a course of study (goals plus contents). While curriculum as plans in the continuum includes content +

goals + teaching methods, curriculum as documents includes content + goals + methods + assessment. The broader definition of curriculum defines it as an experience that encompasses all previous elements, extracurricular activities, the learning environment, hidden curriculum, and cultures (Su, 2012). Tyler's (1949) curriculum model, which emphasized the specifications of objectives (i.e., what students should be able to accomplish at the end of the curriculum), bears similarities to Su's curriculum analysis. Then, Tyler's model highlights the learning experiences (contents) that help students attain the stated objectives. Tyler's model represents Su's organizational experiences, plans, and assessment or evaluation. Based on these evaluations, we can systematically improve the curriculum, mirroring Su's suggested curriculum conceptualization. Su's curriculum design model, as previously mentioned, resembles Nation and Macalister's (2010) language curriculum design model (figure 3) in that it consists of five concentric circles (figure 2), with the objective at the center and the experience at the larger outer circle.

Similarly, Nation and Macalister's language curriculum design model divides the inner circle into three sub-divisions (content and sequencing, format and presentation, and monitoring and assessing), with the goals at the center of each division. The three outer circles in Nations and Macalister's model are similar to Su's broader concept of curriculum designated as experiences. Therefore, both models consider objectives, contents or activities, teaching methods, and assessment as components that instructors receive in the form of curricular materials, textbooks, modules, and instructor's guides. The document(s) serve as a tool for instructors and students to achieve the desired objectives or goals. In both models, all the other components are influenced by what Su represented as 'experiences' and Nation and Macalister by 'the three outer circles' (environment, needs, and principles). The experience at the right end of Su's model encompasses the culture and context that shape the curriculum, thereby incorporating the hidden and null curriculum. The three outer circles of Nation and Macalister's curriculum design model play the same role (Nation and Macalister, 2010; Su, 2012).

In Su's curriculum design model, the term "curriculum" generally refers to the goals students aim to achieve and the materials they use to achieve these goals. Instructors must deliver these objectives and contents in a clear plan, and document this plan to guide them. However, instructors should not solely rely on the document for curriculum implementation. Interactions

between the instructor and students, or among students themselves, can introduce a different version of the curriculum, known as the hidden curriculum. The instructor may also plan to teach something that is not included in the document, known as the null curriculum. Graves's (2008) curriculum encompasses both the concepts of the hidden and the null curriculum. Instructors' experiences, the culture in which they apply the curriculum, and their profile all influence the hidden curriculum (Nation and Macalister, 2010; Su, 2012).

Similarly, in Nations and Macalister's curriculum design model, the sub-divided inner circles (the document) are similarly affected by the three outer circles (experiences in Su's model). Therefore, the environment, principles, and needs shape the interactions between the instructor and students as well as among the students themselves, potentially leading to a hidden curriculum. The null curriculum encompasses the instructor's ideas and inclusions in the document, which curriculum designers may not have considered. The experiences of Su and the three outer circles, Nation and Macalister, could be visible while instructors implement the curriculum.

Numerous factors can influence the implementation of a instructor's curriculum, whether it follows a top-down or bottom-up approach to the curriculum design model (Nation and Macalister, 2010; Su, 2012). According to Nation and Macalister (2010), the amount of time allotted to the course, the large class size, the varied proficiency level of students in the class, the pragmatic needs of students (survival English), the meager and appropriate reading materials, the instructors' inadequate experience and training, students use of their first language in the classroom, and the need for making students be more autonomous are demonstrated as factors affecting instructors' CIAs. Nation and Macalister also emphasized the importance of assessing students' needs in the curriculum design process model. Hutchinson and Waters (1987) provide valuable distinctions regarding the needs of students. Hutchinson and Waters (1987) classified students' needs into three categories: 'necessities', which refers to the need for students to know the language to function effectively, 'lacks', which helps to recognize what students already know and do not know, and 'wants', which aids in identifying what the students believe they need in the particular context of learning. The course uses these three categories of student needs as references to select lists of items that serve as learning goals or objectives.

According to Richards (2013), "The history of curriculum development in language teaching starts with the notion of syllabus design" (p. 2). Richards, though he took syllabus design as one aspect of

curriculum development, noted that syllabus design is not identical with curriculum development. He stated that curriculum development is a more comprehensive process as compared to syllabus design. According to Richards (2001), curriculum development in language teaching began in the 1960s, though the issue of syllabus design in language teaching had begun much earlier. Nation and Macalister (2010) consider curriculum design as a kind of writing activity that can be taken as a process—a process that involves gathering ideas, ordering ideas, writing ideas to text, reviewing, and editing. It means these sub-processes of writing can also be applied to curriculum design that makes it easier to draw on current curriculum design theory and practice.

2.3 Nation and Macalister's curriculum design model

The effectiveness of curriculum is not only affected by instructors' approaches of curriculum, but it is also greatly influenced by the curriculum design process model which designers follow in the whole stages of curriculum renewal (planning to implementation).

Even though there are many models in the curriculum design process in general and in language curriculum in particular that share common procedures in most cases, the model suggested by Nation and Macalister (2010) is easy to follow with no element missed as compared to Graves (2000) and other general curriculum models. The model consists of three outer circles (environment analysis, needs analysis, and principles) and a subdivided inner circle (content and sequencing, format and presentation, and monitoring and assessment) that have the goals at the center (as shown in figure 3 below).

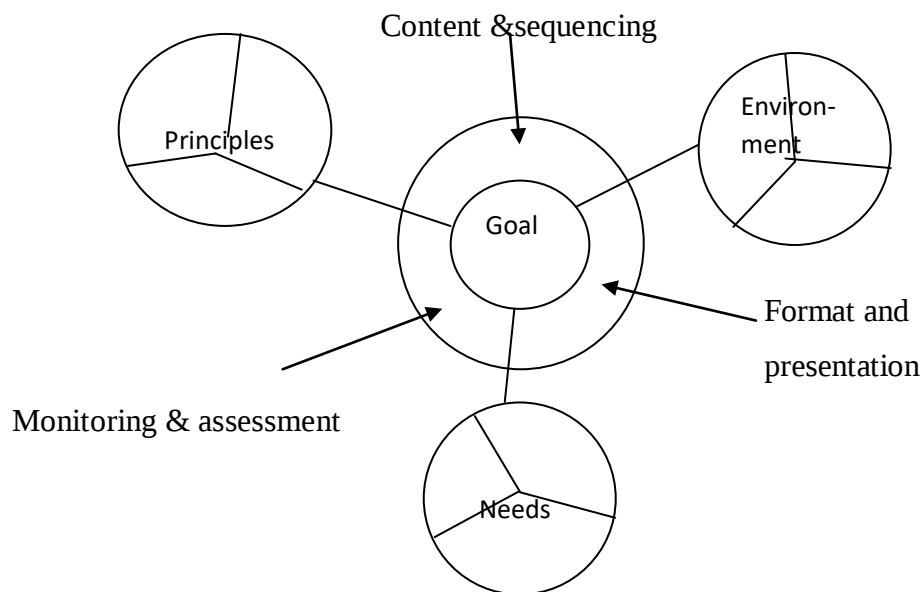


Figure 3 A model of the parts of the language curriculum design process

It is possible to envisage a large circle drawn completely enclosing the whole model that represents evaluation. Evaluation can involve looking at every aspect of a course to judge if the course is adequate and where it needs improvement. Evaluation is generally an ignored aspect of curriculum design (Nation and Macalister, 2010, p. 2).

The inner circle of the curriculum design model (having the goal at the center), that is, the content and sequencing, format and presentation and monitoring and assessment part of a curriculum design process model are guided by their own principles. The principles are outlined based on pedagogical and learning perspectives. Nation and Macalister (2010) enumerated 20 principles from a pedagogical viewpoint, indicating that a learning perspective could also yield a comparable list. They acknowledged that research and theory in second or foreign language learning, first language learning, general education, and theory support each of the 20 principles (P. 38). Of the 20 principles, eight pertain to content and sequencing, ten to format and presentation, and two to evaluation, as outlined by Nation and Macalister (2010: 38-39).

Among the three categories of principles, it is the principles in the format and presentation part that instructors face in the course of curriculum implementation. In other words, the principles in the format and presentation stage represent what actually occurs in the classroom, during learning, and the types of activities included in the curriculum. Out of the ten principles found in the format and presentation section of the model, instructors can utilize the principles of the four strands to enhance the curriculum during the implementation phase (Nation and Macalister, 2010). The design of a language curriculum, including foreign, second, and first language curricula, requires a fairly balanced representation of the four strands. That is, a designed language curricula should fairly evenly distribute the meaning-focused input (through listening and reading), meaning-focused output (through speaking and writing), language-focused learning (grammar, vocabulary, spelling, pronunciation, etc.), and the fluency development activities (enough practice time for all language aspects that students have learned).

However, maintaining the balance of the four-strand principle in a language curriculum is easier said than done. In other words, despite the belief that curriculum designers must balance the four strands during the design process, it is challenging to create a course that effectively achieves this balance. Therefore, educators assume the role and responsibility of balancing the four

strands during the curriculum implementation stage (Nation & Macalister, 2010; Nation & Newton, 2009). It is those instructors that apply the curriculum adaptation and curriculum maker approaches who can adjust the balance of the four strands of a language curriculum.

2.4 Language curriculum design model (Clark, 1987)

Classical humanism, constructionism, and progressivism represent distinct philosophical foundations that influence language curriculum development and implementation. Each approach has unique characteristics, aims, and implications for educational practice. Clark (1987) book gave detailed distinctions among those philosophical foundations of language curriculum design model.

2.4.1 Classical humanism or the content model

Studying classical literature and cultivating moral and critical thinking skills are key components of classical humanism. Based largely on the writings of ancient philosophers like Plato and Aristotle, it is based on the idea that education should foster students' moral and intellectual qualities. The "Great Books," which are regarded as fundamental to comprehending the world and human nature, are the focus of the curriculum. Since the approach placed more focus on the content than the goal and the learning process, it is also known as the content model. According to this perspective, curriculum designers focus on the subject matter's content rather than the curriculum's structure, ideas, and other components. Creating elites and passing on information from one generation to the next are the ultimate goals of education. Philosophers contend that there are three levels of society: the top tier, the middle tier, and the bottom tier. Accordingly, education was intended exclusively for elites, implying that people are not created equal (Clark, 1987; Giuliani et al., 2019; Lau, 2009; Pratt, 1987).

Knowledge is transmitted from philosophers, and instructors give (teach) to students. Here, knowledge is absolute so instructors cannot change, but transfer to the learners. That is, instructors take the knowledge from philosophers, and they transfer it to the learners. It ignores that knowledge is dynamic. This is similar to the fidelity approach of curriculum implementation where instructors are expected to implement the contents sent from curriculum designers. Therefore, curriculum design starts with the identification of content without analyzing needs of students, without analyzing the environment and the situation. Universities take the responsibilities of developing and renewing the curriculum. The classroom is assumed to be

homogenous, as a result examination is given to identify poor and good learners, and they are categorized based on their performance. Structurally, the approach of curriculum planning, development and renewal follows top-down. The methodology used in the classroom is instructor-oriented whose emphasis is lies on transmitting knowledge. Hence, both the instructor and students are passive. In the same token, the type of assessment followed in this model is the norm-referenced as the aim is to create elites (Clark, 1987; Lau, 2009).

Coming to the language curriculum design according to the content model, we select language items like grammar and vocabulary and we develop the material around the selected contents. The material producers give the materials to instructors and then instructors give that content to their students. Students take it and they are expected to produce it when they are asked (product oriented model). Students cannot go beyond what they are given. The methods used in content model are grammar translation and structuralism. Even though we can pinpoint many weaknesses, classical humanism has its own attractions. It is still influential (still people focus on content including in our own context), and it laid the foundation that the current models exist as a result of building up of ideas on classical (content) model (Clark, 1987).

2.4.2 Reconstructionism or the objective model

Constructionism, influenced by the works of theorists like Jean Piaget and Seymour Papert, posits that knowledge is constructed through social interaction and hands-on experiences. In language curriculum development, this approach emphasizes the importance of context and the active role of learners in creating meaning through collaboration and real-world problem-solving. This model is characterized by its emphasis on active, collaborative and experiential learning which results in the design of curriculum based on students' interests and real-life contexts. It is sometimes coined with Taba and Tyler model as they are known professionals on this model in the 1940s up to 1970s. It is objective since behaviorism as school of thought dominated the world during this time. The aim is to change the society not only to create elites. Education is aimed at addressing education for all. Education for all here means moving from the same (homogenous) learners to heterogeneous one though supporting the heterogeneous group is a problem (Clark, 1987; Giuliani et al., 2019).

Starting point in designing the curriculum is identifying the objectives which are found from needs analysis. So conducting needs analysis is important in the philosophy of reconstructionism

curriculum design model. After needs analysis, objectives are identified and contents are selected; then organizing the contents followed. Learning experiences are selected and assessment (evaluation) is conducted. Organizations like MoE (people in MoE) design the curriculum. It is also a top-down approach. This is exhibited in our country up to now. Ministry of Education prepares the same material and sends to all regions thinking that students learning in various parts of the country need to learn in the same way using the same content, ignoring the contextual variations (Clark, 1987). The follow up is conducted by supervisors who could not see the extent of material implementation; rather they observe the material resources in the educational organizations which do not give sensible feedback about the material which is produced to be learnt.

The methodology used in this model is behaviorism. Assessment is basically criterion referenced testing (the objective is the criteria). Do students get 90% or 95 % based on the stated objectives in the university? We have to ask ourselves and try to come with better way of doing the assessment in our university. It seems we are doing ‘norm referenced’ one. Audolingualism and notional-functional methodologies are applied. In private schools direct method also works.

Again, the objective model has its own attractions although it has pitfalls. At least there is an attempt to identify needs analysis. The idea is for changing the society. Education for all is another one. It is aimed at heterogeneous groups rather than grouping learners according to their ability.

2.4.3 Progressivism or the process model

According to progressivism theorists, the complete child should be the main emphasis of education, not just the subject matter or the instructor. Students should actively experiment to test concepts, according to this pedagogical philosophy. The questions that learners have after encountering the world are the foundation of learning. It is not passive; it is active. The student solves problems and thinks critically, drawing meaning from personal experiences in both cultural and physical contexts. Good instructors give their students experiences so they can learn by doing. Student interests and inquiries inform the curriculum's content. Progressivist educators employ the scientific method to allow pupils to examine topics and events in a methodical and first-hand manner. The process—how one learns—is the main focus. From the middle of the 1920s to the middle of the 1950s, America adopted the Progressive educational paradigm. Its

most prominent proponent was John Dewey. One of his principles was that schools should help our citizens live better lives by introducing them to democracy and freedom. Aspects include student-selected subjects, instructor-student preparation, and shared decision-making. Books are not authority; they are tools (Giuliani et al., 2019; Lau, 2009; Pratt, 1987).

Progressivism, which is championed by John Dewey, advocates for education that is responsive to the needs and experiences of students. It emphasizes experiential learning, critical thinking, and the importance of social context in education. The language curriculum under this philosophy is often flexible, integrating various subjects and focusing on problem-solving and critical inquiry. This model also gives emphasis on experiential and inquiry-based learning based on the interests and needs of students that prepare students for active participation in a democratic society. That is, this model gives due attention to social responsibility and preparing students for democratic participation (Clark, 1987). According to Clark (1987), John Dewey is pronounced in the progressivism or process model. The aim is to empower individuals. Education should help individuals to realize self-fulfillment. Learners should determine what, how and when they learn. Knowing the gifts of individuals and let them go that way should be the objective of progressivism.

The method starts with questions like ‘What kind of training the individual needs?’ Who is responsible? The training center or organizations that can fulfill the needs of the individual learner could be responsible. It is a bottom up approach. Follow up is conducted by schools (instructors and learners). The methods are discovery method, problem solving method and others. The assessment method is continuous- checking the progress of each individual’s progress from time to time. In this model, no external examination is given. The CLT versions like task-based (incidental learning), autonomy etc come in this model. CLT is theoretically good but practically challenging, and even impossible (Clark, 1987). When we assess the context of our country, which model do we follow becomes a useful question. It needs to be carefully studied though it seems to incline to the content model. Fixing to one model may be hard, so we may follow the eclectic one

2.5 Curriculum change, renewal or revision

A foreign or second language curriculum change must undergo various stages, including planning, development, and implementation. Numerous curricular experts outline the necessary

tasks for a successful curriculum change or development process (Nation and Macalister, 2010; Richards, 2001, 1990; Graves, 2000; Richards and Hurley, 1990; Clark, 1987). Experts have placed emphasis on developing goals and objectives, preparing syllabuses and instructional materials, selecting assessment procedures that align with the goals, contents, and instructions, and selecting well-trained instructors as essential tasks in the curriculum renewal process. Moreover, in the words of Nation and Macalister (2010), language curriculum development is concerned with principles and procedures for the planning, delivery, management, and assessment of students.

Periodic revision of the existing curriculum, based on a study, is necessary to ensure that it adequately addresses the needs of students. Kirkgoz (2009) asserts that the English for Academic Purpose curriculum should undergo continuous revision to adapt to the evolving world and better meet the current and future needs of students. Educational institutions, particularly instructors, must be prepared to adapt to these regular changes, as they encounter a variety of opportunities and challenges. In addition to possessing the necessary skills and knowledge to implement the changes, instructors must also possess a positive attitude and confidence in managing the revised curriculum (Graves, 2000).

The curriculum approach discussed under is not the approach that curriculum designers follow in designing a specific curriculum or course of study as stated by Richards (2013), but the general direction followed by the existing political system as a top-down or bottom-up approach to curriculum design. Richards (2013) clearly put three curriculum design process models in language teaching: forward, central, and backward. The forward design begins with the syllabus design, moves on to the methodology, and concludes with the assessment of learning outcomes. However, the central design approach begins with classroom instruction and techniques before preparing the syllabus and addressing the learning outcomes during curriculum implementation. On the other hand, the backward design approach begins with the learning outcomes of students and proceeds to prepare the syllabus and methodology based on the anticipated learning outcomes. We have personal experience with the backward design approach to curriculum development, which aligns with 'The Common European Framework of Reference.

The approach to curriculum renewal a country or institution follows brings opportunities or challenges for curriculum implementers. The approach needs to offer instructors the opportunity of engaging in the curriculum development process to address the needs of students (Alsubaie, 2016). Clark (1987) emphasizes that the “top-down approach” of curriculum development is likely to result in many problems during the implementation phase of the curriculum. Moreover, Ostovar-Namaghi (2017) noted that the top-down approach to curriculum design often hinders instructors from conducting small-scale trials and allows no room for modifications, yet it encourages instructors to accept and implement the suggested content without question. In a top-down approach to curriculum development, instructors receive the curriculum without taking into account the context, potentially leading to the failure of curriculum implementation. In such approaches, the centrally designed curriculum may not fit the implementation context. According to Clark (1987), what is appropriate in one context may not serve similarly in another because of the contextual differences that exist among implementing institutions.

Moreover, the approach to curriculum revision or development determines the role of instructors in curriculum implementation. In a top-down approach in which instructors are considered technicians with the least responsibility and decision-making roles during implementation, they are supposed to use the prepared curriculum during instruction and have the duty of adhering to the timetable to cover it. Conversely, a bottom-up approach, where instructors take charge of material development, empowers them to exercise greater professional responsibility and creativity during curriculum enactment (Graves, 2000). According to Albilehiet et al. (2013), a bottom-up approach to the curriculum design process is more likely to foster professional growth and development among instructors through the classroom-level curriculum development process.

Graves (2000) and Clark (1987) asserted the existence of disparities among institutions, which could stem from variations in instructor training, the educational status and experiences of instructors, the type of administration, and other environmental constraints that influence the implementation phase of a curriculum. Graves and Clark proposed strategies to overcome the challenges posed by disparities among the institutions implementing the curriculum. The authors suggested incorporating contents that demonstrate shared aspirations while also providing room

for individual characteristics in each teaching and learning context as a means of reducing differences (Graves, 2000; Clark, 1987).

In the aforementioned paragraphs, it is possible to deduce that the curriculum renewal approach can facilitate or hinder instructors' CIAs. The top-down curriculum development approach has the tendency of viewing instructors as curriculum transmitters, which reduces their role in classroom curriculum development, whereas the bottom-up approach of curriculum design considers instructors as curriculum developers or creators so that it leaves room for instructors to adjust, supplement, skip, and create curriculum according to the reality of the context. Graves (2008) harshly criticizes the top-down approach, claiming it 'deskills' instructors, while Kumaravadivelu (2006) views instructors as 'conduits.' While the top-down curriculum development approach suits instructors under the fidelity perspective category, the bottom-up approach views instructors as entities who have immense experience in adjusting and supplementing the material in order to fit the context they work in and the needs of students.

2.6 Curriculum Implementation

According to Fullan (2007) and Ornstein and Hunkins (2018), curriculum implementation is the process of converting educational objectives and guidelines into actual classroom instruction, or "the process of executing the curriculum plan or program" (p. 241). Ornstein and Hunkins stated that curriculum implementation involves a multifaceted process that includes instructor-student interactions, resources, teaching methodologies, and assessment strategies. Curriculum implementation also involves the practical application of the curriculum and the ways in which instructors, students, and other stakeholders interact with the curriculum in the teaching and learning process.

Datnow, Park, and Wohlstetter (2007) also revealed that instructors must make well-informed choices about the selection, modification, and use of curricular materials and instructional techniques to ensure the effective execution of a curriculum. Using the adaptation technique, the curriculum can be flexible and customized to meet the needs of specific students and classrooms. Posner (2004) attempted to illustrate the concept of curriculum implementation by examining the key elements involved in the classroom implementation process. He stated that instructional materials (textbooks, worksheets, instructor's guides, etc.), methods (strategies and approaches

employed by instructors), activities (specific tasks, activities, and experiences), classroom management (the procedures and techniques used by instructors to organize and manage the learning environment), and assessment and evaluation (the methods used to measure student progress and the effectiveness of the curriculum) are all key elements in curriculum implementation. Fullan (2007), similar to Posner (2004), showed the complexity of the curriculum implementation process as involving many crucial components, including planning and preparation, instructional delivery, assessment and evaluation, and reflection and adjustment.

Many factors, whether contextual or personal, impact curriculum implementation. The views instructors hold on education and learning, along with their familiarity with the curriculum's subject matter, may influence their implementation strategies. For example, instructors who have a thorough understanding of the curriculum's objectives and subject matter are more likely to follow it closely, which could be a result of receiving sufficient professional development and continuing assistance (Pajares, 1992). As Desimone (2009) pointed out, instructors are more likely to embrace fidelity or make the necessary modifications when they have the materials, support, and training they need to carry out the curriculum successfully. Institutional policy may also influence instructors' approaches to curriculum implementation. While policies that support adaptability or local decision-making may result in a wider range of options, those that prioritize curriculum integrity and consistency may motivate instructors to apply it without modifications (Desimone, 2009).

According to Coburn and Penuel (2016), having enough time and resources is essential for implementing curricula effectively. They contend that instructors are more likely to execute the curriculum with fidelity than those who have the time to plan, work with colleagues, and obtain the required instructional resources. However, Spillane and Diamond (2007) and Darling-Hammond et al. (2017) found that the needs and characteristics of their students may impact how instructors apply their curricula. Regarding students' needs, instructors can modify the curriculum to better suit their various backgrounds and learning styles. These are not the only variables to consider, and the way instructors and students interact varies depending on the type of educational setting, according to the preceding scholars. The methods used by instructors to execute the curriculum are intricate and multidimensional, impacted by a variety of environmental, organizational, and individual variables.

Furthermore, several scholars have identified various aspects that may influence the methods used by instructors to implement curricula. Researchers found that instructors' subject matter and pedagogical content knowledge were the main factors influencing their curriculum implementation (Darling-Hammond, 2000), while Snyder et al. (1992) and Remillard and Heck (2014) identified instructors' beliefs and attitudes toward the curriculum as the primary factors.

Furthermore, various scholars have claimed that there are other factors that affect instructors' CIAs. Snyder et al. (1992) stated the degree of experience and expertise possessed by instructors, while Remillard and Heck (2014) and Snyder et al. (1992) identified the complexity and clarity of the curriculum materials that affect instructors' CIAs. According to Remillard and Heck (2014) and Snyder et al. (1992), factors that affect instructors' CIAs include the alignment between the curriculum and instructors' current practices, the characteristics and needs of students, the availability of instructional resources and materials, institutional leadership and support for curriculum implementation, and time and resource constraints. Moreover, Remillard and Heck (2014) stated that other factors that impact instructors' CIAs include the availability of professional development and support for implementation, as well as collaboration and collegial support among instructors.

Conversely, other educators divided the variables influencing instructors' methods of implementing the curriculum into three categories: individual, contextual, and curriculum-related. Various individual characteristics, such as a instructor's experiences, knowledge, and abilities; beliefs and attitudes; and instructor knowledge and skills, can influence their approach to implementing a curriculum (Garet et al., 2001; Penuel et al., 2007). Instructors' own ideas about the curriculum, their students, and their job as educators have a substantial influence on how they apply the curriculum, as indicated by Desimone (2002) and Penuel et al. (2007). They contend that those who support the curriculum's idea and feel it to be a beneficial implementation approach are more likely to take a fidelity approach, whereas others who think the curriculum is rigid or unsuitable for their students' needs may prefer adaptation or enactment methods. Furthermore, the degree of expertise that educators have in terms of pedagogy, curriculum material, and assessment techniques affects how they will execute it (Garet et al., 2001; Penuel et al., 2007).

Instructors may not always adapt the official curriculum to satisfy students' needs and context requirements. Scholars pointed out that instructors can also adapt activities to fill their own gaps. According to Garet et al. (2001) and Penuel et al. (2007), educators who possess better pedagogical and topic expertise are more likely to execute the curriculum faithfully, whereas instructors who lack these qualities may modify or enact the curriculum to suit their preferences. Research by Desimone et al. (2002) and Penuel et al. (2007) revealed that seasoned educators frequently create their own preferred teaching pedagogies and can be less likely to adhere rigidly to a set curriculum.

Contextual factors such as time and resources, student needs and characteristics, institutional culture, and leadership can also influence instructors' CIAs. Louis et al. (2010) suggest that the leadership style and general culture of the institutions may influence instructors' methods for curriculum implementation. Louis et al. went on to explain that instructors are more likely to follow the curriculum carefully in institutions where there is strong leadership that supports and encourages faithfulness. On the other hand, in institutions that lack strong leadership or have a culture that is resistant to change, instructors could modify or implement the curriculum in ways that suit them personally. The demands and characteristics of the student body can influence instructors' methods for implementing curricula, as Tomlinson (2001) and Villegas and Lucas (2002) observed. They suggested that instructors who work with a variety of student demographics would need to modify or implement the curriculum to make it inclusive and engaging for all students. Furthermore, time and resource constraints may hinder instructors' ability to faithfully implement the curriculum (Elmore, 2000). Elmore added that educators with limited funds or time may have to modify or prioritize sections of the curriculum.

Curriculum-related characteristics such as curriculum support, flexibility, and coherence may impact instructors' approaches for implementing the curriculum. Cohen and Ball (1990) and Spillane et al. (2002) assert that the coherence and clarity of the curriculum can influence instructors' CIAs. They also confirmed that instructors are more likely to faithfully implement curricula that are clear, logically structured, and in line with state standards, while those that are ambiguous, ill-organized, or out of alignment with standards may prompt instructors to modify or implement them in ways that correct these flaws.

Cuban (1990) and Elmore (2000) assert that the degree of flexibility in a curriculum can influence instructors' implementation approaches. Instructors who want to incorporate their own knowledge and meet student needs are more likely to use flexible curricula. In a similar vein, the assistance that instructors get while putting the curriculum into practice may affect how they do things. A variety of resources, including mentors, curriculum specialists, and professional development opportunities, can help instructors implement their curricula. Instructors are more likely to carry out the curriculum faithfully if they receive enough assistance (Garet et al., 2001; Penuel et al., 2007).

The curriculum design has a big impact on how faithful, flexible, and enactment-oriented instructors are. A well-designed curriculum with explicit learning objectives, material, and teaching methodologies often encourages implementation fidelity. When the curriculum offers clear direction, instructors are more likely to adhere to the suggested order of lessons and activities (Joyce & Showers, 2002). By having clear objectives, instructors can better understand the expected outcomes and adapt their teaching. Furthermore, a cohesive curriculum makes sure that all of its many parts and units make sense and build upon one another. Instructors are more likely to follow the curriculum exactly when they believe it to be coherent (Wiggins & McTighe, 2005).

According to Wiggins and McTighe (2005), coherence makes it possible for educators to understand the connections between various topics, which supports them in organizing and carrying out their daily plans in a cohesive and consistent way. Darling-Hammond and Bransford (2005) revealed that instructors possess the authority to modify a curriculum to meet the diverse needs of their students. According to those scholars, instructors might need to adapt their lessons depending on their comprehension of students' past knowledge, interests, and learning styles. They went on to say that curriculum design flexibility recognizes instructors' professional judgment and competence, which can increase instructors' sense of ownership and dedication to execution.

How well the curriculum aligns with external elements, such as tests, state standards, and other institutional efforts, influences instructors' decisions on how to apply it. Instructors are more likely to adhere to the curriculum and cover the necessary information and abilities when it is in

line with these external standards (Marzano, 2003). Regarding Marzano, misalignment could result in adjustments and changes to fill in any inconsistencies. The curriculum's design, which encompasses clarity, coherence, flexibility, and alignment to tests, standards, and other institutional needs, significantly influences instructors' faithfulness, adaptation, and enactment techniques.

2.7 Curriculum implementation approaches

The process of curriculum implementation is embedded in specific socio-cultural and educational contexts. While instructors may not actively participate in the planning stage of the curriculum, the implementation stage often assumes their active adaptation, modification, and even change. The implementation stage, also known as the enactment stage, is always local in nature, with instructors serving as the orchestrators of enactment and playing a crucial role in ensuring a successful curriculum (Graves, 2008). Graves emphasizes the decisiveness of the enactment/implementation process, as it signifies the actual, taught, or learned curriculum, which remains unclear until the implementation stage.

It is evident that, despite using one curriculum, students achieve better in some classrooms, while in others they underachieve. It is equally important to note that while some instructors continue to develop their professional competence and skills, others, despite using the same curriculum, do little to improve themselves. This implies that different curricula arise when the same curriculum is implemented. The implementation of the same curriculum results in a significantly different curriculum from the formal one. Scholars suggest that instructors' CIAs can address these concerns, as they have the potential to influence instructors, students, and the curriculum in similar ways, transforming the learned curriculum into a significantly different curriculum from the official curriculum (Shawer, 2008, 2009).

From the perspective of curriculum implementation, the classroom interactions between instructors and students shape the curriculum (Shawer et al., 2009). Externally created policies, syllabuses, and materials (top-down approaches to curriculum design) that affect the enactment processes in the classroom are regarded as tools that students and instructors use to produce the actual curriculum (Graves, 2008). In situations where curriculum is imposed, instructors have to be empowered to adapt, supplement, or even change part of the curriculum during the enactment

process without ignoring the desirable outcome that students should achieve at the end (O'Donnell, 2008).

However, instructors' undertaking in the improvement of the official curriculum depends on various motives that affect instructors' performance in the classroom. Such motives could be student-related—for example, knowing the different needs of students (language needs, affective needs, schematic needs, pragmatic needs, learning styles, and so on) (Shawer et al., 2009); instructor-related (for example, knowledge and skills about the curriculum, teaching experiences, educational status, training on curriculum issues, instructors' perception of curriculum implementation) (Shawer, 2017); and other external and environmental influences like administrative factors, class size, and resource issues, etc. (Graves, 2008).

Shawer et al. (2009) assert that the evolving relationship between the instructor, the students, and the subject matter shapes the approaches or roles of instructors in curriculum improvement. It is in this relationship that the various student- and instructor-related motives will impact instructors' CIAs.

Snyder et al. (1992) classified instructors' CIAs into three categories: fidelity, adaptation (mutual-adaptation), and enactment approaches. When delivering a course or a subject, a instructor's approach tends to lean towards one of these categories. In other words, within the continuum of CIAs, instructors' classroom CIAs tends to align more with one of the three perspectives than the other two. This, in turn, influences their role in curriculum development, the effectiveness of learning outcomes, and their concerns for students' needs and achievement. A detail of the three approaches was given in the conceptual framework of the study.

2.8 Balancing the use of the three approaches

According to Coburn and Penuel (2016), Harris and Sass (2011), Penuel et al. (2017), Tatto (2015), and Zeichner (2010), instructors face challenges in using the adaptation and enactment approaches, such as developing collaborative frameworks, promoting instructors' professional development, guaranteeing consistency and quality, and establishing clear criteria. Using the adaptation and enactment perspective necessitates a comprehensive understanding of the curriculum's fundamental elements, coupled with the ability to adapt to various situations within

the adaptation and enactment approaches, in order to provide clear recommendations. Furthermore, the adaptation and enactment perspective requires a shared understanding of the curriculum and a commitment to continuous improvement, making it challenging to ensure consistency and quality across various classrooms and schools, support and train instructors, recognize the need for ongoing professional development training, and create collaborative structures that assist instructors in striking a balance between fidelity, adaptation, and enactment. Finding the right balance between decentralized control (adaptation and enactment) and centralized control (fidelity) can be difficult, though, as it necessitates carefully weighing the objectives of curriculum implementation in relation to the educational context.

Moreover, it can be difficult to effectively communicate the objectives, standards, and implementation plans to all stakeholders involved, including parents, instructors, and administrators (Fullan, 2007). It might be challenging to coordinate the activities of many stakeholders to synchronize the implementation methodologies (Desimone, 2002). It can also be resource-intensive and logistically difficult to provide instructors with continuous and pertinent professional development to support their implementation efforts (Guskey, 2002). Ensuring that instructors have access to the necessary resources, equipment, and assistance to implement the curriculum (Snyder et al., 1992) and developing robust and reliable criteria to evaluate its implementation (Desimone, 2002) can pose significant challenges. It might also be difficult to include input from students, instructors, and other stakeholders to guide and enhance the implementation process (Fullan, 2007). Researchers and practitioners have stressed the significance of a collaborative, well-rounded approach to curriculum implementation that addresses these issues. This approach should include ongoing professional development, continuous communication, and ongoing evaluation and feedback (Datnow & Castellano, 2000; Desimone, 2002; Fullan, 2007).

Consequently, a number of educators and researchers advise instructors and other stakeholders to utilize the three approaches in a balanced manner, taking into account the specific context (Coburn & Penuel, 2016; Fixsen et al., 2005; Harris and Sass, 2011; Penuel & Gallagher, 2017; Penuel et al., 2017; Tatto, 2015; & Zeichner, 2010). The educators revealed that using the three approaches in a balanced way would ensure curriculum success, promote instructor agency and professional progress, and increase student engagement and motivation. Fixsen et al. (2005) and

Harris and Sass (2011) found that while adaptation and enactment allow instructors to modify the curriculum to suit students' individual differences, learning styles, and cultural backgrounds, fidelity guarantees that all students have access to high-quality instruction.

According to Penuel et al. (2017) and Penuel and Gallagher (2017), using the three approaches in a balanced way empowers instructors in decision-making processes and acknowledges their professional competence. They continued by adding that whereas fidelity recognizes the value of research-based approaches, adaptation and enactment provide instructors the ability to make well-informed judgments regarding curriculum implementation, which fosters instructor agency, cooperation, and professional development. According to Tatto (2015) and Zeichner (2010), a well-rounded strategy takes into account the interests, backgrounds, and settings of the students, which boosts motivation and engagement. Tatto and Zeichner also stated that by enacting and adapting the curriculum, instructors may give it greater significance and relevance, which encourages student ownership of learning and improves the educational experience as a whole. Therefore, maintaining equilibrium guarantees that the curriculum is applicable and efficient.

Nevertheless, other obstacles make it difficult to maintain a balance between the three approaches. First of all, choosing a balance requires careful consideration. Instructors and curriculum designers have to balance the requirements of students, available resources, time restrictions, and evidence-based approaches while navigating trade-offs between fidelity, adaptability, and enactment. To balance these strategies and meet each student's individual needs, it is also necessary to guarantee uniformity in the classroom and throughout the school. Finding the ideal balance can be difficult, as excessive adaptation or enactment can lead to discrepancies and inconsistencies in learning experiences and results. To balance these approaches, it is essential to help instructors be able to carry out the curriculum in an efficient manner. To assist instructors in overcoming the challenges of striking a balance between fidelity, adaptation, and enactment, it is necessary to offer professional development opportunities, resources, and continuing support. Moreover, parties that favor a more rigorous or flexible implementation approach may oppose balancing these approaches. Effective communication, teamwork, and a common understanding of the objectives and advantages of a balanced approach are necessary for reaching consensus and resolving issues (Coburn & Penuel, 2016; Harris & Sass, 2011; Penuel et al., 2017). The researchers also found that to effectively meet the

various demands and circumstances of educational settings, it is crucial to strike a balance between fidelity, adaptability, and enactment approaches to curriculum implementation. Every strategy has its own benefits, and by combining the best parts of each, a well-balanced implementation may maximize the learning outcomes for students.

However, as it presents several difficulties for the implementing and controlling agencies, striking a balance between all three approaches is more than just an opportunity. The two concepts of consistency and flexibility are inherently in conflict. For instructors, it can be difficult to strike a balance between the necessity for consistency and the requirement for adaptability and student-centeredness (Harris & Sass, 2011). Coburn and Penuel (2016) stated that using adaptation and enactment approaches gives instructors the freedom to use the designed curriculum according to the context. However, Coburn and Penuel further stated that this approach may jeopardize quality control and accountability measures.

A balanced use of all three approaches necessitates taking into account contextual elements, which can be difficult to manage and might include things like student demographics, school culture, and resource availability (Penuel et al., 2017). Instructors may find it challenging to pursue professional development while using the three approaches in a balanced manner, as it requires a variety of skills, including curriculum design, teaching strategies, and assessment techniques (Fixsen et al., 2005). A comprehensive understanding of the challenges associated with curriculum implementation is necessary to strike a balance between fidelity, adaptation, and enactment approaches. To achieve the balance among the three approaches, O'Donnell (2008) recommends using a flexible fidelity approach to curriculum implementation that allows some modification without ignoring the basic aims and objectives as necessary. Moreover, Fullan (2007) revealed the importance of promoting cooperative planning between instructors, administrators, and curriculum designers to guarantee modifications. Johnson (2009) also suggested the importance of providing opportunities for further professional development to assist instructors in interpreting and implementing the curriculum.

It can be challenging to strike a balance among the three approaches as it necessitates taking into account the particular requirements, resources, and limitations of every educational context (O'Donnell, 2008). It might be difficult to resolve the conflict between standardization and

localization when attempting to balance fidelity, adaptation, and enactment approaches (Fullan, 2007). According to Darling-Hammond (2017), instructors must continue their professional development in order to manage the challenges of implementing curricula and strike a balance between different approaches. Contextual elements such as school culture, leadership, and resources may impact the implementation of a designed curriculum (Leithwood et al., 2009).

By striking a balance among the three CIAs, instructors may ensure the curriculum's consistency, relevance, and contextual sensitivity while maintaining the optimization of learning outcomes (Fixsen et al., 2005). Harris and Sass (2011) disclosed that balancing the approaches encourages instructors' autonomy and professional judgment, which in turn boosts their motivation and work satisfaction. By encouraging equity and inclusion in the classroom, instructors may better meet the varied needs of their students by striking a balance between the three curriculum implementation approaches (Coburn & Penuel, 2016). Penuel et al. (2017) also stated that striking a balance between the different approaches promotes constant reflection, adaptation, and improvement, resulting in a culture of continuous learning and instructor improvement.

According to Coburn and Penuel (2016), administrators and policymakers frequently prioritize accountability measures, which may clash with the adaptation and autonomy required for successful implementation. Therefore, it calls for deliberate discussion and the creation of policies that promote a balanced approach to balance these conflicting objectives. Harris and Sass (2011) brought out the difficulty instructors have in balancing conflicting priorities. They stated that instructors may have to balance opposing demands, such as satisfying the needs of administrators, addressing the needs of a diverse student body, and managing a limited amount of instruction. They claimed that it can be very difficult to strike a balance between accuracy, adaptability, and enactment techniques within these limitations.

As a result, utilizing each curriculum approach to implementation according to the circumstances yields enormous benefits, as each one offers a distinct advantage to the implemented curriculum. While allowing for flexibility in modification to fit the requirements of individual students and the local circumstances, a balanced approach guarantees that instructors address the fundamental curricular goals. Instructors can progress professionally when they strike a balance between fidelity, adaptability, and enactment. On the way, instructors experience their reflective practice

and ongoing development. Additionally, a balanced approach gives instructors the flexibility to modify the curriculum so that it is more meaningful to students, relevant to their culture, and engaging. Additionally, it motivates instructors to practice reflectively and collaboratively, which fosters a culture of continuous development and improves student learning results.

Therefore, scholars have summarized several strategies for striking a balance among the various CIAs. According to Coburn and Penuel (2016), Harris and Sass (2011), and Penuel et al. (2017), a balanced use of CIAs requires a well-designed curriculum, ongoing professional development, collaboration and interaction, as well as continuous monitoring and assessment. They went on to state that a well-designed curriculum provides clear learning objectives, scope, and sequencing, which makes it possible to make well-informed adaptation and enactment decisions. They believed that it is possible to equip instructors with the necessary knowledge, skills, and resources for successful adaptation and enactment, which requires ongoing professional development activities. To achieve a balance among the approaches, instructors, administrators, and designers of the curriculum must collaborate and communicate openly to help the stakeholders reach an agreement and form a common understanding. The scholars also advised that balancing the approaches requires regular monitoring and evaluation in the implementation process, which helps with adjustments and refinements before the implementation gets worse (Coburn & Penuel, 2016; Harris & Sass, 2011; Penuel et al., 2017).

2.9 Motives/factors influencing curriculum implementation approaches

The effectiveness of a curriculum primarily depends on how instructors and students practice or implement it in the classroom, not on the quality of the document. That is, the success of a curriculum implementation relies on the ability of instructors to change the knowledge and skills in the document into learnable knowledge and skills. However, many motives (instructor-related, student-related, institutional, or environmental) influence this process and can either facilitate or impede the classroom curriculum implementation.

2.9.1 Student-related motives

According to Shawer et al. (2009), a variety of student-related motives compel instructors to adhere to a specific curriculum. The development of foreign/second language curriculum

revolves around the various motives of students. Such motives include students' language, pragmatics, schematics, and affective needs.

Students' language needs are the primary factor influencing instructors' curriculum development and implementation. Instructors need to fill in the gaps in the curriculum by balancing the four strands of a language course: listening and reading, speaking and writing, language forms, and fluency development activities. Without taking into account which strand receives more or less space in the curriculum, the curriculum transmitters strive to present the material as it is. In other words, they adhere to the guidelines set by external curriculum designers. As a result, there is no way to supplement the curriculum's inadequate content. However, the curriculum developers strive to identify the gaps in the material and attempt to address the inadequacy. Curriculum makers, on the other hand, create their own curriculum through prior assessment of students' language needs (Shawer et al., 2009).

Curriculum developers and makers not only cater to language needs but also tailor their curriculum to meet the practical or pragmatic needs of students, including vocational, academic, exam, and relevance needs that curriculum transmitters cannot meet. For example, students who have joined universities require a language that can address their academic needs. Therefore, the course should include sufficient reading and writing activities. If this is not the case, curriculum developers and creators can tailor their curriculum to meet the students' academic needs. Furthermore, if students require assistance in preparing for exams, curriculum developers and creators can incorporate strategies or techniques to help them succeed. Curriculum developers and creators also consider whether what students learn in class is relevant to what they do outside of class (Shawer et al., 2009).

Schematic needs are another driving force behind instructors' CIAs and classroom curriculum developments. Instructors are required to fill in the gaps in the student's missing knowledge, build on student background knowledge, and attain content relevance in terms of difficulty, adequacy, and substantiality. Because curriculum transmitters adhere to the centrally prepared curriculum, they do not intend to provide additional materials, topics, and strategies that could build their schemas. On the other hand, instructors in the mutual adaptation category strive to locate what students miss in the previous knowledge and try to build on the existing schema,

which is the reflection of the basic constructivist teaching/learning principles (Shawer et al., 2009). As curriculum developers do, curriculum makers locate students' schematic needs and provide contents that can fill in the observed gaps through "organizing materials and resources, providing relevant, interesting, and novel experiences." (Siraj-Blatchford, 1999:40).

Students' affective or emotional needs are another driving force in instructors' classroom curriculum development. Students' affective needs necessitate consideration of factors such as motivation, interests, and content updates. Curriculum transmitters strictly adhere to the official curriculum, ensuring they are not engaging in any unique activities that could potentially motivate students to learn. They focus more on transmitting information that can help students with exams. Curriculum developers, on the contrary, believe that motivation is the key to effective learning. So, whenever instructors feel that the curriculum's content is monotonous or boring, they supplement it. The curriculum makers identify engaging and motivating elements for students during the classroom curriculum implementation, based on a prior assessment of their needs. Instructors and students construct the curriculum's content, which caters to students' interests (Shawer et al., 2009).

2.9.2 Instructor-related factors

In addition, instructors' CIAs could also be influenced by instructor-related factors, which can be categorized as demographic factors (level of education, teaching experience, professional development training), individual factors (instructor beliefs, attitudes, self-efficacy, curriculum knowledge, content knowledge, and skills), and organizational factors (organizational culture, colleagues, facilities and resources, and curriculum policy) (Shawer, 2017; Zhao et al., 2019).

According to Shawer et al. (2008), the demographic factors can be a potential source of differences in curriculum implementation approaches among instructors. Higher education levels anticipate instructors adhering to CIAs for well-founded, research-backed reasons; they should comprehend the language and other requirements of students, enabling them to enhance the official curriculum to better meet their needs. They also stated that instructors are expected to adapt, supplement, improve, and even change the curriculum at the classroom level rather than rigidly following the centrally designed material. That is to say, instructors with higher

educational levels tend to follow the adaptation and curriculum enactment approach rather than the fidelity approach (Shawer et al., 2008), though this tendency is not always present.

Similarly, instructors' CIAs are greatly influenced by their experience in teaching the language. The more experienced a instructor is, the better they are at improving the curriculum at the classroom level. That is, instructors with years of experience evaluate the designed material before use and try to make it suit the needs of students. They usually tend to follow the adaptation and enactment perspective rather than the fidelity perspective. However, one should not assume that all experienced instructors adhere to the adaptation and enactment approach; instructors with extensive experience may adopt the fidelity perspective due to personal and organizational factors (Shawer et al., 2008, 2009).

As Shawer (2017) stated, individual factors that are covert in nature influence instructors' CIAs to a greater extent. The knowledge and skills in curriculum development may hinder/foster the CIAs of instructors. Other personal factors, such as the self-efficacy, beliefs, and attitudes of instructors toward the curriculum and the designers, have a significant impact on instructors' classroom-level CIAs.

2.9.3 Organization and institutional-related factors

Instructors anticipate the organizational factors to have the greatest impact on their CIAs. Instructors attribute their CIAs to the facilities and resources of a particular organization. Shawer (2017) and Zhao et al. (2019) assert that the curriculum policy of the organization, the professional training facilities, the interaction among colleagues (as an inherent culture), and other factors can significantly influence the CIAs of instructors. Fullan (2007) and Glickman (2002) asserted that instructors' pedagogical beliefs and practices, student-related factors, and the context in which they operate shape the CIAs of ELT instructors.

According to the preceding scholars, organizational structures, institutional policies, and the larger environmental factors greatly impact ELT instructors' CIAs. Moreover, Leithwood and Jantzi (2005) noted that the leadership styles within educational institutions significantly impact instructors' CIAs. The authors demonstrated that a supportive and inspirational leadership style encourages instructors to embrace innovative approaches to curriculum implementation. On the

other hand, authoritarian leadership limits instructors' creativity and autonomy, which leads instructors to follow a rigid CIA. The other crucial organizational factor that shapes instructors' CIAs is the professional development culture that a particular institution follows. Darling-Hammond et al. (2017) demonstrated that ongoing professional development training can enhance instructors' abilities and self-assurance in utilizing the intended curriculum effectively. Similarly, Avalos (2011) revealed that instructors who participate in collaborative professional development training are likely to reflect best practices in language teaching.

Moreover, Fullan (2007) and Schein (2010) found that an institution's culture either fosters or deters the effectiveness of curriculum implementation. Schein (2010) asserts that a collaborative culture fosters open communication, leading to more effective curriculum implementation. Fullan (2007) asserts that a culture that prioritizes standardized testing and rigid adherence to the official curriculum limits instructors' ability and desire to adapt the designed activities to the needs of students and the specific classroom situation.

Canale and Swain (1980) pointed out that national and local policies have a significant impact on ELT instructors' curriculum implementation. According to Canale and Swain, policies that focus on communicative competence and learner-centered approaches foster instructors to use more flexible and responsive instructional approaches. However, a policy that prefers standardized assessments deters instructors' innovative teaching activities (Harris & McKenzie, 2007).

Furthermore, the socio-cultural environment of students has a significant influence on instructors' CIAs. Instructors who are aware of the cultural backgrounds of their students are better equipped to create relevant and engaging learning experiences (Kramsch, 1993). Moreover, the incorporation of technology into language teaching has revolutionized instructors' CIAs (Chapelle, 2001; Warschauer, 2004). According to them, access to digital resources and tools enhances teaching and fosters more interactive learning environments. However, Warschauer (2004) stated that differences in technology access would create inequalities among instructors in implementing the curriculum. In general, the CIAs of instructors could be profoundly affected by a range of institutional and environmental factors, and instructors, educators, and policymakers need to work cooperatively to improve the delivery of the curriculum to students.

2.10 Impact of demographic elements on instructors' CIAs

Research revealed that an instructor's experiences had a significant impact on their CIAs. According to Remillard and Bryans (2004) and Remillard (2005), instructors with more experience are more likely to adhere to the curriculum faithfully when required. Sherin and Drake's (2009) study also showed that experienced instructors often have a better understanding of the curriculum's objectives and are more assured of their ability to carry it out according to the plan. Additionally, experience aids instructors in developing and modifying curricula as needed to fit the requirements of students and participate in the process. According to Penuel et al. (2007) and Remillard and Bryans (2004), instructors with greater experience are more likely to modify the curriculum to meet the requirements of their students and the local context.

According to Beyer and Davis (2012), experienced instructors are frequently better able to assess their students' learning requirements and make sound decisions on curricular modifications. Furthermore, research suggests that experienced instructors are more likely to actively interact with the curriculum and decide how to apply it in the classroom (Remillard, 2005; Sherin & Drake, 2009). Beyer and Davis (2012) also mentioned that experienced instructors are often better able to comprehend and implement the curriculum because they have a deeper understanding of its guiding ideas. More experienced instructors often take a deeper and more complex approach to curriculum implementation, striking a balance among fidelity, adaptation, and enactment to suit the unique requirements of their students as well as the context in which they teach.

2.11 Fidelity of implementation

Education research and implementation studies have widely recognized the concept of fidelity of implementation, defining it in various ways (Century et al., 2010). Lee et al. (2009) defined FOI as "the determination of how well an innovation is implemented according to its original program design or as intended" (p. 837). Lee and Chue (2013) also described FOI as "the closeness between the formal/perceived and the operational/experiential curricula" (p. 2510). Similarly, O'Donnell (2008) defined FOI as the "extent to which a user's practice matches the ideal implementation of an intervention" (p. 34). O'Donnell stated that people often describe fidelity of implementation as the evaluation of how successfully an intervention aligns with the original curriculum. Moreover, Azano et al. (2014, p. 3) defined fidelity as "the degree to which

instructors implement curricular interventions as intended by the developers.” According to all these definitions, fidelity of implementation refers to the extent to which curriculum or program implementers adhere to the designers' prescribed guidelines. Curriculum designers often use FOI to verify the planned implementation of the curricular intervention, enabling them to accurately attribute changes in student learning to an educational innovation.

According to O'Donnell (2008), FOI emphasizes how well educators follow the curriculum's intended goals, instructional methodologies, and mandated content while putting it into practice. O'Donnell stated that FOI encompasses the curriculum's material, teaching methodologies, and assessments, all of which require accurate and consistent delivery. FOI is a crucial component of curriculum implementation, ensuring consistent and faithful delivery of the curriculum to its intended aims and objectives. Applying a curriculum with high fidelity increases the likelihood of students acquiring the required learning experiences and meeting the goals (O'Donnell, 2008). To ensure that curricular improvements are successful, Supovitz and Turner (2000) talk about the significance of implementation integrity. The research offers valuable perspectives on the obstacles and variables affecting implementation fidelity in various educational settings. O'Donnell (2008) states that the degree of delivering the curriculum as planned, using instructional strategies and activities as intended, and administering assessments as planned constitutes FOI (p. 34).

Until the 1970s, there was no real need to study FOI. Researchers assumed that FOI would be high during program adoption, and that implementers would copy or reproduce the innovation exactly as previous adopters had done. The assumption of implementing the curriculum as planned stemmed from the perception of instructors as passive transmitters of classroom innovations, rather than as active entities capable of generating ideas. However, researchers later recognized that FOI classroom instructors were found to adapt rather than adopt the activities or contents to adjust the contents to the specific classroom context or needs, and they realized and began to find that quite a lot of adaptations occurred (Rogers, 2003, cited in O'Donnell, 2008). Hence, since the end of the 1970s, the adaptation perspective began to flourish, and there arose tensions between fidelity and adaptation models. While the former takes instructors as recipients of knowledge suggested by others (passive accepters), the latter considers instructors as active beings that have the mandate and the right to modify, adapt, and supplement the curriculum

suggested by others according to the context or the situation. Educators are now tasked with determining the degree or extent of deviations made by implementers or instructors from the official curriculum. In other words, researchers have focused on measuring fidelity to the designed curriculum (Kirtman, 2009; Snyder et al., 1992).

To measure the FOI of a curriculum or a program, scholars agreed on five dimensions of fidelity measurement, though there are unsettled arguments on whether to use one or more, or all of the dimensions at once. The first dimension that helps to measure curriculum fidelity is adherence to the designed curriculum contents. According to James Bell Associates (2009), adherence refers to the degree to which the model prescribes the delivery of program components. Adherence entails assessing how well instructors are adhering to the suggested lesson plans, instructional tactics, and resources. We frequently use self-report questionnaires, document reviews, and observations to gauge adherence (James Bell Associates, 2009). In simple terms, adherence indicates how closely instructors follow the designed activities, guidelines, or interventions. James Bell Associates (2009) stated that adherence indicators encompass program content, methods, and activities that demonstrate the extent to which these indicators remain unchanged. To report adherence data, calculate the number of designed program elements compared to the number of completed activities. For example, if an implementer covered 25 out of 50 activities, the adherence score of the contents will be 50%.

Various terminology refers to the second dimension of measuring fidelity, which includes exposure, dosage, duration, participation rate, and engagement. According to Mowbray et al. (2003), exposure refers to the instructor's coverage of the program's entire content, compared to the recommended amount by program experts. Dosage indicates the time and resources allotted to curriculum implementation. It involves assessing the frequency, duration, and intensity of the material's delivery. We may use the number of classes or sessions given and the length of each session to calculate the dosage (Mowbray et al. 2003). Moreover, Durlak and DuPre (2008) stated that exposure can involve recording the number of sessions attended by students, the time spent on doing the activities of the curriculum, or the completion of specific activities. They elaborated on their examples, demonstrating that exposure gauges the level of participation in the lesson, unit, or the entirety of the curriculum. Furthermore, students can measure the real exposure they receive through structured observations (Snyder et al., 1992). Observers can have

a testimony of the frequency and duration of delivery. The number of sessions or contacts, attendance rates, and the frequency and duration of these sessions can serve as evidence of the students' exposure to the curriculum.

Another crucial dimension of FOI, according to Dusenbury et al. (2003) and Mowbray et al. (2003), is the quality of the curriculum's delivery. It demonstrates the methods used to carry out a program. The quality of delivery demonstrates the effectiveness and engagement of the curriculum's teaching. This dimension involves assessing the instructors' communication, classroom management, and instructional strategy utilization. The scholars revealed that ratings and observations using pre-established criteria or rubrics can evaluate the quality of delivery. They suggested issues such as preparedness, use of appropriate examples, enthusiasm, interaction style, respectfulness, confidence, and ability to respond to questions and communicate clearly as indicators of quality of delivery. They indicated that the quality of delivery may act as a mediator between the contents implemented and the observed outcomes. For instance, poor delivery of 100% of the curriculum's material may not result in positive participant outcomes.

Studies showed that adherence to protocols, competence of deliverers, and participant engagement are key components of quality of delivery. Durlak and DuPre (2008) assert that ensuring adherence to protocols involves evaluating the program's delivery against the established guidelines. They asserted that strict adherence to the intervention's core elements, measured through direct observation or self-reporting, correlate with high fidelity. Gottfredson et al. (2015) also revealed that the competence of deliverers is a critical component of the quality of delivery. They went on to say that training and ongoing support for deliverers enhance the quality of delivery and, consequently, the FOI. The other basic component of quality of delivery is participant engagement. As Linnan and Steckler (2002) pointed out, being responsive to the needs and feedback of students or participants can considerably influence fidelity. They continued by stating that active participant engagement could maintain a higher quality of delivery. O'Donnell (2008) asserted that researchers often evaluate quality of delivery through both quantitative and qualitative methods. She stated that while observation tools can assess adherence to the intervention protocol, surveys can measure participant satisfaction and engagement.

Participant responsiveness, the fourth dimension of measuring fidelity, involves the degree to which participants participate in the prescribed program (Dusenbury et al., 2003). Participants' interest in the program, their perspectives on its relevance and usefulness, and their level of engagement, enthusiasm, and willingness to participate in discussions or activities all reflect participant responsiveness, they stated. They also revealed that participant responsiveness serves two roles in measuring FOI: it directly influences outcomes and acts as a moderator between the intervention and adherence to the curriculum or the quality of service delivery. The educators demonstrate through examples that if participants are not responding well, a provider may choose to omit, modify, or add to the program's content or activities. They asserted that the level of interaction and response between instructors and students with the curriculum could reflect participant responsiveness. Dusenbury et al. (2003) and Mowbray et al. (2003) demonstrated the use of student work samples, self-report questionnaires, and observations to quantify this dimension. Dusenbury et al. (2003) and Mowbray et al. (2003) also identified program differentiation as the final dimension of measuring fidelity, indicating the extent to which critical elements of a program distinguish themselves from each other and from other programs. According to them, program differentiation is the process of recognizing the critical elements of a program that are essential for producing positive outcomes (i.e., component analysis). Program differentiation demonstrates the extent to which a curriculum is unique and sets it apart from other curricula. Scholars suggest evaluating program differentiation by comparing the student outcomes in the implemented curriculum with those in comparison groups, or by comparing the implemented curriculum with alternative programs.

However, Mowbray et al. (2003) categorized the FOI dimensions into two: fidelity to structure and fidelity to process. While fidelity to structure encompasses adherence and duration dimensions, fidelity to process categorizes quality of delivery and program differentiation. They also stated that the dimension of participant responsiveness incorporates the characteristics of both fidelity to structure and fidelity to process.

Numerous investigators have determined the variables that may affect implementation fidelity. According to Durlak and DuPre (2008), some of the factors that can affect fidelity of implementation are instructors' knowledge and skills in implementing the curriculum, instructors' beliefs and attitudes towards the curriculum, administrative support and resources,

time, and opportunities for professional development and training. They went on to say that attaining high FOI can result in favorable student outcomes, including enhanced engagement, better academic performance, and fewer behavioral issues.

The fidelity dimensions are not mutually exclusive and can work together to provide a comprehensive understanding of the authenticity of curriculum execution. These dimensions can vary based on the particular curriculum model. Different scholars have identified distinct aspects of FOI. According to Wang et al. (2017), content fidelity focused on how closely instructors followed the curriculum's intended content. Wang et al. asserted that the maintenance of content fidelity hinges on the activities, assessments, and instructional materials meeting the required learning objectives and content standards. The other aspect of fidelity is pedagogical fidelity, which focuses on how well instructors carry out the suggested teaching techniques and procedures listed in the curriculum. Determine whether educators apply the designated teaching methods, classroom management strategies, and student engagement strategies as intended (Dusenbury et al., 2003).

On the other hand, Berkowitz et al. (2011) focused on time fidelity. They stated that time fidelity requires evaluating whether instructors adhere to the recommended pace and sequencing of classes and activities (Berkowitz et al., 2011). They persisted in emphasizing the importance of allocating sufficient time to cover the curriculum's contents. To determine whether the curriculum is covered within the allotted time, evaluating the curriculum's CIAs becomes a crucial procedure. Hence, according to Berkowitz et al., it is important to evaluate whether instructors adhere to the suggested pace and sequencing of classes and activities. Other researchers discussed the evaluation of adaptation fidelity and contextual fidelity during the curriculum implementation process. The former entails how much a instructor adjusts the curriculum to suit the unique requirements of their students or the environment in which instructors work. The latter examines the impact of the curriculum on the unique organizational and environmental settings of the institution. Adaptation fidelity involves assessing the kind and degree of any curricular changes and figuring out whether they are in line with the curriculum's stated objectives and guiding principles (Fixsen et al., 2005), whereas contextual fidelity involves determining how well the curriculum aligns with the school environment's resources, support systems, and cultural norms (Durlak & DuPre, 2008).

2.12 Curriculum and status of English in Ethiopia: historical perspective

Ethiopia adopted and translated curricula from foreign countries, regardless of the country's context, to introduce modern education in the early 20th century. Until 1935, Ethiopia primarily used French as the language of instruction. However, during the five years of the Italian invasion, attempts were made to incorporate Italian into the school curriculum, despite the mission's failure (Berhane, 2019; Wubalem and Sarangi 2019; Mekasha, 2005). Together with the introduction of modern education in Ethiopia in 1908, formal English education had started using expatriate instructors from India, the UK, and the USA (Jha, 2014). Schools and foreign-based missionary schools taught English as a subject until 1941 (Aweke, 2015).

Despite the British taking over the education system after 1941, there was no formal and standardized curriculum until the 1947/48 curriculum, which is regarded as the first formal and standardized curriculum in Ethiopia (Berhane, 2019; Mekasha, 2005). During this period, the use of English as a language of instruction began in grade three. In 1949, a swift revision determined that English should begin as a language of instruction in grade four. According to Mekasha (2005), the curriculum underwent frequent revisions to tailor it to the Ethiopian context, with the 1958/59 revision attempting to conduct a prior needs analysis to tailor the curriculum to the Ethiopian context.

However, the 1962 curriculum change marked a significant shift in the use of English in Ethiopian education. The service of English as a medium of instruction was decided to start from grade seven after serving for about twenty years, starting from grade three until 1949 and four until 1962. From 1963 to 1994, junior and secondary grades and higher institutions nationwide utilized English as a medium of instruction, offering it as a subject beginning in grade three (Berhane, 2019; Daniel and Ababayehu, 2006).

Another proclamation mandated the use of English as a medium of instruction and subject. The 1994 Education and Training Policy of Ethiopia stipulated that children should receive primary education in their native languages. Consequently, the Ministry of Education (MoE, 1994) limits the use of English as a medium of instruction to secondary and higher education, and restricts its delivery as a subject starting from grade one. According to Jha (2014), the 1994 Education and Training Policy of Ethiopia introduced a paradigm shift in primary education, stating that

children should receive primary education in their mother tongue. Jha (2013), in his study entitled 'Multilingual Education: An Emerging Threat to Quality English Education in Eastern Ethiopia,' showed the negative consequences of focusing on multilingual education in English. Jha (2013), referring to Birhanu Bogale (2009), states that all regions have given due attention to mother tongue education, which resulted in trilingual education (mother tongue + Amharic + English). Multilingual education, while unquestionably welcomed, actually hindered students' English learning as "mother tongues took the lead and English took a backseat" (P. 1737), preventing learners from achieving optimal English proficiency. That is, the issue of learning primary education in the learner's first language is misused, reducing the significance of learning English in schools.

Only two regions (Oromia and Tigray) adhere to the policy's declaration of using English as a medium of instruction starting from grade seven. Other regions use English as a medium of instruction starting in grades five or seven for socio-economic and political reasons (Vujich, 2013; Seidel and Moritz, 2009; Mekasha, 2005).

In sum, English has served as a medium of instruction in primary classes starting from grade three/four for about 20 years (1941-1962), from grade seven onwards for 20 years (1963-1993), and has served as a language of instruction in secondary and tertiary levels at all times. Moreover, it serves as a language of instruction starting in grade 5, 7, or 9 for about 25 years. It has also been given as a subject starting from grade 1 to 12 for about 30 years, which was, of course, from grade 3 before the introduction of the 1994 policy.

In addition to the education sector, the use of English in conjunction with local or federal working languages is becoming increasingly common. For instance, different research centers are currently using English as their medium of publication. Various business institutions and government organizations, such as insurance companies, banks, and telecommunications, are also using English as their medium of communication, particularly in their written communications. Various organizations, such as the Commercial Bank of Ethiopia, Ethio-Telecom, Ethiopian Airlines, private real estate, the House of Federation, the House of Peoples' Representative, all public and private universities, and various high-level federal and regional government offices, design their websites primarily in English, either as their sole language or as

an alternative language for browsing (Berhane, 2019). Besides its use in primary and secondary schools, higher education also incorporates English.

2.13 Freshman English curriculum in Ethiopian higher education

In Ethiopia, the introduction of freshman programs, specifically freshman English, dates back to 1962, with the aim of lowering the dropout rate among Addis Ababa University students, particularly during the 1950s and mid-1960s. However, the program abruptly halted in 1964 due to inadequate planning for its implementation and concerns from certain colleges about extending the training period. However, as the attrition rate worsened in 1969, the university administration felt compelled to establish a dedicated freshman program with its own administrative unit. The program targeted developing students' communication skills in language, conceptualization, and reasoning (Trudeau, 1966; Wagaw, 1990; in Wondwesen, 2019).

All students joining Ethiopian universities took the freshman English program, which consisted of two courses named College English I (FLEn 101) and College English II (FLEn 102). The focus of these courses was to enhance students' English proficiency in all macro- and micro-skills and help them succeed in their fields of study as well as in their professional careers. Following many years of service, the Ethiopian People Revolution Democratic Front (EPRDF) terminated the freshman program, leading to the creation of the three-year undergraduate program. Moreover, the abandonment of the freshman program was considered one of the main reasons for the low quality of learning in HEIs, though the government believed the contents in the freshman program could be handled in the contents of grades 11 and 12 (Wondwesen, 2019).

In the three-year undergraduate program, students received two common courses, namely Communicative English Skills I and II, alongside their major courses in the first and second semesters. Sophomore English was also given to applied students in the second year. Later in 2013, the Ministry of Education (MoE) implemented a curriculum revision known as the harmonized curriculum. All university students, with the exception of Debretabor University's medical science students, took Communicative English Skills (EnLa 1011) and Basic Writing Skills (EnLa 1012) in place of the two communicative English courses in the harmonized

curriculum. The medical science students were taking only one course integrating contents from communicative English skills (EnLa 1011) and basic writing skills (EnLa 1012).

Despite the revisions and other activities undertaken by the ministry, there is a widespread perception within Higher Education Institutions (HEIs) that students' English language proficiency has declined. Research also demonstrates the extent of this problem as students pursue their academic studies and professional careers later in life. Students do not have the communicative demands that are expected for pursuing their higher education learning, and graduates do not have the expected language command and communication skills that are expected by employers. Dereje (2012:5), mentioning anecdotal evidence, states that “university graduates’ English proficiency has emerged as a critical factor for unemployment.” Jha (2014:239), on the other hand, states that “today’s dismal state of English in Ethiopia is not only due to instructors’ pedagogic and linguistic incompetence but also to sloppy ELT curricula at the tertiary level.”

Moreover, a recent research document called ‘The Ethiopian Education Development Roadmap,’ which was prepared by a group of individuals assigned by MoE (2018), briefly put the problems of students’ English proficiency of those who have completed preparatory grades successfully and those of university graduates. The document comes out with the statement that “...students who managed to pass the General Secondary School Leaving Examination could not read and write properly in the English language” (P. 53). The document also asserts that the curricula of Higher Education Institutions (HEIs) fail to equip graduates with employability and other lifelong learning skills, specifically identifying oral and written English communication as major deficiencies (P.56). In general, English has been perceived as a potential hindrance to students' learning in higher education, a reason for university withdrawal and elimination, and a contributing factor to low employability.

Considering all such problems, MOE reintroduced the freshman program starting in October 2019 after terminating it for more than two decades from university curricula. Following the reintroduction of the freshman program, MOE designed two English courses that aim to address both the general English proficiency issues of HEIs students and the skills they require for their academic and professional careers. However, the freshman English courses are designed at the

central level by MOE, which can be taken as a top-down approach to curriculum design. Most developed and developing nations use a top-down approach to curriculum design, which necessitates evaluating the curriculum during its pre-use, in-use, and post-use phases to tailor it to the specific context. This study will concentrate on the in-use phase of the freshman English curriculum, which is mandatory for all students enrolling in Ethiopian universities. The study was conducted based on instructors' curriculum implementation perspectives, the motives that urge instructors to follow a particular approach, and the views of ELT instructors on the freshman English curriculum.

2.14 The interaction between the instructor and curriculum

Curriculum materials provide undeniable support and suggestions for instructors as they materialize the intended goals of education. According to Brown (2009) and Voogt et al. (2019), curriculum materials are tools that play great roles in facilitating instructors' activity in the classroom, yet they also constrain instructors' actions. They stated that the primary function of curriculum materials is to support instructors in putting the curriculum into action, but it is the instructors' right to decide how to use the materials. Looking at the complexity of instructor-curriculum relationships, Ben-Peretz (1990) in Voogt et al. (2019) identifies the objective and subjective interpretations of curriculum materials. They stated that while the objective interpretation refers to the use of the materials as proposed by the curriculum designers, the subjective interpretation denotes the interpretation of curriculum materials by the instructor. According to Voogt et al. (2019), the objective interpretation of the curriculum assumes that instructors use the materials faithfully or with high fidelity to implement the curriculum, while the subjective interpretation views them as potential curriculum components that instructors can actualize through their own interpretation and professional imagination.

Moreover, Brown (2009) in Voogt et al. (2019) pinpoints that the subjective interpretation views curriculum materials from the perspective of instructors' active roles in the interpretation of the material, which depends on experience, beliefs, and context. It is this perspective of curriculum implementation that aligns with the perspective of (mutual) adaptation and an enactment (Shawer et al., 2008, 2009). Mutual adaptation refers to the development of the curriculum through the mutual learning and redesigning of the curriculum by designers and instructors (Voogt et al.,

2019). The enactment approach perceives the instructor as a 'curriculum maker' in both the design and implementation of the curriculum material (Cho, 1998; Shawer et al., 2009).

Instructors must design curriculum materials to support their use in different contexts, not as one-size-fits-all types (Brown, 2009, in Voogt et al., 2019). Many researchers emphasize the importance of instructors developing their own classroom curriculum. For example, Cho (1998), Shawer (2010), and Shawer et al. (2009) have studied how instructors interpret and use curriculum materials, and they classify instructors' interactions with curriculum materials as developers, makers, and transmitters of curriculum that align with mutual adaptation, enactment, or fidelity perspective on curriculum implementation. The instructors' position in the three perspectives depends on experience, beliefs, and context, as stated elsewhere above.

Shawer (2010) used experience as a criterion to categorize instructors into three positions, and discovered that the majority fall into the adaptation category. When they perceive the importance, they adapt, expand, and supplement the curriculum. Shawer went on to explain that instructors adapt by using the curriculum materials as a framework for their teaching, altering or omitting parts of the materials, and using other sources when necessary. On the other hand, curriculum makers design their own curriculum materials, starting with students' needs analysis. They base their decisions on the official curriculum. Some instructors, referred to as curriculum transmitters (Cho, 1998; Shawer, 2010 & Shawer et al., 2009), adhere strictly to the prescribed curriculum, utilizing the fidelity approach.

Well-prepared curriculum materials indeed help instructors to put the curriculum into practice as planned by the designers, but research results have shown that many curriculum materials fail to help instructors understand the rationale behind the suggestions they provide for teaching and monitoring student progress (Valencia et al., 2006 in Voogt et al., 2019). Citing a lot of research papers, Voogt et al. (2019) said that studies were done to see how curriculum materials could help instructors understand the new curriculum better and give them specific help for putting the core but vulnerable parts of the new curriculum into practice. The findings have shown that such curriculum materials indeed help instructors change their teaching practices and provide a successful experience when teaching innovative curriculum. However, those findings have also acknowledged that materials alone are not adequate to actualize the sustainable implementation

of curriculum innovations. The studies underscore the need for instructors' active involvement in their own professional learning, which enables them to tailor materials to their unique context, using the official curriculum as a foundation.

2.15 Conceptual framework

The aim of this study was to look into the different ways that English Language Teaching (ELT) instructors implement the freshman English curriculum, the motives that affect ELT instructors' CIAs, the fidelity of implementation using adherence and exposure dimensions, and how first-year university students perceive their instructors' curriculum implementation approaches. Snyder et al.'s (1992) curriculum implementation continuum and the literature's identified factors influencing curriculum implementation serve as the foundation for the study's conceptual framework.

The concept of curriculum implementation approaches has undergone many changes since the 1970s (Cho, 1998). Before the mid-1970s, educators believed that good education occurs when instructors employ the fidelity approach of curriculum implementation, which involves adhering to the principles and standards of activities prescribed by curriculum experts. In the mid-1970s, proponents of the adaptation approach emerged, challenging the homogeneous and linear curriculum implementation approaches used by instructors in various localities. Since then, two polarized perspectives have divided curriculum implementation approaches: fidelity versus adaptation (Cho, 1998; Shawer et al., 2008; Snyder et al., 1992). Fullan and Pomfret (1977) emphasized the necessity of a local-oriented change process that instructors could make to suit the designed curriculum to the needs of students and the requirements of the environment. Despite the introduction of a third alternative to curriculum implementation approaches by Snyder et al. (1992), which empowers instructors and students to create meaning in the classroom, the two traditional approaches to curriculum implementation, fidelity and adaptation, continue to dominate modern approaches to curriculum implementation (Cho, 1998). According to Sowell (1996), as cited in Cho (1992), the new evolved perspective by Snyder et al. (1992) has been used primarily to counteract the concept of the term "implementation," which connotes a technically oriented process of change. This perspective offers instructors the freedom to construct their own curriculum by negotiating with the students, thereby expanding their role as curriculum makers.

As early as the 1970s, research on curriculum implementation was also measured based on the degree of implementation by means of a planned curricular content. The intention of the fidelity approach is to use the curriculum as the original curriculum developers intended, as exactly as possible, without modifications and changes (Cho, 1998; Shawer et al., 2008; Shawer et al., 2009). According to Cho (1998), educators who depended on the fidelity approach tended to believe that there is a significant relationship between the fidelity use and the amount of planned change. He continued to say the degree to which the actual curriculum aligns with the planned or official curriculum determines the degree of curriculum implementation. In principle, the term fidelity is used to indicate the direct relationship between a designed curriculum and its users in terms that prioritized the curriculum developers' original intention. The fidelity approach anchored its research results on experimental or quasi-experimental methods to determine which innovations, educational methods, models, projects, and other technological inventions were most effective at the local levels. The belief was that innovations must be tested and replicated and then disseminated widely to educational institutions.

Based on its roots in behaviorism and positivism, the fidelity curriculum implementation approach views the change process in a linear manner. The fidelity approach called for the absorption of innovations at the classroom level without making any alterations; Cho (1998, p. 5) referred to this as the "technological-experimental paradigm." Because of this, the fidelity approach assumed that every study conclusion could be applied to any setting without requiring significant adjustments or revisions. Fullan and Pomfret (1977) used terms like "criterion" and "fitness to original intent of the developer" to describe the actualized process of faithfulness in practice. Generally speaking, the fidelity approach to curriculum implementation uses the degree of adherence to the prescribed guidelines (contents, instructions, techniques, and sequences) as a benchmark for curriculum implementation in the fidelity approach (Cho, 1998). Cho posits that people perceived the curriculum as a rigorously regulated reality, thereby viewing teaching as a severely constrained process to generate a product. The acknowledgment of the adaptation approach began, however, later in the mid-1970s, when several study findings demonstrated that curriculum implementation necessitates a mutually adaptable process between the user and the institutional context (Cho, 1977).

On the other hand, the adaptation approach to curriculum implementation rooted in the post-positivism paradigm emphasizes the significance of the context's complexity that compels instructors to change or modify the curricular contents. In contrast to the over-specification and rigidity of implementation goals and objectives of the fidelity approach (Cho, 1998), the adaptation approach emphasizes a process that allows the implementation to change and revise at the classroom level as a result of the developing interaction between the curriculum contents and the implementers of a particular institutional setting. Empirical information compelled instructors to adapt pre-planned curriculum topics to their organizations' and classroom environments' needs (Cho, 1998; Shawer et al., 2008). According to Cho (1998, p. 8), "Unlike the fidelity perspective that views reality as static and transmissional, the adaptive perspective brings a constant flow of mutual modification to the heart of an organizational change process." Rather than delivering pre-designed curriculum knowledge, the adaptation approach views curriculum implementation as a time-consuming, context-dependent process. Cho (1998) asserts that an ongoing transactional process between the desired goal and the actual circumstances of the present setting creates meaning. For this reason, a curriculum must be adjusted to fit both the organizational and classroom contexts, according to the views of the adaptation approach.

Hence, the adaptation approach strives to fit the proposed curricular contents with the specific institutional setting. This approach posits that the success of a designed curriculum stems from the outcomes of trade-offs within a local context that embeds multiple motives and values (Cho, 1998; Snyder et al., 1992). Instructors ruled out one-size-fits-all approaches (Graves, 2008) due to their inability to meet the needs of students, the environment, or their own preferences (Hongboontri and Darling, 2020; Seneechai, 2020; Shawer, 2010). Instead, current study results and theories of curriculum adaptation led to the selection of the adaptation approach.

Expanding on the constructivism concept, Snyder et al. (1992) introduced a third alternative to the CIA known as the "enactment" approach. This concept of curriculum implementation posits that the classroom interaction between instructors and students can shape meaningful educational experiences. Snyder et al. posited that the interaction between the instructor and students at the classroom level can lead to successful curriculum implementation. According to Cho's explanation of the enactment approach, the priori instrument used by researchers to measure the enactment of the curriculum in light of predetermined goals and objectives may not accurately

capture the curriculum as a document. The enactment perspective highlights the misinterpretation of the term "implementation" due to the unwarranted use of top-down bureaucracy. (p.4)

Snyder et al. (1992) reported that the two conventional dominant curriculum implementation approaches, fidelity and adaptation, remained unchanged, with the addition of the enactment approach that transcends these traditional discourses. Hence, for better clarity among the three approaches, Cho (1998) related them to the three curriculum implementation approaches: positivism, post-positivism, and constructivism. Furthermore, Marsh and Willis (2007) and Snyder et al. (1992) championed the study of curriculum implementation approaches, establishing a connection between these approaches and the philosophical paradigms. Table 2 below illustrates the relationship between the three curriculum implementation approaches and the three philosophical paradigms, using three indicators: ontology, epistemology, and methodology. These indicators serve as the "basis for singling out essential assumptions of different implementation perspectives" (Guba and Lincoln, 1994, p.109).

Table 2: Curriculum implementation along with the philosophical Paradigms

Paradigms	Positivism	Post-positivism	Constructivism (critical theory)
Perspectives	Fidelity	(Mutual) adaptation	Enactment
Ontology	> Assumes a realist ontology > Curriculum content and structure are objectively real and fixed entities > Exist independently of the implementation context > Pure reflection	> Assumes a more relativist ontology > Curriculum contents and structure are seen as flexible > subjected to local interpretation and modification > Grounded in negotiation	> Assumes a more relativist ontology > Curriculum is seen as an ongoing, negotiated process, not a fixed entity > Local realities
Epistemology	> Aligns with positivist epistemology > Knowledge contained within the curriculum is	> aligns with constructivism epistemology > Knowledge constructed via the interactions	> Aligns with a sociocultural epistemology > Knowledge is co-constructed through the

	believed to be objective, universal > Accurately transmitted to learners > Objectivist	between the curricular contents and the local context; not simply transmitted > Modified dualism	interactions and negotiations among different stakeholders (instructors, students, and the broader community) > Subjective/created
Methodology	> Employs a deductive, top-down methodology > Curriculum is implemented with strict adherence to the original design and guidelines > Minimal or no local adaptations > Evaluation-based	> Employs a more inductive, bottom-up methodology > Curriculum is adapted and modified to fit the specific needs and characteristics of the local implementation contexts > Variation based	> Employs a more participatory, collaborative methodology > Curriculum is constantly adapted and transformed through the active engagement and agency of the stakeholders > Meaning making

**Adapted from Cho (1998); Fullan (1977); Marsh and Willis (2007); Snyder et al. (1992)*

By relating the philosophical thoughts of ontology, epistemology, and methodology with the different curriculum implementation approaches, it is believed that one could gain a deeper understanding of the basic assumptions and approaches that shape the ways in which curricula are carried out and employed in educational contexts. The philosophical paradigms influence instructors' classroom implementation strategies, causing them to gravitate towards specific approaches within the continuum of curriculum implementation.

Various research outputs indicated that there are different factors that influenced instructors to depend on particular curriculum implementation approaches, including their own personal beliefs, experiences, educational status, and the type of training they have taken in the course of their careers. For instructors who followed the fidelity approach, Fullan (2007) pointed out that instructors follow the fidelity approach to ensure consistency and alignment to the prescribed curriculum, whereas Snyder et al. (1992) stated that instructors adhered to the designed curricular contents believing that students receive the same educational experiences that promote equity and accountability. Moreover, Darling-Hammond (2010) stated that high-stakes testing or

external accountability measures influenced instructors to stick to the designed curriculum contents as a result of a lack of autonomy and flexibility. Remillard & Heck (2014) expressed instructors' preferences for a structured and standardized approach to the designed curriculum as reasons for adhering to the fidelity method.

Conversely, researchers have provided a variety of justifications for instructors who modify the curriculum. Instructors adapt the designed curriculum contents or activities to tailor those activities to the specific needs, contexts, and characteristics of students (Snyder et al., 1992) to address the various learner language backgrounds, proficiency levels, and learning styles of the students (Tomlinson, 2014). While Canagarajah (1999) viewed local cultural contexts, language norms, and educational traditions as reasons for adapting the prescribed curriculum, Priestley et al. (2015) unveiled that instructors adapt the designed curriculum to foster instructor agency and professional autonomy in the curriculum implementation approaches. Additionally, Remillard and Heck (2014) stated that instructors modify the designed curriculum to tackle contextual challenges or limitations such as resource constraints or time-related issues.

On the continuum of curriculum implementation approaches, there are situations where instructors develop curriculum cooperatively with their students by assessing their needs. Fullan (2007) posits that instructors adopt the enactment approach when they have the freedom to actively participate in interpreting, negotiating, and co-constructing the curriculum. In situations where the enactment approach is believed to be employed, Priestley et al. (2015) pointed out that instructor beliefs, experiences, and classroom-level factors in shaping the implementation process need to be recognized. Remillard and Heck (2014) also posited that the development of instructor agency and professional judgment in making context-specific decisions during implementation could affect the enactment approach. This approach also aims to foster cooperative working among instructors in their professional development endeavors (Darling-Hammond, 2010). This curriculum implementation approach also effectively addresses the complexity and unpredictability of implementation processes (Snyder et al., 1992).

The researchers not only presented the three curriculum implementation approaches but also elucidated the challenges and limitations associated with each approach. Researchers also provided the reasons for instructors' curriculum implementation approaches, categorizing them

as environmental or institutional-related, student-related, and personal (instructor)-related factors. Supportive institutional culture (Fullan, 2007) and leadership, resources, and support (Remillard & Heck, 2014) are institutional factors that impede or foster instructors' curriculum implementation approaches. Others have also highlighted the significance of student-related factors, including the diverse needs, interests, and abilities of students (Remillard, 2005); the motivation, participation, and responsiveness of students during lessons (Penuel et al., 2007); and the need to accommodate students' prior knowledge and language proficiency (Davis & Krajcik, 2005). This study aimed to investigate the factors that influence ELT instructors when implementing the freshman English curriculum.

Moreover, examining ELT instructors' FOI using adherence and exposure dimensions was the other focus of this study. Whether using the fidelity or adaptation approach of curriculum implementation, instructors' FOI could be investigated. Even when instructors adapt curricular contents or activities, they must respect the needs of curriculum designers in the context of top-down or center-periphery curriculum development. According to O'Donnell (2008), FOI is crucial as it can significantly impact the effectiveness of instructional activities and the outcomes of students. The adherence dimension of FOI demonstrates the extent to which the curriculum's designers are implementing it as intended, while the exposure dimension measures the time or duration students dedicate to learning the curricular contents (Century et al., 2010). These two dimensions are taken as crucial since they can show both the quality (adherence) and quantity (exposure) of curriculum implementation (O'Donnell, 2008). Dusenbury et al. (2003) also reviewed literature that focused on instructors' curriculum FOI and found out that adherence and exposure dimensions of fidelity are key elements that help educators and researchers identify the levels of instructors' curriculum implementation. According to Dusenbury et al., the reviewed research results showed that high levels of adherence and exposure were associated with better student learning outcomes, acknowledging the need to consider those dimensions in evaluating educational programs.

In the same way, O'Donnell (2008) said that measuring the adherence and exposure dimensions of FOI gives us clues about how effective curriculum implementation really is, since the measurement includes both qualitative and quantitative aspects of the curriculum. Furthermore, Century et al. (2010) created a framework that used the adherence and exposure dimensions of

FOI as its main ones. The authors underscored the significance of measuring FOI using these dimensions, as they have distinct impacts on the effectiveness of the implementation. Century et al. (2010) and O'Donnell (2008) emphasized the importance of investigating instructors' FOI using adherence and exposure, as they are crucial for understanding the motives that impact the effectiveness of the interventions. Measuring FOI also showed the link between the motives or factors that influenced instructors' curriculum implementation approaches. Hence, various factors/motives influence instructors' choice of curriculum implementation approaches, which in turn influences their levels of FOI. Therefore, investigating instructors' curriculum FOI could strengthen why ELT instructors use one approach more often than the other and cross-check the motives that increase or decrease the level of instructors' fidelity of implementation in putting freshman English into practice.

The conceptual model (see figure 4) was designed and refined based on Cho's (1998) detailed review of the curriculum implementation approaches and Snyder et al.'s (1992) curriculum implementation models. The diagram illustrates how various factors shape instructors' curriculum implementation approaches, which in turn influence the FOI. Similarly, the figure showed that the FOI influenced students' perceptions regarding their instructors' curriculum implementation approaches.

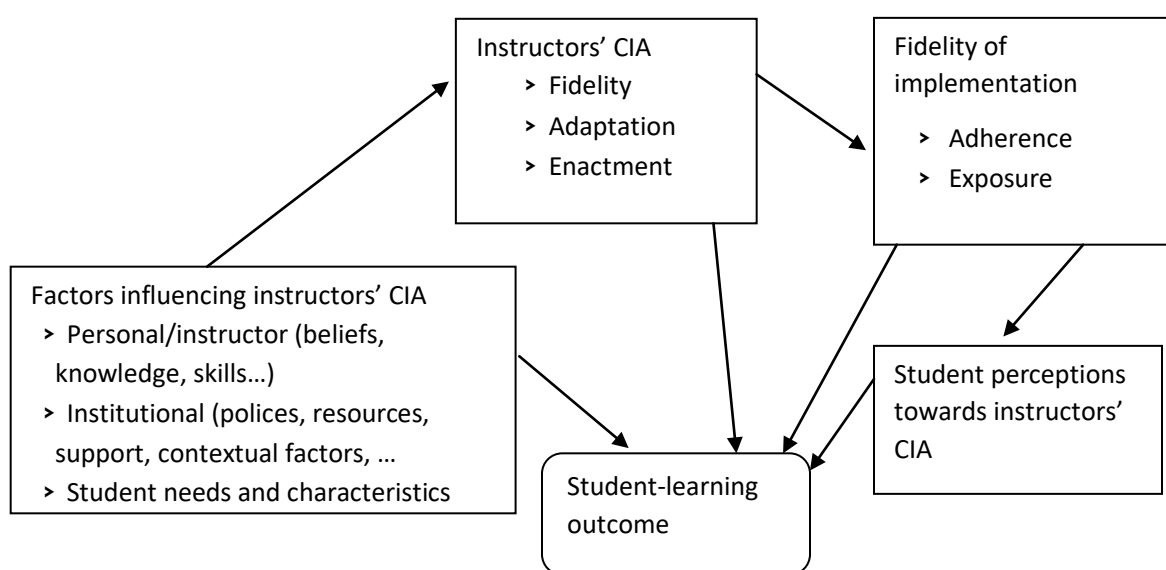


Figure 4 Relationships among variables

As can be seen from figure 4, the personal, institutional and student-related factors have the potential of directly determining instructors' classroom CIA, and instructors' CIA in turn influences the FOI (adherence to the designed curriculum and exposure of students to the core elements of the designed curriculum). Moreover, the FOI impacts the perceptions of students towards their instructors' CIA. The fidelity of implementation and students' perceptions including instructors' CIA have contributions to the students' learning outcomes.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The study aimed to investigate the CIAs of ELT instructors and the motives that impacted these CIAs during the FEC teaching process. This chapter starts by clarifying the purpose of the study and research design and moves to explaining the data sources. The subsequent sections present a description of data collection methods, the reliability and validity of the instruments, and the procedures for data collection and data analysis. The chapter, moreover, discusses the trustworthiness of the study, ethical considerations, and a review of the pilot study.

3.2 Research design

To fully address the study purpose or the research questions, the use of more than a single approach became imperative. Hence, a case-study mixed methods design (CS-MM) that required the integration of qualitative and quantitative approaches was used in the present study. The design was in line with the suggestion by Guetterman and Fetters (2018). Plano, Clark, and Ivankova (2016) also suggested the superiority of the data found by integrating the qualitative and quantitative approaches as compared to the data from either of the two alone. A case study was selected since the data were collected only from ELT instructors, though instructors from other fields of study (linguistics, literature, journalism, and communication) have been involved in teaching the FEC. Among the typologies of the mixed methods approach, a concurrent mixed methods design was used where the data collection process using one instrument did not wait in time to collect data using another instrument.

However, the study prioritized the case study, nested a mixed-methods (quantitative) design within it, and used the quantitative data to support the qualitative data. Guetterman and Fetters' (2018) CS-MM design bears similarities to Creswell's (2003, 2014) design. Creswell showed the relationship between qualitative and quantitative design using the QUAL/quant notation, where the uppercase letters indicate the parent or dominant approach and the lowercase letters indicate the supportive data. The CS-MM design by Guetterman and Fetters (2018) mirrors the Creswell (2003, 2014) design.

Therefore, the study assumed that a CS-MM design—a relatively new and progressive design—would answer the research questions better than either the qualitative or quantitative method

alone. Therefore, one approach's strengths complement the other's weaknesses. Ary et al. (2010) and Creswell (2014) also share similar ideas regarding the complementary nature of the two approaches. Gay et al. (2012, p. 483) also recognized the effectiveness of the mixed-method approach, stating that it enables researchers to delve deeper into the problem than they could with either quantitative or qualitative methods alone. Therefore, in this study, the combination of the CS and MM designs complemented each other, resulting in superior data compared to using either method alone. Gutterman and Fetters (2018, p. 902) stated that “in a case study-mixed methods design, researchers employ a parent case study that includes a nested mixed methods design” and is represented using the following figure (see figure 5).

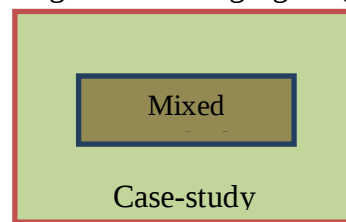


Figure 5: Relationship between CS and MM design (adapted from Gutterman and Fetters, 2018)

In line with Creswell and Plano Clark's (2011) suggestion, the study used a concurrent mixed methods approach, collecting both types of data simultaneously and converge during the data discussion phase to compare and relate their results. Among the integration types (merging, connecting, and building) suggested by Fetters et al. (2011), merging was used for this study that helped to juxtapose the data from the qualitative and quantitative approaches. To be more succinct, the intent of the study was to investigate ELT instructors' CIAs taking a specific university-Debre Tabor University. In such a case, it required to have sufficient data-sufficient both in depth and breadth-to fully explore the phenomenon (Yin, 2014) of the study, which in turn required getting information from multiple sources (Creswell & Poth, 2018).

Though the study followed the concurrent approach of data collection, chronologically speaking, an interview was made first and observations followed by a short post-observation interview were employed. Then, data were collected from students. Moreover, the data collection method, which was assumed to be the priority, must be done first, and the supportive data collection instrument has to follow. To reiterate, the data obtained from the qualitative and quantitative approaches were mixed in the result and discussion sections of the study.

3.3 Data Sources (Research Site and Participants of the Study)

3.3.1 Research site

Among public universities in Ethiopia, I selected Debre Tabor University purposefully. I deliberately chose the university because my three years of employment there made data collection relatively easier. It would also enable me to design an intervention plan and be a participant in its implementation after I complete the study.

Established in 2007, Debre Tabor University is a relatively new institution located in the Amhara Region, specifically in Debre Tabor Town, the capital of South Gondar Zone. It is located about 665 kilometers north of Addis Ababa, the capital of Ethiopia. Perhaps due to its recent establishment, the university employed 2 ELT instructors with PhDs, 14 with master's-level ELT qualifications, and 8 others who were pursuing their PhDs at various Ethiopian universities at the time of data collection. Although many ELT instructors have relatively little experience in teaching, particularly in delivering university courses, their experiences range from 7 to 26 years. The university, specifically the department, faces challenges in providing the necessary resources to improve English language learning outcomes. Because of the inadequate number of students who select English as a field of study at the university, the department usually enrolls only one section of students, usually 25–35 in that section. Occasionally, the department may not receive students who have chosen English as their field of study. As a result, only a few ELT instructors are engaged in teaching major courses in the department.

However, during the data collection period, nearly all instructors were actively involved in teaching FEC. The delivery context of FEC differs significantly from that of major courses. The FEC is designed at the central level by MOE, and instructors are required to follow the curriculum without much deviation, whereas instructors are relatively autonomous in delivering major courses since only the syllabi of the major courses are sent from the center. Additionally, while major courses typically have small class sizes, ELT instructors typically lead larger classes of 50–60 students when teaching the FEC. Instructors also teach multiple classes (often 4–6 sections) while teaching the FEC. There are also assumptions of the institutions that all instructors need to deliver the curriculum following similar instructional strategies and assessment techniques to avoid disparity among the different sections of a instructor and across

the delivery and assessment of different instructors. It is because of these and other reasons that I determined to see ELT instructors' CIAs in teaching the FEC.

More importantly, collecting data for the study would take more time. In addition to conducting one-to-one interviews with individuals, conducting classroom observations over a period of more than two weeks required a significant amount of time. This implies that selecting a different university or site would result in significant expenses beyond the study's budget. Furthermore, gathering data with these instruments required a strong rapport that in turn helped me obtain reliable data.

3.3.2 Sampling participants of the study

The study drew samples from ELT instructors and first-year students at DTU. The study also employed purposive sampling, simple random sampling, and proportional stage sampling. There were 16 (14 male and 2 female) ELT instructors who were on duty during data collection time at DTU. While two of the ELT instructors were PhD holders, the other 14 were MED in English (second degree holders). Therefore, 16 ELT instructors were used as the population of the study or as the sampling frame of the study. The inclusion criteria for selecting the sample from the population required the ELT instructors in the sample to have taught the two FEC materials at DTU at least once.

The study used a non-probability sampling technique, specifically a purposive sampling strategy, to select sample participants from the study population. In a study that incorporates case studies, the goal should be to gain a comprehensive understanding of a phenomenon rather than obtaining a large number of samples, which requires the application of a purposive sampling strategy. Yin's (2018) suggestion, which emphasizes the importance of focusing on the depth of data collected from participants who can provide detailed information, aligns with this idea. Cohen et al. (2007), Dornyei (2007), and Stake (1995) also disclosed that the purposive sampling technique helps to select individuals who can offer detailed and diversified viewpoints concerning the issue under study. Following the suggestions of experts, I asked the head of the English language and literature department to provide me with a list of ELT instructors, based on his assessment of the instructors' ability to provide sufficient data for the research objectives. Then he gave lists of all ELT instructors who were on duty during the data collection time. His

judgement was based on his assessment of instructors' experiences in providing information and their participation in various committees, especially the curriculum and assessment committee. He listed all the 16 ELT instructors as they appeared in Table 3. As a result, participants for the interview were selected based on the order provided by the department head.

Table 3: Population or sampling frame of sampling ELT instructors

No	Name*	Sex	Educational status	No	Name	Sex	Educational status
1	Paulos	M	MED in ELT	9	Fikru	M	MA in TEFL
2	Seid	M	MED in ELT	10	Biruk	M	PhD
3	Yared	M	MED in ELT	11	Elsa	F	MED in ELT
4	Rahel	F	MED in ELT	12	Markos	M	MED in ELT
5	Dawit	M	MED in ELT& Assist. Prof.	13	Tesfu	M	MED in ELT
6	Abera	M	MED in ELT	14	Wudu	M	PhD
7	Reda	M	MED in ELT	15	Seifu	M	MED in ELT
8	Maru	M	MED in ELT	16	Kibru	M	MED in ELT

However, determining a sample size in a qualitative study appeared to remain a problem for several years. Usually, researchers simply declare that they have stopped asking other participants, using the concept of data saturation as a yardstick for estimating qualitative sample sizes. In keeping with this idea, Guest et al. (2020) stated that researchers often simply declare that they have reached thematic data saturation. Research also revealed that the majority of new information in the dataset came from the first five to six interviews, with the sample size increasing to gain little new information (Guest et al., 2020, p. 2). Moreover, the authors demonstrated that they stopped asking the next participant in order to obtain a manageable number of participants from the identified population, citing saturation as the reason for this decision.

However, Guest et al. (2020) proposed a simple sample size determination formula for interviews and other qualitative research. This formula addressed the concerns of numerous researchers seeking more effective alternative methods for determining sample size in qualitative studies. Authors such as Guest et al. (2006), Guest et al. (2017), and Guest et al. (2020) have demonstrated a more effective approach to determining sample size in qualitative studies compared to simply declaring the end of the interview after reaching thematic saturation. The number of interviewees in this study was determined using Guest et al.'s alternative sample size determination formula. The formula accounted for the base size, run length, and the new information threshold, which refers to the relative amount of incoming new information. The calculation of the sample involved a base size of 4 interviews, a run length of 2 interviews, and a new information threshold of less than or equal to 5%—a standard practice in many studies. Using this formula, the 8th interview became the last participant, as the new information threshold dropped to less than 5% (see Appendix E).

Similarly, the study used the purposive sampling technique to select the two observed instructors from among the interview participants based on the same criteria. As they were the first two in the interview order, they not only provided comprehensive data during the post-observation session but also established a good rapport during the interview. Making the observed instructors from those who were involved in the interview would help to triangulate the data of the interview with their actual classroom implementation—triangulating the data of the same participant using different data collection tools. That is, the observed instructors were among the participants of the main interview, as it helped to make methodological and data triangulation. Following the observation session, the observed instructors participated in a brief post-observation interview.

The target population for the questionnaire responses was first-year DTU students enrolled in 2022/2023. The population of that particular batch was 5473 (3673 natural and 1800 social science streams). A proportional "stage sampling" technique was used to select individual respondents from the natural and social science streams. From the two streams, sections were selected so that all students of the selected sections were taken as respondents to the questionnaire.

Students were randomly assigned to a section during enrolment, and demographic distributions like gender and ethnicity were assumed to be randomised. Following the sample size suggested by Krejcie and Morgan (1970), as cited in Cohen et al. (2018), a sample of 357 is adequate for a population of 5,000. Moreover, Lodico et al. (2010) suggested 350-500 samples are often adequate for a population of 5,000 and more. Based on this, 6 and 3 sections from natural and social science sections, respectively, were selected among the 98 sections (65 natural and 33 social science sections). Then, 314 and 156 questionnaires were collected, which made the total number of returned questionnaires 470. However, 407 respondents' questionnaires were used in the analysis (see Table 4), since 63 questionnaires (39 and 24 from the natural and social science streams) were rejected due to respondents' errors in filling out the questionnaire.

Table 4: Sample distribution of student respondents based on gender and stream

Stream	No of participants	Participants in %	Sex	frequency	Percent
Natural science	275	67.57	Male	176	43.243
			Female	99	24.324
Social science	132	32.43	Male	70	17.199
			Female	62	15.233
Total	407	100	-----	407	100

The students' stream was taken as the only criteria to place students in a section so that proportional stage sampling was used to determine the number of sample sections from each stream.

3.3.3 Selection of the curriculum

Various factors led to the selection of FEC over other major English language curricula. The magnitude of the effect of FEC lies on all students who pass the Ethiopian Secondary School Leaving Certificate Examinations and join Ethiopian HEIs. Students must complete FEC during their first year of university experience, with the expectation that the curriculum will benefit them in both their academic and professional endeavors. Additionally, the MOE designated an ad hoc group of experts to develop a syllabus for the first curriculum material. The MOE assigned a

team of three ELT experts to prepare the official curriculum material, despite a single expert designing the second FEC. In contrast to the first curricular material, the second curricular material did not have a syllabus.

I, as a researcher, imagined that the difference in approaches to preparing the two FEC materials could influence ELT instructors' CIAs. Furthermore, as Graves (2008) stated, the top-down approach to curriculum development could also have a significant influence on instructors' CIAs. Furthermore, I observed that the class sizes for first-year students were typically large, ranging from 50 to 60 students, and occasionally exceeding 60 students. Hence, the class size could influence the instructors' CIAs. On the other hand, many, if not all, ELT instructors engaged in teaching the FEC, which increased the population and the sample population in the study area, which may help the study in getting reliable data from a relatively larger population and sample based on the selected design.

The Ethiopian Education Development Roadmap (2018), which the ministry used to justify the restoration of the freshman program in general and FEC in particular, clearly illustrates the necessity of the curriculum. The document revealed that students who pursued their academic studies in universities and graduated from these institutions often had a weak command of the English language. With all these and other reasons, the FEC was selected purposely to investigate instructors' CIAs, the fidelity of implementation of ELT instructors, and the motives that derive instructors to approach the curriculum.

3.4 Data collection instruments

Data were generated from ELT instructors through interviews, classroom observations, and post-observation interviews. Moreover, both closed-ended and open-ended questionnaires were used to collect data from first-year university students. Each data collection instrument was discussed, linking it to the research objectives and the reviewed literature.

3.4.1 Interview

Interviews were conducted using a semi-structured interview guide to explore the first three research questions. A semi-structured interview question helped both the interviewer and interviewee not to stray from the issue under study. Semi-structured interviews were employed

with ELT instructors to gain a comprehensive understanding of their perspectives, beliefs, experiences, and decision-making processes in teaching the FEC. In addition to the mutual understanding of the CIAs of instructors in the classroom, each participant has his/her own paradigms or conceptions about classroom CIAs that a particular instructor could follow. Observations may not provide a complete picture of these conceptions due to the presence of non-observable behaviors.

In line with the above idea, Cohen et al. (2007) pointed out that interviews aid the researcher in getting what is there in the minds of the participants: their choices, values, and beliefs. Other researchers also emphasized the advantages of interviews compared to other data collection tools. Stake (1995) stated that an interview allows the participants to explain ideas, interpretations, and meanings behind the participants' actual classroom practices. Stake went on saying that the interview helped to get the experiences and realities of participants, and it is suitable to make participants disclose each interviewee's reason behind his/her particular approach. Clark and Creswell (2015), Cohen et al. (2007), and Cohen et al. (2018) share similar views with Stake, revealing that the power of interviewing lies in its ability to gather a significant amount of data through an interactive, conversation-style interview conducted under controlled conditions.

Interview questions were slightly adapted from Shower et al. (2008), Shower et al. (2009), and Shower (2010). The interview questions address the three objectives: instructors' CIAs, the motives that push instructors to rely on one approach, and the extent of FOI. Expert comments and the pilot study results informed the adaptation. During the time of data collection and analysis of the pilot study, participants were found to provide similar responses for two items that required the two items to be merged. As a result, two items read as "Do you follow the order or sequence of activities of the designed curriculum?", and "Do you adhere to the scope of the designed curriculum?" were merged as "Do you adhere to the scope, sequence or order of the activities of the designed curriculum?" (see Appendix A).

Instructor participants were interviewed in detail, focusing on their CIAs, the motives that influence them to lean on a particular approach, and the level of FOI while instructors deliver the FEC. The interview took from 28 to 47 minutes. During the interview session, only main

questions were posed, and the follow-up questions were asked if the issue was not mentioned by participants. That is, additional questions were asked only if the participants did not deal with the details or when the participants asked for clarification (see Appendix A). Furthermore, interviews were conducted at the time and location the interviewee preferred. The interview continued until each participant felt they had fully explained the issue under discussion. If an interviewee strayed from the topic, questions were posed to redirect them back to the intended issue. The interview took place on a completely voluntary basis, which made it feel like a conversation.

Generally, the semi-structured interview allowed participants to articulate their thoughts and encouraged them to create the unique approaches they followed for the curriculum. In other words, a semi-structured interview did not limit respondents' freedom to express their opinions on the topic; instead, it facilitated a structured presentation order and engaged participants in the discussion. The interviews were conducted using an audio-recorded device to prevent data loss during note-taking and to capture the full impression of the interviewees during transcription. Despite knowing the semi-structured interview topic beforehand, the interviewer and interviewee occasionally raised confirmatory, spontaneous, and conditional probes during the interaction, giving the interview an unstructured feel.

Then, I transcribed not only the literal statements of the interviewee but also their non-verbal and paralinguistic communication from the recorded interview data. I listened to the entire recording multiple times and read the transcription several times to classify the themes in accordance with the objectives. On the other hand, after re-reading the transcriptions for ease of writing, I marked concepts that did not serve the current purpose of the study as irrelevant. This made the write-up easier.

3.4.2 Classroom observation

Observation was used to observe ELT instructors to gain insights into their actual practices and the alignment between their stated approaches during interviews and their practical classroom CIAs. A semi-structured observation checklist was prepared and used to see instructors' CIAs and to measure the FOI of FEC (see Appendix B). The observation guide was adapted reviewing articles such as James Bell Associates (2009) and Mowbray et al. (2003) in the way that enabled me to record the designed activity, how the instructor actually did the activity, and the approach

a instructor used to accomplish the activity. Curriculum implementation approach indicators were listed for rating a single activity in one of the indicators. The indicators were used to generate data that were quantified. The indicators were 'done as planned', 'modified/adapted', 'supplemented', 'skipped', and 'replaced'. Observations helped to get data including behaviors that interviewees would not express during interviews.

In line with the advantages of observations over the interview, Cohen et al. (2007) disclosed observations as the direct collection of information that describes the 'live' occurrence of a phenomenon in a real situation, where the main actors play the story. Therefore, classroom observations were held with ELT instructors to investigate their CIAs and FOI while they implemented the FEC and some impediments, at least the environmental factors, which stand against or in favour of the instructors' CIAs. Cohen et al. added that observation was used to identify specific behaviours that the interview method failed to reveal, elevating observation to the forefront of the interview process. Therefore, the observation helped unlock instructors' actions in their classroom approaches during the implementation phase.

For this purpose, two ELT instructors (Paulos and Seid-both pseudonyms) were observed. The observation was conducted while instructors were teaching units two and three of the first curriculum material. As depicted on Table 5, the time of observations was held from March 27 to May 12, 2023. The observation lasted for about six weeks. As the syllabus of the first FEC material showed, fourteen sessions were allotted to the contents of units two and three. Paulos and Seid were observed while they were teaching in the natural and social science streams, respectively.

Table 5: A description of observation sessions

Week	Date and time	Observed instructors (Pseudonyms)	
		Paulos	Seid
Week one	Date	March 27, 2023	March 29, 2023
	Time	8:00am-10:00am	8:00am-10:00am
	Date	March 29, 2023	March 30, 2023
	Time	2:00pm-3:00pm	11:00am-12:00am

Week two	Date	April 03, 2023	April 05, 2023
	Time	8:00am-10:00am	8:00am-10:00am
	Date	April 05, 2023	April 07, 2023
	Time	2:00pm-3:00pm	11:00am-12:00am
Week three	Date	April 10, 2023	April 12, 2023
	Time	8:00am-10:00am	8:00am-10:00am
	Date	April 12, 2023	_____
	Time	2:00pm-3:00pm	_____
Week four	Date	_____	April 19, 2023
	Time	_____	8:00am-10:00am
	Date	April 19, 2023	April 21, 2023
	Time	2:00pm-3:00pm	11:00am-12:00am
Week five	April 24-28, 2023		Mid-exam
Week six	Date	May 01, 2023	May 03, 2023
	Time	8:00am-10:00am	8:00am-10:00am
	Date	May 03, 2023	May 05, 2023
	Time	2:00pm-3:00pm	11:00am-12:00am
Week seven	Date	May 08, 2023	May 10, 2023
	Time	8:00am-10:00am	8:00am-10:00am
	Date	May 10, 2023	May 12, 2023
	Time	2:00pm-3:00pm	11:00am-12:00am

The dash (____) in the table showed the schedule that students did not attend classes.

In addition to filling in the prepared format in quantitative terms, the qualitative description was also jotted down since there are qualitative indicators for determining ELT instructors' CIAs. For instance, qualitative descriptions were used to see if the instructor followed the sequence or order of the units, contents, or activities of the designed material and if he followed the instructions as

suggested by curriculum designers. In addition, the time used for students' engagement in the activity was described qualitatively during observation to see the exposure dimension of FOI. The checklist included not only the CIAs followed by ELT instructors but also the physical organisation of the classroom, classroom interaction, and the nature of feedback and comments provided by ELT instructors.

The quantitative data determined whether instructors used the activities in the FEC as planned by experts or if they adapted, supplemented, or skipped them. Additionally, the checklist provided an option for instructors to substitute their own activities for the designed curriculum contents. The decisions made by the instructor in the classroom served as points of discussion in the post-observation interview. For example, if the instructor skipped an activity, the post-observation interview sought the instructor's reason(s) for skipping the activity. If the instructor altered the instructions, the post-observation interview would enquire about the reason(s) for the changes, followed by a qualitative description of the data.

3.4.3 Post-observation interview

In this study, instructors who were observed had a short post-observation interview soon after each session ended. The post-observation interview helped to validate the data generated from observation. The post-observation interview questions were adapted from Shower et al. (2009) (Appendix C). The questions enabled instructors to clarify why they approached the curriculum in the way they did. For example, if they changed an activity (they did differently from what has been planned), they were asked the reasons that made them change during the curriculum implementation, and if they skipped an activity, they were expected to justify the reason behind skipping that particular activity. Additionally, the post-observation interview could clarify any deviations from the curricular material and the interviewee's intended actions. Generally, the post-observation interview assisted in validating the data gathered from observation and elucidating the reasons behind instructors' actions during the lesson.

As previously mentioned, each observation session was followed by a post-observation interview, believing that observations yield more reliable and effective data when supported by additional data collection methods. Concurred with this concept, Blessing and Chakrabarti (2009) and Gray (2004) stated that observation can give better data if it is followed by other data

gathering instruments such as interviews and questionnaires. So, in this study, the observation was held first, followed by a brief post-observation interview (interview not more than 10 minutes). Furthermore, Richards and Lockhart (1996) and Schon (1983) emphasized the significance of eliciting instructors' reflective practices and the reasoning behind their pedagogical decisions. In the present study, the short post-observation interview sought to get information on why instructors did the activities in the way they did in the classroom. ELT instructors were asked to give brief reasons for their classroom acts.

3.4.4 Students' questionnaire

The quantitative strand utilized a questionnaire with both closed-ended and open-ended items and administered them to a sample of students who took the FEC. As Yin (2014) pointed out, a questionnaire is one of the sources of various studies, including case studies. In this study, the questionnaire was designed to collect data from students about the CIAs (fidelity, adaptation, and enactment) of ELT instructors during the implementation of FEC. According to Dornyei (2007), a questionnaire is suitable to generate a large amount of data on the views, feelings, and reflections of respondents. Accessing students' experiences with their ELT instructors' CIAs while putting the FEC into practice yielded comprehensive data. Furthermore, Gay et al. (2012) and Kothari (2004) found that a questionnaire gives respondents a significant amount of time to understand and respond to the items.

Consequently, students, despite their youth and lack of experience in direct confrontation events, were able to provide more reliable data on ELT instructors' CIAs through questionnaires than they could through interviews and focus groups (Cohen et al., 2007). Therefore, the data generated from students directly contributed to addressing the fourth research question and triangulating the data obtained from the other three research questions. As explained in the design section, the research used a CS-MM design that gave more weight to the qualitative or CS data. Since the design adhered to the QUAL-quan model, it is necessary to collect the prioritized (qualitative) data first, followed by the supportive (quantitative) data.

The questionnaire (Appendix D) consisted of three parts. The first part of the questionnaire, known as the introductory part, provided information about the study's purpose, anonymity, and confidentiality. In other words, it conveyed to the respondents that it is impossible to identify

individual respondents, as the results are presented in aggregate form. The second part asked students to give a few demographic data points that might be relevant as variables. The third part was the main body of the questionnaire, which requested respondents rate their perceptions of their ELT instructors' CIAs and students' preferences towards the CIAs. All the questionnaire items were of the five-point Likert-scale type (from strongly agree to strongly disagree) that respondents rated based on their feelings and experiences in attending FEC classes.

Table 6: Description of the closed-ended items

Themes	Description	Sample item
Fidelity approach (five items)	The degree to which ELT instructors followed the designed FEC as planned	ELT instructor adhered strictly to the guidelines and objectives of the FEC material (item 1)
Adaptation approach (five items)	The degree to which ELT instructors' adapt, modify or replace parts of the designed activities of the designed FEC	ELT instructor adjusts the FEC activities based on the language proficiency levels of students (item7)
Enactment approach (five items)	The degree to which ELT instructors prepare their own activities, topics, units or the whole material	ELT instructor actively engages students in meaningful and authentic language use during lessons (item 11)

The open-ended questionnaire gave students the chance to express their perceptions about their instructors' CIAs, which they felt were limited by the closed-ended items. It could also give them the opportunity to address issues that the closed-ended items did not focus on. The questionnaire was administered to the sample students after they had completed the curriculum. It was necessary to wait until the students had completed the FEC in order to obtain a comprehensive understanding of their ELT instructors' CIAs. The questionnaire was administered to all nine section students to get extensive responses from them. The administration of the questionnaire to

students across the nine sections was finalised in the third week of June, 2023. Respondents took 25-35 minutes to finish filling out the questionnaire.

3.5 Reliability and validity of the instruments

Establishing the reliability and validity of the research instruments was crucial to increase data quality and thus ensure meaningful interpretation of the data. According to Bryman (1989), reliability shows the consistency of the tool, while validity emphasizes whether the items in the instrument are appropriate for reflecting the basic construct in the study. Johnson and Christensen (2014) unveiled the relationship between reliability and validity. According to them, though reliability is taken as a prerequisite condition to obtain validity, it does not guarantee to attain validity. Therefore, this study examined both reliability and validity as essential components.

3.5.1 Reliability and validity of interview

To ensure the validity and reliability of the semi-structured interview, a combination of techniques that support and strengthen one another was utilized. The purpose of the interview questions was to gather detailed information from instructors about their execution of the FEC and the motivations behind their classroom decisions. Therefore, the first task in this study involved completing activities that enhance the reliability and validity of the interview guideline.

To achieve the validity and, to some extent, the reliability of the interview, the following interview protocol was outlined and followed. The interview protocol, among other things, includes involving participants in the interview with full willingness and interest, clarifying the purpose of the study and the confidentiality of the data, giving the interviewee the opportunity to choose the place and the modes of capturing data for the interviewee, and having a brief time off-record conversations that could help establish trust between the interviewee and the interviewer. The primary activities in ensuring the validity of the interview are the design and implementation of such protocols (Cohen et al., 2018).

First, an instructor with a PhD in ELT and two PhD candidates commented on the validity of the guiding interview questions. The comments helped me examine the relevancy, clarity, coherence, length, and overall standard of the interview questions. For instance, the question

"How do you approach the official or prescribed FEC in your classroom?" was accompanied by lists of questions such as "Do you adhere to the designed curriculum contents?" Do you adapt ...? type questions. Then, such questions were kept as follow-up questions: questions that were asked when participants failed to talk about those issues or when they needed clarifications. This was made as a result of the comments provided by the experts in the field (see Appendix A for the main and follow-up questions of the interview).

Additionally, the PhD-holder ELT instructor provided comments on items that were helpful in ensuring precision and clarity for the participants. He also emphasised the importance of simplifying items to convey a single, clear message. For example, he divided the question, "Would you give some information on your qualifications and professional development training?" into two sections, first focusing on the qualifications and then on the professional development training. Moreover, after asking the interviewee in the pilot study at Injibara University, ELT instructors were asked to give their opinions on the general interview guide, though there were no comments that made items to be changed, modified, or rejected.

Above all, a panel of expert ELT instructors from one university analysed the interview questions to ensure they accurately measured the intended content area. This was done using the "Content Validity Ratio, established by Lawshe, who used it as a means for validating research instruments and which has been widely used to establish and quantify content validity in various fields of study, including education. The subject matter experts (ELT instructors in this case) rated each item of the questionnaire in one of the three categories: "essential," "important/useful, but not essential," and "not necessary/not essential." The final study would include items rated as "essential" by a critical number of experts (50% of the respondents). The items were distributed to 17 respondents. Nine and above raters rated each item as 'essential', ensuring that all items passed the critical level (50%), and I used them for both the pilot and the main study. This procedure aligned with the recommendations of Ayre and Scally (2014), incorporating Lawshe's 1975 procedure for establishing the validity of instruments.

Furthermore, the experts provided feedback on the post-observation questions, tailoring them to align with the daily activities of the classroom instructor. During the pilot study, the panel of experts and instructors rated the post-observation questions similarly to how they rated the main

interview items. The final post-observation interview only included questions that met the critical level of Lawshe's content validity ratio, although the daily decisions of the classroom instructor influenced the selection of these questions.

The other major way of sustaining the reliability of the interview data is by using the same interview questions with all participants of the interview (Cohen et al., 2000). As Oppenheim (1992, cited in Cohen et al., 2000) stated, the interview questions would not be the same if the interviewer made changes in wording, context, and emphasis. As a result, I made an effort to use the same approach for all study participants. That is, except with probing questions that were peculiar to single interviewee, I utilized similar sequence of items, wording, procedures, and way of recording to maintain reliability of the instruments.

3.5.2 The reliability and validity of observation

The reliability and validity of the observation were maintained using various methods. The validity and reliability of the semi-structured observation were tried to be maintained through establishing good rapport with the observed instructor, trying to minimise the observer bias during interpretation and analysis, and cross-checking the behaviours observed with data that were found from the interview. Furthermore, implementing methodological and data triangulation during the analysis process can enhance the validity and reliability of the observation data. According to Cohen et al. (2007), triangulating the data obtained from observation reduces the subjective judgements of the observer. Cohen et al. (2007) stated that "observation can only record what happens, and it may be dangerous without any other evidence, e.g., triangulation to infer the reasons, intentions, causes, and purposes that lie behind actors' behaviours" (p. 411). Therefore, the field note was used to generate the observation for this study, and the semi-structured observation guide was followed by post-observation interviews that enquired about participants' reflections and reasons for the decisions made in the classroom.

The semi-structured observation protocols and rubrics were developed together with a few unstructured questions based on the conceptual framework of instructors' CIAs. The observation checklists were designed to systematically capture the instructors' adherence to the prescribed curriculum materials and the adaptations made to the curriculum. To ensure the reliability of the observation tools, two ELT instructors were made to conduct three sessions of classroom

observations after they were briefed on the purpose of the observation and how to do the observation. The two observers conducted observations on one ELT instructor at a time to ensure consistency in the tools used by different observers. The ratings obtained from those observers were compared to establish inter-rater reliability. The discrepancies observed from the two instructors were discussed, and differences resolved through consensus, and amendments were made.

Maximizing the frequency of observation was one mechanism to maintain the reliability of observation data in this study. Cohen et al. (2007) also stated that there would be a possibility of gaining a better understanding of the participant's behavior by increasing the frequency of observation. Through frequent observations, participants are believed to act in the usual way that they have experienced in their regular activities. Concerning this idea, Cohen et al. (2018) disclosed that the reliability of the observation data would increase as observers increased the frequency of observations, which in turn enabled them to verify the emergent categories. Hence, frequent observation was conducted for the two ELT instructors, as depicted in Table 5. Moreover, I dedicated a significant amount of time to engage in informal discussions with the observed instructors, aiming to increase their familiarity with the observer's presence and potentially reveal their typical classroom behavior. Along with using the observation guide, a "memo" was also used to extend the notes on classroom scenes, which would increase the reliability of the observation data.

Moreover, the questions posed in the post-observation interviews with the observed instructors were formulated to cross-check the information gathered from the classroom observations. During the post-observation interviews, the instructors were able to consider their judgements about instruction, justify their choices, and discuss the elements that shaped their approach to implementing the curriculum. Integrating the observations with the post-observation interviews yielded a more thorough and trustworthy understanding of the instructors' approaches to curriculum implementation.

Employing various strategies, such as getting comments on the observation guide from experts along with the interview guide, also enhanced the validity of the observation. After designing the semi-structured observation guide, comments were sought from experts. The three experts

provided the same feedback on the observation guide as they did on the interview guide. However, no comment was received that made change part of the observation guide. Refinement of the observation tool was also made during the pilot study.

3.5.3 The reliability and validity of students' questionnaire

The face and content validity of students' questionnaires were checked using various mechanisms. To see whether the instrument looks appropriate to measure what it is expected to measure, face validity is used. On the other hand, content validity evaluates the suitability of the questionnaire items to measure the researcher's desired construct. Three experts (one PhD holder and two PhD candidates) provided comments on the items of the students' questionnaire that met these validity requirements. The experts' comments guided the revision of the instrument. The same panel of experts, who validated the interview and post-observation question items using Lawshe's content validity ratio, checked the content validity of the students' questionnaire, following the three expertise checks. Those items that passed the critical level were taken as items that could measure the construct to be measured in the study.

To measure the reliability of the instrument, measuring the internal consistency reliability was found to be imperative. In other words, assessing the internal consistency of the items alone was sufficient to determine the reliability measure of the questionnaire. As Cohen et al. (2018), the test-retest and equivalent forms are among the methods of checking internal consistency. The equivalent forms of checking reliability were taken since it required administering the questionnaire once in contrast to the test-retest reliability that required administering the questionnaire two times to see the consistency of the instrument over time. According to Cohen et al. (2018) and Johnson and Christensen (2014), there is a need to have instruments that could measure the same construct. They stated that the equivalent forms of reliability do the job of measuring the same construct by administering the questionnaire once.

Thus, the questionnaire was pilot-tested using first-year university students at Injibara University in 2022. The items that passed Lawshe's content validity ratio were administered to two sections of students (52 natural and 44 social science stream students). Eighty-nine students' questionnaires were taken for reliability checks, and the other seven questionnaires were rejected because they were incorrectly rated by respondents. The Chronbach's alpha of the tool was

found to be 0.847, which indicated that the questionnaire was reliable based on the guidelines of Cohen et al. (2007, 2018).

Furthermore, students who filled out the questionnaire during the pilot study at Injibara University were asked to comment on the clarity of the items and the overall comments that they could provide on the tool. I gave them a sheet to write their feedback on the items they already filled. In addition, I recorded what questions and ambiguities respondents raised while they were filling out the questionnaire. The respondents' raised questions led to the adjustment of one item from "My ELT instructor maintained the order or sequence of activities of the freshman English module" to "My ELT instructor followed the order or sequence of activities of the freshman English module." However, there were no comments from respondents that could make changes, adjust, or delete items.

The multi-method approach, which included semi-structured interviews, classroom observations, post-observation interviews, and student questionnaires, generally made data triangulation and the confirmation of findings from different sources possible. This methodological triangulation improved the study's validity and reliability and provided a robust and thorough understanding of the curriculum implementation strategies used by ELT instructors. Moreover, the supervisor received all those procedures and reached an agreement to proceed with the final data gathering.

3.6 Data collection process and procedure

Before I began data collection, I reached out to the department head of English Language and Literature at DTU, providing a letter from the English Language and Literature department at Addis Ababa University. After explaining the purpose of the study to him, I requested the department head a list of all ELT instructors who were on duty during the observation period, based on his assessment of their willingness and experience in providing the necessary data for the study. Given the CS-MM design of the study, it would be optimal to select participants through the purposive sampling technique. Consequently, the department head enumerated all 16 ELT instructors, taking into account their involvement in various committees. The department head gave priority to those who were members of the curriculum and assessment committee in the department. He also took into account the experiences of ELT instructors who actively participated in curriculum assessment and evaluation at various department meetings. In

accordance with the department head's directive, I initiated the process of soliciting the participants' willingness to participate in the cases and scheduling the interviews.

As elucidated in Table 7, eight participants were involved in the study. After securing the consent of the first four ELT instructors on the list, known as the 'base size' for determining the sample size, I explained the purpose and nature of the study to them. Consequently, I adjusted the interview time for each of the four participants. Next, I conducted the four interviews in accordance with the department head's provided list. After making a verbatim transcription of the four interviewees, the themes were outlined and counted. Next, I conducted interviews with the 5th and 6th participants, selecting two for the "run length" according to the agreed schedule. After transcribing the two participants verbatim, I jotted down only the new themes that the interviewees had not raised in the base size. I calculated the saturation ratio using the base size as the denominator and the run length as the numerator, setting the new information threshold at less than or equal to 5% (Guest et al., 2020). Therefore, the process continued until the eighth interviewee, during which it was determined the new information threshold to be less than 5%. This process necessitated a significantly extended duration to complete the interview sessions, as detailed in Appendix E. All ELT instructors who were listed from 1-8 by the department head gave their consent to be participants in the study.

I conducted the interview from March 23 to April 20, 2023. I had to patiently wait for two participants to adjust their interview schedules. They often extended the duration of the interview by altering the time we had set.

I asked the first two ELT instructors on the list about observation, and I discovered that they were willing participants (under the pseudonyms Paulos and Seid). In other words, the observation sessions took place after the main interviews concluded. Though the teaching process was started, I had to wait for some days to observe those selected instructors. There were three reasons for it. First, the two instructors were on the verge of finishing the first unit of the first curricular material, and starting the observation when the participants started a new unit would enable me to see ELT instructors' accomplishment of the overall unit. Second, during the finalization of the first unit by the two ELT instructors, I strengthened a rapport with the participants to mitigate any potential discomfort they might experience during the observation

sessions. Third, the two ELT instructors suggested that they would like the observation to start when they begin a new unit.

Hence, the observation started when the two ELT instructors started unit two and finished when they completed unit three. The instructors introduced me to students during the first observation time and provided me a seat at the back, following my preference. Each observation session was accompanied by a short post-observation interview. Most of the time, we held the post-observation interviews at the instructors' lounge after enjoying drinks with the observed instructors, aiming to alleviate any boredom they might have experienced during the sessions. I understood that this activity created a relaxed atmosphere for the post-observation interview. The moments of the post-observation interviews were great assets since they enabled me to elaborate and generate detailed information on the present study. Furthermore, the data generated during this period aided in the triangulation and verification of the instructors' responses from the primary interviews, as well as their actual classroom activities during the observation. The observation was undertaken from March 27, 2023, to May 12, 2023, which the two ELT instructors took to finish the contents in units two and three.

After passing the required validity and reliability processes, the students' questionnaire was administered to the sample section students. The data collection process involved self-administration, which allowed for the clarification of queries from the respondents. The self-administration also resulted in a higher return rate for the questionnaires, as I only received them after each respondent had finished filling out the items. I collected the data using the questionnaire from June 3rd week.

In addition to all the regular processes of data collection, I was writing memos that could serve to support data gathered using other data gathering instruments. The issues in the memos stemmed from the informal discussions I had with participants, as well as my personal reflections and opinions on the events that occurred during the observation sessions. The perspectives that I reflected on ELT instructors' interviews and every-day events that I encountered when I lived with those participants were also among the issues on the memos.

3.7 Data Analysis

According to Yin (2009), reporting and analysing data in a case study involve both single-case analyses and cross-case analyses. Therefore, I carefully analysed each case and conducted a cross-case analysis by synthesising data from the single case into specific themes common to all cases. This approach facilitated a systematic and coherent response to the research questions by integrating multiple interpretations, perspectives, and assumptions regarding specific issues.

The data obtained from the cases through various data collection instruments were analysed using qualitative and quantitative data analysis instruments. The qualitative data was employed to treat data generated through main interviews, classroom observations, and the post-observation interviews. The data analysed by those instruments aimed to address the first, second, and third research questions. I sequentially used open coding, axial coding, and selective coding in the analysis of the qualitative data. The initial coding phase, known as open coding, involves repeating the participants' words, phrases, or expressions. The open-coding could also be researcher-derived coding. Axial coding is the procedure of connecting the open codes to form a category. Selective coding, on the other hand, is comprehensive, which embraces all the codes (Charmaz, 2006; Merriam, 2009).

This process assisted me in refining the codes and identifying focus areas for the subsequent data generation process, which involved interviews, observations, and post-observation interviews. Thus, by using a constant comparative analysis method that involves a continuous comparison and contrast of categories or ideas within and across the cases (Charmaz, 2006), the data were analyzed. NVivo 10 software was used in the coding process. The interview questions were adapted that helped participants generate the interview data. The qualitative data were used to answer the first three research questions.

Part of the first, third research questions and the fourth question all in all were analysed using a quantitative data analysis. Descriptive statistics (frequency, percentages, mean, and SD) were calculated to analyse the questionnaire data that was mainly used to respond to those research questions. Quantitative data from observation were produced to determine whether ELT instructors approach the fidelity, adaptation, or enactment approach in effecting FEC. From the observation data, the observed instructor's adherence to the designed FEC and the FOI were

determined using the frequency and percentages. The FOI was determined using scholars' suggestions as stated in Section 4.7.3 in the discussion. That is, 80% and above was considered as high adherence. The adherence score that ranged from 60 to 79% was determined to be medium or average adherence, and below 60% as a low adherence score. Moreover, students' perceptions of their ELT instructors' CIAs were decided using mean and standard deviations that showed for each item. Means and standard deviations were also used to see how many of the respondents perceived their ELT instructors as following the fidelity, adaptation, or enactment approaches.

Furthermore, inferential statistics that involved one-sample t-test analysis was calculated. This was done by taking the sample (observed mean) and the test value, or the expected mean, at a 95% confidence interval. The one-sample t-test was computed to examine any possibility of a statistically significant difference in students' perceptions of their ELT instructors' CIAs across the fidelity, adaptation, and enactment approaches. The one-sample t-test was appropriate to check whether the calculated or sample mean is statistically lower or higher than the expected or population mean of the same sample. In general, the quantitative statistics were processed using SPSS version 23 software.

3.8 Ethical consideration

In the study, the confidentiality of the data and the anonymity of respondents were kept as promised in the proposal stage of the study. Moreover, informed consent of respondents was respected so that every participant involved in the study with a complete willingness. Since the study involves gathering data from respondents through interviews and observations, ethical issues play a crucial role. Consequently, the ethical issues were managed as promised in the design stage of the study. Since the CS-MM design of the study incorporated both quantitative and qualitative methods for data gathering, analysis, and interpretation, the ethical issues were carefully implemented in the way that it aligned with the ethical issues suggested by both qualitative and quantitative designs. Many scholars emphasized the need to respect the ethical issues in the study which enable researchers to maintain the reliability of the data. According to Jones et al. (2006), securing the ethical imperatives in research involves upholding promises such as confidentiality, anonymity, informed consent, avoidance of deception, and respect for the respondents and participants. Moreover, Creswell (2014) asserts that researchers must uphold

ethical issues at every stage of the research process, including before the study begins, during data collection and analysis, and during reporting, sharing, and data storage. Therefore, the required ethical issues in this study were carefully managed in accordance with the scholars' suggestions.

Obtaining a letter from the English language and literature department at Addis Ababa University and obtaining permission to conduct the study at DTU were the primary mandatory tasks before commencing the study. Therefore, I formally approached the head of the English language and literature department at DTU to obtain the profiles of the ELT instructors. Furthermore, obtaining the participants' consent to participate in the study was a prerequisite for the data collection process. The time for both the interview and observation was arranged in ways that it was convenient for the participants. I communicated the study's purposes, benefits, and procedures, as well as the moral obligations that I and the participants, or respondents needed to have during the study time. I designated pseudonyms for interview participants and observed instructors during data analysis and interpretations, and I kept the recorded data absolutely secret.

Moreover, reports were prepared only for what exactly and honestly the findings brought. Ethical development of instruments, administration, analysis, and interpretation of data were done faithfully. Ethical referencing was governed by professionally known referencing styles (both in-text citation and referencing at the end). The ethical referencing was maintained using APA style 7th edition consistently. Therefore, all ethical issues that were valued in the research could contribute to the validity and reliability of the data sources.

3.9 Summary of the pilot study

Conducting the pilot study improved the quality of the data collection instruments, including interviews, observations, post-observation interviews, and the students' questionnaire. The study played a crucial role in evaluating the feasibility of the data collection and analysis process. In general, the feasibility and quality of the findings of the study design were examined through conducting the pilot study at Injibara University. The study took nearly two months.

While the interviews for the pilot were conducted from November 14-18, 2022, the observations were held with two instructors from December 10-26, 2022. ELT instructors (participants in the interviews and observations) were selected using a purposive sampling strategy following the suggestion of the English language and literature department head. The questionnaire for students was also distributed from January 23-27, 2022. The questionnaire for the pilot study was distributed at the end of the semester, but before taking the final examinations. Adopting a CS-MM design, I purposefully selected two ELT instructors for observation. However, respondents to the questionnaire were selected using a proportional-stage random sampling that involved selecting sections from natural and social science sections of students. Then, at last, four sections were selected, and the questionnaire was administered.

The data collection methods comprised interviews, classroom observations, post-observation interviews, and students' questionnaires. Three ELT instructors were taken for interviews, and two were selected for observations from instructors who were interviewed. Each classroom observation was followed by a post-observation interview.

The semi-structured interview guide comprised nine primary questions, each focusing on the CIAs of ELT instructors, the factors influencing their CIAs, and the role of FOI in influencing FEC. Observation was conducted using a semi-structured observation guide. Moreover, a few questions were posed to the two ELT instructors after observation had been conducted. Both qualitative and quantitative methods of data analysis were used. For ease of data analysis and interpretation, I grouped similar themes in the qualitative data analysis and used descriptive and inferential statistics to analyse the quantitative data.

The findings from the interviews revealed that the majority of ELT instructors adhered to the fidelity approach, with the exception of one instructor who claimed to adapt activities, despite primarily relying on those found in the official curriculum. ELT instructors implemented the curriculum's activities, with the exception of the supplementary activities intended to aid students in their examinations. ELT instructors either adhered to the prescribed sequence of activities or resorted to skipping as a substitute adaptation strategy when they encountered difficulties with certain activities. The pilot study participants also cited a shortage of time and resources, as well as the language backgrounds of their students, as factors influencing their CIAs. The observation

data also concurred with the data from interviews. Instructors followed the suggested sequences in the designed curriculum in a linear manner. They almost took the official curriculum as a single source of pedagogical instructions that were predictable for students. The data from the post-observation interview showed similar results. During the post-observation interview, ELT instructors highlighted the issues or problems with the designed curriculum contents. The time allotted for completing each unit's activities did not align with the quantity and duration of these activities. According to the participants, they skipped activities to cover those contents that most appeared in the examination—mainly reading and grammar. Therefore, the data from all the tools showed that ELT instructors were curriculum transmitters. The data from interviews and classroom observations revealed a lack of curricular adaptations and enactments.

The FOI of ELT instructors also showed that there was a medium adherence score in implementing the FEC. Skipping contributed to ELT instructors' medium adherence to the FEC, hindering the process of curriculum adaptation. All sources of data revealed that students' inadequate exposure to the curriculum stemmed from time constraints, thereby exacerbating the ineffectiveness of the FEC program.

Moreover, the data from the students' questionnaire showed similar results. The data indicated that ELT instructors primarily used the fidelity approach, with minimal use of adaptation and enactment CIAs. Students' data also showed that instructors used a skipping strategy. Some students indicated in the open-ended questions that ELT instructors often skipped activities that could have been relevant to their English language proficiency. Students also complained that there was a shortage of time to complete the activities in the classroom, and instructors were obligated to do activities on their own (instructor-lead classroom). There were fewer interactions among students and between students and the instructor as a result of time constraints. The open-ended data obtained from students revealed that ELT instructors failed to encourage students to use the language in the classroom. Students only see their language ability and performance using the results they scored in the examinations. In summary, ELT instructors adhered rigidly to the designed curriculum contents, resulting in an average FOI. However, one participant claimed to have used adaptation strategies in addition to adhering to the curriculum's activities. The high FOI was not achieved as a result of skipping. It was not the result of using other adaptation strategies.

Based on the insights gained from the pilot study, I have learned the following lessons, which would improve the quality of the main study:

1. One significant lesson gained from presenting the pilot study was the change in its design. It was a mixed-methods design, taking the qualitative study as a dominant study and the quantitative study as a supporting design. However, a comment was gained to make the design a case study. So, the design in this study was changed to case study-mixed method design (CS-MM) after a thorough reading on the typologies of case studies.
2. Since the instructor's guide for the first FEC was not well-developed and there was no instructor's guide for the second FEC material, I cancelled or deleted one item that focused on instructors' interview guides from the pilot study. The question went on, "How often do you use the instructor's guide in teaching the FEC?"
3. A slight modification was made to two students' questionnaires that resulted from wording. The sentence "The ELT instructor incorporates activities that closely match the recommended FEC activities" was modified as "ELT instructor uses activities that are closely aligned with the prescribed FEC activities" and "ELT instructor integrates real-life situations and examples into their curriculum delivery" was modified as "ELT instructor includes real-world contexts and examples into his/her curriculum implementation."
4. Above all, listening to the recorded interview from the pilot study has taught me relevant lessons. The pilot study interview contained unnecessary interruptions; the interviewer asked probing questions quickly instead of patiently listening until the interviewee finished their idea. Furthermore, I understood the importance of precisely repeating the interviewee's main points before proceeding to the next question. This approach would encourage the participant to elaborate on new ideas, provide examples to support their statements, and establish their perspectives. All the procedures used in the pilot study contributed to the validity and reliability of the data in the final study.

CHAPETR FOUR: FINDINGS AND DISCUSSION

4.1 Introduction

Interview, observation, post-observation interview and students' questionnaire (both closed-and open-ended questionnaire) were used as instruments of data collection in the study. While the data from interview, some part of observation, post-observation interview and open-ended questionnaire were analyzed qualitatively, students' closed ended questionnaire and parts of the observation were analyzed quantitatively. However, the qualitative data took the priority and the quantitative data were used to support the qualitative one. The study sought to investigate ELT instructors' classroom CIAs, the motives that urged ELT instructors to follow one particular approach over the others, the FOI of ELT instructors using adherence and exposure dimensions and the perceptions of first-year university students towards their ELT instructors' CIAs. The results of the study were organized based on the research questions posed in the statement section of the study.

Hence, interview, observation and post-observation interview were the tools that were used to examine the first objective (ELT instructors' CIAs in teaching FEC). While interview and post-observation interview were used to explore the motives that derive instructors to use a particular CIA, observation and post-observation interview were used as instruments to collect data to see the FOI of the FEC. Moreover, questionnaire (both closed-ended and open-ended) was used to see the perceptions of first-year university students towards their ELT instructors' CIAs. Based on the objectives and the specified tools, the findings of the study were organized as follows.

4.2 Results of the demographic data of ELT instructors

The population of the study who were participated for the first three objectives was ELT instructors. Those instructors had to involve in teaching the FEC in the university. Hence, it would be sound to show the demographics of the selected interview participants or who were actually involved in the interview.

Table 7: Demographic data of interview participants

S/no	Name*	Sex	Educational status	Experience	Training
1	Paulos	M	MED in ELT	8	*HDP
2	Seid	M	MED in ELT	12	HDP
3	Yared	M	MED in ELT	7	-----
4	Rahel	F	MED in ELT	9	HDP
5	Dawit	M	MED in ELT& Assist. Prof.	15	HDP
6	Abera	M	MED in ELT	14	HDP
7	Reda	M	MED in ELT	20	HDP
8	Maru	M	MED in ELT	15	HDP

**Names are Pseudonyms);*HDP-is a broad pedagogical in-service training program dedicated to instructors chosen from any field of study.*

Table 7 provided a summary of interview participant demographics including sex, educational status, experience and the formal training they have taken in their career after they held their second degree. Eight ELT instructors took part in a one-to-one interview with the designated pseudonyms (column 2 of Table 7). All participants were asked to explain the training they have got after joining the higher education institutions especially training that they took in the last five years. Paulos, who has 8 years of experience, took HDP training. He doubtfully expressed the value of the training to his CIA particularly the influence of the training on ELT issues. He described the training as one that focused on broad educational activities, not on ELT-specific issues. Seid, who has 12 years of teaching experience in English at universities, acknowledged the value of HDP training as he shared experiences with other instructors. However, he similarly disclosed that HDP training did not have issues related to specific classroom curriculum implementation or other English language teaching issues. Seid ended up providing suggestions that HDP training should have been offered based on specific fields of study. Both Paulos and Seid recognised the pedagogical tasks they had taken during their pre-service training and the hands-on experiences that they got from their day-to-day sharing of experiences with their colleagues at the university. Yared, who has seven years of teaching experience, criticised the

organisation for failing to set up formal in-service training after he joined the university. He admitted that he has been implementing the curriculum based on, according to his explanation, “the knowledge and skills that I have got in pre-service training as well as my own teaching experience.”

Rahel, who has nine years of experience in teaching English at the university, revealed that she took courses related to developing a syllabus and preparation of language material as pre-service training. She has recently completed the HDP training. She expressed that the training as relevant since she has got the opportunity of sharing experiences (like that of Seid) with other participants of the training. However, she confirmed that she did not get issues that were specific to her field of study-a comment similar to the other three participants. Dawit, on his part, disclosed that despite having a second degree in ELT and being an assistant professor, as well as having fifteen years of experience in teaching English in high schools and courses at the university level, he did not get any in-service training specifically that focuses on issues related to English language teaching. He expressed the HDP training as a training which is not “need based”. He complained that the university planned the same issue and delivered it to all instructors from diverse fields of study. He also disclosed that he was certified in continuous professional development programme in high school, which is similar to the HDP he took at the university. He generalised that the training had little relevance to his professional career since it was not based on his needs and interests.

Abera similarly stated that he took only the HDP training after joining the university. Abera added that he took the training many years before so that the impact of the training became outdated. He hesitantly stated, “Yeah, I have taken HDP but ... but it was a bit far, more than eight years? Or nine years?” Reda, on the other hand, valued the HDP training that he took in another institute (at Injibara College of Instructors’ Education). Reda’s statement went on;

Most importantly I took the higher diploma program training when I was in Injibara Instructors’ College and I took the training for ten months. I also took other training such as induction training and other related trainings which took me...each a week. I also took the two trainings while I was in Injibara Instructors’ College. The training helped me in many ways such as conducting active learning classrooms, and classroom organization.

Contrary to other participants, Reda expressed the HDP training as important and useful. Reda also acknowledged that he has been working as an HDP coordinator for successive years that enable him appreciate the HDP training differently from other participants of the interview. The last participant, Maru, did not have different outlooks on the HDP program from most participants of the study. Similar to the five interviewees, he expressed his dissatisfactions on the relevance of the contents of the HDP program. He stated that the contents were assumed to serve to all participants of the training who come from diverse fields of study. Similar to Seid, Maru suggested that the contents of the HDP training have to be given based on instructors' field of study and based on instructors' needs.

4.3 Findings from interviews, observations and post-observation interviews

This section presented data found from interviews, observations and post-observation-interviews. That is, the data were organized based on the research questions or objectives of the study.

4.3.1 Interview results of ELT participants' CIAs

4.3.1.1 Participants' fidelity to the designed curriculum

It is obvious that instructors would not have a full autonomy in designing a curriculum in their classroom in the context where a country followed a center-periphery or top-down approach of curriculum development. In such circumstances, it is unlikely for ELT instructors to assess the needs of students and design a curricular material in collaboration with students. Hence, the data generated from the main interview showed that ELT instructors employed the fidelity approach with a marginal use of the adaptation approach of CIA in the continuum of curriculum implementation. No participant was found who tended to develop his/her own materials instead of the designed curriculum. As a result, the data obtained from participants were organized based on the strategies of fidelity and adaptation approaches.

Most interview participants in this study were characterized as instructors who follow the strategies that aligned with the fidelity approach. Adhering to the prescribed activities, keeping the order of activities (for example, treating activities page-by-page and activities-by-activities) and following the suggested methods (instructions) of the curriculum were a few strategies of the fidelity approach that were used by ELT instructors. Though participants had different strategies of the adaptation approach, they were found to use only one strategy. When participants got activities that did not suit to the context of their teaching, they struggled to do as planned or else,

they skipped it. Even though providing supplementary activities could not be taken as strategy of adaptation, participants frequently claimed as they adapt the curriculum by providing extra-activities mostly on grammar, and sometimes on reading that incorporate activities on vocabulary.

Most participants of the main interview disclosed that they usually adhered to the activities of the designed curriculum. Dawit, Reda, Yared, and Maru were participants who quickly designated themselves as instructors who follow the fidelity approach in teaching the FEC. Especially, Reda, Dawit and Yared had unwavering opinion in following the fidelity approach of curriculum implementation in carrying out the FEC. These participants had a solid stance that improving or developing a centrally designed curriculum was not their responsibility. Three of them believed that a curriculum which was sent from the organization like MOE should be implemented as planned. Dawit particularly expressed strongly that instructors should not care to adapt curricula that were designed at the ministry level. He stated, "...we don't care about this one [adapting the material]", after a short laugh, he continued to say, "...we follow the sequence of the material ... suggested by... the course designers (laughed again). He also mentioned accountability issues stating as it was his obligations to follow the contents of the designed curriculum. He went on to say that "I am... guided by ... the curriculum...given from MOE".

On the other hand, Paulos expressed that he used different CIAs in teaching other ELT curricula that were delivered by a single instructor. However, he admitted that he adhered to the contents of the officially designed curriculum in the FEC. According to him, he adhered to the contents of the first curriculum material as he found the activities relevant to his students in contrast to the second curriculum material. He also stated that he adhered to the first curricular material since he found that it highlights contents that students were experienced in secondary schools. According to Paulos, he used the curricular contents as they appeared in the official curriculum though in few cases he supplemented the existing activities with other activities and ignored/skipped some others that he thought not appropriate and relevant for students.

Seid, similar to Paulos, claimed that though he adhered to the activities of the designed FEC, he adapted activities in other ELT curricula. Seid stated that curricula other than the FEC were delivered by a single instructor who would take all the responsibilities and accountabilities by his or her own in contrast to the FEC that was delivered by more than one instructor.

Though Dawit, Maru and Reda admitted that they adhere to the designed curriculum, they unveiled the existence of topics that were rejected at department level. The three participants reported that two topics entitled “The Awuramba Community’ and “No Shortage of Lip in Mursi” were rejected at the department level since the two reading texts talked about particular issues that a little bit disregarded the two communities. Dawit agreed on the excluded reading texts from the curriculum since, according to him, they talked about unacceptable cultural issues which might let all students to have a kind of “misinformation” about the two communities. Reda associated the two excluded reading texts with ethnic and cultural sensitivity that made him accept the decisions made at department level. Similarly, Maru held similar position on the decisions made at department level so as to adapt the curriculum.

Dawit, Maru and Reda all agreed that the department was the right place for adapting the curriculum contents rather than individual instructor at the classroom level though Abera was in sharp contrast with the exclusion of the two reading texts from the first FEC material. He also disagree with the idea of Dawit, Maru and Reda in their preference of adapting the curriculum contents only at the department level. Abera took the classroom level of curriculum adaptation by individual instructor though he did not ignore the possibility of adapting at the department level. Criticizing the decisions made at the department level, Abera stated that he treated the two contents since he found nothing wrong with the two reading texts. He also added that he did not get reading texts that he could use as replacement of the two rejected reading texts. Abera particularly appreciated the reading text “No Shortage of Lip in the Mursi Tribe” for the reading text is presented to teach grammar in context. According to him, it would rather be good to teach students the various tenses (The present simple, past simple, present perfect and past perfect) in contexts rather than teaching them detaching the grammar points from the context.

However, Dawit has a firm stance that curriculum should not be adapted at the classroom level. According to him, there was no room to improve the curriculum at the individual or classroom level. He held a position that instructors should strictly follow the suggested curriculum contents designed by MOE. He added that improving and adapting activities that were prepared by “selected professionals” were not his responsibility. He emphasized that instructors have to adhere to the activities of the prescribed official curriculum. Reda, similar to Dawit’s view,

stated that instructors had to wait for the decisions made at department level rather than trying to adapt the curriculum individually at the classroom level.

In addition, Dawit expressed that he did not have experiences on adapting contents at individual level while teaching at secondary schools as well as at the university. He explained that his motive was to implement the curriculum in line with the guideline suggested from the institutions. Dawit also preferred to follow the order, sequence and instruction suggested in the designed material. What Dawit did was to supplement the activities that he had done in the material with other activities taken from “other sources”. He stated, “I have tried to teach the contents in the materials...by adding supplementary activities in the form of worksheet...to give more clarity of the exercises to my students” Dawit believed that providing supplementary activities increase students’ knowledge of the language and the motivation to learn. He claimed that instructors should be guided by the curriculum designed at the center, and concluded by stating “I am adhering to the designed curriculum in most cases”.

Reda, after expressing his dissatisfaction on the contents of FEC, stated that he usually followed the contents of the curriculum suggested by curriculum experts. Reda unveiled that he has been teaching the FEC since the beginning [since 2019] of the new curriculum. However, the context in which he has been teaching and the contents suggested in the designed material could not match that resulted in skipping listening and writing activities in addition to the reading texts that were skipped at the department level.

Rahel expressed her feelings while she met the curriculum for the first time. She believed that she had to do all the activities set by the curriculum designers. She tried to do the listening, the grammar, and the reading sections of each unit. She expressed that students do not have motivations at all while she tried to do the listening activities. In her own words, “The lack of motivation on the part of students discouraged her.” Then, she tried to amend her plan in that she had to be selective so that she resorted to skipping activities that students did not show interest to learn. According to her, students showed interest in learning grammar and reading (a statement similar to other participants). On the other hand, she taught that she did not have to do activities that other instructors ignored. As a result, she started to implement the FEC curriculum in the same way as other instructors did. However, Rahel did not attempt to adapt or change the contents of the designed official curriculum. Rahel did not deny the freedom she had in

improving the curriculum at classroom level. In her own expression she stated, “Even if I have the freedom of improving the curriculum, I could not take the responsibility of changing part of the designed contents.”

Moreover, from the interview held with Yared, I understood that he carefully followed the contents of the designed curriculum of the FEC. Yared affirmed that he had all the curricular materials-the module, the instructors’ guide, and the listening material of the first curricular material that could help him do the activities as intended by the designers. Yared went on to say;

Personally, I tried my best just to follow uh... what has been written there in the material, and there are conditions of course which force me to do so. As we know, freshman students are students who are going to compete with others to select their field of study. So, personally I believe, if it is possible, all the students must learn the same topic and must be evaluated from the same content. For that purpose...I should adhere to the designed material. ...I do not like to act differently from other ELT instructors by adapting or changing contents from the designed material.

However, Yared did not deny the existence of activities that he could not do in his classroom context. He acknowledged that he had encountered situations where he needed to engage in beneficial activities, such as listening exercises, but chose to skip them due to resource issues and time constraints. He stated, “If there were resources at my disposal and sufficient time, I would do those kinds of activities, but because of that, I skipped and I jumped to the next activity.” He also cited the background of the students as an additional reason for skipping activities. He came to the conclusion that, aside from the activities he omitted, he preferred to follow the activities outlined in the material. When instructors run in short of time, they probably stick to the designed activities rather than adapting, modifying, supplementing or replacing the activities even if they thought making changes as necessary. The program could also be a reason for skipping the designed activities that led instructors even missing the objectives of the curriculum.

4.3.1.2 ELT instructors’ adaptation of the designed curriculum

Adaptation of the designed curricular activities was the other approach that was mentioned by participants of this study. Different from all other participants, Abera firmly claimed to follow the adaptation approach while teaching the FEC. He was the only participant who

insisted on claiming that he followed the adaptation approach, and recommended others to adapt activities in the FEC. He stated that he usually adapted the activities provided in the FEC based on “the needs of students”. He went on to say that “I could not completely comply with the designed curriculum activities”. According to him, there were activities in the FEC that needed modifications in the context of the learners. He modified the contents of the curriculum to benefit his students out of the curriculum. Though Abera emphasized the need to adapt the contents of the official curriculum, he also believed in the necessity of adhering to the activities of the designed curriculum. According to Abera he adapted activities only when necessary. Abera, proving himself as a language curriculum expert, suggested others to adapt the contents of the curriculum whenever the contexts forced instructors to do. Abera noted;

I can say I am an expert, what I would like to recommend to instructors is to adapt, I think adapting is recommended...in the context of the learners, because the material... designed at federal level is directly copied from sources, directly I can say directly copied So instructors have to take the responsibility to adapt and benefit their learners. They shouldn't just depend on the designed material. They need to modify....

He also had disagreement on the two reading texts (as stated under 4.3.1.1) that were ignored at department level. According to Abera, he could not find any reading texts prepared to replace the excluded reading texts. Abera argued that there were no sufficient reasons for excluding the reading texts. As a result, he taught the two reading texts that made him different from Maru, Reda and Dawit who admitted to leaving out the two reading texts.

On the other hand, Seid was a little bit perplexed to decide the CIA he followed while teaching FEC. He stated first as “It is better to say I adhered to the designed curriculum”, and immediately, he changed his mind and stated that “Ehh...it's very hard to say I adhered to the designed curriculum”. He went on to say that he might bring another topic for example, a reading text in place of the text that did not suit to his classroom context [adaptation]. He also stated that he supplemented the existing activities to strengthen students' language competence, and to further explain the issues for his students. Seid claimed that he sometimes adapted parts of the contents of the official curriculum though he tried to adhere to the contents of the curriculum. Seid confirmed that he usually followed not only the activities or contents but also the methods

or the instructions suggested in the curriculum. However, he acknowledged that he made some changes on the instructions when he observed difficulties to put the activities into practice in his classroom. In general, all participants except Abera and Seid admitted that they used to employ strategies of the fidelity approach ignoring strategies of the adaptation approach that could help instructors address the varied needs of students.

4.3.1.3 ELT instructors' provision of supplementary activities

The other strategy that participants cited as an adaptation strategy was supplementing the designed activities with other activities though supplementing the existing curricular contents was not considered as strategy of adaptation in curriculum implementation. All participants agreed on the importance of supplementing the designed activities with other activities that instructors extract from materials mainly from the internet. Participants had strong belief on supplementing activities though solely bound to grammar and few reading activities.

Participants had common reasons on the importance of supplementary activities though the reasons did not have much relation on curriculum adaptation. The reasons they gave sounded just to help students understand the language items students were taught, and to enable students score good marks in the examinations. Abera, Maru, Paulos, Reda and Yared pronounced that they supplemented the contents they taught with other activities. Though Abera contended that he supplemented on speaking in addition to grammar and vocabulary activities, others were supplemented much on grammar and some on reading texts. Abera commented that the grammar sessions presented in the curriculum were not sufficient to his students that let him compile extra supplementary activities.

Maru, similar to many other participants, noticed the existence of situations like “the nature of students” that hindered him not to use only the prescribed activities. Maru reported, “When they [students] feel confused on a certain activities, we will bring a kind of simple activities which can help students achieve the stated objectives”. Though he usually adhered to the designed activities, Maru remarked that instructors have the “authority to adapt or modify the material”. He went on to say that the basic thing was checking the objectives which were stated in the curriculum. Hence, he supported instructors' provision of supplementary activities that would help students score good marks.

Paulos and Seid did not have different views on providing supplementary activities to students. They disclosed that they provided supplementary activities to students after they had treated the contents of the curriculum. They also admitted that the supplementary activities were mostly on grammar and to some extent on vocabulary. As to Paulos, though he used the material activities “directly”, he did not believe that they were sufficient for them [students] to pass the exam (similar to Abera’s claim). Paulos went on to say, “Though grammar points were presented inductively”, they were insufficient to make students ready for the exam that instructors set to students in the university. As a result, Paulos prepared additional tasks in the form of worksheets. He noticed his concern on his students whether they succeed or not in the examinations administered to students.

Paulos and Reda concerned on students’ result more than the students’ competence and performance in English. Paulos expressed his priority as he was working on issues on how students get good grades. That is why, he believed in providing supplementary materials to students. Reda also echoed Paulos’ idea that ELT instructors prepared additional materials (he also called “worksheets”) to get students prepared and succeed in the exam. According to Reda, he took supplementary activities as a good remedy for the success of students though the materials solely focused on grammar and vocabulary activities. Reda disclosed that he supplemented the activities with other activities that he found from internet.

Furthermore, Yared admitted that he supplemented the freshman English activities with other activities. However, his support was a bit different from other instructors. He stated that he supplemented activities from what students had learned in secondary schools. According to Yared;

...when I see my students, they may not be up to the level; students failed to do activities that they learned in lower grades....so, sometimes there might be a need of going back and revise what they have learned in the previous grade level. There may not be that kind of tasks in the freshman English material, but just to help the students, sometimes I go back and bring supplementary activities that support students to comprehend how they can use that grammar. Yared complained the language competence of his students that forced him brought activities including according to his explanation “very easy activities” to remind them that they had learned before.

Therefore, all participants unanimously believed in the provision of supplementary activities though the materials were mostly on grammar and a few on reading activities. ELT instructors' dedication of preparing the supplementary activities were solely bound to helping students to be successful in examination ahead of thinking on students' language performance and competence.

4.3.1.4 ELT instructors' skipping of the designed activities

Though participants did not use varieties of adaptation strategies, they admitted that they use skipping as a primary strategy of adaptation. All participants conceded the idea that they skipped the officially designed activities whenever they felt that they could not carry out the activities as planned in their teaching context. Maru stated, "...it's difficult to say I treated the whole contents, the whole activities line by line, page by page, and the like; it is difficult to say". Maru went on to say that the nature of the students and the type of activities determined whether or not he skipped the activities of the designed curriculum. Activities that were provided as a revision were frequently skipped. Moreover, students might be clear on a certain language items that let Maru skipped the activities. Maru also disclosed which language skills were frequently skipped. According to Maru, "In terms of skills, most of the time, listening skills were frequently jumped, followed by writing skills; I also skipped writing activities". Maru stated that he basically focused on grammar and reading activities as he knew that the exam-contents were drawn mainly from reading and grammar skills.

Maru also revealed that students were also highly interested in learning the grammar and the reading lessons than the listening and the writing skills. He verified that students did not have an exposure of listening skills in their learning experiences. Referring back to his teaching experiences in secondary school, Maru admitted that he had ignored listening contents. He continued to say that students became anxious when they did listening activities. Moreover, Maru disclosed that students were poor not only in listening the recorded native speakers' speech but also listening activities that were read by the classroom instructor. He also demonstrated that students' weaknesses in listening made him skipped the listening activities. Since writing activities required more time to complete, Maru skipped activities that make students practice writing. Maru verified the emerging question "Is skipping an appropriate alternative for activities that students did not perform well?" He tried to justify by joining the relationship between students' and instructor's interest. According to him, instructors were affected by students' interest. "When...students lose interest, you also lose interest; it is integrated". Even if he let

students do all activities including listening activities, that he called “the ignored skill”, students were not interested in doing those activities, and they were not efficient in doing them as well. As a result, he understood that doing activities that students were not interested in is a waste of time that made him shift into the language skills that students were interested in to do.

Even though Paulos appreciated the contents of the first FEC activities, he admitted to skipping those that were not appropriate for his students. He admitted to skipping numerous activities related to listening and writing. However, he skipped several activities from the second curricular material compared to those found in the first material. He also expressed that the second material had poor vertical integration with the first curricular material. In his own words, he says, "There is not much difference between the two FEC materials, both in organization and difficulty level." Paulos continued by stating that the second curricular material included the same number of reading texts as the first, allowing students to apply the same skills and strategies from the first curriculum material.

Dawit, on his part, stated, "I sometimes skip activities." Dawit reported that he not only skipped listening and writing activities but also omitted grammar lessons that he believed were too simple for the students. According to Dawit, ignoring such grammar items and supplementing with more appropriate grammar activities was what he did most of the time. Dawit echoed Maru's explanation, stating that students showed no interest in participating in listening and writing activities. Dawit went on to say that students were “interested in language-focused tasks.” He upheld the position that, though some students liked the speaking activities, most of them were not interested in doing activities that required them to use the language orally.

Dawit also admitted that he skipped activities of the designed curriculum mainly as a result of class-size and shortage of time. He disclosed that he had more than 60 students that made the listening activities difficult to accomplish, and to give written corrective feedback for individual students. He went on to say that he even could not give the opportunity of presenting what the group members had talked in a group discussion. He attributed to shortage of time to see the involvement of individual students in such activities as well. So it became impractical for Dawit to implement every activity that were designed at the center or MOE. Moreover, Dawit

elucidated the presence of irrelevant activities, irrelevant to his students, and a great number of activities that he could not finish within the allotted time.

Moreover, Reda and Yared did not have a different position from Maru and Dawit on skipping of activities. Reda admitted that he skipped most of the listening activities. He disclosed, “Frankly speaking, I skip most of the listening transcripts; I taught only one from the five listening sessions that were given in the first ‘module’. Reda continued to say that he even skipped grammar contents which concurred with Dawit’s statement.

Yared was not also different from other participants on the use skipping strategies of the adaptation approach. He revealed that he skipped activities because of the students’ language background and lack of resources. He concluded that “...I tried to follow the ‘module’ ...but because of some issues-the students’ background knowledge and the resources, I skip contents.” Yared acknowledged that he skipped some activities particularly activities that he assumed not to be included in students’ assessment. He stressed that he did not skip reading and grammar activities knowing that most of the questions that would appear in assessing students would be from those two language areas. Yared also perceived problems on the designed curriculum that let him skip activities though he believed that the curricular materials that were prepared at the center and sent to institutes have better quality than those that were prepared by individual institutions. Seid also skipped activities that he thought inappropriate to his students, and difficult to implement in the classroom context. He stated, “I may skip some part; I may bring additional... activities.” According to Seid, he skipped activities because of lack of vertical (between the two FEC materials) and horizontal integrations (among the contents in the same material).

Abera, though he claimed to adapt activities of the official curriculum, he admitted that he skipped activities from the designed curriculum. He went on to say that there were situations where he skipped activities especially in the listening sections as a result of lack of conducive classroom environment to conduct listening lessons. He added that he also skipped writing activities next to the listening activities. Abera also attributed to class size and time issues for skipping writing activities.

4.3.2 Observation results on ELT instructors' CIAs

Observations were made with Paulos and Seid. The observation session was held while instructors were teaching units two and three of the first curricular material. The time of observations was from March 27 to May 12, 2023. The instructors had three credit hours per week. However, two sessions were merged that would make the length of the session be 100 minutes, and the other 50 minutes was scheduled for another day. Excluding the week devoted to mid-exam, the observations were conducted for six weeks. Instructors who were observed taught a large class-size of predominantly female students. While Paulos was observed in natural science classroom of 56 students (19 males and 37 females), Seid was observed in a social science classroom consisting of 59 students (25 males and 34 females).

Moreover, it would be good to show the indicators of CIAs that instructors could follow in implementing a curriculum. The indicators were used to rate instructors' approaches to curriculum implementation. During the data analysis, frequency and percentages were used to quantify the data found from the observation.

In addition to writing the activities that the ELT instructors used in the classroom qualitatively, rating activities based on the indicators in Table 8 would significantly substantiate the qualitative data.

Table 8. Indicators of CIAs and the descriptions of the level of implementation

Indicators	Level of implementation
Done as planned	✓ When all elements of the activity are done as planned by curriculum designers ✓ When the methods suggested by the curriculum designers are used by the classroom instructors without modifications ✓ When no additional activities are used and no activities are skipped ✓ When the time suggested (if there is any) by the curriculum designers or by the instructor him/herself are used as planned
Adapted/modified	✓ When modifications are made on some elements of the activity

	(on example sentences, questions; change of words, phrases, clauses and chunks, etc).
	✓ Change on whole or part of the suggested units and topics
	✓ Change on the suggested methods and instructions
Supplemented	✓All elements of the activity are completed as planned, and supplementary activities are provided or added to the original activity. Note: Supplementing is not a strategy of adaptation
Substituted/replaced	✓Use another activity instead of the activities designed by the curriculum designers or use another activity leaving out what has been planned
Skipped	✓ Ignore the activity or part of the activity without replacement

As previously mentioned, the observation took place during the ELT instructors' introduction to unit two of the first curriculum material and continued until they completed unit three. The two classrooms were wide enough to accommodate seats in a instructor-fronted arrangement. However, it was difficult to arrange students in a different sitting arrangement, like a small circle and U-shape sitting arrangements for cooperative activities. That means, though the classroom size is adequate, the number of students assigned in a section (large class size) made the classroom difficult to employ various classroom seating arrangements for different classroom activities. As a result, both instructors assigned activities to the students while they were seated in a instructor-fronted classroom. I noticed that Seid found it challenging to engage students in activities within a particular seating arrangement. He instructed students to participate in an activity in small groups, but due to the challenging nature of the chairs and the larger class size, they ended up engaging in the activity in groups larger than six, in pairs, and in some cases, individually. Seid examined the problem, but he did not implement any solutions to address the observed issues.

Furthermore, I observed students working independently while their peers collaborated, resulting in a variety of classroom arrangements for simultaneous activities. Therefore, even though the classrooms were sufficiently wide, the chairs did not provide the necessary space for instructors to conduct their lessons, contrary to the recommendations made by curriculum designers. The

instructor's lack of focus on classroom organization was also noticeable. Regardless of the students' engagement in group, pair, or individual activities, the instructors neglected to monitor them. ELT instructors took a fixed position in the classroom—between the group and the blackboard or the whiteboard. Instructors did not attempt to move around the open space to monitor students' progress, though it was uncomfortable to do so.

After completing the observation session, the following quantitative data were generated from the semi-structured observation checklist, based on the indicators given in Table 9. These data were used for both ELT instructors' CIAs that they followed in teaching the FEC and for instructors' FOI of the curriculum based on adherence and exposure dimensions measuring the FOI.

Table 9: Observation data using frequency and percentages

Strategies	Observed instructors			
	Paulos*		Seid*	
	<i>f</i>	%	<i>f</i>	%
Activities that were done as planned	51	67.11%	50	65.79%
Activities that were adapted/modified	0		0	
Activities that were supplemented	0		3	3.95%
Activities that were skipped	25	32.89%	23	30.26%
Activities that were replaced	0		0	
Activities ignored and replaced by new ones	0		0	
New activities added after assessing students' needs	0		0	
Units or topics ignored and replaced by others	0		0	
Total activities that were observed	76		76	

**Names are pseudonyms; f= frequency of activities*

The results of the observation showed that both Paulos and Seid followed the fidelity CIA since they respectively adhered to the designed curriculum activities at 67.11% and 65.79%. That means, the two ELT instructors tried to implement the designed curriculum as planned by curriculum designers. They were not in a position to adapt, modify or replace the designed curricular contents or activities to suit the activities to the needs of students and the requirements of the environment. During the main interview sessions, Paulos and Seid claimed to supplement

the existing curricular activities, but it was only Seid who provided supplementary activity on conditional, tenses and on a reading activities.

Seid, during the post-observation interview stated that he provided the supplementary activities since he felt that the activities in the designed material were insufficient for his students. He also brought a reading text entitled 'Housing in Britain' for, according to him, "making students further identify the topic sentence of the given paragraphs". However, Seid did not employ adaptation strategies during observation except using skipping strategies similar to other participants of the interview. During the post-observation interview sessions, the observed instructors revealed that the supplementary activities would be provided after covering two or more units of the curriculum to aid students in the examinations. From the table, adaptation and enactment strategies such as replacing the existed activities with other activities, making some sort of modifications and assessing the current or pragmatic needs of students were ignored. Rather, skipping with rare supplementing of activities were used by instructors which did not have much impact on classroom curriculum development or improvement.

Moreover, from the qualitative data of observation, the two ELT instructors gave activities that were in the curricular material; they gave examples which were found in the designed material. Paulos and Seid were not in a position to adapt, modify or replace any of the activities of the official curriculum although they had complaints on the designed curriculum activities. In addition, observed instructors did not support their lecture (while teaching the grammar and vocabulary items) with examples that were not in the curricular material. Both observed instructors implemented activities focusing on the contents or activities which were already set by curriculum designers. Of course, Paulos' statement during the main interview questions concurred with the data found from observing him. He had stated (in the main interview) that he adhered to the activities of the first curriculum material since he found them relevant and appropriate to his students. Hence, ELT instructors showed that they mainly followed the fidelity CIA that matched with the data from main interview.

Similar to participants' claim during the interview, observed instructors were used skipping as their primary strategy of adapting the activities whenever they failed to implement the activities as planned. As table 9 depicted, Paulos and Seid skipped a significant number of activities that curriculum designers assumed to be completed by students. Paulos skipped 25 (32.89%) activities whereas Seid skipped 24 (31.58%) of the total activities in units two and three. They simply skipped activities including the core activities that could affect students' attainment of the stated objectives of the curriculum. Instructors were not seen taking time in improving the curricular activities that could

commensurate the activities they ignored. To reiterate, other strategies of adaptation and enactment were ignored by the two observed ELT instructors.

Showing some sample activities that were skipped by both observed instructors' might help one to examine the type of activities that were left out, and to see whether the activities could affect students' attainment of the desired objectives. That is, the information helped one to know whether the activities that were skipped were core activities of the curriculum or not.

Table 10: Sample activities skipped by observed ELT instructors

Activities skipped by Paulos	Activities skipped by Seid
A listening text to be read by the classroom instructor after discussing the pre-listening activities	A listening text to be read by the classroom (skipped all the listening activities)
Writing any sports activity that students are engaged	Writing any sports activity that students are engaged
Knowing the meaning of 'jog' and its forms. What does to know a word mean?	Knowing the meaning of 'jog' and its forms. What does to know a word mean?
Summarizing the forms, uses and meanings of conditionals, and giving oral summaries	Ask information using "WH" questions from a given table
What would you do if you were the mother?	What would you do if you were the mother?
How do sports help to improve our health?	How do sports help to improve our health?
Discuss their answers in groups of 3 or 4 focusing on techniques of finding the main idea of the paragraph	Asking students what are the benefits of engaging in sports for sports person
Listening on cultural tourism (all in all)	Listening on cultural tourism (all in all)
The present simple, past simple, present perfect and past perfect in contrast in context (No shortage of lip in Mursi tribe)	The present simple, past simple, present perfect and past perfect in contrast in context (No shortage of lip in Mursi tribe)
Strategies for improving English grammar knowledge	Strategies for improving English grammar knowledge
Writing a short paragraph using the given topic sentence	Telling to neighbor what is going on in the picture and where it happens
Writing a paragraph of 100 words using the	Writing a paragraph of 100 words using the

four types of tenses	'Benefits and dangers of cultural tourism'
Tell a strategy that you use to learn grammar, and ordering strategies to learn grammar	Ordering strategies from most effective to the least (based on their own opinion)

From the above table, listening, writing, vocabulary, grammar in context and speaking activities were skipped by the observed instructors which could influence students' language skills. The observation data showed that ELT instructors adhered to the designed curricular activities except with the activities that were skipped. The general classroom implementations of the two instructors confirmed that they often followed the fidelity CIA. They mostly showed the character of a instructor who followed the fidelity approach. They closely followed the prescribed units, activities, and assessments outlined in the curriculum. Their deviations from the designed curriculum were attributed to using skipping as the only strategy of adaptation. Activities were primarily driven by the classroom instructor that led students to have limited opportunities for student-led exploration or inquiry. Instructors inclined to lecture, demonstrate, and guide students through the curricular activities suggested by the curriculum designers.

I also understood from the observation that the pace of instructors were not up to the level of students' pace of comprehension. The observed instructors tried to cover many activities in a week while students seemed to require more time to complete the activities. As a result, most of the time was taken by the instructor (instructor-led classroom). The two observed instructors tried to cover all the activities that they wanted within the specified timeframe of the university. They gave insufficient time for students in the reading sections that led students to try using best guesses rather than comprehending the given text. The time constraint was also cited by participants as the main issue not only in trying to cover many activities in a single lesson but also in skipping activities to get time for contents in which exam questions would be drawn. Hence, the observation data showed limited adaptation of activities to tune to student needs and interests which was also confirmed by participants of the interview. During the main-interview session, Paulos stated that he considered students' needs and interests which I could not observe during the observation session. That means, except using skipping strategy, observed instructors took little initiative to modify or adapt the curricular activities based on student needs or interests. In my observation, the two ELT instructors took the fidelity as their top priority, and did the prescribed activities without modifying, changing and replacing the existed activities. I

also observed that ELT instructors assessed students on mastery of grammar and reading texts mostly using question and answer technique. They focused primarily on assessing mastery of students' retention on the reading texts, and recall of the grammar forms rather than higher-order thinking skills that help students apply in authentic contexts and in students' real life experience in the future.

In general, observed instructors closely followed the scope, sequence, and instructional methods prescribed in the FEC. They also showed minimal deviations or adaptations of the existing curricular activities during implementation. The teaching techniques that observed instructors followed were predominantly instructor-directed that the instructor took a central role in delivering content and guiding student learning. I have not observed from the two ELT instructors adjusting their pace to accommodate individual learning needs or preferences rather they followed their own pace that helped them cover many activities in a week. Participants of the main-interviews also admitted that they did not adapt the designed activities to suit them to the classroom context. Hence, the results of observations concurred with the results of the main interview.

4.3.3 Post-observation interview results on ELT instructors' CIAs

After the end of the observation sessions, short post-observation interviews were held with the two ELT instructors (interview not more than 10 minutes). However, instructors did not provide different reasons for their classroom approach that they provided during the main interview. To reiterate the results of the main interview, Paulos and Seid were found to adhere to the official curriculum's prescribed instructions, activities, examples, and contexts except in areas where they took skipping as an alternative strategy of adaptation. Similarly, during the post-observation interview, Paulos and Seid claimed to follow the suggested activities and guidelines, despite there being a few minor deviations in using the suggested instructions. The observed instructors did not give emphasis on the methods that were suggested by curriculum designers. They mostly employed the question-and answer techniques while the curriculum designers intended the activities to be done in groups, in pairs or individually. During the post-observation interviews, participants had similar reasons with what participants had stated in the main interview sessions.

Observed instructors claimed that they did what they had intended before they entered to the classroom. However, they did not have a lesson guide that showed the contents or activities that

they would cover in a single session. What matters for both observed instructors was the time that they were allowed to spend (100 or 50 minutes). They also gave similar reasons for adhering to the activities of the official curriculum as well as for skipping other activities. They raised the issue of assessment that made them focus on some language skills and ignore others. They boldly stated that they focused on activities that questions would be drawn tests and examinations. They also related with the relevance of trying to do contents that would not be included in the exams. As many participants stated in the main interview sessions, the observed instructors stated that they gave emphasis on grammar and reading sections of the curriculum. The other reason especially pronounced by Seid was related to the way the curriculum was designed. He stated that the Ministry of Education sent both curricular materials just to make universities implement in similar ways. He stated, "We [instructors] have to implement the curriculum similarly; we have to try to reduce implementation differences" by adhering to the designed activities. According to Seid, it would be possible to make students have similar language exposure by adhering to the designed curriculum contents. He went on to say that instructors could benefit students similarly by adhering to the prescribed curriculum that in turn helped students to get ready for exams.

However, a follow-up question contradicted Seid's adherence to the designed activities, leading him to skip some of them during the lesson. For skipping activities, Seid attributed it to the mismatch between the numbers of activities and the allotted time. Paulos highlighted the inadequate time allocated to cover the curriculum's contents. Both observed instructors disclosed the existence of many activities that instructors could not cover in the time given by the curriculum designers. Paulos singled out the curriculum designers as "ambitious." According to him, a instructor could not complete all the activities within the specified time and credit hours of the semester. He also attempted to assert that skipping was a common practice among instructors teaching freshman English. He stated, "I always think about how I can cover the activities on which the exam would focus." In his opinion, he not only omitted certain activities but also highlighted those he considered less crucial. That means he prioritized breadth over depth of understanding for language items he thought were less essential. The observed instructors suggested that the curriculum designers ought to have struck a balance between the number of activities in the curriculum and the allocated time. Paulos and Seid acknowledged that

they skipped activities to deal with contents that they believed were important to students passing the university's assessment requirements. However, Paulos stated that he adhered to the activities of the first FEC more often than the second one. According to Paulos, the activities of the first curriculum are appropriate and relevant as compared to the second curriculum, though he admitted skipping activities from the first curriculum material.

During the post-observation interview, Paulos revealed that he struggled to implement certain activities, particularly the writing ones, due to the large class size, which made providing feedback a challenging task for him. He also mentioned that the students' inclination towards grammar and reading activities led him to overlook certain listening and writing tasks, a sentiment that Seid concurred with. Contrary to the listening and writing activities, both participants disclosed that students showed interest in doing grammar and reading activities. Paulos further elaborated that students' immediate need to score good marks motivated them to focus on those language areas. Seid also stated not only students' lack of interest in doing listening and writing activities but also their poor performance in listening and writing that made him skip activities.

However, the two observed instructors did not follow the instructions suggested in the designed curriculum, as they claimed during the main interview. When asked, "Why did you deviate from the given instructions suggested by curriculum designers?" Seid stated that the classroom size was not conducive to doing activities as suggested by "experts." He excused the absence of listening activities by stating that students lacked motivation and failed to meet Seid's expectations. He disclosed that students actively participated in grammar activities, but not in listening activities. Seid also blamed class size, time, and student relevance for neglecting listening and writing activities. Paulos, on the other hand, revealed that he made the changes to the instructions without intending to change them. According to him, he often employed a question-and-answer technique rather than asking students to do activities in groups or in pairs that would take much of the classroom time.

Moreover, Seid stated that students were not given the opportunity to engage in listening activities in their primary and secondary classes. He suggested that students should practice listening more frequently to improve their listening skills, which would require more time. Seid

also provided classroom management problems for his skipping of listening activities. Doing listening activities in a classroom with 60 or more students became impractical for Seid. Seid also expressed his frustration that a large class size necessitates additional preparation, resources, and classroom management strategies, which could divert his time from focusing on other skills that students like to do. In addition, Seid complained of a lack of necessary support from the institution to implement the curriculum as designed. He stated that he implemented the listening activities using his smartphone, as the department had not prepared the necessary gadgets for listening, and the large class size was also a contributing factor. Seid continued to complain about the lack of a conducive environment to implement the listening activities as intended, which resulted in him skipping some of them.

On the other hand, Paulos gave the issue of relevance of contents to students' immediate needs. Some activities, according to him, did not help students to succeed in their examinations or assessments. He gave emphasis on students current needs which made him give activities that were more closely aligned with the requirements of the examinations. Paulos stated that he skipped activities whenever he felt that the activities did not align with the objectives of the curriculum as well as activities that did not help students succeed in passing the examinations. As a result, he skipped many listening activities. He also disclosed that he did not give much focus to the writing activities as he gave for grammar and reading activities. Paulos went on to say that he chose to focus on the activities that he believed they would be more impactful for his students' success in the examinations.

On the other hand, Paulos felt that his students were struggling when he gave listening and writing contents. According to him, students were pleased whenever he gave grammar and reading activities as opposed to listening and writing activities. Seid also agreed with this viewpoint. Seid held the belief that students need more practice, which in turn requires more time, to become proficient in listening and writing. As a result, Seid claimed to adhere to some activities while skipping others.

In addition to the constraints that Seid mentioned, he stated that he did not have the energy to prepare and implement all the activities in the curriculum. Seid revealed that he lacks the motivation and interest (instructor burnout) necessary to complete all the activities recommended

by the "experts." He reiterated his criticism of the curriculum designers for failing to align the number of activities with the time allocated to complete the curricular contents. Seid also explained that he felt pressured to cover the content included in the midterm questions. To achieve this, he skipped certain activities and concentrated on content that aligned with the assessment's focus.

Paulos, in one post observation interview, disclosed that he skipped activities because of the students' language proficiency. According to him, when students failed to participate in certain activities, especially in "simple activities" that he thought students should have known, he decided to skip those activities. He asked students the question, "What would you do if you were the mother?" Paulos explained that this activity was straightforward once students had become familiar with all types of conditional sentences through examples. Consequently, he skipped the activity without providing additional time for the students to respond. Seid also cited the challenging curriculum contents as a reason for skipping activities, as he believed they would require a significant amount of time. He continued by stating that he had to skip certain curriculum activities because they did not align with the students' prior knowledge or experiences. He imagined the activity that required students to understand the meaning of 'jog' and its various forms as a challenging task. He reported that he skipped the activity that required students to tell the meaning of 'jog' and write its forms. He stated that if students could not know the meaning of 'jog' previously, they could not list its forms.

During a post-observation interview, Paulos acknowledged that students' interest in discussing grammar for the mid-test compelled him to ignore other activities and concentrate on those he anticipated would be the assessment questions. He continued by stating that he had to skip activities because they did not align with the students' interests and did not contribute to their high marks. In general, the reasons that Paulos and Seid gave for their adherence to the designed activities and for their skipping over others concurred with what they and other participants stated during the main interview sessions.

4.4 Motives that affect ELT instructors' curriculum implementation approaches

There were a number of motives generated from participants of the interview and post-observation interview that affected ELT instructors' CIAs. Some motives were suggested not

only as reasons for using a particular CIA but also as reasons for skipping activities from the curricular materials.

In-service training as basic tool for updating instructors for a new way of doing things was not considered as a means of developing instructors' professional development. Most of the participants mentioned that they took the higher diploma program (HDP) training that most of them did not appreciate because of its focus on general educational issues rather than on ELT issues. Abera, who started his teaching job when the university started its task of teaching, took the HDP training many years back. According to him, the impact of the HDP training was outdated. Seid on his part disclosed that he did not take any training except what he got during his second degree as pre-service training, and the HDP training that he took in 2014/15. Seid criticized the University for failing to design any professional development training focusing on language issues.

Moreover, Dawit and Paulos stated that they took only HDP training after they joined the university. Both of them criticized the HDP training for it was not based on the needs of instructors. They complained that they took it as a requirement of getting a certificate by the university. Reda also claimed that he took HDP training before eight years at Injibara College of Teacher education. However, different from other participants, he appreciated the HDP program as relevant and useful. Yared, on the other hand, stated that he did not take any training after he had his second degree and after he joined the university. He went on to say that the courses he took during the second degree helped him in the implementation of language curriculum. Hence, lack of appropriate in-service training could have impacted ELT instructors' CIAs to lean towards the fidelity approach in the continuum of curriculum implementation.

Rahel and Maru did not have different views on the lack of in-service training that could strengthen their professional activities. However, similar to Reda, Rahel appreciated the value of the HDP training as it made her be familiar with many issues in the teaching-learning processes. She stated that the HDP training made her share experiences with other instructors at the university. She revealed that she gained many pedagogical activities that she would use in the classroom such as classroom management strategies and active learning techniques among others. However, she suggested the inclusion of activities from her field of study based on the needs of the trainees. Coming to the CIA followed while teaching the FEC, Rahel stated that she

tried to close the gap in implementing the curriculum through discussions with office mates and hands-on experiences in her career. Maru also stated that he did not receive any in-service training except for the HDP training, which was similar to the continuous professional development (CPD) training he received while teaching in secondary school. Maru criticised the HDP training for being solely a certification requirement. He stated that both his secondary school CPD and his university HDP did not impact his professional activities. He stated that he completed the two trainings because the authorities considered them as necessary. He expressed his doubts on HDP as whether or not it would have significant impact on instructors' careers.

The study did not consider educational status as a variable that produces differences among participants. It was Dawit (with a status of assistance professorship) who seriously expressed that instructors had to comply with the curriculum sent from the center. Hence, instructors' status did not impact instructors' CIA differently, as there was no difference in status among the participants in the study. Dawit (with a status of assistance professorship) as well did not have a different view on the relevance of adapting activities based on the needs of students.

Moreover, ELT instructors' teaching experiences were considered as one factor. Participant instructors' teaching experiences ranged from 7 to 20 years, but participants did not show differences in their CIAs. Only Abera, who had 14 years of teaching experience, claimed to adapt the curriculum and advised others to do so. However, Abera admitted that he adapted activities for not more than 30% of all activities in the designed curriculum. As a result, almost all of the ELT instructors followed the fidelity approach to curriculum implementation, despite having a range of 13 years of teaching experience. Hence, ELT instructors did not show differences in CIAs as a result of the differences in their teaching experiences. Therefore, the teaching experiences of instructors were not sufficient to explain differences among ELT instructors' CIAs, which could be the result of other factors.

As stated in the results section of the first question, ELT instructors followed the fidelity CIA. However, the demographic characteristics of participants could not yield clear data on whether they contributed to instructors' CIAs, except for the lack of in-service training that could contribute to instructors' adherence to the designed curriculum. However, there were other major factors that determined ELT instructors' CIAs while teaching FEC. According to all respondents

to the study, some motives came from the students' interests, some from the institution (MOE to departmental level), and still others from the instructors themselves. Hence, the result was presented, categorising those factors as student-related, institutional (environmental)-related, and instructor (personal)-related motives.

4.4.1 Student-related motives

There were participants who pronounced the needs of students as a determinant factor in shaping the ELT instructors' CIAs. Participants' responses showed the different needs of students (language, pragmatic, schematic, and affective needs). Abera stated that he adapted the contents of the curriculum based on the different needs of students. He frequently stated that he followed the adaptation approach out of a desire to satisfy students' needs. He believed that he had the responsibility of addressing the needs of students rather than satisfying the needs of the institution, though he did not deny the importance of respecting the institutional motives for what to teach and how to assess students. According to Abera, he prepared his own activities whenever he felt that activities were either more challenging or easier. He went on to say that "I adapt or modify the activities in the designed curriculum based on the needs of students...to benefit my learners."

Participants disclosed that students performed poorly on writing, speaking, and listening skills compared to grammar and reading. However, Abera pointed out that students were poor at reading in addition to speaking, writing, and listening, and he admitted that students did relatively better on grammar as compared to other language skills. However, he went on to say that students did not use their knowledge of grammar in speaking and writing. He asserted that the students "do have a speaking phobia and significant difficulties with writing." Abera was also dissatisfied with the students' lack of preparedness for using the language in their career, which aligned with Dawit's assertion that students had never used the language in their lives. Abera underscored the lack of willingness of students, even "outstanding students," to use the language in the classroom.

Maru also described students as having poor performance, especially in writing and listening skills. He also declared that "students could not have good writing and listening competence all of a sudden at the university," a statement that was similar to Dawit's. Abera, Dawit, and Maru,

emphasizing students' poor writing performance, suggested the importance of designing a curriculum for freshman students—a curriculum whose focus is on writing. Abera stated that “students need a writing course that will eventually help them organise assignments, projects and senior essay in their field of study.” Abera revealed that students were extremely terrified of participating in listening and writing activities at the university level. Maru also believed that the writing course would benefit students in their “academic career at the university more than taking two communicative courses.”

Maru criticised the way students were learning in secondary school. Remembering his experiences of focusing on grammar and reading while teaching in secondary schools, Dawit believed that it would be incorrect to place the blame on students; rather, he believed that instructors should be held responsible. He also pointed out that he had learned the language through excessive translation to his first language in primary and secondary school. This, according to him, imposed the challenge of being unable to perform well in listening, speaking, and writing, which could also be true for the present students at the university. According to him, it would be futile to expect students to be good at listening and writing by delivering curriculum that they currently implemented. Dawit suggested the provision of a writing curriculum in one hand and allocating sufficient time that enable students to have enough exposure to the required skills.

Dawit firmly believed that the implementation of the FEC should take into account the needs and language background of students. He revealed that he focused on grammar and reading because he observed students showing some interest in these areas. However, Maru suggested the importance of teaching “whole language skills” starting from early grade levels rather than focusing on reading and grammar. He also advocated for the enhancement of English language instructors' proficiency across all grade levels, including those at universities, by implementing various in-service training programs that could contribute to a shift in students' English language proficiency. In addition, Maru advised instructors to motivate students to engage in such types of activities (writing and listening) rather than leave them to chance. Maru also went on to say that instructors should work hard for the benefit of their students, even though instructors have “real problems of survival.” He expressed his belief to instructors, saying, “We never feel exhausted; we never get tired when we spend time with our students.” Maru also criticised instructors for

their lack of preparation ahead of the class. He stated that instructors were not only responsible for students' poor language competence but also for adapting the ill-designed curriculum.

Moreover, Seid acknowledged that students were a driving force behind his CIA, despite the pressure to meet organizational requirements. He said he would skip activities if students were not interested. However, he emphasized that he had to prioritize activities that directly contribute to the stated objectives, even if students showed no interest in the existing ones. Similarly, Seid revealed that his CIAs, when teaching curriculum other than freshman English, were shaped by the needs of the students. He stated that "I do not follow any one single CIA" in teaching curriculum other than freshman English. He elucidated that he implemented those curriculum according to the context of the classroom.

Furthermore, Paulos stated that the way students used to learn English was different from how ELT instructors used to teach English at the university. He went on to say that students knew different English grammar forms, though they were not as he expected. According to Paulos, "...the grammar items that were suggested in the freshman English were prepared inductively, specifically in the first curricular material." This, according to Paulos, made students learn in a different way than they did in secondary school. Paulos also disclosed that students had better motivation and interest to do such activities in contrast to the listening and writing activities. He went on to say that he did activities as designed in the material whenever he felt that the activities were appropriate to his students' levels and changed them if he felt that activities did not suit the context. Paulos revealed that students tend to dislike listening and writing activities, likely due to their lack of prior listening experiences before joining the university. Therefore, Paulos was guided by the students' experiences with specific language items when designing the curriculum. He went on to say that he did activities as designed in the material whenever he felt the activities were appropriate to his students' levels and changed them if he felt that activities did not suit the context.

Paulos' statement in the main interview and post-observation interview showed no difference at all. During the post-observation interview Paulos unveiled students' preference for completing some activities as a compelling factor to stick to some activities, ignoring the others that exactly coincided with his statement in the main interview sessions. He also confirmed that students had

conflicting needs that he could not afford to address. He reported that most of the students dislike the listening activities, while some of them want to do the listening activities. According to him, those who wanted to do the listening activities stated that they want to develop the skills that they had missed at secondary schools. As a result, Paulos admitted that he could not address the various needs of students, which in turn made him commonly adhere to the prescribed curriculum contents, and skipping whenever he felt that he could not address those conflicting needs of students.

Reda and Yared did not have different views on students' motive as a factor for following a particular CIA. While Reda expressed that students were better in learning grammar focusing on the forms rather than meaning and function of the grammar, Yared argued that he had few students who had the expected level of competence at university level, and most of them were below the expected level of competence. Yared expressed his dissatisfaction on students' competence:

I personally...obligated to change...what I teach. ...there are many students who do not give answers to lower level questions. There are students who do not understand even the instructions to do the activities ...they don't know what they are asked; they don't know. ... to help these kinds of students, changing my way of teaching, going out of the material can be essential, and I go back and deal with contents that may not be expected at university level, mostly contents that I taught in secondary school.

Moreover, Yared disclosed that he did grammar and reading activities that they had experienced in secondary schools since students had competitions for field placement. He wanted students not to be placed in a field they did not want to study because of his negligence. As a result, he found supplementary grammar activities when he observed gaps in that particular area.

Rahel also unveiled students' interests and motivations as main factors in influencing her CIAs. According to her, whenever she saw that students show high level of engagement to do the activities, she tried to stick to that activity, and if they showed the opposite, she tended to skip activities. She went on to say that she mostly skipped listening and writing activities since she understood that students had less interest on those language areas. She complained that students' interest discouraged her that let her skip some activities and focus on some others. In general,

many participants attributed to the gaps students had as the main factor that influenced their curriculum implementation approaches.

4.4.2 Institutional motives

Most participants characterized the institution as the main influential factor in choosing the approach they sought to follow. Participants pointed out many institutional or environmental factors that require further categorization for presenting the data.

4.4.2.1 MOE and the department

Paulos and Seid revealed that they typically followed the activities outlined in the designed curriculum when teaching the FEC, as the department mandated them to follow the same approach as other ELT instructors. They revealed that the department urged ELT instructors to use the designed curricular activities and assessment techniques to avoid student complaints that could arise as a result of the disparities among instructors' CIAs and assessment techniques. Seid stated that ELT instructors strived to satisfy institutional needs at the expense of the needs of students as well as the needs of instructors themselves. Paulos and Seid expressed their dissatisfaction with the department's adherence to group or institutional norms and decisions, which dictated what to teach and how to assess students in the FEC.

Furthermore, Paulos and Seid provided similar justifications in the post-observation interview as they did in the main interview. Paulos and Seid held the assessment types responsible for encouraging them to prioritise reading and grammar—areas primarily examined in the mid- and final exams. The ELT instructors reported that they observed students showing motivation to participate in reading and grammar activities more than in other language skills. When asked about the reasons behind students' preference, Paulos stated, "Students are familiar with the department's exam pattern," while Seid revealed that students had experience taking exams on reading and grammar across all grade levels. Seid went on to explain that ELT instructors also like evaluating students on grammar and reading, as they experienced similar assessments in their school life.

Seid further emphasised the administrative challenges associated with adhering to the designed curriculum activities. He shared his personal experience of testing students on listening out of 10%, when it should have only been 5%. He claimed that the department forced him to rate

students on a scale of 5% and evaluate them similarly to other ELT instructors. After that, according to him, he felt compelled to rigidly follow what the department needed rather than what he wanted to do professionally. He expressed his resentment by saying, "We cannot do what we think is good professionally for students." The department, he believed, determined all activities.

Paulos and Seid shared a complaint with Dawit, who held the institution accountable for adhering to the designed FEC. He revealed the presence of a department-established curriculum committee that examined and made small adjustments to the official curriculum. Then, Dawit was required to put the activities forwarded by the ministry and the department into practice. Dawit had a firm stance on following the contents of the designed curriculum. He asserted that MOSHE (now MOE) designed the curriculum at the national level. Therefore, he adhered to the content of the curriculum, regardless of the classroom environment. He stated, "We don't care about adapting this one [he laughed]; we follow the sequences of the material [again, he laughed] suggested by... the course designers.

Similarly, Dawit held the institution accountable for adhering to the established FEC, with the exception of situations where he used skipping as a sole strategy for adaptation. He revealed that the department had established a curriculum committee, which reviewed and made minor modifications to the official curriculum. Then, Dawit felt that he was required to put the activities forwarded by the ministry and the department into practice. Hence, he strived to satisfy organizational needs rather than those of his students and himself.

Rahel took the assessment system, which determined students' placement in their field of study as one reason that influenced her approach. Rahel, on her part, did not deny the freedom she had in improving the curriculum. In her expression, she stated;

I don't want to be accountable doing something different from what the department has set to be done. So I usually do activities and assess my students according to the guideline prepared at federal and department level. Even if I have the uh ...freedom of improving the curriculum, I could not take the responsibility of improving unless it comes from the institution. Moreover, have to get training concerning curriculum development. So, I prefer to follow the contents and activities of the material at hand.

She also added that it was challenging for her to ensure whether the activities designed by her could be better than the activities of the original material. She also felt good when she did activities in accordance with the suggested sequences, methods and assessment guidelines. On a similar vein, she stated that she focused on areas where exams would be drawn sidelining other language areas. The class-size, shortage of time, lack of suitable listening devices and interest of students are factors that were mentioned by Rahel for skipping activities as opposed to her adherence to the designed material.

Class size was another factor that Dawit, Paulos, and Yared found to be impeding their CIA efforts. Dawit disclosed that a class with more than 60 students forced him to either skip certain activities or assign students to complete them independently. Paulos revealed that the large class size hindered his use of the adaptation approach in the classroom. He preferred to transmit what was there in the material rather than trying to satisfy the diverse needs of students in a class. Paulos overstated that he could not support students or give feedback for their piece of writing as a result of the class size that could not be completed within the given limit of time. According to Paulos, it would be impractical to implement a skill course with a class size of more than 40 students. Paulos expressed his dissatisfaction with the institutions, such as MOE, who mandated him to teach English in a communicative manner to a class of 60 students. Paulos further stated, "I have almost 8 years of experience here" [at Debre Tabor University], where "the average number of students in one classroom has been more than 55." Yared and Reda, echoing the opinions of Paulos and Dawit, expressed their dissatisfaction with the challenges of performing certain activities such as writing and listening in a large class size. According to Yared, the average number of students in the FEC is 55. Reda also complained about the number of students assigned to a section; according to him, there were more than 60 students in a section, which made implementing some activities, like listening, challenging.

Concerns were also raised regarding the time allotted to complete the curriculum's contents. Paulos expressed his dissatisfaction with the curriculum designers' inclusion of numerous activities within a single unit, which exceeded the anticipated time frame. He reported that certain activities, such as speaking and writing skills, require more time and the participation of all students. Yared also criticised the allocated time, stating that it was insufficient to cover the designed curriculum's contents or activities. He tried to justify that the course was said to be

"communicative," but the time allocated to it was not adequate to teach contents in a communicative manner. Yared also highlighted the difficulty in distributing the designed curriculum contents to students, particularly for reading activities. He harshly criticised the department for not providing enough resources for reading activities in the classroom. Seid and Rahel equally share the challenge of obtaining listening gadgets to teach a sample of listening activities to students. Rahel, in particular, became frustrated with the lack of resources and the students' lack of interest in listening-based learning. Rahel also cited the class size and the time allocated to complete the curriculum as factors that influenced her adherence to and skipping activities from the official curriculum. Rahel expressed severe criticism towards the FEC's designed activities and the amount of time allocated to them. She commented that "Including relevant points in the course doesn't mean we can teach all these relevant points." They [curriculum designers] should align these two things, the items in the course and the time allocated to each item."

During the post-observation interview, Paulos and Seid revealed that their use of adaptation strategies beyond skipping was hindered by a shortage of time and the size of the class. Paulos added that there was a lack of time to finish all the intended activities of the designed curriculum. Consequently, he opted for skipping as an alternative strategy, as opposed to other adaptation strategies that necessitate significant time investment. Reda shared a similar perspective on the reasons he chose to skip activities. According to Reda, he skipped the listening activities due to the unfavorable teaching environment, particularly the large class size and the presence of listening devices. In general, the study participants identified the MOE and DTU as the primary obstacles to fulfilling their professional responsibilities in ways they believed would benefit students.

4.4.2.2 Assessment

The assessment scheme outlined by MOE and a little bit amended by the department was found to be a major impediment for ELT instructors in adapting the designed curriculum activities. According to Abera, ELT instructors are supposed to follow the types of assessment techniques that were suggested in the curriculum material. Abera demonstrated that final exams, tests, and other types of assessment techniques were decided at the federal level, while the department made only minor amendments. Abera cautiously stated that though he tried to adapt the contents

suggested in the curriculum, he took care of maintaining the norms of assessment that were followed at the departmental level. He expressed his complaint: "If you do not comply with the suggested assessment technique, students will just blame you." This, in turn, prompted Abera to concentrate on activities that could aid students in achieving success in the assessment rather than focusing on activities that enhance students' language proficiency in speaking and writing. Abera stated, "I have to prepare extra activities to enhance my students' ability to answer questions in tests or exams; students must score well in these exams to continue in the university and, more importantly, to pursue in their desired field of study."

Abera also brought up the alignment problem between instruction and assessment. According to him, there were activities that ELT instructors were supposed to implement, but they were not assessed. Abera stated that he initially attempted to implement the listening and writing activities as part of the curriculum, but due to the omission of listening and writing from the suggested assessment guideline, he ceased evaluating the students' listening and writing skills. However, he highlighted the challenges of completing listening and writing skills activities within the allotted time, particularly given the large number of students in a single classroom. He went on to say that it was impractical to help individual students where 60 and more than 60 students were assigned to a classroom. Furthermore, he cited the students' backgrounds as another obstacle that prevented him from assessing these skills, in addition to the assessment framework recommended in the curriculum. He went on to explain that he did not assess listening because he did not have access to an English laboratory that provided appropriate listening texts and videos. As he said, "I tried to do some listening activities, but I did not assess what I teach." He also reported the impact of unassessed contents on students' motivation to do such activities. He disclosed that students did not have motives to do activities which were not assessed even if the activities were important for the improvement of their language performance. Students showed high motivation to do grammar and reading activities because they knew the exam would include questions about those skills.

Moreover, Maru expressed the influence of the assessment on his CIA. He disclosed the difficulty of assessing students listening skills, and he felt that it was "a waste of time and effort." He stated that he tried to test students' listening skills, but he found that all students were unsuccessful. That was why he called it a "waste of time and effort." He went on to say that ELT

instructors focused on grammar and reading because these two skills were the most commonly used in assessing students' outcome of FEC. Despite Seid's belief in his autonomy to evaluate his students' listening skills, the institution's suggested assessment scheme hindered his ability to do so. He disclosed his discontents on the directions sent from the institutions (MOE) on the contents of the curriculum and the assessment schemes to be followed. He did not want to be dictated what he should do professionally. He elaborated his story that he ignored the department's directives that instructed instructors to assess students' listening skill out of 5%. He instead assessed his students' listening skills out of 10% and their writing skills out of 10%. According to him, he believed that he was "professionally right". Nevertheless, he noticed the acceptance of students' complain by the department. According to him, he was forced to reassess students as other ELT instructors did. He did not feel that he committed mistakes, and he asserted "I was in line with the curriculum policies suggested by the MOE, but with little differences from what the department's academic committee suggested to be done." Seid confirmed that he started rigidly follow the fidelity CIA because of such external factors.

Similar to other participants, Seid emphasized the importance of the teaching content that the exam question would focus on (grammar and reading skills). Seid went on to say that trying to make students achieve good marks as his priority. Seid asserted that ELT instructors should prioritize focusing on and covering specific content for testing, while paying less attention to what students need to learn. For him, it was listening, writing and speaking that were important to students at university level. Seid viewed the high-stakes exam that might affect students' placement in different academic disciplines as a major motive to follow a fidelity CIA. Both Paulos and Seid were concerned about the placement of students in various fields of study. They disclosed that the expectation is for students to achieve good grades to secure their desired field of study. As to the two participants, the institute also urged instructors to use the prescribed assessment techniques to reduce student complaints that could arise as a result of the disparities among instructors in assessing students.

Paulos, Seid and Abera highly criticised the assessment type used at the university. According to those participants, the curriculum includes all the four language skills—listening, reading, speaking, and writing—as well as the sub-skills (grammar and vocabulary). However, they questioned the content presented in the mid-term and final exams. Paulos, from his experience,

stated that reading and grammar made up 80% of the exam, leaving out listening and writing from the assessment domain. In his own expressions, Paulos elucidated that "...we have taught them [students] different skills, for example, listening and reading" in the first curriculum. However, he pointed out that the assessment overlooked listening skill. He went on to say that "... we taught, but we didn't assess the listening skills" which in turn affects students' motivation towards listening [towards the unassessed skill]. He reaffirmed that though the assessment in the second FEC was assumed to focus on speaking and writing, the exam questions were not different from the first curriculum exam contents. There were no differences in exam types that the department set on the first and second FEC. Paulos also voiced his dissatisfaction with the curriculum's recommended assessment techniques. He felt obligated to adhere to the assessment techniques specified by the "authorities". Paulos also looked the impracticality of assessing students' listening and writing skills even if the assessment scheme allowed instructors to do so. He believed that assessing listening and writing skills was "impractical with the existing classroom context" of the university. He disclosed that he could not assess those skills with the existing class-size and other environmental factors.

Paulos also criticized the use of similar assessment type in the second curriculum material as was in the first one where the focus in the second would have been on speaking and writing. Paulos, there was no difference between the assessment that instructors followed in the first and the second curricula materials; the assessment focused on reading comprehension and grammar in both the first and second curricular materials where their focus was stated as different in the introduction part of the first curriculum material. He frightened that they [instructors] might miss the objectives sought by the ministry. He criticized the focus of the exam in the second curriculum by stating "... reading is not a priority for communicative two." According to him ... above 80% of the assessment was based on reading and grammar" as it was in the first curriculum material (see Appendix F).

Paulos gave a kind of justification for why ELT instructors use "paper and pencil or paper-based examinations" in teaching the FEC. He stated that instructors perpetuated the assessment type they experienced while they were learning, an opinion shared by Reda. Paulos suggested that instructors should have assessed the neglected skills by removing the obstacles that hindered them in assessing listening, speaking, and writing. He also brought up the issue of instructors'

tailoring the assessment techniques to make marking easier for them. Instructors failed to consider assessing students in ways that would help them achieve the intended objectives. He criticised the department, stating, "We don't have the right to include this or that one; we don't have the room." Hence, he decided to follow what would be suggested from the institution.

Many participants acknowledged students' interest in doing reading and grammar activities. They stated that students realized the majority of questions would be drawn from reading and grammar, leading them to focus on these language areas rather than those not tested. They also claimed that the assessment type allowed them to skip activities related to listening and writing. The statement stated by Reda could be an inclusive statement for many of the participants of the study. He revealed that "... 5% of our evaluation goes to listening...but writing and speaking skills are not incorporated in the assessment." He also revealed that the assessment type was primarily focused on grammar and reading comprehensions, ignoring listening, speaking, and writing, despite the adequate presentation of listening in the curriculum. Reda revealed that ignoring those skills made students focus and show interest only in reading and grammar. Reda tried to confirm the righteousness of students in showing interest to skills that were tested by asking "Why do students invest time in learning skills not included in the assessment?" Reda also did not deny the existence of challenges, mainly resource and class size, to assess listening, writing, and speaking a statement similar to Paulos.

Yared, on the other hand, supported the idea of teaching the FEC following the same topic and assessing them following the same assessment techniques. According to Yared, students compete for placement in the field they want to pursue in the university-a concern for many participants. Hence, he believed that students have to be taught and assessed in a similar way. He suggested that "...I believe, if it is possible, all the students must learn the same topic and must be evaluated from the same content."

Yared also brought relationship between content coverage and teaching. As to him, he was a type of instructor who did not focus on content coverage in his teaching experience at secondary school. However, he realised that his experience might not work here at the university. Yared affirmed that;

I am not a type of instructor who run to cover...a given content...that was not my focus. My focus was just...to make students understand...even if I don't finish the material; they [students] can have the opportunity... to understand the remaining contents through reading.

According to Yared, it was because of the assessment type that he focused on covering the contents, which he thought the focus of the assessment would be. He stated that he was influenced by the assessment that the institute followed. According to Yared, the university's assessment scheme caused him to shift his focus from students' comprehension of his lessons to overall content coverage that would appear in the assessment. Yared stated that he wanted to follow the contents of the official curriculum as closely as possible. He stated that "If I invest my time in contents that I believe...important, they may not benefit from the assessment; they will not be evaluated from the contents that I taught." Conversely, he conducted a comparison between the students' performance and the contents of the FEC. Yared pointed out that the contents of the FEC could be prepared considering the level a university student should be at, but the students were not up to that level.

Yared also stated the influence of the assessment on his CIA. He expressed his dissatisfaction with the students' field placement based on their first-year university achievement. Yared echoed with Paulos and Seid's statement that he occasionally skipped activities, especially those not included in the students' assessments. However, Yared did not skip reading and grammar activities, knowing that most of the questions that would appear in assessing students would be about those two language skills. Both Yared and Rahel voiced their dissatisfaction on disregarding listening and writing skills in assessing freshman students.

Dawit also held the belief that he needed to strictly adhere to the institution's designed curriculum contents and that students should receive similar assessments. Dawit believed that the contents of the FEC needed adaptation, but he preferred to stick to the activities whenever possible, skipping those that did not fit the classroom context due to institutional circumstances. Dawit also stated that he focused on activities that he believed were relevant to the current needs of students. He also disclosed the department's need by urging instructors to use the suggested activities, assessment types, and procedures. Similar to other participants, Dawit complained

about the lack of students' interest in doing activities other than grammar and reading. He stated that students demonstrated a greater interest in activities that involved drawing exams.

4.4.2.3 Alignment

Participants expressed concerns about the alignment of the contents of the FEC and the institution's assessment scheme. Paulos, Seid, and Rahel complained that they did not test what they taught. They emphasized that they tested students on reading and grammar, but the contents encompassed all language areas. Participants reported that the assessment overlooked listening and writing. Consequently, there were issues with the alignment between the instruction and assessment processes. Knowing the needs of students, Paulos and Seid tended to focus on reading and grammar activities that was shared by Rahel and Reda. Paulos stated that when he did the listening activities, most of the students were not as interested as they were in reading and grammar.

Maru stated that there was a significant gap between the content students were taught and the way they were assessed. According to Maru, there were activities on the four language skills and other sub-skills (which he referred to as "macro- and micro-skills"). He criticized the assessment for being primarily focused on reading and grammar, revealing inconsistencies between the instructions and the assessment. Maru reported that there was disagreement among instructors about whether to follow the suggested assessment components or not. Some ELT instructors argued about incorporating assessment components not suggested in the curriculum, while others favoured using only the suggested assessment techniques, each offering their own justifications. According to Maru, though disagreements prevailed, the department made only a few modifications to the prescribed assessment techniques. Maru asserted that modifying assessment techniques at individual level had consequences. He went on to say that ELT instructors were required to adhere to the institutionally decided assessment to prevent students either from being benefited or harmed due to differences in assessment methods among instructors.

According to Seid, there was conflict of interest between the institution and the instructors on how the students be assessed at the start of implementing the curriculum. He stated that the department wanted assessment techniques that was designed by the curriculum experts whereas instructors wanted to assess students' listening and writing skills. Seid stated that the task of

amending the assessment technique was given to a committee, but meager amendments were made so that the alignment problem remains unsolved. Seid stated that he became negligent not only in assessing listening and writing but also in teaching those skills. Yared on his part raised the idea of continuous and the summative assessment in the FEC. Yared disclosed that ELT instructors assess students using the summative assessment out of 80% and the other 20% for continuous assessment. However, he uncovered that there was “no clear and trusted guideline” on the continuous assessment that could make instructors’ implementation similar. He expressed his discontent that he gave a group assignment of which the purpose was not clear to him. Dawit also disclosed the presence of alignment problems between instruction and assessment. As to him, instructors assess students focusing on few language skills ignoring other skills that could have influenced students’ language performance.

4.4.2.4 The curricular material

The contents of the FEC were the other major focus of ELT instructors that determined their CIAs. According to Abera, there were contents in the material which did not have sufficient detail of the topics on the one hand there were topics that were not match to students’ comprehension skills. Abera went on to say that grammar points did not have sufficient activities whereas a few reading contents were difficult to comprehend to students, mentioning the reading text ‘There is No Shortage of Lips in Mursi tribe’ as an example. For Abera those reasons made him adapt curricular contents. He went on to say that the material designed at “federal level” could not suit to students who came from different places having different language learning backgrounds. He stated that “The curriculum designed at federal level won’t fit to all students” so that he believed in the necessity of adapting the material. In his opinion, he adapted the material to benefit both “the weak and...some outstanding students.”

Moreover, Abera showed his reservations on the organization and relevance of the materials specifically on the second curriculum material. Though he appreciated the existence of many contents that were relevant, he criticized the “mere repetitions” of topics. He stated, “...repeating is very important just to remind our students and to treat topics that the instructor felt difficult for the students to comprehend or use the language, but...many topics are merely repeated, and students get bored, even instructors.” Abera expressed his discontents as;

“...some materials especially the reading texts even grammar topics are directly copied from the internet;...The reading texts should be in the context of the learners, but it is directly copied from foreign materials, that is, from materials designed for other students in different contexts.... I mean, those texts might not fit to...to students in our context which our students may not understand easily.

Abera reported that he did not observe any organization difference between the first and the second curricular materials. This idea was also shared by Reda, Maru and Paulos. Abera stated that “I couldn’t see ...how the second course differs from the second one.” Abera stated that the organization and relevance of contents as one factor that made him follow the adaptation approach of CIA. Abera went on to say that new topics should have been set in the second curricular material rather than repeating the topics that students well understood like the conditional sentences. Abera criticized the second curriculum material as it gave emphasis on reading skill and to some extent on grammar. He revealed that “...the material is full of reading passages and ... less emphasis is given to writing and speaking skills” a view that echoed with paulos. Abera continued to say that the curricular materials consisted of some sort of activities on writing but they were “not adequate”. He stated that at university level, writing must be beyond writing a paragraph. He suggested that students should have asked to write a composition that could help students write or compile or organize reports later in their field of study which Rahel also shared the idea. The university, according to Abera, is the right place for students “...to start writing good sentences, writing good paragraphs, and... to write compositions; compositions are completely neglected in both curricular materials.” He reiterated that the two curricular materials could not help students practice writing that could help them in their field of study and in their later life. He emphasized the importance of writing as “...students...may be obliged to write assignments, essay senior and project reports ... in that case the materials are not helping them to develop such skills.”

However, Abera did not hide the challenges existed even if the material is revised and have adequate writing activities. He stated that there were many factors that impede instructors’ enthusiasm of supporting students in their writing skills. For Abera class size, students’ language background and time were the major factors that impede instructors to implement the designed curricular material. The impeding factors mentioned by Abera were also stated by Rahel, Paulos and Maru. Abera mentioned how challenging it was to give written corrective feedback for each

student where there were sixty and above students in a class. Abera added students' language learning background and their motivation and willingness to write as another challenge for implementing the curriculum. Abera expressed his extreme dissatisfaction on students' written work. As to him, he gave an activity to students to write a small paragraph. However, he could not get a legible handwriting from most of the students, and he expressed as "I was completely discouraged." He went on to say, "...they [students] don't know what to write, and they don't know how to write..."

Maru also criticized the repetitions of grammar contents like that of Abera. He stated that only relative clause and forms of expressing future were topics that he got in the second curriculum material which were not treated in the first curriculum material. Maru justified his stance on the possibility of treating other language aspects through writing. Maru went on to explain;

"...the whole grammar...grammar contents that students...experienced in secondary schools, and again in the first communicative English course in the university is... enough. Then after they learn one communicative English course in the university,...students should go to writing practice that... enable them [students] to apply what they have learnt throughout their learning career, entertain what they have learnt in the form of sentence, paragraph and essay for example. ...the whole language skills that they learnt can be entertained in the form of writing if they get the chance of learning a writing course.

Moreover, Maru disclosed that the contents of the FEC did not fill what students' lack in writing though students had "multiple problems" in all language skills. The first curricular material, according to Maru, was suffice for revising what students have experienced in lower grades, and he wanted the second course devoted to writing skills. He generalized that the existing contents of FEC could not meet the needs of students. Maru ended his explanation reiterating the great opportunity of students to use English in different contexts if they get the opportunity of learning a writing course at the second semester.

On the other hand, Seid, started criticizing the contents of the FEC through criticizing individuals who prepared the curriculum materials. He commented that "Those experts...did not invest more time and effort while they prepare the materials...." He disclosed that the two curricular materials did not have horizontal and vertical integrations. The idea of lacking vertical

integration was also stated by Dawit though he was negligent in adapting such contents at the classroom level. According to Seid, the contents did not show progressive development of difficulty level across contents of different units in the same material and between the two curricular materials. He stated that there was no difference in difficulty level and content emphasis between the two curricular materials. Moreover, Seid stated that the materials had “some limitations” as compared to what students learned in secondary school. Connecting the contents presented in secondary school textbooks with contents in the FEC, Seid stated that the contents that were included in the FEC did not deserve to university students’ “competence...and students’ level of maturity.” He expressed the notion behind modifying or adapting the material emanated from the relationship between the difficulty level of contents and students’ expected competence at the university.

Seid, drawing from his secondary school English language teaching experiences, advocated for a thorough revision of the FEC contents. He took the conditional sentences as an example and argued that students knew, or at least learnt, “the meaning, the inversion, the usage, or the functions” of them. He argued that a more complex presentation of the grammar was necessary. He continued by stating that, in light of the students’ acquired knowledge, it was crucial to alter the contents to align with the expectations of ELT instructors and the students themselves. However, Seid stressed that whenever he got contents that were inappropriate in the contexts he was doing, he took skipping as an alternative strategy. Seid also mentioned the lack of relevance of some contents in the FEC, stating that “some contents are not as helpful for the students” which was also shared by Abera. He connected the contents of the FEC to the grade 11 and 12 student streams. He suggested a type of English for specific purposes curriculum for natural and social sciences students, and a course that focusses on writing for the second curriculum, a suggestion made by Maru, Abera and Rahel. “If it is possible,” he forwarded, “the contents should be related to the streams they [students] were placed,” which he believed “will catch the students’ attention.”

Seid concluded his interview by emphasizing the urgent need to conduct a survey study on the outcomes of the FEC, which would enable the government to promptly address any gaps identified by the study. He emphasized the importance of interventions in improving the effectiveness of the FEC. He firmly believed in making modifications or changes to the entire

content of the FEC. He reiterated the importance of assessing all the skills that ELT instructors taught, citing minimal interventions by the department that would broaden the instructor's academic freedom and help instructors take responsibility for their profession.

Dawit also shared Seid's idea of "content simplicity" of the FEC. He went on to say that the contents were not what Dawit expected at the university level, partly shared by Abera. Dawit stated, "...the contents are not appropriate for ...university student competence level." Dawit called the integrations of the activities of the two curricular materials as "poor", "carelessly designed" and "redundant" which shared the feeling of Seid that read as "...experts did not invest much time and effort" in the design process. Dawit went on to say that;

...there was "no organization difference, no difference in level ...but since the curriculum is designed at national level ...instructors are governed by that curriculum designed by MOE. So we do have the mandate to follow the contents; it is our duty to follow that.

Concerning the FEC curriculum contents, Dawit emphasized the need to follow the contents of the curriculum irrespective of the relevance and appropriateness of contents. He had also a view that instructors had to transfer the designed contents as planned. He went on to say that he observed the similarity of emphasis of contents in both FEC curricular materials. However, Dawit overlooked his role of adapting the contents to the needs of students and the requirement of the environment. He stated, "...we discussed a lot about this [the contents]...but we reached on conclusion that ... we don't care about the problems, we follow the sequence of the material, suggested by ...the course designers." Like many other respondents, Dawit wished if the second course would be replaced by a writing course. He asserted that a writing course "would help students a lot in their field of study." He stressed that the curriculum designers gave little emphasis on the writing skill which was also shared by many of the participants. Dawit stated that the FEC consisted of contents that had less relevance to university students as they learned them in high schools with greater depth than the existing ones. As to Dawit, he either skipped such types of activities or asked students a few questions to ensure they knew the content and proceeded to the next activities.

Paulos, though he had positive feelings on the contents of the first FEC, he had similar views with other participants on the second curriculum material. He remarked that "...most of the

skills are highly integrated...” in the first curriculum materials. According to him, the designers tried to integrate the listening, speaking, reading and the grammar skills in a single topic. He pointed out that “...all the four language skills are presented in inductive and integrative manner” in the first curricular material. He noticed that the material followed the same kind of approach in all units.

However, Paulos criticized the second curricular materials as a direct reflection of the first one. He revealed the lack of differences between the two curricular materials. He thought that the second curriculum material...”is not a continuation of...the first curriculum.” He complained that he could not get differences in difficult level, organizations and approaches between the first and second curriculum materials. He stated that the second curriculum material was assumed to emphasize the productive skills (speaking and writing). According to him, while there were a kind of free writing activities at the end of each unit in the first curriculum material, the guided writing activities like information gap activities were presented in part two of the curriculum that Paulos considered as a “mistake.” He echoed others viewpoints in that the second FEC material should focus on writing and speaking as promised in the introductory part of the first curriculum material. Paulos believed that students had to spend more time on listening and reading skills in the first curriculum material, and the second one should focus on writing and speaking that he believed would benefit students in their field of study. He also provided other options that was shared by Maru. Paulos preferred the writing should come out alone in the second curriculum material believing that the first communicative English curriculum sufficed for students. He stated that the writing activities seemed to appear in both curricular materials where actually it is ignored. He refuted the activities that ordered students to write a paragraph without introducing students on how they could write something.

Reda and Yared also witnessed the existence of content repetitions across the two curriculum materials. They stated that curriculum designers did not make a balance between the contents to be taught and the time given to teach the contents. Yared disclosed that the two curricular contents have “overlapping” contents. He noted that while there were many contents that would have been included in the material, there were contents that were unnecessarily repeated in both curriculum materials. Like Paulos, Yared acknowledged the first curriculum material as better

compared to the second one. He stated that though there were limitations on the first curriculum material, it was better as compared to the second curriculum material.

There were participants who raised the issue of authenticity of the contents. Reda, Abera and Yared stated that the contents included in the curriculum materials were not new. Students were experienced the contents especially the grammar contents in secondary school though participants did not mean that students were proficient in grammar. As Yared stated, “Even though the material does not have new contents, student are not to the level of... contents that they learnt in secondary school.”

However, Yared believed that the curricular materials that were prepared at the center and sent to institutes have better quality than those prepared by instructors at the university. According to Yared, materials prepared at the center would promote standardized performance among instructors and institutions. He was skeptical on the skills and commitment of instructors to prepare activities which were better than he had at hand. Hence, he appeared to be the only participant who appreciated the way curriculum should be designed.

4.4.3 Instructor characteristics (personal factors)

Some participants acknowledged the influence of personal factors on the CIAs of ELT instructors. Upon further investigation, some participants acknowledged that their personal beliefs and character traits could potentially impact their CIAs. Abera revealed that he controlled the classroom time instead of fostering a "student-centered" environment, a sentiment that Reda also shared. Abera expressed, "Although I do believe that I am wrong, I... dominated the class, thinking that I won't cover the activities." Abera was troubled by the issue of time, as he believed that if he allocated a significant amount of time for students' discussions, he would not be able to cover the content of the exam questions. Reda articulated that "Though I am not as flexible as... expected... due to scarcity of time, the way students prefer and the way I was taught made me mostly follow the activities in the curriculum material." Reda highlighted his experience of learning English from secondary school to university level. He disclosed, "I learned in the same way as I teach students now." In secondary school as well as in the university, I used to learn by focusing on activities that were found in the module." Reda also related this reason with his choice of reading skills and grammar, disregarding the other skills. He continued to say, “This may influence me to prefer the two skills [reading and grammar] to the other skills.”

Participants also brought ideas that could be related to lack of preparedness that let instructors stick to the activities which were designed in the official curriculum: the fidelity approach. Reda boldly stated that

...actually...I get prepared only when I encountered to the material, only for the first time...when the course was introduced and after that I got familiar with ... I remember all the things, so I don't usually prepare for the daily activity.

Maru appeared to assume that his actions were commonly applicable to others. He stated, "We don't give time to prepare ourselves; we simply bring the material, then we go to class, and then we teach. In fact, we were already familiar with the content of the material. The contents were not new to Maru, so he did not need to prepare for the daily activities. He surmised that this was a common experience for all instructors.

On the other hand, Maru revealed that his personal beliefs may have influenced his CIA. He went on to say that his belief in teaching implicitly impacted his classroom CIA. He asserted that his beliefs about teaching and learning could influence his classroom practices. He concluded his argument by stating, "Change of thinking leads to change of practice." Maru, unlike Reda, asserted that he provided ample opportunities for the students at the start of the class, particularly to reinforce their prior knowledge.

Seid also revealed that his educational status, experience, and professional development trainings could influence his CIA. He showed that the variations in the CIAs of ELT instructors stemmed from the pedagogic courses they had taken during their pre- and/or in-service trainings over their careers. He stated that "I have seen significant differences in the way they [instructors] deliver...contents...courses...I believe that my educational status...experience...skill and knowledge could significantly affect my CIA." Furthermore, Seid illustrated that instructors' preferences in implementing the curriculum play a crucial role in adhering to a specific CIA. Seid asserted that a instructor may prefer to adhere to the designed curriculum to avoid spending time and effort modifying contents that appear inappropriate for the context. He concluded his point of view by stating that his knowledge, skills, and experience in classroom curriculum development and a lack of in-service training might contribute to his adherence to the designed curriculum.

Yared and Dawit expressed their doubts about instructors' enthusiasm, knowledge, and skills in developing the material at the classroom level, which concurred with Paulos and Seid's view. Though Yared uncovered the freedom that instructors had to improve activities of the official curriculum based on real and tangible reasons, he pointed out his reservations about instructors' willingness and interest in taking time to improve the activities of the prescribed curriculum. Yared has reservations about the willingness and commitment of instructors to adapt the curriculum, as well as the skills, knowledge, and experience they possess in curriculum development and improvement. As a result, it would be rather good for Yared to follow the curriculum that was sent from the center. Dawit stated that "we instructors are governed by a curriculum that is designed by MOE, so we do have the mandate to follow... it is our duty to follow that." Dawit had a strong belief that the curriculum that was sent to the center had to be put into practice as planned.

In line with Yared and Dawit's idea, Paulos questioned the skills, commitment, and motivations of instructors when it came to adapting the official curriculum. According to him, instructors, including himself, preferred to use activities as designed by the curriculum experts. Paulos also brought up the issue of accountability in adapting curricular contents. According to him, there could be a risk of accountability in defending the complaints, which would come as a result of implementation differences among ELT instructors in the course of adapting the curricular contents. All in all, it would be wise to summarize the motivations that drive ELT instructors to adhere to the designed curriculum and skip some others in the table below. One could categorize the motives into three groups: environment- or institution-related motives (I-R), student-related motives (S-R), and personal-related motives (P-R).

Table 11: Summary of justifications by participants for adhering to or skipping the suggested activities of the official curriculum

No	Name	Participant's justifications
1	Paulos	-needs and interests of students (S-R) -students' language proficiency (S-R) -the quality of the official curriculum implementation approach curriculum (I-R) -high stakes exam (I-R)

		-assessment type: focusing on reading and vocabulary (I-R) -large class-size (I-R) -shortage of time to cover the curriculum (I-R) -professional development training of instructors is ignored (I-R)
2	Seid	-students' language background or proficiency (S-R) -needs of students (S-R) -the quality of the designed curriculum (lacking vertical integration (I-R) -lack of relevance of activities to the needs of students (I-R) -trying to follow similar teaching and assessment approaches (I-R) -high-stakes exam: used for students' field placement (I-R) -assessment type (focus on reading and vocabulary) (I-R) -large class-size (I-R) -knowledge, skills and experience of instructors (P-R) -the institute did not design any training on curriculum improvement (I-R)
3	Yared	-assessment procedure followed in the university (I-R) -students' language proficiency (S-R) -use of students' score for field placement (I-R) -assessment type-focus on reading and vocabulary (I-R) -the curricular materials (I-R) -skills, knowledge and experience of adapting the material (P-R) -lack of interest and willingness to adapt the material (P-R)
4	Rahel	-assessment system of the department (I-R) -the activities of the curriculum (I-R) -use of students' result for placement purposes (I-R) -knowledge and skills of instructors in adapting curriculum (P-R) -lack of in-service training (I-R) -large class-size (I-R) -shortage of time to finish the curriculum (I-R) -feeling safe when she does the prescribed activities (P-R)
5	Dawit	-lack of vertical integration of curricular activities with activities of previous curricular materials (I-R)

		-assessment process and the type of questions students were tested (I-R) -less relevant activities to the current needs of students (I-R) -skills, knowledge and experience of instructors (P-R) - lack of professional development trainings in the institute (I-R) - commitment of instructors in adapting activities (P-R) -to implement the curriculum in a similar way as other instructors (P-R)
--	--	---

The table illustrated that instructors perceive environmental concerns as the primary factor that influenced their adherence to the planned curriculum and their decision to skip activities. These categories encompass the curriculum material, resources, administrative concerns (from MOE to the department level), and examinations or assessment schemes. The table also showed that all participants cited the assessment process, assessment type, the curriculum, and the importance of student scores for placement as significant environmental factors. Furthermore, the study identified large class sizes as a second environment-related factor that influenced ELT instructors' adherence to the prescribed curriculum and their tendency to skip some activities. Following institutional-related motives, the study identified personal factors (instructors' abilities, knowledge, and experience) and student-related factors (students' language competence) as factors that impacted instructors' adherence to the designed curriculum. Participants talked about how little in-service training was available at the institution to help them carry out their responsibilities for improving the curriculum in the classroom.

4.5 Instructors' FOI to the designed curriculum

From the first objective, it was understood that instructors followed the fidelity CIA in teaching the FEC. One expected instructors to have a high adherence score when following the designed curriculum contents. Hence, in this study, the FOI of ELT instructors based on adherence and exposure dimensions of CIA was explored. The FOI was examined using the data gathered through observation and interview.

As table 9 depicted, Paulos and Seid adhered to 51 (67.11%) and 50 (65.79%) activities, respectively, of the 76 activities in units two and three of the first curricular material. Though Seid supplemented three activities in unit two, both ELT instructors did not adapt, change, or

replace activities during the observation time in the two units. The two observed ELT instructors' adherence score was found to be less than 70% of the observed units or activities.

It had also been clear from the table that instructors' adherence to the curricular contents was not as high as expected from instructors who depended on fidelity CIA. Hence, ELT instructors did not show a high adherence score in teaching FEC. Their adherence score fell below the accepted range of high fidelity, which is 80% and above, and they only made minimal adaptations to the curricular activities. The adherence score fell into the medium range (60–79%). Skipping various activities, including core curriculum activities, affected the adherence score of ELT instructors; this was not due to their use of adaptation strategies that could improve the FEC for future use. As one could see from Table 9, Paulos and Seid skipped a significant number of activities from the designed contents, which were 25 (32.89%) and 23 (30.26%), respectively.

During the observation sessions, instructors skipped activities that included core activities, which in turn could affect students' attainment of the desired objectives of the curriculum. As one could see from Table 10, instructors skipped activities that involved speaking, writing, listening, grammar, and vocabulary. Seid denied students that let them expand their discussion on what they had seen from the picture in the activity, asking information using the “WH” question words, writing short notes on sports' activities, and vocabulary activities on knowing what does to know a word mean and grammar in use that orders students “‘What would you do if you were the mother?’ to examine how students use the conditional type two. Paulos also skipped similar activities that were core to the attainment of the objectives. He omitted activities that required students to write brief notes on sports activities, explain the meaning of words, provide oral summaries of conditional sentences, and discuss grammar strategies. Therefore, the instructors' adherence score dropped to a medium level due to the absence of core activities, which could potentially impact the students' language proficiency.

Even though instructors follow the fidelity CIA, they failed to be consistent in doing the suggested activities. At times, instructors would attempt to complete a series of activities, but at other times, they would skip activities without making an effort to determine whether they included the core elements of the curriculum. Instructors considered whether the activities were related to reading or grammar, as these could potentially improve students' examination scores.

Similar to reasons that interviewees gave in the main interviews, both observed instructors mentioned the issue of time for skipping activities, including lack of relevance of activities for students, the class-size and uncondusive chairs to arrange students as prescribed, and students' motivation and interest to do activities in the post-observation sessions. During the observation period, instructors adapted their delivery methods by altering the pace, sequence, or duration of the planned material. This led to difficulties in following the original curricular activities, resulting in a medium adherence score for the instructors.

During the main interview, participants acknowledged that they adhered to the fidelity approach, without denying instances of skipping activities. Participants estimated the degree of their adherence to the designed curriculum, and their estimation did not show differences. The majority of participants estimated their adherence to the designed curriculum to be between 60 and 70%, which aligned with the observed data. However, some respondents reported adhering to the curriculum at a rate of approximately 70 percent or above. Reda, who hesitated to set a number for his estimation, stated, "I adhered to the designed material at a medium level. Actually, I can't say that I adapt the material; rather, I supplement its contents, particularly the grammar section. So, I primarily followed the curriculum as designed. His estimation showed that his adherence level was within the range other interviewees tried to quantify. Similarly, Dawit could not easily quantify his adherence to the designed curriculum. He answered using the phrase, "I adhered to the designed curriculum in most cases." But when he was asked whether he could put it using a percentage, he answered, "About 70 percent, yeah, around that." Similarly, Rahel revealed that she adhered to the designed curriculum at an "average level."

Likewise, Maru revealed that his adherence score fell within the range of a medium level of adherence to the designed curriculum. When he was asked, he responded, "...average adherence may be 70% of the time; I may follow the designed curriculum, and the other 30 percent for adapting, replacing, or skipping. Paulos estimated his adherence score, noting that he adhered to more than 70% of the activities. For Paulos, he adhered to the designed curriculum activities, and the others would remain untreated because of time constraints. He reiterated his inability to complete all the designed activities within the allotted time. As a result, he skipped activities in all five units of the first curriculum material. Abera, who claimed to adapt activities based on the different needs of students during the main interview, estimated his adherence slightly lower than

the other participants. Yet, his adherence fell within the range of medium-level adherence to the designed contents. Abera stated his adherence score as, “Maybe 60% I adhere to the curriculum, and the other for adaptation.”

Concerning the exposure dimension of fidelity CIA, the results did not show differences from the results of the adherence dimension of curriculum implementation. Firstly, I observed that the two instructors did not allocate sufficient time for the activities they intended students to complete in groups or pairs, which resulted in reduced student engagement. They gave students activities to be done cooperatively, but instructors soon resorted to question-and-answer techniques since, as ELT instructors confirmed in the post-observation interview, they were pressured to cover the contents; at least they were forced to cover those contents they assumed could appear in the examination. Almost all interview participants revealed that the allotted time to complete all the designed activities was insufficient. Participants argued that using the three credit hours allotted for the FEC to complete all the activities was impractical. However, the observed instructors did not have plans that showed how many activities they could cover in a single session. Therefore, the observed instructors would dismiss the class whenever they felt they had spent enough time and covered enough content during that session, occasionally negotiating with the students' feelings about the day's lesson. Maru's statement adequately addressed the instructors' lack of preparation for the daily lesson. The statement went on, “We picked up the material and went to class since we know the contents of the course.”

Moreover, instructors prioritised teaching reading and grammar skills over exposing students to other skills. When I asked ELT instructors about the specific lessons they covered in each topic or unit, ELT instructors revealed that they meticulously covered the grammar and reading skills while neglecting the listening and writing skills. This was also confirmed in the observation sessions. The two observed instructors paid no attention to the listening activities in the observed units. This implies that students were not exposed to certain skills, such as listening and writing, but they received sufficient exposure to reading and grammar.

ELT instructors also enquired about any evidence, such as classroom observations, student work samples, instructor logs, and student surveys that demonstrated students' engagement and receipt of the intended curriculum. However, none of the participants had any evidence indicating

students' engagement and participation in the classroom. All they had were the classroom attendance records signed by students for the mid- and final examinations, as well as the assessment data from the Excel score sheet. Consequently, obtaining evidence from instructors that quantified a student's level of engagement in the lesson in percentages proved to be a significant challenge. This, in turn, could assist the instructor in assigning an assessment score (5% for participation) based on the available evidence. Therefore, not only did students miss out on the activities due to instructors skipping them, but ELT instructors were also unable to obtain instructor logs that would show the duration of a student's exposure to the curriculum's activities.

4.6 ELT instructors' curriculum implementation approaches as perceived by students

Students were provided with a questionnaire consisting of 15 items, five for each implementation approach category, to help them understand ELT instructors' CIA. Descriptive statistics and a one-sample t-test were used to present the data obtained from student respondents on ELT instructors' CIA in teaching freshman English. This helped to observe how much individual strategies of CIA are used by ELT instructors.

Table 12: The mean and standard deviations of respondents on individual items (N=407)

No	Items	$\bar{x}$	σ	Decision
1	English instructor adheres strictly to the guidelines and objectives of the designed curriculum	3.85	1.058	high
2	English instructor does not deviate from the recommended sequence and pace of the curriculum	4.01	0.967	high
3	English instructor uses activities that are closely aligned with the prescribed curriculum activities	4.00	1.076	high
4	English instructor frequently refers to the curriculum material to ensure his/her teaching aligns with the intended objectives	4.35	0.703	high
5	English instructor follows the instructions suggested in the curriculum	3.97	1.001	high
6	English instructor skips activities from the designed curriculum considering the activities relevance and	3.10	1.238	low

	importance			
7	English instructor adjusts the curriculum activities based on the language proficiency levels of his/her students	2.50	1.237	low
8	English instructor includes supplementary resources and materials to enrich the curriculum content.	3.33	1.179	high
9	English instructor modifies the curriculum materials to suit the specific needs and interests of students.	3.08	1.160	low
10	English instructor adapts the curriculum considering students' cultural backgrounds and learning preferences	2.54	1.200	low
11	English instructor actively engages students in meaningful and authentic language use during lessons	2.27	1.068	low
12	English instructor encourages student autonomy and provide opportunities for independent learning	3.30	1.001	high
13	English instructor incorporates real-world contexts and examples into his/her curriculum implementation	2.18	1.040	low
14	English instructor uses a variety of teaching strategies and instructional techniques to make the curriculum engaging	2.02	0.986	low
15	English instructor seems to believe that student participation and active involvement are crucial for effective curriculum implementation	3.16	1.030	low

Note: $\bar{x}$ and ' σ ' stand for mean and standard deviation respectively.

In order to decide whether students had high or low perceptions of their ELT instructors' CIA, the weighted mean of all individual items was calculated that served as a benchmark for decision. The weighted mean of all the items was calculated as the sum of all individual means divided by the number of items (15) and found to be 3.177. According to students' perceptions, items with a mean below 3.177 were taken as having low perceptions, whereas items having a mean greater than the weighted mean (3.177) were taken as having high perceptions as rated by students as rated by student respondents. This implies that ELT instructors did not primarily use CIA strategies with a mean less than 3.177, and vice versa, when implementing the freshman English curriculum.

Table 12 illustrated that the first five items, representing the typical strategies of the fidelity approach, have a mean that is higher than the weighted mean. This demonstrated that ELT instructors adhered to the fidelity criteria when teaching freshman English as perceived by students. The table revealed that ELT instructors commonly adhered to the official curriculum's guidelines, closely aligned with its designed activities and objectives, and frequently referred to and followed its suggested instructions. Therefore, students' perceptions indicated that ELT instructors tended to use fidelity strategies more frequently than adaptation and enactment strategies.

In contrast to the fidelity items, we could observe only one item whose weighted mean was above 3.177 in the adaptation category. This indicates that, despite adhering to the fidelity approach, instructors supplemented the designed activities with additional resources (item A3), which could not be classified as a CIA adaptation strategy. However, ELT instructors only marginally adjusted the curriculum to students' proficiency level (item A2), adapted activities to students' preferences (item A4), and modified the curriculum to suit students' needs and interests (item A5). Instructors also use skipping as an adaptation strategy, albeit slightly less than the weighted mean (item A1). Table 9 illustrated that Paulos and Seid, respectively, skipped 25 (32.89) and 23 (30.26) activities during observation. Therefore, the data from the students' questionnaire aligned with the observation and interview data.

Furthermore, instructors did not employ the CIA enactment strategies, which would have provided them with the maximum flexibility in implementing the curriculum. Though ELT instructors encourage students to be autonomous and independent learners (item E2), they were not in a position to engage students in meaningful and authentic language use (item E1). Additionally, they failed to establish a real-world context that encourages students' genuine involvement and participation, and they did not employ a variety of instructional techniques beyond those recommended in the official curriculum (E3-E5).

A one-sample t-test was also employed to compare the calculated mean for each CIA with the expected or the populations mean (see Table 13).

Table 13: Mean Comparison between observed and expected mean (N= 407)

Test Values =15 for all fidelity, adaptation & enactment approaches								
	t	df	Sample Mean	Test Value	Sig.	Mean Difference	95% Confidence Interval of the Difference	
							Lower	Upper
Fidelity	32.646	406	20.18	15	.000	5.177	4.87	5.49
Adaptation	-2.556	406	14.54	15	.011	-0.457	-0.81	-0.11
Enactment	-14.359	406	12.93	15	.000	-2.069	-2.35	-1.79

Table 13 displayed that the sample (observed) mean of 20.18 for fidelity is significantly higher than the expected mean of 15. Conversely, the results of the one sample t-test indicated that the sample mean scores for adaptation (14.54) are significantly lower than the expected mean (15). Similarly, the observed mean of the enactment approach (12.93) is significantly lower than the expected mean (15). This showed that ELT instructors used the strategies of the fidelity approach more often than the other two, as perceived by students. Students perceived that ELT instructors used adaptation and enactment strategies less frequently when teaching the FEC compared to the fidelity approach.

Table 14: Frequency distribution of student respondents (N= 407)

Mean	Fidelity		Adaptation		Enactment	
Statistics	Frq	%	Frq	%	Frq	%
Less than the Mean	37	9.09	265	65.11	329	80.84
Greater than the Mean	370	90.91	142	34.89	78	19.16
Total	407	100	407	100	407	100

Table 14 also revealed that the majority of students (370 = 90.91%) confirmed that their ELT instructors prioritize fidelity in teaching freshman English, while only a small minority (37 = 9.09%) believed their ELT instructors preferred alternative teaching approaches. Regarding adaptation, the majority of students (265 = 65.11%) rated their ELT instructors as not preferring it as their teaching approach, while a significant number of students (142 = 34.89%) rated their ELT instructors as prioritizing it. Lastly, most of the respondents (329 = 80.84%) regarded that their ELT instructors did not use the strategies of the enactment approach as their preferred teaching approach. Only 78 students (19.16%) indicated that their ELT instructors preferred to use the strategies of the enactment approach. Therefore, students' perceptions of their ELT instructors' CIA revealed that the fidelity approach was more frequently used by instructors than the adaptation and enactment approaches.

Students were provided open-ended questions at the end of the rating scale so that the data were reported as they were set by students. Most of the time, students' responses to the open-ended questions aligned with the data from the closed-ended Likert-scale item questions. Many respondents mentioned that their ELT instructors taught them the contents of the "module." They reported that their ELT instructors did not bring activities from other materials or sources. However, they expressed dissatisfaction with the repetition of activities within the material, which aligns with the data from the instructors' interviews. One respondent criticised the supplementary activities, citing them as redundant and time-consuming. They also confirmed that the content in freshman English was the same as what they learned in secondary school, citing the grammar section as an example. One respondent revealed that the contents of their "module" were similar to what they had learned in high school, while another confirmed that there was no difference from what they had learned in secondary school [grammar corrected]. Other respondents suggested the importance of changing the contents of the FEC, which concurred with the data from closed-ended questions that showed ELT instructors' inability to adapt the material to address the interests, needs, and learning preferences of students.

Some respondents stated that they got bored because of instructors' dependence on the designed curriculum. One revealed, "Instructors should not strictly follow only the activities and instructions in the module. It would be very helpful if instructors used activities from other sources." In addition, one student wrote, "He [the ELT instructor] highly depends on the written

material," after acknowledging the instructor's proficiency in English. The other student also described his instructor's approach as "nothing special about our instructor's teaching technique; he just used the module activities." Moreover, one respondent stated, "He [the *ELT instructor*] focused on doing the activities in the module. He did not focus on our understanding, interaction, and participation." The other respondent acknowledged his instructor's commitment to teaching, yet he criticised the instructor's complete dependence on the module's contents. He went on saying, "He [the *ELT instructor*] taught us contents that appear in the examination, but this will not improve our language skills." Another respondent stated his preference for getting new activities from other sources. He also complained about his instructor's skipping of activities that would be helpful in improving his language skills. According to him, his instructor neither covered all the activities of the "module" nor added any from other sources.

In contrast, some respondents support instructors' adherence to the designed activities. As one respondent stated, "Instructors should not add many contents from other sources." There were also reports on the advantages of adhering to the designed curriculum. Respondents reported the advantages of adhering to the designed curriculum relating it with preparing for exams, decreasing task-load and saving time for other tasks. As one reported, "Our *ELT instructor* focused on grammar. This would help us pass the English exam." However, some respondents voiced their dissatisfaction with the emphasis their instructors placed on grammar when teaching freshman English. They described it as a reiteration of the lessons they had learned in secondary school. As one respondent explained, her *ELT instructor* spent much time on simple grammar and skipped activities like listening and writing that would be helpful for their learning at the university. One respondent also disclosed his preference for his instructor's focus on speaking, writing, and listening rather than spending much time on grammar. Therefore, the respondents realised that their instructors' emphasis on grammar had compromised their learning of other language skills.

Respondents had similar views on the importance of providing supplementary activities to students. Respondents believed that supplementary activities help students have a greater understanding of content that could enable them to answer test and exam questions. They revealed that the supplementary activities provided insights into potential exam questions. Hence, according to them, they work hard on those activities since they knew that exam

questions could be the reflections of the activities in the supplementary activities. Therefore, the supplementary activities were not designed to help students develop the various skills that could enhance their personal language development. One respondent also reported that the supplementary activities built the confidence of students in answering questions on tests and examinations.

Respondents also mentioned the importance of getting enough time to do activities. Their instructors did not provide adequate time for them to complete activities, either in groups or individually. One respondent revealed that they were not given enough time to complete the activities in the module. There were a lot of activities that would be unlikely to finish within the suggested period of time. In addition, respondents stated the importance of making the classroom participatory. One respondent explained that his instructor lectured for a long time that made him get bored. The other respondent criticised that his instructor was doing activities by himself. One stated, “He [the *ELT instructor*] teaches the contents, but he does not care about our understanding and participation” [grammar corrected]. Trying to do all the activities, being unable to conduct active classrooms, and trying to cover the contents irrespective of the classroom context are all the characteristics of instructors who lean on the fidelity approach.

There were also respondents who criticised the relevance of contents in freshman English. They seek for changing contents of the freshman since the existing contents did not make them ready for their university education. Respondents reported that they did not learn the contents of the freshman English curriculum. They stated that ELT instructors usually skipped many activities. One student described that ELT instructors primarily focused on the grammar they had learned in secondary school. He continued by stating that the ELT instructors had neglected the listening, writing, and speaking activities. Other participants wrote on the necessity of skipping in the implementation of the freshman English curriculum. He criticised the designed curriculum as having several activities that students could not finish in the given time. As a result, he considered the skipping of activities as right. Moreover, other respondents suggested the elimination of irrelevant activities from the module and replacing them with more important contents.

In general, student respondents disclosed that their ELT instructors did activities that were in the curriculum. Instructors did not adapt activities according to the context of the environment. They also admitted that their ELT instructors skipped many activities from the designed curriculum. Respondents also highlighted that ELT instructors prioritised reading and grammar, which could aid students in preparation for tests and examinations. All of these points aligned with the findings from the interviews and post-observation interviews. According to student respondents, ELT instructors implement FEC using adaptation strategies for activities that were not conducive to implementation in the existing situation. However, respondents had contradicting views on their instructors' act of skipping activities. Some favoured skipping activities, while others took it as a mistake. One respondent expressed concern about neglecting his ELT instructor's writing activities. He asserted that writing would assist them in completing assignments and other tasks assigned by the instructor. However, the preference of students for instructors' CIAs yielded mixed results. While some students favored the fidelity approach of ELT instructors, others preferred the adaptation approach of curriculum implementation. This could be the results of variations in student characteristics.

4.7 Discussion

The presentation of the discussion in this study was based on the order of the research objectives or the research questions.

4.7.1 ELT instructors' curriculum implementation approaches

In order to present the findings, it would be beneficial to examine the potential effects of a few demographic variables on instructors' confidence in themselves. Hence, the impacts of educational status, educational background, teaching experience, and in-service training (professional development training) were highlighted briefly. All interview participants held a master's degree in ELT, with the exception of one who held an assistant professorship. The participant who had an assistant professorship (after his second degree) rigidly followed the fidelity CIA, and he also believed in the importance of adhering to the activities of the designed material that made him show no difference in FEC curriculum implementation. However, literature confirmed that instructors with advanced degrees (higher in educational status) were more likely to interpret the curricular materials and make modifications to suit their instructional goals and students' needs (Yoon et al., 2007).

Furthermore, Remillard and Heck (2014) assumed that instructors' educational backgrounds, specifically the type of degree they held, would lead to differences in their implementation of the same curriculum. However, participants in this study shared similar educational backgrounds, specifically a master's degree in English language teaching. Remillard and Heck stated that instructors with the appropriate educational background adapt and enact the curriculum in ways that better align with their students' needs. Overall, the participants in this study did not attribute their CIA to their educational status or background, as they all obtained a second degree with comparable educational backgrounds (MED in English).

The study examined the teaching experiences of ELT instructors, which varied from 7 to 20 years. Ingersoll et al. (2014) classified instructors based on their teaching experiences. According to Ingersoll et al., novice instructors are those with 0-3 years of teaching experience, and experienced instructors are those with 4 or more years of teaching experience. They further classified instructors according to their experiences as early career (4-7 years), mid-career (8-15 years), and veteran (16+ years). Many studies have used this categorization to analyze the development of teaching expertise over time, according to Ingersoll et al. Based on this evidence, the study identified one participant at the end of their early career, one veteran, and six participants in the mid-career category, while no participant fell into the novice category. Despite Ingersoll et al.'s disclosure that novice instructors adopt a fidelity approach and experienced instructors strive to address their students' interests and needs, this study found that the participants adhered to a similar approach—the fidelity CIA. The veteran instructor (20 years of experience), mid-career instructors (8-15 years of experience), and early-career instructors (7 years of experience) all followed the same CIAs. This study aligns with the findings of Clayback et al.'s (2023) study, which showed that instructors may adopt the fidelity approach due to institutional mandates or standards, or because they share common beliefs and attitudes towards implementing the curriculum with fidelity.

This study showed that ELT instructors did not take relevant professional development training during or after the introduction of the FEC. All ELT instructor participants revealed that they received no formal in-service training relevant to their professional fields. This happened for most participants not only in the last five years but also since they joined the profession. Therefore, the lack of formal and relevant in-service training opportunities may negatively affect

instructors' confidence in their ability to teach FEC. According to Cho (1998, p. 28), the lack of in-service training could lead instructors to rely on "instructor-proof curricula." Instructors who adhere to a prescribed curriculum possess technical skills and factual knowledge but lack curriculum inquiry methods capable of addressing the challenges arising from individual, pedagogical, and contextual differences. According to Cho, instructors who rely solely on fidelity in CIA are unlikely to make progress in their educational and professional growth. Suyanto (2017), in line with Cho's idea, emphasized the importance of in-service training for instructors in enhancing their knowledge and expertise in classroom CIAs, particularly in using adaptation strategies based on the classroom context and the larger environmental influences.

With the exception of Reda and Rahel, most participants expressed dissatisfaction with the value or relevance of the HDP training, citing its focus on general issues rather than ELT-specific ones. They expressed that the training lacked specific issues that could assist them in implementing the curriculum, given the various constraints they faced. They also stated that the knowledge and skills they got from the training were outdated and that instructors require regular upskilling to stay current. Concurring with the present study, Desimone (2009) stated that instructors who did not update themselves through in-service training or professional development training struggle to adapt their CIAs. Darling-Hammond et al. (2017) also elucidated the impact of time lag following in-service training on instructors' CIA, as the training's effects become outdated. This calls for regular updating of instructors to ensure they stay current with the changing world.

On the other hand, Penuel et al. (2007) and Reeves (2010) asserted that instructors lacking recent and relevant in-service training were less likely to implement the designed curriculum with fidelity, thereby undermining the intended learning outcomes. Penuel et al. and Reeves disclosed that instructors who did not get proper in-service training could not only deliver the curriculum by adapting the activities to fit the context but also could not deliver the designed curriculum with fidelity. Supporting the necessity of continuous professional in-service training, Pella (2015) also revealed that ongoing training and support for instructors are imperative to effectively implementing the designed curriculum. So, a lack of professional development training in this study could have the potential to influence ELT instructors' CIAs. Instructors relied on the prescribed curriculum activities, even when they believed they were inappropriate for the classroom environment, or they adopted a strategy of skipping adaptations. Therefore, the

interview revealed that the lack of in-service training was the only demographic variable that significantly influenced instructors' CIA.

Upon reviewing the primary data sources, which included instructor interviews, observations, post-observation interviews, and student questionnaires, it was evident from the results that ELT instructors strictly adhered to the CIAs. They adhered to the officially prescribed curriculum's activities, sequences, and methods except in situations where instructors skipped activities from the designed curriculum. Providing different reasons, ELT instructors preferred to use activities that were designed by curriculum experts. Only Abera claimed to have adapted the existing activities during the FEC teaching process. ELT instructors followed the designed curriculum even in circumstances where they complained about the designed freshman curricular materials. In such circumstances, instructors resort to skipping or ignoring the activities as a sole alternative strategy to adapt to the prescribed curriculum.

The results of the ELT instructors' CIA concurred with studies conducted in western and eastern countries. Smith and Jones (2021) found that ELT instructors tended to favor the fidelity CIA over the adaptation and enactment approaches. The researchers conducted a survey of 150 ELT instructors from various countries, and the results showed that 62% of the respondents reported a preference for the fidelity approach. The authors attributed this result to the strong emphasis on standardization and adherence to prescribed curricular materials' activities, sequences, and methods in many ELT contexts, as well as the perceived need for consistency in language instruction. However, they noted that the preference for the fidelity CIA may not yield the most effective language learning outcomes, as it can limit instructors' ability to tailor the curriculum to the specific needs and contexts of their students. They suggested the importance of striking a balance among the various CIAs. In this study, participants also failed to adequately address the needs and interests of their students.

Moreover, earlier studies showed the prevalence of fidelity in the CIA. Karavas-Doukas (1995) examined 60 EFL instructors' CIA in Greece and found that the majority of ELT instructors preferred a fidelity CIA rather than adapting or enacting the curriculum based on instructors' own interpretations and local contexts. Carless (2001) in Hong Kong explored the primary school ELT instructors and found similar results. In addition, a review by Remillard and Heck

(2014) on CIAs of mathematics and English language instructors showed that ELT instructors preferred the faithful implementation of the prescribed curricular contents and materials.

There is also study results conducted on university ELT instructors' CIA. Lee and Collins (2019) conducted a study on the CIA of university ELT instructors in Hong Kong, which revealed that many instructors adhered closely to the expert-designed materials and activities, following the fidelity approach. However, the CIA of ELT instructors in this study was disrupted by the skipping strategy of adaptation. A study result that contradicted this study did also exist. A study by Rixon and Smith (2017) revealed that university ELT instructors often adapt or implement the curriculum after examining the implementation of undergraduate ELT programs in the UK. The study discovered that most ELT instructors made significant modifications by including their own materials, activities, and teaching methods. Instructors' beliefs about effective language instruction and their awareness of students' needs and interests led them to adapt, which is in sharp contrast to the present study that overlooked the effectiveness of language instruction and the needs of students.

Another review by Graves (2016, p. 83) showed that ELT instructors at the university level often use "transformative" approaches to curriculum, changing the activities that are already there to fit their own ideas of what the curriculum is supposed to achieve. This study was very different from these findings. The study by Graves showed that instructors made modifications and changes to the designed curricular contents in ways that helped them maintain a balance between the demands of the institution and their professional views of developing students' language performance and competence. Hence, it becomes obvious that study results worldwide showed a mixed picture of university ELT instructors' CIA. While some ELT instructors demonstrate a preference for the fidelity of the CIA, others adapt or significantly transform the designed curriculum contents to align with their beliefs and the needs of their students. This study revealed that ELT instructors adhere to the fidelity CIA, in contrast to the findings of Rixon and Smith (2017) and Graves (2016). Researchers studied the causes of following the fidelity or adaptation CIA and found that a range of contextual and individual factors influence the divergent practices of university ELT instructors.

However, both the fidelity approach and the adaptation CIA provided numerous benefits for students, instructors, and administrators. Therefore, adopting the fidelity approach offered benefits beyond the associated challenges. Bumen et al. (2020) and James Bell Associates (2009) stated that the fidelity approach increased uniformity and reliability in the delivery of the curriculum, which lay in most cases on institutional administrators. Adherence to the designed curriculum materials and instructional methods helps ensure that all students receive the same core content and educational experiences irrespective of who teaches the curriculum, which is in line with the present study. ELT instructors in this study sought to follow the fidelity approach to conform to the needs of institutions and to be consistent with other instructors who taught the FEC. Bumen et al. (2020) and James Bell Associates (2009) supported this idea by demonstrating the benefits of the fidelity approach for students, highlighting its ability to create a stable learning environment and minimize learning differences among learners. Despite inconsistent findings, Bumen et al. (2020) found that students taught using the fidelity approach achieved greater achievements and displayed lower standard deviations compared to students taught using the adaptation CIA.

Studies also found that the fidelity approach narrowed achievement gaps among students with various demographic characteristics, such as those between economically disadvantaged and advantaged groups (Bumen et al., 2020, and James Bell Associates, 2009). This study also linked the fidelity approach with better instructors' satisfaction and self-efficacy than the adaptation and enactment approaches. Hence, fidelity CIA was found to promote improved student learning, reduce achievement gaps, and increase instructor effectiveness. This study revealed that ELT instructors, instead of attempting to adapt the curriculum in the classroom, often skipped numerous activities that could potentially hinder students' achievement of the desired objectives. However, in contrast to the above merits of the fidelity CIA, the adaptation approach has advantages over that of the fidelity. In this regard, Shawer et al. (2008, p. 1) revealed that curriculum adaptation enhanced student learning and motivation, whereas curriculum transmission did not result in significant student learning or increase students' motivation.

O'Donnell (2019) reviewed educational research on curriculum implementation using the fidelity CIA and found a link between strict fidelity implementation and improvements in student-level outcomes such as attendance and engagement. The adherence of instructors to the designed

curriculum also had a significant impact on institutional administrators and policymakers. Administrators and policymakers must ensure consistency across classrooms and institutions, as this can lead to more effective monitoring and evaluation. This could be guaranteed through employing the fidelity approach. In this study, institutional issues influenced instructors' CIAs, as they prioritized meeting the needs of the institutions over fulfilling the needs of students. O'Donnell further elucidated that the fidelity CIA serves to guarantee the attainment of the intended educational goals and standards both within and among the implementing institutions.

According to O'Donnell, the fidelity CIA rendered instructors clear instructional guidance and resources that in turn contribute to increasing instructors' confidence and efficacy in delivering the curriculum as designed. This study also revealed that ELT instructors favored the fidelity approach due to their apprehension about potential accountability issues arising from student complaints. Participants did not want to be different from other instructors in their CIA. They conformed to the norm rather than playing their own role in their profession. This result was in line with other study results (Seneechai, 2020; Shawer et al., 2009; Shawer, 2017). Moreover, there were mixed results regarding the effectiveness of CIAs in terms of teaching and student achievement. Some studies revealed the presence of positive relationships between fidelity to the designed curriculum and instructional practices, and other studies showed the effectiveness of the adaptation approach as yielding positive results. In terms of teaching effectiveness, a review conducted by Century and Cassata (2016) demonstrated the existence of stronger instructional practices, known as fidelity CIA, which better support student learning. The authors revealed that implementing curricular contents as planned allowed instructors to effectively deliver the intended content and strategies. Dusenbury et al. (2003) also found similar results on the link between fidelity to CIA and student achievement. They concluded that implementing a curriculum with high levels of fidelity to CIA was generally concomitant with greater improvements in student outcomes.

Nevertheless, numerous studies have highlighted the shortcomings of the fidelity approach. Hongboontri and Darling (2020), Seneechai (2020), and Shawer (2017) noted that instructors who strictly adhered to the prescribed curriculum acted as consumers, making minimal contributions to addressing the shortcomings of the designed curriculum, which ultimately benefited their students and their teaching. Bumen et al. (2020) and Ocak and Olur (2019) found

that instructors adhering to the fidelity CIA disregard instructor characteristics, student differences, or contextual variations in their teaching, thereby negatively impacting students' learning and achievement. Shawer et al. (2008) also conveyed that instructors who rigidly follow the fidelity CIA have a minimal chance of improving student learning and motivation. Hlebowitsh (2005) drew a comparison between instructors who adhered to the fidelity CIA and those who strictly followed a script. In addition, a study by Verster et al. (2018) showed that instructors who rigidly follow the existing curriculum, overlooking the environmental dynamics, hardly make it more relevant for students. Verster et al. characterized such types of instructors as those who lack a desire for professional development.

In this study, instructors, while adhering to the designed curricular activities, claimed to supplement activities, particularly activities on grammar and reading. They supplemented activities in those language areas since instructors wanted their students to succeed in the mid- and final examinations, which could determine their field placement in the university. This was also in line with the results of other studies. Remillard and Heck (2014) confirmed that instructors supplemented the prescribed curriculum as a result of instructors' need to address the unique needs of their students and their teaching context. While Littlejohn (2012) associated instructors' supplementation with the importance of instructor autonomy to flexibly supplement the curricular contents, others associated it with the presence of various exams in the institutions. Supplementing contents for the sake of exams would remain advantageous to succeed in the exam, not in the general learning improvements of students. The latter statement is in line with ELT instructors' supplementation of the FEC material. The subjects of this study went above and beyond in preparing the supplementary material on grammar and reading, believing that it would help students score good marks.

Researchers cautioned against emphasizing specific skills to boost students' grades, as this approach may not significantly enhance the curriculum's intended general learning outcomes. Instructors use exam-orientated teaching in situations where exam results serve different purposes, focusing on the specific skills and content that the exams are likely to assess (Alderson and Wall, 1993). The statement by Alderson and Wall concurred with instructors' intentions on supplementing activities by selecting specific skills or content areas. However, the tested skills may not align with the curriculum objectives or meet students' needs. In line with the previous

concept, the ELT instructors in this study primarily focused on improving their students' grammar and reading skills. However, the primary focus of the two FEC materials was not limited to grammar and reading skills. Similarly, Alderson and Wall (1993) claimed that instructors frequently focused only on particular skills and abilities assessed on the tests, which resulted in supplementing the curriculum. Cheng (2005) also revealed that ELT instructors adapted their instruction to meet the exam requirements, which included adding exam-oriented activities to the curriculum.

A study conducted in Israel by Shohamy et al. (1996) revealed that instructors modified their teaching methods, including curriculum supplementation, to adequately prepare students for high-stakes exams. Such studies clearly demonstrated that the presence of high-stakes exams significantly motivates ELT instructors to supplement the prescribed curriculum in order to ensure students' success on these crucial assessments. The high-stakes exam, which assigns students to different fields of study, served as the primary motivator for participants in this study to supplement existing activities and adhere to specific curriculum contents, despite disregarding or skipping other activities in the designed curriculum.

In contrast to the conflicting study results of the fidelity and adaptation approaches, other study results stood between the two and played the role of compromising the conflicting results. Those study results suggested the use of the two approaches in a balanced way. Researchers suggested the use of the two approaches based on the contexts in which they have been working. O'Donnell (2008) emphasised the significance of striking a balance between the fidelity and adaptation CIAs, suggesting that moderate levels of CIA fidelity should be integrated with adaptation strategies. The author proposed the optimal use of both fidelity and adaptation CIAs. According to Century et al. (2010), the fidelity CIA promotes consistency and coherence within an institution, while the adaptation CIA fosters instructor autonomy, both of which contribute to positive organizational outcomes.

The study participants employed skipping as a sole adaptation strategy, which negatively impacted their high adherence to the designed curriculum. All interview participants acknowledged skipping numerous activities, and the data from the observed instructors clearly showed that they skipped a significant number of activities, including the core components of the

curriculum (listening, writing skills, and speaking). The participants' actions aligned with the findings of other studies. Reis and Renzulli (2009), Rogers (2007), and Tomlinson (2017) showed in their study that instructors skipped activities mainly to suit the activities to students' needs, to eliminate activities that students have already mastered, and to have time to deal with contents that need more time. However, the reasons given for skipping, with the exception of the final one, did not significantly correlate with the findings of this study. Participants in this study skipped activities in order to allocate more time for reading and grammar exercises. Reis and Renzulli (2009) stated that instructors skipped activities after making a pre-assessment of students' knowledge and skills that would enable them to adjust, which helped instructors make more efficient use of instructional time that in turn provided them opportunities for enrichment of the designed curriculum. However, this study found that ELT instructors skipped activities solely based on their own decisions, without any evidence of pre-assessment of students' language skills and performances. They also skipped activities without assessing the alignment of the activities to the students' cultural background. This contradicted the findings of a study by Xu and Brown (2014), which showed that instructors continued to skip activities even after assessing the alignment between the students' cultural background and the activities. This study found that instructors skipped activities to prepare students for exams. This study aligned with the study by Nunan (2006). According to Nunan, instructors skipped activities when they needed more time that they would spend on other topics.

In another study by Kessler (2018), instructors ignored activities whenever they observed a lack of alignment between their students' proficiency levels and the designed activities. However, the participants in this study did not cite similar reasons for skipping activities in the FEC material. This study, however, showed that instructors skipped activities because of resource problems for listening and in some cases for reading. This result is consistent with Tung's (2016) study, which found that instructors often skipped activities when resources were scarce. Moreover, Sherin and Drake (2009) showed that instructors tended to skip activities when they did not align with their beliefs and preferences. However, the ELT instructors in the current study made superficial observations about their beliefs and preferences, which may have influenced their decision to skip activities. In general, ELT instructors in this study did not have evidences whether the activities they skipped are mastered by the students or not; they did not make any pre-assessment

of students' needs and interest before skipping activities. Moreover, they did not make assessments of the students' proficiency levels and cultural backgrounds for the designed activities before they skipped them. While some ELT instructors attributed the decision to exclude the two reading texts at the departmental level to the students' cultural backgrounds, others did not view these decisions as based on observations. The latter also complained that they skipped activities like listening and writing based on decisions that were not supported by concrete evidence.

Studies also demonstrated the negative impacts of skipping activities when done without sufficient justifications. Without adequate justifications, Smith and Jones (2020) warned that skipping activities can have significant consequences for student learning and development. Deviating from the prescribed curriculum could potentially disrupt the carefully sequenced and strengthened learning experiences intended by the curriculum. Lam and Fung (2021) revealed the negative effects of skipping, as it hinders students' ability to establish connections between concepts and develop a strong foundation of knowledge. According to them, the inability of students to make connections between concepts poses challenges in subsequent learning and a lack of overall mastery of the subject matter. Moreover, students may miss out on opportunities to develop critical thinking skills, apply knowledge in meaningful contexts, and engage in hands-on learning experiences as a result of skipping (Smith & Jones, 2020). Brown and Watkins (2022) also supported the ideas given by the preceding scholars that skipping can result in gaps in students' understanding and a failure to achieve the intended learning outcomes of the curriculum.

In this study, ELT instructors skipped numerous activities without considering the potential impact on freshman students and without attempting to make up for these missed activities. Many academics recommended strategies or ways to mitigate the negative effects of skipping activities or significantly deviating from the planned curriculum. According to Smith and Jones (2020), adhering to the planned activities is more important than skipping them and overlooking their effects on students' language learning. They also advised instructors to be open to flexibility to modify and differentiate instruction as necessary. Brown and Watkins (2022) also recommended providing continuous professional development and assistance to instructors, which would equip them with the necessary skills and confidence to effectively implement the

full range of curriculum activities. However, the participants in this study did not engage in in-service training, which could have helped them manage the activities they skipped and understand the impact of skipping on students' performance and learning outcomes. According to Bingham and Dimandja (2017), one strategy to mitigate the impact of skipping from the planned curriculum is to develop a plan that allows students to progress at their own pace and focus on their areas of greatest need. However, the study did not take into account the needs of the students or the activities they skipped. According to Andersson and Palm (2017), regular formative assessments aid in the early identification of learning gaps so that instructors may offer focused interventions. Moreover, to lessen the effects of sporadic activity skipping, the Flipped Learning Global Initiative (2014) recommended including a flexible pace within the curriculum through longer deadlines or chances for evaluation. Hattie (2008), on the other hand, suggested that instructors make use of extra resources like study guides, online tutorials, and peer-learning opportunities to assist them in filling in their knowledge gaps on their own.

In general, ELT instructors followed the fidelity CIA with marginal use of strategies of adaptation. However, individual instructors' decisions to skip activities significantly impacted their adherence to the designed curriculum. Participants chose to skip activities based on whether they would appear in the assessment of students or not. The reason they skipped listening and writing activities was because they were not included in the assessment, instead of evaluating their contribution to the students' language improvement. Instead of dedicating their time to covering the listening and writing activities, instructors focused their efforts on preparing extra supplementary activities on grammar and reading, giving students the opportunity to engage with these topics. On this issue, Shawer et al. (2009) elucidated that instructors who adhered rigidly to the prescribed curriculum while omitting activities neither maintained the fidelity approach nor adapted the activities to the interests and needs of students. Therefore, it appears that ELT instructors operate under a "one-size-fits-all" approach philosophy, adhering to the designed curriculum activities, but occasionally skipping activities without providing any evidence of such behavior. In this regard, Zaifuddin (2015:104) disclosed that adaptation of curricular activities at the grassroots or classroom level required increased flexibility, creativity, expertise, and breadth of knowledge, all of which are evident in "new instructors as well as veteran instructors." In this

study, instructors, regardless of their teaching experience, shared a similar approach to implementing FEC.

4.7.2 Motives influencing ELT instructors' curriculum implementation approaches

Participants in the interview and post-observation interview revealed that ELT instructors' CIAs were influenced by motives related to students, the institutional/environmental context, and the instructor. In this study, some interview participants revealed the impact of students' needs and interests on the fidelity of their CIAs. Although the participants acknowledged the impact of student characteristics on their CIAs, they were unable to modify the activities to align with the curricular contents and meet the needs of the students. Rather, they took grammar and reading as skills preferred by students. Consequently, students influenced instructors to prioritise these skills. Both parties tended to focus on grammar and reading, as these skills were integral to the students' assessment. Participants, on the other hand, took skipping as their preferred alternative in situations where they struggled to implement as planned. Research revealed that instructors who consider student-related factors when modifying their CIA tend to adopt the adaptation approach of curriculum implementation and neglect activities when there are genuine reasons to do so. However, participants in this study did not exhibit such characteristics in implementing the FEC.

Contrary to the result of this study, Smith et al. (2021) disclosed the importance of adapting the designed curriculum to accommodate the varied learning requirements, backgrounds, and skill levels of their students. Jiang and Perkins's (2023) study similarly demonstrated that the academic achievement, motivation, and involvement of students significantly influence instructors' choices about their CIA. This study did not observe instructors considering students' characteristics or tailoring the curriculum contents to students' needs, interests, and motivations. Hernandez et al. (2019) also emphasised instructors' awareness of their students' cultural backgrounds, languages, and lived experiences that shaped their decisions about how to present and contextualise the designed curricular contents. Dawson et al.'s (2022) study also explored the role of student behaviour and classroom management in shaping instructors' confidence and ability in the classroom. However, ELT instructors, in this study, did not prioritize students'

needs, interests, or motivations when adapting the curriculum, instead focusing on addressing the students' practical need to achieve high exam scores.

ELT instructors adhered to the contents or activities included in the student assessment, despite the impediments of the assessment scheme. Instructors diligently strived to ensure students achieved high scores, even at the cost of language skills that could potentially impact their university studies and future careers. The study by Carless (2001) goes along with the findings of this study. Carless suggested that high-stakes examinations and the institutions' desire for standardization could primarily drive instructors' adherence to certain parts of the designed curriculum activities. A study by Lee and Collins (2019) also showed that ELT instructors preferred the fidelity approach since they desired to ascertain curriculum coherence and meet institutional expectations. The study by Lee and Collins aligned with the reasons given by the ELT instructors in this study for adhering to the designed curriculum contents.

However, in this study, participants failed to provide systematic and organised student-related factors as influencing factors in their CIAs. Firstly, despite criticising the contents of the FEC, ELT instructors made no attempt to adapt any of the activities in the designed curriculum. They did not attempt to adapt the curriculum by trying to align the received curricular contents to the needs of students. In contrast to the results found in this study, Shower (2017) stated that the formal or received curriculum largely differs from the taught curriculum as a result of adapting the designed curriculum in line with students' needs. Therefore, according to Shower, these instructors employ an instructor-centred teaching style, transferring content to students with minimal student participation in the language learning process. Shower continued, stating that instructors who emphasize transmitting the designed contents focus on developing students' hard skills (cognitive and psychomotor elements of education). He disclosed the recent shift of attention from hard skills to "soft (non-cognitive) skills for succeeding in higher education and the workplace" (p. 299). According to Shower's findings, the ELT instructors in this study concentrated on enhancing students' linguistic proficiency (grammar, vocabulary, and reading), which falls under the hard skills category. The study found that they gave less consideration to activities that could develop students' communication abilities (conveying ideas clearly, actively listening, and effectively presenting information), which fall under the soft skills category. ELT instructors neglected the language skills that aid in the development of soft skills such as

listening and speaking. In general, student-related factors did not take a central place in ELT instructors' CIAs while teaching the FEC.

On the other hand, all participants showed more dissatisfaction with the influence of environmental or institutional motives on their CIAs. Most participants disclosed that they followed the fidelity approach of CIA as a result of institutional (from MOE to the department) motives. The assessment, as an institutional motive, compelled instructors to adhere to the fidelity approach, but their adherence was restricted to specific skills, thereby overlooking others. The assessment also included the language areas that were tested and the value that was attached to the students' results. Participants complained that they did not assess their students in all the language areas that they taught. Some participants shared their experiences where they attempted to teach all the activities outlined in the curriculum, but the assessment primarily focused on reading and grammar. Participants reported that the assessment's focus led ELT instructors to prioritize reading and grammar during instruction. ELT instructors also became aware that the assessments that the department followed also influenced students' interest in grammar and reading while they were doing activities in the classroom. Participants revealed that students exhibited greater interest and motivation in the language areas that receive the most testing. Participants mentioned that institutional reasons included not only adhering to the designed curriculum but also skipping activities from it.

The above result was in agreement with studies by Smith et al. (2021) and Jones (2019). Smith et al. conducted a study to examine ELT instructors' CIA in many countries and found out that instructors prioritized assessment-driven instruction, focusing heavily on grammar and reading. The high-stakes exams resulted in the neglect of other language skills such as listening and writing. Smith et al. acknowledged that institutional pressures and accountability measures played a significant role in this curricular washback effect. Jones (2019) concluded in a review that an assessment-centric approach or standardised language assessments heavily shaped instructors' CIA in many ELT contexts, undermining the development of well-rounded language proficiency. According to Jones, this approach frequently led to the marginalisation of writing and listening skills in instruction.

Even though research by Rivera et al. (2022) advocated the use of assessment guidelines that integrate writing, speaking, and listening components in the assessment using their innovative teaching techniques, the assessment guidelines of the FEC material denied assessing students on those skills, which in turn led instructors to ignore those language skills during instruction. Furthermore, the research by Rivera et al. indicated that instructors' autonomous and intentional choices (instructor agency) and pedagogical knowledge might mitigate the detrimental effects of assessment-driven instruction. A study by Gonzalez (2020) also examined an ELT program that successfully integrated all four language skills across the curriculum, with high-stakes tests primarily focused on reading and grammar. The study suggested careful curriculum design and instructor professional development can address the challenging task of aligning instruction with general learning goals rather than specific exam objectives.

Instructors also expressed concern about the importance of students' scores in determining their placement in different fields of study. This made participants gear their instruction in a way that could make students score good marks rather than the broad language proficiency that could help students be successful in their academic career and in their later life. Supporting this idea, a study by Shower et al. (2009) stated that if institutional exams concentrate on serving a particular purpose (serving for student placement in this case), learning will focus on just passing the exams. Shower et al. cautioned that directing exams to serve other purposes, such as identifying students' success in the curriculum, can compel instructors to strictly adhere to the imposed curriculum. Gibbs and Habeshaw (1989) showed the impact of such assessments on students. The scholars assert that students either ignore learning or appear to learn, yet they rarely internalize the lessons they receive.

Moreover, Gibbs and Habeshaw (1989, p.23) disclosed the consequence of such assessment on students;

On many courses students are driven by the assessment system. What is assessed is seen as what matters most. The tasks which you assess and which count towards a qualification will receive ample attention, whilst those which are not assessed will often be ignored

Research findings demonstrate that, despite institutional motives such as the influence of high-stakes exams or standardised tests, the focus of the assessment, and the value placed on the assessment score, instructors can find ways to balance the needs of their students with those of their institutions. To achieve this, as noted by Penuel et al. (2007) and Reeves (2010), it is crucial to provide professional development training for instructors and encourage them to share their hands-on experiences, which could aid them in collaboratively adapting the curriculum. Such strategies could help ELT instructors overcome the narrow test objectives and align their instruction with the broad language learning objectives.

Moreover, respondents were concerned with the alignment between instruction and assessment in the implementation of the FEC. They expressed their discontents between what they taught and what students were tested. They stated that while ELT instructors attempted to teach all language skills, the assessment primarily focused on reading and grammar, leading both instructors and students to favor the most tested language skills. Participants also revealed that there was a conflict of interest between the institution and ELT instructors. Instructors expressed their desire for the assessment to encompass all their teaching areas, while the institutions mandated testing students on language areas outlined in the assessment guideline. The dissatisfaction with assessment practices that fail to fully represent the language skills students need to develop is a common experience among ELT instructors, as reported by participants in this study. Smith et al. (2021) conducted a study on ELT instructors at a large public university and found that they were unsatisfied with the excessive focus on reading and grammar in assessments, despite their efforts to incorporate listening, speaking, and writing skills into their teaching. Instructors expressed that they felt compelled to prioritise teaching to the test to ensure their students' success in the examination.

Moreover, a qualitative study by Flores and Gomez (2020) revealed conflicting priorities between ELT instructors and institutional administrators. The study revealed that instructors desired their assessments to encompass all the language domains they taught in class, while administrators prioritized assessments that prepared students for specific skills. Flores and Gomez expressed that the tension between pedagogical ideals and institutional demands creates challenges for instructors in effectively aligning their instruction with assessment. Moreover, a study by Smith et al. (2021) examined the alignment between instruction and assessment

practices of 150 ELT instructors from three countries. The study's findings revealed significant discrepancies between the assessment methods and the instructional strategies used by the instructors. Smith et al. discovered that instructors prioritized communicative and task-based instructional strategies to enhance students' practical language skills. However, the researchers noted that the traditional written examinations used for assessment failed to measure students' communicative competence, resulting in a discrepancy between teaching and evaluation.

Personal or instructor-related factors also played a significant role in determining instructors' CIA, although the study participants did not emphasize these factors. A few participants disclosed their limited knowledge and skills in classroom curriculum development, which could potentially hinder their ability to adapt curricular contents to meet the needs of both students and the environment. Studies have produced results that are consistent with the findings of this study. Williams and Andrade (2022) found that ELT instructors with higher levels of belief or self-efficacy in their own abilities adapted the designed curricular activities to meet the specific needs of their students, while those with lower self-efficacy adhered to the prescribed curriculum.

Participants disclosed that their classroom characteristics were dominant, resulting in limited opportunities for student discussions within the classroom, each for their own unique reasons. They stated that due to the mismatch between the curriculum contents and the allocated time, they were unable to allocate adequate time for classroom activities. Johnson and Lee's (2019) study showed that ELT instructor's beliefs about language learning and teaching played a significant role in how they adapted or adhered to the curriculum. According to them, instructors with more traditional, instructor-centered beliefs were less likely to adapt their instructional approaches with the needs of students. Moreover, the experiences and continuous professional development training of instructors were found to affect instructors' CIA, though differences in experience, in this study, did not show CIA differences among ELT instructors. However, the in-service training might impact their classroom approach to following fidelity. A study by Park and Kim (2020) found that experienced ELT instructors with CPD were more confident and capable of adapting the curriculum to meet their students' needs. They went on to say that novice instructors and those without adequate in-service training were more likely to struggle with implementing the curriculum with fidelity. Hence, through understanding the personal factors, such as instructors' beliefs, self-efficacy, experience, and access to CPD training, it could be

possible to support instructors in aligning their instructional and assessment practices with the existence of administrative or institutional restraints.

Moreover, participants stated that they did not prepare for sessions of the day. They believed they were familiar with all the activities, so they simply picked up the FEC material and went to class. This pertains to the typical traits of a instructor, who fails to consider innovative ways to make the classroom engaging. This perspective also challenges the idea of viewing teaching as a static process, where instructors merely transfer the planned activities from the material to the students. In this regard, Cho (1998) and Snyder et al. (1992) identified pedagogic and curriculum skills as the constraining factors that enabled instructors to transfer the contents of the designed material as intended. They further revealed that the lack of commitment and willingness among ELT instructors could hinder their ability to adapt activities. Shaver et al. (2009: 136) also pointed out that instructor-related factors "might have been working behind the scenes." Despite their crucial role in CIA, instructors' experiences and level of education may not be sufficient to aid in curriculum adaptation. This study also found that the differences in teaching experiences among ELT instructors did not have a significant impact on the CIA instructors employed in the classroom.

Concerning the problems, Carroll et al. (2007), Durlak and DuPre (2008), Hill et al. (2007), and Pankratz et al. (2006) showed that the institution is in charge of fixing the problems that make it hard to implement the curriculum effectively. They also noted that the institution has to work towards correcting problems that came as a result of characteristics of implementers (instructors), students, and the support system (i.e., training and technical assistance) that affect instructors' fidelity. Smylie (1988) underscored that CPD training, including observation and support, was known to augment the capacity of instructors' CIA.

Participants criticized the official curricular materials designed at the center. The participants asserted that there were no differences in focus between the two curricular materials, although they perceived the second material as focusing on productive skills. The participants disclosed that the second curricular material focused on receptive skills like those of the first curricular materials. There was a complaint regarding the second curricular material's focus on reading skills, despite its inclusion of some writing exercises not present in the first one. The results of

the study were consistent with the findings of this one. They also stated that the two curricular materials lack vertical integrations. Participants also revealed that the curricular materials contained numerous activities that instructors could not complete within the allotted time. There are studies that support the findings of the current study.

A study by Smith et al. (2021) revealed that the curriculum placed "disproportionate emphasis on receptive skills like reading and listening over productive skills like speaking and writing." Additionally, they noted that "many of the activities were overly lengthy and difficult to complete within the allotted class time" (Smith et al., 2021, p. 84). However, the study results showed the focus on receptive skills might not be a problem. Research by Brown (2020) argued that "developing strong listening and reading comprehension lays the foundation for more effective speaking and writing skills later on" (p. 65). Participants also criticised the lack of integration between the two FEC materials. The curriculum contents demonstrated a lack of integration both among the curriculum units and between the contents of the two curriculum materials. Jones' review of freshman composition programs across the United States revealed "a lack of vertical integration between course units and disconnect between the freshman curriculum and upper-level English courses" (Jones, 2022, p. 39), a finding that could apply to students choosing ELT as their field of study.

Another study on FEC demonstrated students' preference for text engagement over active production, with the majority of class time spent on reading, listening to lectures, and working on comprehension exercises (Fitzgerald and Laine, 2018). Navarro & Reyes (2021, p. 295) conducted a study on 50 universities and found a lack of coherence and integration between course units, resulting in fragmented lessons and skills that did not build upon each other. However, research by Chen and Hsieh (2019) suggests the importance of striking a balance between receptive and productive skills in such a curriculum. Chen and Hsieh found out that "students who experienced an integrated curriculum with equal emphasis on listening, reading, speaking, and writing demonstrated stronger overall language proficiency" (p. 123). One respondent stated that he skipped activities that were easy and difficult. A contradictory result by Guo and Li (2020) disclosed that challenging activities in the curriculum could not be necessarily a weakness. According to them, cognitively demanding activities lead to deeper learning and better retention.

The study also revealed that environmental factors, such as class size and the classroom's unsuitability for expert-recommended activities, significantly impacted the CIAs of ELT instructors. O'Donnell (2008) asserts that large-classrooms typically favor the fidelity approach, viewing consistent curriculum delivery as crucial for ensuring impartial learning opportunities for all students. However, Penuel et al. (2011) revealed that the fidelity approach could be challenging in unconducive classroom situations, as instructors may need to adapt their instruction to address the specific needs and barriers faced by students. Penuel et al. further stated that in large-class size classrooms, instructors may need to adapt the curriculum to accommodate diverse learning styles, abilities, and pacing requirements of a larger group of students. However, this study revealed that, despite the presence of students from diverse backgrounds across the country, they preferred the fidelity approach, often overlooking the importance of student differences.

Moreover, according to Rogan and Grayson (2003), in situations where limited resources or infrastructure exist, instructors may need to adapt the curriculum to ensure effective delivery and student engagement. In addition, Penuel et al. (2011) found that in large-class classrooms and unconducive classroom situations, the enactment approach may be more prevalent as instructors need to navigate the challenges and constraints of their teaching environment and make informed decisions to ensure effective learning. However, research suggested that instructors need to employ a combination of these approaches, adjusting their implementation strategies based on the specific needs and circumstances of their classrooms (Penuel et al., 2011; Remillard, 2005).

4.7.3 Instructors' fidelity of implementation to the designed curriculum

Instructors' FOI was examined using the adherence and exposure dimensions of the fidelity measure. Scholars agree that a high adherence score for instructors is defined as 80 and above percent, a medium adherence score is 60–79%, and a low adherence score is below 60%, with potential variations depending on the study's purpose (Carroll et al., 2007; Durlak and DuPre, 2008). Based on this information, the ELT instructors in this study achieved a medium level of adherence score. Observation revealed that ELT instructors maintained fidelity, but their adherence score fell short of a high score. The observed instructors' adherence score decreased due to their use of skipping as the only strategy to deal with activities that were not feasible in that specific classroom context. Observed instructors ignored several activities, including core

activities (listening and writing). The results of the interview also affirmed this point. Ignoring the core elements of the curriculum may result in consequences such as missing the intended objectives of the curriculum.

Moreover, ELT instructors skipped activities for reasons related to institutional, student, and instructor-related factors, not because they assessed the activities' relevance. In line with this, Shawer et al. (2009) stated that instructors skipped activities assuming that the activities were difficult to do at the moment of the implementation rather than considering the relevance of the activities. Shawer et al. (2008) stated that this behavior by instructors could lead to a failure to meet the intended curriculum objectives. They went on to say that instructors who seem to adhere to the designed curriculum and skip activities tend to focus on content coverage, rather than adjusting the content to meet the needs of students and fill in any gaps.

There are other consistent study results that investigated the level of FOI, particularly in large-class sizes and unconducive classroom situations. Dusenbury et al. (2003) examined the FOI in various educational programs and found that the average level of adherence to the designed activities varies from 60% to 80%. That is, the adherence score reported by Dusenbury et al. concurred with the two ELT instructors' adherence score in this study.

Contrary to the results of this study, other studies demonstrated that the decrease in adherence scores was due to the use of adaptation strategies rather than simply skipping activities. The factors that instructors attributed to the decrease in the adherence score in this study were not dissimilar to those in other study results. The difference lied in the strategies that instructors took for activities they could not perform as designed. Mowbray et al. (2003) found classroom size, availability of resources, and instructor experience considerably impacted instructors' adherence to the prescribed curriculum. Mowbray et al. disclosed that instructors adapted the activities of the designed curriculum to address the diversified needs of the students in large class-size classrooms as well as in classrooms where resources were meagre to complete the activities as planned. However, the medium FOI of ELT instructors in this study was reported as a result of taking the skipping strategy of adaptation rather than modifying, replacing, or making some sort of change to the existing activities. Therefore, employing a strategy that failed to enhance curriculum at the classroom level resulted in a reduction in instructors' FOI.

Similarly, Penuel et al. (2011) revealed the challenges instructors encounter in maintaining fidelity in large-class classrooms, which demand their time and attention, while also addressing the varied needs of a larger group of students. Moreover, Rogan and Grayson (2003) stated that as a result of uncondusive classroom situations, instructors may be required to adapt the prescribed curriculum for effective delivery and student engagement.

This study found that ELT instructors neither had a high adherence score nor used adaptation strategies other than skipping. According to the results of this study, Dusenbury et al. (2003) and Carroll et al. (2007) suggest that instructors may not consistently provide the basic components of the curriculum without making necessary adaptations to the activities, due to various factors. While Dane and Schneider (1998) attributed a lack of understanding or training to the significance of providing all essential components, Mowbray et al. (2003) stated competing demands or time constraints that affect instructors' ability to fully put the designed curriculum into practice without adaptation. Mowbray et al. further stated that instructors perceived certain components of the curriculum as less relevant to students, so that instructors tend to ignore those activities without replacement. The study's participants also demonstrated this outcome.

ELT instructors acknowledged that they made modifications to their instructional strategies or delivery methods, although some study participants did not intend to alter the activities. Instructors tended to use question-and-answer techniques, with the assumption of completing a larger number of activities in groups. Instructors who were observed also changed the instructional techniques that curriculum experts assumed were done. Dusenbury et al. (2003) and Carroll et al. (2007) found that instructors alter the pacing, sequencing, and timing of activities, deviating from the instructions of the designed curriculum. However, the FOI of instructors remained unaffected by these changes in delivery methods, provided that they carried out the curriculum activities as intended, regardless of the delivery methods. However, participants had reasons for disregarding the suggested instructional methods. Among other factors, the large number of activities in a single unit, the students' language background, and institutional motives were some of the reasons for the disregard. However, many participants were unable to identify personal factors that could hinder them from adapting their instructional methods to suit the dynamics of the classroom.

During the post-observation interview, the two observed instructors reported that factors such as time constraints, the relevance of the activities to the students, the large class size, and the students' interest and motivation to participate in certain activities limited their adherence score. This result aligned with the findings of Mowbray et al.'s 2003 study. The authors reported that factors such as classroom size, resource availability, and instructor experience significantly impacted instructors' FOI, although ELT instructors in this study did not show differences in their CIAs based on experience. Penuel et al. (2011) also revealed the challenges instructors could face in maintaining high fidelity in large-class classrooms. According to Penuel et al., instructors were unlikely to maintain high fidelity as a result of increased demands on their time and attention, as well as to address the diverse needs of a large group of students in the class.

Despite the fact that adapting was not a common experience among instructors in this study, Rogan and Grayson (2003) asserted that in an unfavorable classroom environment with limited resources or infrastructure, instructors may need to modify the curriculum to ensure effective instruction and student participation. Other study results also underscore the importance of striking a balance between the Freedom of Information (FOI) and the adaptations made by classroom instructors. O'Donnell (2008) suggested the need to strike a balance between fidelity and adaptation in instructors' CIAs. Penuel et al. (2011) disclosed the importance of maintaining fidelity to the designed curriculum, especially in large-class classrooms, and the need to adapt the curriculum to address the various needs and challenges of their particular teaching context. Nevertheless, ELT instructors, in this study, were not observed to have a high adherence score to the designed curriculum as well as to adapt the activities that they found difficult to implement in the classroom. Rather, ELT instructors' adherence to the designed curriculum was affected by skipping activities, which should be used wisely for eliminating irrelevant activities that in turn help instructors get more time to deal with the core activities of the curriculum.

Moreover, during the interview, participants expressed their observation that students were not sufficiently exposed to the curriculum. During observation, instructors were seen to cover many activities in a single lesson, for they wanted to cover many contents. Instructors failed to allocate sufficient time for conducting activities in groups and pairs. Instructors chose the question-and-answer technique since it helped them cover as many activities as possible in a single session. Moreover, participants in the study disclosed that the time allotted to finish the curriculum did

not match the number of activities designed in it. They mentioned this as reasons for using the question-and-answer technique as well as to increase the pace at which students do activities.

This study yielded both consistent and contradictory findings regarding students' exposure to the curriculum. A study by Smith et al. (2020) found that instructors often rushed through the designed activities to cover the entire curriculum, which prevented students from gaining a deep understanding of the content. The researchers also revealed that instructors primarily employ lecture and question-answer techniques, providing limited time for students to work in pairs or small groups. This, in turn, resulted in students receiving insufficient exposure to the full depth of the curriculum. The National Centre for Education Evaluation (2018) also obtained a similar report, which revealed that instructors frequently attempted to incorporate multiple activities into a single lesson, placing less emphasis on mastery. This approach left students with insufficient time to fully engage with and practice key concepts.

In the current study, ELT instructors skipped activities, including the curriculum's core activities, and accelerated their pace to cover multiple activities in a single lesson, instead of utilizing various instructional methods that enhance student engagement. However, there are other research findings that provide suggestions for instructors to balance the pace of covering many activities with the classroom instruction that they follow. A study by Johnson et al. (2021) found out that instructors made students work collaboratively on activities using different instructional methods like direct instruction, group work, and independent practice still by allocating enough time for students to work on those activities. Lee et al. (2019) also demonstrated that students showed a strong mastery of the target content when instructors used a mix of whole class, small group, and individual learning activities. They also repeated the idea of Johenson et al., which stated that instructors can cover the required content while still giving sufficient opportunities for deep engagement. Therefore, the mixed results of overemphasizing content coverage, which limits students' exposure to the full curriculum, and balancing content coverage with in-depth engagement through the strategic use of varied instructional approaches, were missed. Hence, the packed contents, which could not commensurate with the allotted time to finish those contents, led instructors to increase students' exposure to the curriculum, and the skipping of activities made instructors have a medium of FOI in implementing the FEC.

4.7.4 Students' perceptions towards their ELT instructors' CIAs

Many student respondents held the perception that their instructors strictly adhered to the designed activities of the official curriculum, which aligned with the results of the interviews, observations, and post-observation interviews. Though most respondents disliked instructors' reliance on the fidelity approach, yet there are others who like their instructors' dependence on the fidelity approach. The pro-fidelity respondents' idea concurred with research results. The study by Fixsen et al. (2010) revealed that instructors, students, and administrators support fidelity implementation since it ensures consistent and standardized instructional practices. Durlak and DuPre's (2008) study demonstrated that fidelity can increase the effectiveness of the curriculum and make it more likely to receive the intended benefits and achieve desired learning outcomes. Moreover, fidelity implementation ensures the alignment of curriculum with academic standards and learning objectives (Stains & Vickrey, 2017). Therefore, the results from the students align with the ideas of the aforementioned authors, as they may have believed that adhering to the official curriculum would ensure their success.

Furthermore, Durlak and DuPre (2008) reveal that adhering to the prescribed curriculum maximizes instructional time. Durlak and DuPre stated that students receive consistent and focused instruction, allowing for more practice and reinforcement of key concepts that in turn contribute to improved student learning outcomes. Stains and Vickrey (2017) observed that the implementation of fidelity can significantly boost instructors' confidence and competence. According to Stains & Vickrey, instructors who receive support in implementing a curriculum as intended gain a deeper understanding of the content and effective instructional strategies. This, in turn, gives them the confidence to translate into more effective teaching practices and greater student engagement. This, in turn, fosters student trust in guessing the areas where the instructor will draw questions for the examinations.

However, many respondents expressed their dissatisfaction with their instructors' over-reliance on the fidelity approach. They expressed their dissatisfaction with their instructors' disregard for modifying and adapting curriculum contents to suit the specific needs and interests of students, as well as their failure to engage students in meaningful and authentic language use. Respondents in the open-ended item questions expressed their dissatisfaction with the repetitive nature of the curriculum, the excessive focus on grammar and reading, the neglect of writing and listening,

and the tendency of their instructors to carry out tasks independently. The results of this study were also supported by other studies. Hongboontri and Darling (2020), and Ocaik and Olur (2019) disclosed that the fidelity approach limits opportunities for student choice, creativity, and personal expression, which reduces students' engagement, motivation, and enthusiasm. It also leaves little room for flexibility and individualization to meet the diverse needs of students, which can be particularly problematic for those with different learning styles, abilities, and backgrounds. Moreover, fidelity-oriented instructors fail to adapt the curriculum to the circumstances or make it more pertinent for the students (Hongboontri, Darling, 2020, and Shower, 2017); they overlook contextual discrepancies, student uniqueness, classroom dynamics, and instructor characteristics (Bumen et al., 2020; Ocaik & Olur, 2019). By strictly following the prescribed curriculum, instructors may miss opportunities to make necessary modifications and adjustments that could enhance its relevance and effectiveness for their students (Fixsen et al., 2010). The shortcomings of the fidelity approach, which overlooked students' and contextual characteristics, could lead to student discontentment.

Some student respondents expressed dissatisfaction with the contents they engaged in in the classroom. Reading and grammar took up classroom time, despite the existence of other skills in the curriculum. They disclosed that students who were not proficient at grammar could not compensate through other language skills. According to Fixsen et al. (2010), strict adherence to a prescribed curriculum may result in a narrowing of the curriculum's focus. They went on to say that instructors may feel compelled to prioritize content coverage over deeper understanding and critical thinking; it results in a superficial and fragmented learning experience for students. Consequently, students may become excessively focused on test performance rather than developing their overall language performance. This could potentially be the root cause of the students' dissatisfaction.

Many more research results concurred with this study. Instructors rigidly follow the fidelity approach since it may be simpler and safer for them to provide pre-specified content (Shawer, 2009); instructors may have instructor-centered teaching styles (Shawer et al., 2008). Shawer et al. also found total dependence on the designed contents to be boring, a sentiment that mirrors students' reactions to open-ended data. The fidelity approach makes instructors overlook the importance of learning environments and learning processes (Yeni-Palabiyik & Daloglu, 2016),

fail to account for the differences in student learning, and do not significantly increase student involvement and participation (Shawer et al., 2008).

Respondents' dissatisfaction with their ELT instructors' approach aligns with other research results. Fidelity-oriented instructors do not take risks in developing curriculum to meet the needs of the context, which in turn leads to student dissatisfaction. Curriculum transmission rarely results in significant student learning or motivation, and instructors are not in a position to make students active and responsible for their own learning (Hongboontri & Darling, 2020; Seneechai, 2020; Shawer et al., 2008, 2009; Shawer, 2017). In this study, ELT instructors did not use meaningful and authentic language that could engage students in the classroom activities, nor did they adapt the contents to meet students' learning preferences. However, there could be numerous differences in CIA among instructors, which are not clearly identified. According to Latham and Vogt (2007), variations in curriculum implementation among instructors could stem from variations in their personal styles, experiences, and training. However, Shawer (2006) suggests that instructors with similar training and experience could potentially adopt the fidelity approach.

To better meet the individual needs, interests, and preferences of their students, ELT instructors in the study marginally employed strategies such as adapting and modifying content. Nevertheless, several research works have indicated the need to modify the contents to accommodate student demands. Proficient instructors modify the curriculum to meet the particular requirements of the learning environment. In sharp contrast to the findings of this study, the adaptation and enactment approaches see the "instructor as learner and instructor as a member of the classroom community" (Cho, 1998, p. 31), which goes against the fidelity viewpoint.

A significant proportion of respondents indicated that ELT instructors had omitted certain activities from the designed curriculum. Furthermore, respondents to the open-ended item questions confirmed that ELT instructors omitted listening and writing activities, which could be considered among the core skills of the curriculum. The students' data aligned with the data from instructors' interviews and observations. In light of this, Combs et al. (2022) claimed that omitting core activities might impair the acquisition of the curriculum's essential elements.

Skipping activities can result in missing out on hands-on experiences, discussions, and interactive activities, which can lead to incomplete skill development (OECD, 2018). It can also disrupt the logical sequence and progression of curricular activities, leading to fragmented learning and potentially creating achievement gaps (OECD, 2018). Furthermore, it can disproportionately impact students who are struggling academically or come from disadvantaged backgrounds (Darling-Hammond et al., 2019). Darling-Hammond et al. also warned that skipping activities that are engaging and meaningful may lead students to perceive the curriculum as less relevant or engaging, which in turn brings decreased motivation and enthusiasm. However, Okoth (2016) related skipping activities with instructors' characteristics. She unveiled that instructors may fail to notice, deliberately ignore, or selectively implement activities when they find them inconsistent with their interests and experiences.

In this study, some respondents expressed dissatisfaction with their ELT instructors' reliance on activities designed to boost students' exam scores, despite the fact that many others appreciated this approach. Shawer et al. (2009) claimed that students who are proficient in the language need something new rather than their instructors' rigid approach to the designed curriculum contents. Shawer et al. claimed that students lacked motivation to engage in such activities, yet they acted as if they were involved or at least internalized the taught material.

Overall, student data indicated that ELT instructors relied heavily on the fidelity of CIAs that supported the data from other sources. There were students who were pleased with their instructors' dependence on the designed curriculum and their focus on particular language skills. Conversely, other respondents expressed dissatisfaction with the instructors' strict adherence to the official curriculum. The latter needed activities that they did not predict ahead of the classroom that called for the need for adapting activities. Hence, using the eclectic CIA based on the contexts is preferred since the weakness of one approach is complemented by the strength of the other (James Bell Associates, 2009). By ignoring adaptation and enactment approaches, instructors may miss valuable opportunities to connect learning to students' lived experiences, which can augment the motivation of students and the relevance of curricular contents (Fullan, 2007). While fidelity to the curriculum is essential for ensuring consistency and meeting educational standards, it is equally vital to strike a balance between fidelity and approaches that

allow flexibility. This balanced approach can enhance student engagement, promote deeper learning, and enhance learning outcomes (Penuel & Gallagher, 2017).

Although studies are still ongoing, it is the responsibility of ELT instructors to adapt and modify the designed curriculum for the benefit of students. Furthermore, despite the ambiguity of the reasons, instructors' training has been deemed crucial. Okoth's (2016) study in Kenya showed the importance of giving in-service training that helps instructors enrich the designed curriculum and narrow the gap between the intended and implemented curriculum. Furthermore, Smylie (1988) underscored that professional development training, which includes observation and support, enhances classroom approaches to curriculum implementation.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The effectiveness of a curriculum is significantly impacted by how instructors use CIAs. This study employed three distinct but complementary CIAs as frameworks: fidelity, (mutual) adaptation, and enactment. The fidelity approach, which is based on the positivist paradigm, makes the assumption that instructors would follow the curriculum precisely as its creators intended, without making any changes. However, this approach hindered instructors' ability to be creative, grow as professionals, and make decisions in the classroom. On the other hand, the adaptation approach, which is grounded in post-positivism, allows instructors to add, alter, or improve the planned contents or activities; it highlights the necessity of respecting the curriculum's knowledge and objectives. The adaptation strategy has a number of benefits over the fidelity approach, such as more flexibility, better learning outcomes, and compatibility with constructivist ideas. The fidelity approach, as opposed to the adaptation, has conceded criticisms such as having a tendency to undermine instructors' autonomy and professionalism. The enactment method, in contrast to the other two, upheld the idea that curriculum is developed via ongoing interactions between instructors and students. It adheres to the social constructivist paradigm, which gives instructors the flexibility to significantly alter or completely alter the activities of the designed curriculum. According to the enactment approach, curriculum knowledge is not a finished product but rather an ongoing process of development. This approach targeted students' needs, interests, and personal development. It also aimed to enhance the professional careers of instructors rather than focusing solely on fidelity.

The study used the case-study mixed-method (CS-MM) design to accomplish these goals. The case study was taken as a parent design while the mixed method was embedded in the case study design. That means the qualitative data was prioritized over the quantitative data. This study employed the concurrent mixed methods approach, which integrated data collection and analysis methods simultaneously. The study used interviews, observations, post-observation interviews, and questionnaires to gather data. In the study's results sections, the data collected through both qualitative and quantitative methodologies was combined or merged.

Regarding the sampling method, the study used a purposive sampling technique, which is a non-probability sample method, for the interview subjects. Purposive sampling makes it easier to find

individuals who can provide thorough and varied perspectives on the topic being studied. The base size, run length, and the new information threshold were all incorporated in the sample determination technique proposed by Guest et al. (2020) (see Appendix E), which was used to determine the sample size for interviews. The sample determination formula determined that eight participants were sufficient or adequate for the study. Additionally, the study employed purposive and random sampling strategies to select ELT instructors for observation. Proportional stage sampling was employed to get sample students from natural and social science students. To investigate instructors' CIAs, the study included semi-structured interviews, observation, and post-observation interviews. Additionally, interviews and post-observation interviews were used to investigate the reasons for instructors' CIAs. A questionnaire was utilized to find out how first-year university students perceived their ELT instructors' CIAs, while observations and post-observation interviews were used to examine instructors' FOI.

Keeping instructors up to date with the change of the globalized world was made possible in large part by in-service training. Despite this claim, the institution did not offer ELT instructors any professional development training during their employment. Although they described the HDP training as less relevant and not based on instructors' needs and centered on general education rather than assisting instructors in their field of study, participants acknowledged that they had completed it. The institution offered limited opportunities for in-service training, which could aid instructors in developing classroom curricula. Thus, one obstacle to ELT instructors' CIAs might be taken as a lack of current training. Therefore, in-service training appeared to be a driving force behind ELT instructors' adherence to the fidelity approach of curriculum implementation, despite the inability to consider demographic factors such as educational status and experiences in their CIAs.

The study found that ELT instructors generally adhered to the fidelity model of curricular implementation when it came to their CIAs. Though ELT instructors showed considerable variance in their usage of the recommended teaching methods/instructions, they adhered to the specified order or sequence and instructions supplied by the curriculum creators. ELT instructors felt that since MOE had created the curriculum, it was not their job to improve or change it. ELT instructors tried to follow the curriculum rules given from the center, regardless of the demands of the setting and the varied needs of the students. ELT instructors thus disputed their

responsibility to modify activities in the classroom to meet the requirements of the students. Nonetheless, instructors used supplementing and skipping as adaptive strategies instead of following the planned curriculum or activities. Nevertheless, neither of the two strategies significantly enhanced the official or planned curriculum. Even though the curriculum included a variety of language abilities, ELT instructors placed a greater focus on reading and grammatical exercises. Since the two language categories were the focus of the tests and examinations, the instructors gave priority to grammar and reading instructions, ignoring many listening and writing contents. In other words, in reaction to the effect that high-stakes assessments have on students' field placement, instructors adopted reading and grammar areas to improve students' performance on tests and exams. According to all data sources, instructors preferred to choose the fidelity approach to curriculum implementation, which ran counter to the creative classroom solutions they may discover through adaptation and enactment approaches.

The study participants disclosed a range of reasons or variables that influenced ELT instructors' decisions to follow, omit, or add to the designed curriculum materials. These motives fall into one of the three categories: factors connected to the student, the environment or institution, or the individual or instructor. Instructors' CIAs were determined by a number of motives that were related to student factors: the language, schematic, pragmatic, and affective needs of their students. Due to students' pragmatic and affective needs and interests, instructors followed grammar and reading exercises more often than other skills. Instructors concentrated on the reading and grammar sections of the designed curriculum since assessment questions were drawn from those language areas. In addition to being the primary focus of the assessment, students demonstrated a greater interest in grammar and reading due to their exposure to these skills during their elementary and high school years. Instructors admitted that their students' writing and listening skills were poor. It seemed sensible that instructors should focus on the skills that students' lack, but they have chosen to ignore these skills, leaving their decisions unclear. Consequently, the pragmatic and affective needs of the students guided instructors' choices in the classroom more than their language and schematic requirements.

Another factor that influenced instructors' CIAs was the institutional motive. The institution wanted instructors to use the FEC as designed at the center, with a few department-level modifications. The institution aimed for uniformity in the techniques of instruction and

assessment used by different instructors in different classrooms. The type of assessment and the mismatch between assessments and instruction were the main issues that ELT instructors were worried about. Instructors could not assess what they had taught. Additionally, participants asserted that the practice of focusing on contents for student assessment was limiting students' overall language competency. Instructors found it more challenging to fairly teach language skills due to the assessment's value as a field placement for students.

Furthermore, the curriculum itself was identified as the other institutional component that significantly influenced instructors' CIAs. The study's participants uniformly and strongly criticized the designed curriculum for not being relevant to students' needs. They also demonstrated their discontent with the curriculum's contents and the meager time allotted to cover or complete them. A few participants also pointed out that the curriculum's contents lacked both vertical and horizontal integration. Participants also voiced their disapproval of the curriculum's inaccurate portrayal of language proficiency. The curriculum gave reading more space, but neither of the curricular materials adequately represented writing. Participants did, however, report that they were unable to complete the minimal writing exercises in the provided material due to time restrictions. The participants also cited the large class size, the lack of a coherent development of the material contents, and the repetition of language items such as grammar points as additional reasons. Additionally, instructors were able to exclude listening and writing exercises since the evaluation requirements did not leave enough room for them. Given the significance of the students' scores for field placement, instructors were expected to closely follow the exam topic.

Although the participants did not express the personal factors as clearly as they did the institutional ones, they did display some instructor characteristics that impacted their CIAs. Most participants believed that the lack of in-service training significantly affected their CIAs. They expressed dissatisfaction with the institutions for failing to tailor training to their specific fields of study. Different participants disclosed different instructor-related or personal factors that could determine their CIAs at the classroom level. Beliefs on teaching and learning, preparedness for the daily session, instructors' enthusiasm and commitment, and instructors' knowledge and skills in adapting the designed activities are some of the factors that play a role in

their CIAs. However, due to the implicit nature of personal motives or factors, several participants chose not to focus on them.

One could assume that instructors who claimed to adhere to the designed curriculum activities would have a high adherence score in terms of FOI. However, ELT instructors' FOI fell within the range of a medium-level adherence score (mostly below 70%). It may seem controversial to suggest that instructors who adhered to the fidelity approach did not demonstrate a high adherence score when implementing the curriculum. However, due to their preference for skipping strategies rather than adapting, modifying, or replacing the activities, instructors' FOI was not as high as one might expect from those who adhered to the designed curriculum. Therefore, one can conclude that instructors did not demonstrate a high level of FOI in implementing FEC, nor did they adapt the curriculum to meet the needs of students. Furthermore, students received insufficient exposure to FEC, particularly in the areas of listening, writing, and speaking, compared to their adequate exposure to reading and grammar. Instructors prioritized content coverage over students' engagement in the activities, resulting in limited exposure to relevant content for students. Hence, both the adherence and exposure dimensions of FOI in implementing the FEC showed that ELT instructors neither had high adherence scores nor did they allow students to have adequate exposure to the contents of the material.

Furthermore, data from students confirmed that ELT instructors followed the fidelity approach of curriculum implementation. The data demonstrated that ELT instructors typically followed the prescribed sequence or order of activities in the curriculum. The data also revealed similar results, indicating that ELT instructors often provided supplementary activities to supplement the designed activities. They also expressed positive perceptions of the provision of supplementary activities, although these were primarily focused on grammar and a small amount on reading to support vocabulary activities. However, the data from students revealed a slight discrepancy with the observational data, as the use of the skipping strategy by ELT instructors did not exceed the weighted mean. Furthermore, the data from students showed that instructors only used skipping and supplementing as adaptation and enactment strategies, which had no significant impact on the development of the classroom curriculum. All the data from different sources demonstrated that ELT instructors relied on the fidelity approach, which limited them to being consumers of

others' knowledge. It also limited their professional roles, which they could play in improving the curriculum at the classroom level.

5.2 Conclusion

Based on the results of the study findings, the following conclusions can be drawn. The first issue to be addressed is the training that the study participants received. Though participants admitted that they took HDP training, many of them disclosed their dissatisfactions with the relevance and timeliness of the training. They questioned the relevance of the HDP training due to its lack of need-based content and its focus on general education issues rather than specific study areas. This revealed the significant disconnect between the needs of instructors taking the training and the contents of the HDP. Therefore, the study revealed a participant's desire for specialized training that assists instructors in overcoming challenges in their respective fields of study, particularly in ELT.

However, two participants appreciated the HDP training because it allowed them to share their experiences with instructors from different fields of study. Therefore, collaborative learning does have value in enhancing instructors' CIAs, regardless of the relevance of the training's contents. Furthermore, the study showed that instructors must receive frequent updates following a needs assessment. In short, participants did not receive in-service training to help them implement the curriculum using various instructional strategies. Regarding the in-service training, the institution appears hesitant to provide support for ELT instructors by designing pedagogical in-service training after the introduction or reintroduction of the curriculum. Moreover, instructors who rely on "instructor-proof curricula" are less likely to show academic and professional progress. When designing in-service training for ELT instructors, it's important to consider factors such as balancing the fidelity, adaptation, and enactment of CIAs; instructors' lack of convictions and enthusiasm; and their lack of preparation to teach the FEC.

As a result of environmental/institutional, student- and instructor-, or personal-related factors, instructors followed the fidelity approach to curriculum implementation. ELT instructors mostly depended on a single source of pedagogical material commonly called a 'module' that is designed by MOE. Instructors always follow a predictable sequence—unit by unit, activity by activity, or page by page—of the fidelity approach. However, skipping activities frequently

disrupted their adherence to the designed curriculum contents. In Snyder et al. (1992), the continuum of CIAs places instructors at the left extreme, where they are occupied with covering the unit's contents or the entire material within the allotted time. Instructors were stretched to cover the content that would appear in tests and examinations, primarily in the areas of grammar and reading. The ELT instructors aimed to implement the FEC according to the institution's requirements. The institution's desire to implement the FEC in a consistent manner across different sections taught by one instructor and by different instructors came as a result of the desire of the institution. This approach may have the potential to minimize instructors' classroom pedagogical innovations or their desire to use various instructional approaches and assessments.

Given that students come from a variety of cultural, economic, social, and language-learning backgrounds, adhering to a single CIA in teaching could potentially harm some students while benefiting others. As a result, instructors need to implement the FEC following the eclectic CIAs that would address those various needs and interests of students. ELT instructors had reasons for following the fidelity CIA as well as for skipping activities of the designed curriculum. Among the demographic variables considered in this study, in-service training had a significant impact on ELT instructors' CIAs in implementing the FEC. ELT instructors' teaching experiences and the educational status could not be taken as reasons for their preference of the fidelity approach. Although there were differences in the teaching experiences of ELT instructors, these differences did not lead to differences in their CIAs. However, all participants in the study held master's degrees in ELT (MED in English), with the exception of one who held an assistant professorship, which did not significantly impact their CIAs. Therefore, the demographic factor that significantly influenced the CIAs of ELT instructors was their in-service training, which assisted them in keeping up with current needs and requirements.

The study's results also highlighted the issue of accountability. Instructors' fear of deviating from their peers when delivering the FEC limits their willingness and energy to adapt the material activities. Even though participants predominantly believe in adhering to the fidelity CIAs, some participants value the importance of adapting the curriculum to fit the particular context of teaching. Abera's strong belief in adapting activities revealed the need to tailor teaching to the needs of students, which indicated the need for a student-centered approach to teaching. Conversely, the limited use of the adaptation approach exhibited the presence of barriers and

norms that discourage instructors from deviating from the predesigned curriculum. Whatever the reasons may be, the results of this study demonstrated the need to use fidelity and adaptation in a balanced way where the strengths of one complement the weaknesses of the other.

Participants were diligently searching for supplementary activities that focused on grammar and, to some extent, on reading. The participants were preoccupied with preparing and sharing additional grammar activities, believing they would aid students in their examinations, rather than focusing on the general English language performance of students. All participants have unwavering belief in the importance of those supplementary activities. This stems from the goal of ensuring all students succeed in the exam, rather than focusing on the extent to which students perform language-based activities. Hence, ELT instructors focus on final outcomes at the expense of students' language proficiency and performance. This implies that ELT instructors prioritize the end result of learning over the learning process itself. As a result, ELT instructors face significant challenges in their CIAs that may prevent them from meeting the diverse needs of their students.

ELT instructors often omit or neglect numerous activities that are integral to the curriculum. This, in turn, would result in students missing out on opportunities to achieve the specified objectives. In this case, listening and writing skills were ignored. ELT instructors also neglected the speaking activities that were embedded in other skills. Hence, skipping those skills contradicts in some ways the evaluations made by MOE (2018). The MOE document reiterated that it found university students and graduates to be deficient in oral and written skills. Therefore, ignoring poorly presented writing skills and speaking activities could exacerbate students' deficiencies in oral and written skills. Skipping needs to be used to eliminate irrelevant activities that could be decided through evaluating the contents and the needs of students. So, skipping should be done with caution that otherwise neither helps in the improvement of students' language performance nor in the improvement of the designed curriculum for future use.

In spite of varying levels of teaching experience among participants, the study found no substantial variations in ELT instructors' CIAs, indicating that experience alone does not adequately explain the adherence of ELT instructors' curriculum implementation. Therefore, the

motives for ELT instructors' CIAs seem to stem from an interplay among student, institutional, and personal-related factors. This multilayered influence implies that both external and internal factors play a crucial role in shaping instructors' CIAs.

Concerning student-related motives/factors, instructors acknowledged the poor performance of students in writing and listening, but they chose to overlook these skills, which seemed paradoxical. Therefore, it is necessary to reconcile these contradictory ideas by providing in-service training to instructors and reducing obstacles that prevent them from implementing listening and writing activities to bridge the gaps students have in those areas. This underscored the importance of the FEC being more responsive to student needs and advocating for professional development initiatives that enable instructors to effectively adapt their teaching approaches. Additionally, instructors' use of different CIAs was influenced by students' language backgrounds, their lack of exposure to certain skills such as listening and writing, and their positive perceptions of reading and grammar, which contrasted with their perceptions of listening and writing.

Furthermore, the institution is the main motive that urged ELT instructors to follow a similar approach in implementing the FEC, which suits standardization and evaluation. The department and the college are the institutional hierarchy that dominated instructors to follow the fidelity approach that, in turn, crippled instructors' creativity, professionalism, and autonomy that a classroom instructor should entertain. Moreover, ELT instructors characterized the FEC as a material that has poor organization, lacks relevance, and has poor vertical and horizontal integrations within the contents of the same material and across the two curricular materials. Despite characterizing the material in such ways, instructors follow the fidelity perspective, which is paradoxical to their labeling of the material as 'poor' since poorly designed curriculum material is liable to adaptation. Regardless of the material's quality, instructors may adopt the fidelity approach as a safeguard against potential administrative questions arising from deviations in instructions and assessment. Nevertheless, choosing the safe zone (only providing what has been designed at the center) results in a lack of self-reliance, classroom decision-making skills, and professional development. In contrast to the fidelity approach, which wears away instructors' endeavor for professional development, adaptation links to professional development and instructor satisfaction. The fidelity approach also disregards the pragmatic and

affective needs of students, as instructors strive to meet these needs by focusing on grammar and reading skills.

Another institutional challenge that impacted instructors' CIAs was the curriculum itself. The participants identified issues such as inadequate content, repetition of contents, insufficient emphasis on writing and speaking, and contextually irrelevant content as reasons for omitting some activities and giving due attention to others that impact instructors' CIAs. Participants also criticized the poor vertical and horizontal integrations of contents. They also expressed their dissatisfaction over the designers' failure to link the contents with the allotted time. Participants' criticisms require MOE to revise the FEC curriculum to meet the competency and expectations of university students.

Participants of this study observed critical problems in the alignment of instruction and assessment. Students lose interest in contents or activities that are not part of the assessment or evaluation. This was also observed on ELT instructors. Hence, the skills and activities that are designed in the curriculum should be part of the assessment according to the breadth and space they are given in the material. That is, instructors should think of alternatives to assessing students beyond the paper-and-pencil type assessment, which focused on grammar and reading. The high-stakes exam used for student-field placement also forces instructors to concentrate on students' ability to achieve high marks, rather than the extent to which students' English language performance has improved across all skills presented in the material. Therefore, ELT instructors should focus on teaching the contents planned in the official curriculum using the various CIAs and aligning the assessment with the taught content, given the inextricable link between teaching and assessment. The organization of the two curricular materials should also be scrutinized. The second curricular material should include topics with a higher level of difficulty and a more comprehensive and in-depth content organization. The alignment between the instructions and assessment needs to be kept; the taught curriculum contents should fairly be used in the assessment. Instructors can better align their instructional and assessment techniques by discussing them with institutional authorities, which could in turn enhance instructors' self-efficacy and access to professional development.

Participants' personal beliefs on teaching and learning, their past learning experiences, lack of preparations, instructors' commitment and willingness to adapt curriculum activities, and fear of accountability all play roles in determining instructors' CIAs in teaching the FEC. Moreover, students' less engagement in activities due to instructor-dominated classroom behavior and trying to be on the safe side as a result of the consequences of adaptation, lack of commitment, and willingness on taking time for adaptation are all the instructor factors disclosed by participants. Therefore, the instructor-related factors play a significant role in determining ELT instructors' CIAs.

When instructors have been found to follow the fidelity approach, expectations are there to have high instructors' FOI. However, the study found that instructors did not successfully implement the curriculum with high FOI, nor did they successfully use adaptation strategies that could address the needs of students, meet the requirements of the environment or the classroom context, and enhance the existing curriculum for future use. In both the adherence and exposure dimensions of FOI, ELT instructors did not perform well in achieving a high adherence score in curriculum implementation, nor did they provide sufficient time for students to fully engage with the covered content. The students' engagement in the fluency development activities did not match the content they had learned in the classroom. Engaging students in fluency development activities is critical since it helps students in their field of study in the university and in their later life after graduation. As a result, the FOI of ELT instructors in effecting the FEC in the study area was not successful when mirroring from instructors who claimed to follow the fidelity CIA.

Students' responses also indicated that ELT instructors primarily used the fidelity CIA, with limited implementation of adaptation and enactment strategies that were in line with the data from other sources. However, students did not make similar choices about their instructors' CIAs, indicating a varied use of CIAs depending on the context in which the instructor is working. The repetitive nature of the curriculum contents, as indicated by the students' responses, resulted in a lack of motivation and interest in participating in the activities. Students also revealed the limitations of learning the FEC curriculum, including time constraints for cooperative activities in the classroom and the omission of relevant activities that could hinder their holistic language skills development. This highlights the need to adjust the curriculum contents within the allotted time, a task that could be achieved through curriculum revision.

5.3 Recommendation

Despite the study's small sample size and scope, its thorough examination of the current problem significantly advances a field with few comparable studies. The results showed that ELT instructors rarely used adaptation techniques that could better suit the requirements and interests of university students, instead relying primarily on the fidelity approach to curriculum implementation. This proved that ELT instructors ought to give serious thought to their CIAs. This implies that ELT instructors should employ a variety of CIAs, as the benefits of each approach outweigh the drawbacks of others. Thus, it is essential that ELT instructors keep a close evaluation on their CIAs so that they may adopt strategies that help students and improve the designed curriculum. Instructors should also look at the several obstacles that can make them choose one CIA over another. If instructors are aware of the constraints that prevent them from using CIAs aligned with the needs of students and the institution, they might try to balance their approach in a way that serves students, the institution, and the instructor.

Instructors should also consider what caused their medium FOI, which should have been high if they implemented the curriculum using the fidelity approach. Instructors must ensure that the skills they teach align with the official curriculum's content to avoid students missing out on potentially missed skills. Instructors must thus provide meaning-focused input (reading and listening), meaning-focused output (speaking and writing), language-focused learning (vocabulary and grammar), and fluency development activities (adequate practice time for all language skills learned) in a balanced way as far as they were designed in the curriculum. This also necessitates balancing the curriculum's contents with the allotted time, as it would be unfeasible otherwise, even if the curriculum contains relevant content.

In general, taking the results of this study, the following recommendations could be set.

- Training that is targeted to classroom curriculum development and curriculum implementation approaches needs to be delivered. It is crucial to concentrate the training on professional development, specifically on innovative curriculum implementation strategies, which can be achieved through the use of adaptation and enactment strategies. This type of training would tackle the distinct challenges encountered by ELT instructors. Furthermore, it would be crucial to organize workshops and seminars that center on

instructors' collaborations, enabling them to share their practices and adopt best practices, while also keeping them informed about current trends and research in ELT. . The workshops and seminars also need to include assessment techniques and instruction that could address students' needs. The workshop and seminars should focus on the alignment between instruction and assessment, as well as the effects of mismatches between these elements. In addition, instructors would learn from the workshops and seminars about flexible curriculum implementation based on student needs and classroom dynamics rather than rigidly adhering to the pre-specified elements of the designed curriculum.

- The institution, MOE, could use the results of this study to conduct a comprehensive review of the official curriculum, ensuring its relevance to university students. This implies that the organization could involve ELT instructors in the review process, thereby obtaining additional feedback on the overall freshman English curriculum. This feedback would aid the organization in incorporating the language's missing elements and aligning it with the current needs of students and essential skills.
- The results of students showed mixed preferences for instructors' CIAs: some preferred the fidelity approach while others preferred the adaptation strategies. This underscored the necessity of soliciting student feedback on curriculum contents and strategies, which would enable instructors to gain a clear understanding of student experiences and tailor their teaching accordingly. This may necessitate implementing active learning strategies to encourage students to engage with their weaker skills, such as listening and writing, rather than disregarding them.
- The institution should support ELT instructors by providing necessary support and fostering a culture of collaboration, which will ultimately enhance their professional growth. This also involves fostering inter-departmental collaborations, particularly with the instructors in the behavioral science department, to address curriculum implementation and explore various approaches to it.
- ELT instructors' CIAs could be a potential area of research by using different designs, like the experimental design, taking variables such as the impact of classroom-level curriculum development (adaptation) on student motivation, learning, and achievement and instructors' professional development.

References

- Albilehi, R., Han, J. U. & Desmidt, H. (2013). Curriculum Development 101: Lessons learned from a curriculum design project. *CATESOL Journal*, 24(1), 187-197
- Alderson, J. C., & Wall, D. (1993). Does washback exist? *Applied Linguistics*, 14(2), 115-129.
- Alsubaie, M. A. (2016). Curriculum development: Instructor involvement in curriculum development. *Journal of Education and Practice*, 7(9), 106-107.
- Andersson, C., & Palm, T. (2017). The impact of formative assessment on student achievement: A study of the effects of changes to classroom practice after a comprehensive professional development programme. *Learning and Instruction*, 49, 92-102.
- Ary, D., Jacobs, L. C., Sorensen, C. & Razavieh, A. (2010). *Introduction to Research in Education* (8th ed.). Australia: Wadsworth Cengage Learning.
- Aweke Shishigu (2015). *Foundation of Curriculum in Ethiopia: Historical, Philosophical, Psychological and Sociological Perspectives*. A Paper Presented in the 33rd May Annual International Educational Conference of Bahir Dar University, Ethiopia
- Ayre, C., & Scally, A. J. (2014). Critical values for Lawshe's content validity ratio: revisiting the original methods of calculation. *Measurement and evaluation in counseling and development*, 47(1), 79-86.
- Azano, A. P., Callahan, C. M., Missett, T. C., & Brunner, M. (2014). Understanding the experiences of gifted education instructors and fidelity of implementation in rural schools. *Journal of Advanced Academics*, 25(2), 88-100.
- Bennett, D. S. (2007). Instructor efficacy in the implementation of new curriculum supported by professional development". Graduate Student Theses, Dissertations, & Professional Papers. 946. <https://scholarworks.umt.edu/etd/946>
- Berhane Gerencheal (2019). *Foreign Languages in Ethiopia: History and Current Status*. Online Submission, 6(1), 1431-1439.
- Berkowitz, T., Paschal, A., & Watkins, A. (2011). A multi-dimensional approach to measuring fidelity of implementation. *Journal of Prevention & Intervention in the Community*, 39(3), 219-232.

- Beyer, C. J., & Davis, E. A. (2012). Developing preservice elementary instructors' pedagogical design capacity for reform-based curriculum design. *Curriculum Inquiry*, 42(3), 386-413.
- Bingham, A. J., & Dimandja, O. O. (2017). Staying on track: Examining instructors' experiences with personalized learning. *Journal of Research on Technology in Education*, 49(3-4), 157-171.
- Birhanu Bogale (2009). Language determination in Ethiopia: What medium of instruction. In *Proceedings of the 16th international conference of Ethiopian studies* (Vol. 1, pp. 1089-1102).
- Blessing, L. T., & Chakrabarti, A. (2009). *DRM: A design research methodology* (pp. 13-42). Springer London.
- Brown, J. D. (2009). Language curriculum development: Mistakes were made, problems faced, and lessons learned. *Second Language Studies*, 28(1), 85-105.
- Brown, J. (2020). Rethinking the freshman English curriculum: Prioritizing receptive skills for long-term success. *Journal of English Language Teaching*, 15(2), 55-72.
- Brown, A., & Watkins, K. (2022). The impact of time constraints on curriculum implementation. *Journal of Curriculum Studies*, 54(2), 245-261.
- Bryman, A. (1989). *Research methods and organization studies*. Routledge.
- Bumen, N. T., Cakar, E., & Yildiz, D. G. (2014). Curriculum Fidelity and Factors Affecting Fidelity in the Turkish Context. *Educational Sciences: Theory and Practice*, 14(1), 219-228.
- Bumen, N. T., Cakar, E., & Yildiz, D. G. (2020). Curriculum Fidelity and Factors Affecting Fidelity in the Turkish Context. *Educational Sciences: Theory and Practice*, 14(1), 219-228. DOI: 10.12738/estp.2014.1.2020
- Carless, D. (2001). Curriculum implementation in Hong Kong primary schools: Factors mediating curriculum change. In D. Carless & G. Finnegan (Eds.), *Challenge and change in the primary school* (pp. 83-101). Hong Kong: Hong Kong University Press.

- Canale, M. A. & Swain, M. (1980). Theoretical basis of communicative approaches to second language teaching and testing. In J.C. Richards & R.W. Schmidt (eds.). *Language and Communication*, pp. 1-27. Longman. <https://doi.10.1093/applin/1.1.1>
- Carroll, C., Patterson, M., Wood, S., Booth, A., Rick, J., & Balain, S. (2007). A conceptual framework for implementation fidelity. *Implementation Science*, 2(1), 40.
- Century, J., & Cassata, A. (2016). Implementation research: Finding common ground on what, how, why, where, and who. *Review of Research in Education*, 40(1), 169-215.
- Century, J., Rudnick, M., & Freeman, C. (2010). A framework for measuring fidelity of implementation: A foundation for shared language and accumulation of knowledge. *American journal of evaluation*, 31(2), 199-218.
- Chapelle, C. A. (2001). *Computer applications in second language acquisition: Foundations for teaching, testing, and research*. Cambridge University Press.
- Charmaz, K. (2006). *Constructing grounded theory: A practical guide through qualitative analysis*. London: SAGE.
- Cheng, L. (2005). *Changing language teaching through language testing: A washback study (Vol. 21)*. Cambridge University Press.
- Chen, L., & Hsieh, J. (2019). Balancing receptive and productive skills in the EFL curriculum. *RELC Journal*, 50(1), 115-128.
- Cho, J. (1998). *Rethinking curriculum implementation: Paradigms, models and instructors' work*. A paper Presented at the Annual Meeting of the American Educational Research Association. Available at <https://files.eric.ed.gov/fulltext/ED421767.pdf>
- Cincioğlu, A. (2014). Why to involve instructors in the process of Language curriculum development. *Turkophone*, 1(1), 26-39.
- Clark, J. L. (1987). *Curriculum renewal in school foreign language learning*. Oxford: Oxford University Press
- Clark, V. L. P. & Creswell, J. W. (2015). *Understanding research: A consumers' guide (2nded.)*. Pearson Education Inc

- Clayback, K. A., Williford, A. P., & Vitiello, V. E. (2023). Identifying instructor beliefs and experiences associated with curriculum implementation fidelity in early childhood education. *Prevention Science*, 24(1), 27-38. doi: [10.1007/s11121-022-01414-z](https://doi.org/10.1007/s11121-022-01414-z)
- Coburn, C. E. (2004). Beyond decoupling: Rethinking the relationship between the institutional environment and the classroom. *Sociology of Education*, 77(3), 211-244.
- Coburn, C. E., & Penuel, W. R. (2016). Research–Practice Partnerships in Education: Outcomes, Dynamics, and Open Questions. *Educational Researcher*, 45(1), 48–54. doi: 10.3102/0013189X16631750
- Cohen, D. K., & Ball, D. L. (1990). Instructional reform and the problem of instructor knowledge. *Instructors College Record*, 91(3), 386-418.
- Cohen, L. Manion, L. & Morrison, K. (2000). *Research methods in education* (5thed.). Routledge Falmer
- Cohen, L. Manion, L. & Morrison, K. (2007). *Research methods in education* (6thed.). London: Taylor and Francis
- Cohen, L. Manion, L. & Morrison, K. (2018). *Research methods in education* (8thed.). Routledge, Taylor and Francis Group
- Combs, K. M., Buckley, P. R., Lain, M. A., Drewelow, K. M., Urano, G., & Kerns, S. E. (2022). Influence of Classroom-Level Factors on Implementation Fidelity During Scale-up of Evidence-Based Interventions. *Prevention Science*, 1-13.
- Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches* (2nd ed.). Sage Publications, Inc.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative and mixed methods approaches* (4th ed.). Los Angeles, SAGE Publications, Inc.
- Creswell, J. W. & Plano Clark, V.L. (2011). *Designing and conducting mixed methods research*, (2nd ed.). Stage Publications.
- Creswell, J.W. & Poth, C.N. (2018). *Qualitative inquiry research design. Choosing among five approaches* (4th ed.). Sage Publications.

- Crystal, D. (2003). *English as a global language* (2nd ed.). Cambridge University Press
- Cuban, L. (1990). Reforming again, again, and again. *Educational Researcher*, 19(1), 3-13.
- Dane, A. V., & Schneider, B. H. (1998). Program integrity in primary and early secondary prevention: are implementation effects out of control? *Clinical Psychology Review*, 18(1), 23-45.
- Daniel, S. Alemu & Abebayehu, A. Tekleselassie (2006). Instructional language policy in Ethiopia: Motivated by politics or the educational needs of children? *Planning and changing*, 37(3, 4), pp. 151-168
- Darling-Hammond, L. (2000). Instructor quality and student achievement: A review of state policy evidence. *Education policy analysis archives*, 8, 1.
- Darling-Hammond, L., & Bransford, J. (2005). *Preparing instructors for a changing world: What instructors should learn and be able to do*. John Wiley & Sons.
- Darling-Hammond, L. (2010). Instructor Education and the American Future. *Journal of Instructor Education*, 61, 35-47. <http://dx.doi.org/10.1177/0022487109348024>
- Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). *Effective instructor professional development*. Learning Policy Institute.
- Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2019). *Effective Instructor Professional Development*. Palo Alto, CA: Learning Policy Institute.
- Datnow, A., & Castellano, M. (2000). Instructors' responses to Success for All: How beliefs, experiences, and adaptations shape implementation. *American Educational Research Journal*, 37(3), 775-799.
- Datnow, A., & Park, V. (2017). Curriculum reform in urban schools: A qualitative study of district, school, and instructor influences on implementation. *American Journal of Education*, 123(2), 209-244.
- Datnow, A., Park, V., & Wohlstetter, P. (2007). The role of context in curriculum implementation: Lessons from research. *Educational Policy*, 21(1), 130-157.

- Davis, E. A., & Krajcik, J. S. (2005). Designing educative curriculum materials to promote instructor learning. *Educational Researcher*, 34(3), 3-14. <https://doi.org/10.3102/0013189X034003003>
- Dawson, H., Thompson, K., & Wylie, J. (2022). The impact of student behavior on curriculum implementation: A qualitative study. *Teaching and Instructor Education*, 103, 103336.
- Dereje Negede (2012). Primary English as a foreign language (EFL) teaching in Ethiopia: Policy and practice. PhD Thesis (Unpublished). Addis Ababa University
- Desimone, L. M. (2002). How can comprehensive school reform models be successful? *Phi Delta Kappan*, 83(6), 451-456.
- Desimone, L. M. (2009). Improving impact studies of instructors' professional development: Toward better conceptualizations and measures. *Educational researcher*, 38(3), 181-199.
- Deslandes, R., & Rivard, M. C. (2013). A pilot study aiming to promote students' engagement through a family communication-focused intervention. *Education*, 134(1), 3-8.
- Domitrovich, C. E., & Greenberg, M. T. (2000). The study of implementation: Current findings from effective programs that prevent mental disorders in school-aged children. *Journal of Educational and Psychological Consultation*, 11(2), 193-221.
- Dornyei, Z. (2007). *Research methods in applied linguistics*. OUP.
- Durlak, J. A., & Dupre, E. P. (2008). "Implementation matters: A review of research on the influence of implementation on program outcomes and the factors affecting implementation." *American Journal of Community Psychology*, 41(3-4), 327-350. This article analyzes how fidelity and context impact program success.
- Dusenbury, L., Brannigan, R., Falco, M., & Hansen, W. B. (2003). A review of research on fidelity of implementation: implications for drug abuse prevention in school settings. *Health education research*, 18(2), 237-256.
- Dusenbury, L., Brannigan, R., Hansen, W. B., Walsh, J., & Falco, M. (2005). Quality of implementation: Developing measures crucial to understanding the diffusion of preventive interventions. *Health Education Research*, 20(3), 308-313.
- Elmore, R. F. (2000). *Building a new structure for school leadership*. Albert Shanker Institute.

- Elmore, R. F. (2016). *School reform from the inside out: Policy, practice, and performance*. Harvard Education Press.
- Fetters, M. D., Curry, L. A., & Creswell, J. W. (2013). Achieving integration in mixed methods designs: Principles and practices. *Health Services Research*, 48(6), 2134-2156. <https://doi.org/10.1111/1475-6773.12117>
- Fitzgerald, S., & Laine, M. (2018). Rethinking the freshman English curriculum: Promoting active engagement with texts. *College English*, 80(3), 205-224.
- Flipped Learning Global Initiative. (2014). The four pillars of F-L-I-P. Retrieved from <https://flglobal.org/four-pillars-of-f-l-i-p/>
- Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M., & Wallace, F. (2005). *Implementation research: A synthesis of the literature*. Tampa, FL: University of South Florida. *The National Implementation Research Network*.
- Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M., & Wallace, F. (2010). *Implementation Research: A Synthesis of the Literature*. University of South Florida, Louis de la Parte Florida Mental Health Institute.
- Flores, A., & Gomez, L. (2020). Tensions in English language teaching: Aligning instruction and assessment. *TESOL Quarterly*, 54(2), 345-372.
- Foster, L., Azano, A., Misset, T., Callahan, C., Oh, S., Marguerite, B., & Tonya, M. (2011). Exploring the relationship between fidelity of implementation and academic achievement in a third-grade gifted curriculum: A mixed methods study. 1-41
- Fullan, M. (2007). *The new meaning of educational change* (4th ed.). New York: Instructors College Press.
- Fullan, M., & Pomfret, A. (1977). Research on curriculum and instruction implementation. *Review of educational research*, 47(2), 335-397.
- Garet, M. S., Porter, A. C., Desimone, L., Birman, B. F., & Yoon, K. S. (2001). What makes professional development effective? Results from a national sample of instructors. *American educational research journal*, 38(4), 915-945.

- Gay, L. R., Mills, G. E., & Airasian, P. (2012). *Education research complete: Competencies for analysis and applications*.
- Gibbs, G., & Habeshaw, T. (1989). *Preparing to Teach: An introduction to effective teaching in HE*. TES.
- Giuliani, M. E., Martimianakis, M. A., Papadakos, J., Broadhurst, M., Driessen, E., & Frambach, J. (2019). Humanism in global oncology curricula: An emerging priority. *Journal of Clinical Oncology*, 37(15_suppl), 10505.
http://dx.doi.org/10.1200/jco.2019.37.15_suppl.10505
- Glickman, C. D. (2002). *Leadership for Learning: How to Help Instructors Succeed*. Alexandria, VA: ASCD.
- Gonzalez, M. (2020). Balancing language skill development in ELT curriculum design. *TESOL Journal*, 11(2), 45-59. <https://doi.org/10.1002/tesj.456>
- Gottfredson, D. C., Gottfredson, G. D., & Czeh, E. R. (2015). The Importance of the Quality of Implementation for Effective Prevention Programs. *Prevention Science*, 16(6), 1-10.
- Graves, K. (2000). *Designing language courses: A guide for instructors*. Heinle and Heinle publishers
- Graves, K. (2008). The language curriculum: A social contextual perspective. *Language teaching*, 41(2), 147-181.
- Graves, K. (2016). The changing landscape of language curriculum. In G. Hall (Ed.), *The Routledge handbook of English language teaching* (pp. 79-93). Routledge.
- Gray, D. E. (2004). *Doing research in the real world*. London: SAGE Publications Ltd
- Guba, E.G. & Lincoln, Y.S. (1994). Competing paradigms in qualitative research. In N.K. Denzin & Y.S. Lincoln (Eds.). *Handbook of qualitative research*, pp. 105-117, Sage publications
- Guest, G., Bunce, A., & Johnson, L. (2006). How many interviews are enough? An experiment with data saturation and variability. *Field Methods*, 18, 59-82
- Guest, G., Namey, E. & McKenna, K. (2017). How many focus groups are enough? Building an evidence based for nonprobability sample size. *Field Methods*, 29(1), 3-22

- Guest, G., Namey, E., & Chen, M. (2020). A simple method to assess and report thematic saturation in qualitative research. *PLoS ONE*, 15(5).
- Guskey, T. R. (2002). Professional development and instructor change. *Instructors and Teaching*, 8(3), 381-391.
- Guetterman, T. C., & Fetters, M. D. (2018). Two methodological approaches to the integration of mixed methods and case study designs: A systematic review. *American Behavioral Scientist*, 62(7), 900-918.
- Guo, Y., & Li, X. (2020). The long-term benefits of cognitively demanding curricular activities in undergraduate education. *Studies in Higher Education*, 45(1), 75-88.
- Guskey, T. R. (2002). "Professional development and instructor change." *Instructors and Teaching: Theory and Practice*, 8(3), 381-391.
- Hargreaves, A. (2004). *Teaching in the knowledge society: Education in the age of insecurity*. Open University Press.
- Harris, A., & McKenzie, K. (2007). Distributed leadership in schools: Evidence and the implications for practice. *Educational Management Administration & Leadership*, 35(2), 271-293.
- Harris, S., & Sass, D. A. (2011). Instructor Adaptation to Differential Curriculum Implementation: Fidelity, Resistance, Contextualization, and Alignment. *Anthropology & Education Quarterly*, 42(3), 262–283. doi: 10.1111/j.1548-1492.2011.01139.x
- Hattie, J. (2008). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. Routledge.
- Hernandez, C., Morales, A., & Shroyer, G. (2019). The relationship between professional development, pedagogy, and student performance in rural dual language programs. *Rural Educator*, 40(1), 1-13.
- Hill, H. C. (2010). The quality of instructional practice: A framework for curriculum implementation. *Instructors College Record*, 112(2), 447-474.
- Hlebowitsh, P. S. (2005). Generational ideas in curriculum: A historical triangulation. *Curriculum Inquiry*, 35(1), 73-87.

- Hongboontri, C. Darling, E. (2020). ELT Curriculum Implementation: An Exploratory Study into Instructors and Students' Perceptions Chantarath Hongboontri¹ and William Egerton Darling². *Horizon*, 2(1), 69-86.
- Hutchinson, T. and Waters, A. (1987). *English for specific purposes: A learning centered approach*. Cambridge University Press
- Imran, S., & Wyatt, M. (2019). Curriculum-making and development in a Pakistani university. *The Qualitative Report*, 24(10), 2506-2519.
- Ingersoll, R., Merrill, L., & Stuckey, D. (2014). Seven trends: The transformation of the teaching force. CPRE Research Reports.
- Iskandar, I. (2020). Instructors' fidelity to curriculum: an insight from instructors' implementation of the Indonesian ELT curriculum policy. *International Journal of Humanities and Innovation (IJHI)*, 3(2), 50-55.
- James Bell Associates (October, 2009). *Evaluation brief: Measuring implementation fidelity*. Arlington, VA: Author.
- Jha, S. K. (2013). Multilingual Education: An Emerging Threat to Quality English Education in Eastern Ethiopia. *Theory & Practice in Language Studies*, 3(10).
- Jha, S.K. (2014). Are ELT- Practitioners products ideal ELT courses? (The Case of Eight Ethiopian Universities). *Global Journal of Interdisciplinary Social Sciences*, 3(3), 238-247
- Jiang, Y., & Perkins, K. (2023). Exploring instructors' perceptions of student motivation and their curriculum implementation approaches. *The Journal of Educational Research*, 116(2), 135-146.
- Johnson, S. M. (2009). Teaching capacity: A framework for understanding and improving instructor quality. *Instructors College Record*, 111(2), 341-364.
- Johnson, A.B., Garcia, L.M., & Martinez, M.E. (2021). Instructional strategies and curriculum fidelity in middle school math classrooms. *American Educational Research Journal*, 58(2), 315-348.

- Johnson, K., & Lee, S. (2019). The impact of instructor beliefs on curriculum implementation in the ELT classroom. *The Modern Language Journal*, 103(2), 471-487. <https://doi.org/10.1111/modl.12558>
- Johnson, R. B., & Christensen, L. B. (2014). *Educational research: Quantitative, qualitative, and mixed approaches* (5th ed). Sage publications.
- Jones, R. (2019). The impact of high-stakes testing on English language teaching curricula. *Language Testing*, 36(4), 481-498. <https://doi.org/10.1177/0265532219834674>
- Jones, M. (2022). Vertical integration and curricular alignment in undergraduate English programs. *Higher Education Review*, 43(1), 32-48.
- Jones, S. R., Torres, V., & Arminio, J. (2006). *Negotiating the complexities of qualitative research in higher education. Fundamental elements and issues*. Routledge: Taylor and Francis Group
- Joyce, B., & Showers, B. (2002). *Student achievement through staff development*. ASCD.
- Karavas-Doukas, E. (1995). Instructor identified factors affecting the implementation of an EFL curriculum in Greek public secondary schools. *Language, Culture and Curriculum*, 8(1), 53-68.
- Ladson-Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy. *Theory into Practice*, 34(3), 159-165.
- Ladson-Billings, G. (2014). Culturally relevant pedagogy 2.0: aka the remix. *Harvard Educational Review*, 84(1), 74-84. <https://doi.org/10.17763/haer.84.1.p2rj131485484751>
- Latham, N. I., & Vogt, W. P. (2007). Do professional development schools reduce instructor attrition? Evidence from a longitudinal study of 1,000 graduates. *Journal of Instructor Education*, 58(2), 153-167.
- Lau, G. (2009). The promises and challenges of implementing humanistic pedagogy in the curriculum of Hong Kong kindergartens. *International Journal of Educational Reform*, 18(3), 250–267. <http://dx.doi.org/10.1177/105678790901800305>
- Leithwood, K., & Jantzi, D. (2005). A review of transformational school leadership research 1996-2005. *Leadership and Policy in Schools*, 4(3), 177-199.

- Leithwood, K. A., Jantzi, D., & Steinbach, R. (2009). *Changing leadership for changing times*. Open University Press.
- Linnan, L., & Steckler, A. (2002). *Process Evaluation for Public Health Interventions and Research*. Jossey-Bass.
- Kirtman, L. (2009). "Curriculum Fidelity: What Does It Mean and Why Does It Matter?" *Educational Researcher*.
- Klein, A. (2010). The challenge of scaling up educational innovations. *Educational Researcher*, 39(5), 383-393.
- Kessler, G. (2018). Curriculum adaptation: Instructor decision-making in context. *ELT Journal*, 72(2), 146-156.
- Kirkgoz, Y. (2009). The challenge of developing and maintaining curriculum innovation at higher education (Unpublished). (73-78) Available online at www.sciencedirect.com
- Kothari, C. R. (2004). *Research methodology, methods and techniques* (2nd ed.). New Age International Publishers.
- Kramsch, C. (1993). *Context and Culture in Language Teaching*. Oxford: Oxford University Press.
- Kumaravadivelu, D. (2006). *Understanding language teaching: From method to post-method*: Lawrence Erlbaum Associates, Inc.
- Lam, S., & Fung, W. (2021). Exploring the factors influencing instructors' adherence to curriculum design. *Teaching and Instructor Education*, 98, 103255.
- Lee, Y. J., & Chue, S. (2013). The value of fidelity of implementation criteria to evaluate school-based science curriculum innovations. *International Journal of Science Education*, 35(15), 2508-2537.
- Lee, J. C. K., & Collins, P. (2019). Curriculum enactment and instructor agency: A comparative study of primary and secondary school instructors' perceptions in Hong Kong. *Educational Review*, 71(1), 56-79.
- Lee, O., Penfield, R., & Maerten-Rivera, J. (2009). Effects of fidelity of implementation on science achievement gains among English language learners. *Journal of Research in*

- Science Teaching: The Official Journal of the National Association for Research in Science Teaching, 46(7), 836-859.
- Lee, V.E., Burkam, D.T., & Bryk, A.S. (2019). The influence of classroom activity organization on learning outcomes. *American Educational Research Journal*, 46(1), 73-97.
- Leithwood, K. A., Jantzi, D., & Steinbach, R. (2009). *Changing leadership for changing times*. Open University Press.
- Littlejohn, A. (2012). Language instructor cognition: A review of research on what language instructors think, know, believe, and do. *The Encyclopedia of Applied Linguistics*.
- Lodico, M. G., Spaulding, D. T. and Voegtle, K. H. (2006). *Methods in educational research: From theory to practice*. John Wiley & Sons, Inc.
- Louis, K. S., Leithwood, K., Wahlstrom, K. L., & Anderson, S. E. (2010). *Learning from leadership: Investigating the links to improved student learning*. The Wallace Foundation.
- Majidi, A. (2013). English as a Global Language; Threat or Opportunity for Minority Languages? *Mediterranean Journal of Social Sciences*, 4(11).
Doi:10.5901/mjss.2013.v4n11p33
- Marsh, C. J., & Willis, G. (2007). *Curriculum: Alternative approaches, ongoing issues* (4th ed.). Upper Saddle River, NJ: Pearson.
- Marzano, R. J. (2003). *What works in schools: Translating research into action*. ASCD.
- Md Rafiqul Islam (2018). *Curriculum implementation in ELT: The practice of EFL instructors*. Lap Lambert academic publishing.
- Mekasha Kassaye (2005). Ensuring the quality of Ethiopian higher education in the face of the challenges of the 21st Century. *The Ethiopian Journal of Higher Education*, 2(2), 103-131.
- Merriam, S. (2009). *Qualitative research: A guide to design and implementation*. USA: John Wiley & Sons, Inc.
- Ministry of Education (2018). *Ethiopian education development roadmap (2018-2030). An integrated executive summary* (Unpublished)

- Ministry of Education (1994). Education and training policy, Transitional Government of Ethiopia, Addis Ababa, Ethiopia.
- Mowbray, C. T., Holter, M. C., Teague, G. B., & Bybee, D. (2003). Fidelity criteria: Development, measurement, and validation. *American journal of evaluation*, 24(3), 315-340.
- Nation, P. (2015). Principles guiding vocabulary learning through extensive reading. *Reading in a foreign language*, 27(1), 136-145.
- Nation, P. (2007). The four strands. 1(1), 1-12. doi: 10.2167/illt039.0
- Nation, P. & Macalister, J. (2010). *Language curriculum design*. Routledge: Taylor and Francis Group
- Nation, P. & Newton, J. (2009). *Teaching ESL/ELT listening and speaking*. Routledge, Taylor & Francis
- Nation, P. & Yamamoto, A. (2012). Applying the four strands to language learning. *International Journal of Innovation in English Language Teaching*. Nova Science Publishers, Inc. 1 (2), 167-181
- National Center for Education Evaluation. (2018). *Instructional practices and student learning in middle school mathematics*. NCEE Report 2018-4010. Washington, DC: U.S. Department of Education.
- Navarro, P., & Reyes, S. (2021). Assessing vertical integration and skill development in freshman writing programs. *Composition Studies*, 49(1), 285-302.
- Nevenglosky, E. A. (2018). *Barriers to effective curriculum implementation*: Walden University, Dissertation (Unpublished).
- Newmann, F. M. (2009). *Authentic intellectual work: A path to deep and lasting learning*. Instructors College Press.
- Nunan, D. (2006). *Task-based instruction*. Cambridge University Press.
- Ocak, G., & Olur, B. (2019). The Development of the Curriculum Fidelity Scale. *Online Submission*, 8(4), 185-200.

- Odionye, A. E. (2014). The role of tertiary education in human resource development. *Journal of Education and Practice*, 5(35), 191-194
- O'Donnell, C. L. (2008). Defining, conceptualizing, and measuring fidelity of implementation and its relationship to outcomes in K–12 curriculum intervention research. *Review of educational research*, 78(1), 33-84.
- O'Donnell, C. L. (2019). Fidelity of implementation in education research: Past, present, and future. *Review of Educational Research*, 78(4), 754–817. <https://doi.org/10.3102/0034654308321325>
- OECD. (2019). *Teaching and Learning International Survey (TALIS) 2018 Results (Volume I): Instructors and School Leaders as Lifelong Learners*. OECD Publishing.
- Offorma, G. C. (1014). Approaches to curriculum development. In *Education in Nigeria: Development and challenges* (pp. 77-92). University of Nigeria. Nsukka.
- Okoth, T. A. (2016). Challenges of Implementing a Top-Down Curriculum Innovation in English Language Teaching: Perspectives of Form III English Language Instructors in Kenya. *Journal of Education and Practice*, 7(3), 169-177.
- Onurkan-Aliusta, G., & Ozder, H. (2022). What instructors teach and how they teach it: A case study on fidelity of implementation in Turkish Cypriot schools. *Issues in Educational Research*, 32(1), 333-351.
- Ornstein, A. C., & Hunkins, F. P. (2017). *Curriculum: Foundations, principles, and issues* (7th ed.). Boston, MA: Pearson.
- Ostovar–Namaghi, S. A. (2017). Language instructors' evaluation of curriculum change: A qualitative study. *The qualitative report*, 22(2), 391-409. Retrieved from <https://nsuworks.nova.edu/tqr/vol22/iss2/3>
- Pajares, M. F. (1992). Instructors' beliefs and educational research: Cleaning up a messy construct. *Review of educational research*, 62(3), 307-332.
- Park, S., & Kim, J. (2020). The role of instructor experience and professional development in curriculum implementation. *TESOL Journal*, 11(3), e00545. <https://doi.org/10.1002/tesj.545>

- Pella, S. (2015). Pedagogical reasoning and action: Affordances of practice-based instructor professional development. *Instructors and Teaching*, 21(7), 867-884.
- Penuel, W. R., Fishman, B. J., Yamaguchi, R., & Gallagher, L. P. (2007). What makes professional development effective? Strategies that foster curriculum implementation. *American Educational Research Journal*, 44(4), 921-958.
- Penuel, W. R., Fishman, B. J., Cheng, B. H., & Sabelli, N. (2011). Organizing research and development at the intersection of learning, implementation, and design. *Educational Researcher*, 40(7), 331-337.
- Penuel, W. R., & Gallagher, D. J. (2017). *Creating research–practice partnerships in education*. Harvard Education Press.
- Penuel, W. R., Gallagher, D. J., & Moorthy, S. (2017). *Creating research–practice partnerships in education*. Harvard Education Press.
- Pettigrew, T. F. (2017). The study of successful school adaptation and the challenges of implementation. In *Successful school change and transition for the child with Asperger syndrome* (pp. 1-30). Routledge.
- Posner, G. J. (2004). *Analyzing the curriculum* (3rd ed.). New York, NY: McGraw-Hill.
- Pratt, D. (1987). Curriculum design as humanistic technology. *Journal of Curriculum Studies*, 19(2), 149–162. <http://dx.doi.org/10.1080/0022027870190204>
- Reeves, T. D. (2010). Instructors' instructional adaptations: A research synthesis. *Annual Meeting of the American Educational Research Association*, Denver, CO.
- Reis, S. M., & Renzulli, J. S. (2009). Curriculum compacting: A systematic procedure for modifying the curriculum for above-average ability students. In J. S. Renzulli, E. J. Gubbins, K. S. McMillen, R. D. Eckert, & C. A. Little (Eds.), *Systems and models for developing programs for the gifted and talented* (2nd ed., pp. 345-364). Creative Learning Press.
- Remillard, J. T. (2005). Examining key concepts in research on instructors' use of mathematics curricula. *Review of educational research*, 75(2), 211-246.

- Remillard, J. T., & Bryans, M. B. (2004). Instructors' orientations toward mathematics curriculum materials: Implications for instructor learning. *Journal for Research in Mathematics Education*, 35(5), 352-388.
- Remillard, J. T., & Heck, D. J. (2014). Conceptualizing the curriculum implementation process: Zones and dynamic interactions. *Curriculum Inquiry*, 44(1), 88-110.
- Remillard, J. T. (2016). Rethinking the role of curriculum materials in instructor learning. *Journal of Curriculum Studies*, 48(4), 398-416.
- Richards, J. C. (1990). *The language teaching matrix*. Cambridge University Press
- Richards, J. C. (2001). *Curriculum development in language teaching*. Cambridge University Press
- Richards, J. C. (2013). Curriculum approaches in language teaching: Forward, central, and backward design. *Relc Journal*, 44(1), 5-33.
- Richards, J. C. & Hurley, D. (1990). Language and content: Approaches to curriculum alignment. In Richards, J. C. (ed.). *The language teaching matrix* (pp 144-162). Cambridge University Press
- Richards, J. C., & Lockhart, C. (1996). *Reflective Teaching in Second Language Classrooms*. Cambridge University Press.
- Rivera, J., Ortiz, L., & Flores, A. (2022). Instructor agency and curricular reform in ELT programs. *ELT Journal*, 76(1), 12-23. <https://doi.org/10.1093/elt/ccab042>
- Rixon, S., & Smith, R. (2017). 100 years of state-school English language teaching in the world. British Council.
- Rogan, J. M., & Grayson, D. J. (2003). Towards a theory of curriculum implementation with particular reference to science education in developing countries. *International Journal of Science Education*, 25(10), 1171-1204.
- Rogers, K. B. (2007). Lessons learned about educating the gifted and talented: A synthesis of the research on educational practice. *Gifted Child Quarterly*, 51(4), 382-396.
- Schein, E. H. (2010). *Organizational Culture and Leadership*. San Francisco: Jossey-Bass.

- Schmidt, W. H., McKnight, C. C., & Raizen, S. A. (2011). *A splintered vision: An investigation of US mathematics and science education*. Springer.
- Schon, D. A. (1983). *The Reflective Practitioner: How Professionals Think in Action*. Basic Books.
- Seidel, K. & Moritz, J. (2009). Changes in Ethiopia's language and education policy pioneering reforms? : Proceedings of the 16th international conference of Ethiopian studies, ed. by Svein Ege, Harald Aspen, Birhanu Teferra and Shiferaw Bekele, Trondheim 2009
- Seneechai, W. (2020). EFL Instructors' Approaches and Factors to Curriculum Implementation at a Classroom Level: A Review. *The International Journal of Humanities & Social Studies*, 8(3)
- Shabani, K. (2010). Vygotsky's zone of proximal development: Instructional implications and instructors' professional development. *Canadian Center of Science and Education*, 3(4), 237-248. DOI: 10.5539/elt.v3n4p237 ·
- Shawer, S. (2010). Classroom-level curriculum development: ELT instructors as curriculum-developers, curriculum-makers and curriculum-transmitters. *Teaching and Instructor Education*, 26(2), 173-184.
- Shawer, S. F. (2017). Instructor-driven curriculum development at the classroom level: Implications for curriculum, pedagogy and instructor training. *Teaching and Instructor Education*, 63, 296-313.
- Shawer, S., Gilmore, D., & Banks-Joseph, S. R. (2008). Student cognitive and affective development in the context of classroom-level curriculum development. *Journal of the Scholarship of Teaching and Learning*, 1-28.
- Shawer, S., Gilmore, D., & Banks-Joseph, S. (2009). Learner-Driven ELT Curriculum Development at the Classroom Level. *International journal of teaching and learning in higher education*, 20(2), 125-143.
- Sherin, M. G., & Drake, C. (2009). Curriculum strategy framework: Investigating patterns in instructors' use of a reform-based elementary mathematics curriculum. *Journal of curriculum studies*, 41(4), 467-500.

- Shohamy, E., Donitsa-Schmidt, S., & Ferman, I. (1996). Test impact revisited: Washback effect over time. *Language Testing*, 13(3), 298-317.
- Siraj-Blatchford, I. (1999). Early childhood pedagogy: Practice, principles and research. *Understanding pedagogy and its impact on learning*, 20-45.
- Smith, J., & Jones, M. (2020). The consequences of skipping curriculum activities. *Educational Research Review*, 15, 100-120.
- Smith, J., & Jones, K. (2021). Curriculum implementation approaches in English language teaching: A survey of ELT instructors. *Journal of Language Teaching and Research*, 12(3), 456-467.
- Smith, L., Jones, M., & Walters, S. (2021). Differentiating curriculum for diverse learners: A multiple case study of elementary instructors. *The Elementary School Journal*, 121(4), 632-656.
- Smith, T. M., Edmunds, K. A., & Reback, R. (2021). The impact of curriculum implementation fidelity on student mathematics achievement. *Journal of Educational Psychology*, 113(3), 472–487. <https://doi.org/10.1037/edu0000600>
- Smylie, M. A. (1988). The enhancement of instructor professional development: A review of the literature. In *Review of Educational Research*, 58(3), 369-407.
- Snyder, J., Bolin, F., & Zumwalt, K. (1992). Snyder, Jon, Frances Bolin, and Karen Zumwalt, "Curriculum Implementation," pp. 402-435 in Philip W. Jackson, ed., *Handbook of Research on Curriculum*. New York: Macmillan, 1992.
- Solomon Melese & Aschale Tadege (2019). The Ethiopian curriculum development and implementation vis-à-vis Schwab's signs of crisis in the field of curriculum, *Cogent Education*, 6:1, 1633147, DOI: 10.1080/2331186X.2019.1633147
- Spillane, J. P. (1999). External reform initiatives and instructors' efforts to reconstruct their practice: The mediating role of instructors' zones of enactment. *Journal of Curriculum Studies*, 31(2), 143-175.

- Spillane, J. P., Reiser, B. J., & Reimer, T. (2002). Policy implementation and cognition: Reframing and refocusing implementation research. *Review of Educational Research*, 72(3), 387-431.
- Spillane, J. P., & Diamond, J. B. (2007). *Distributed Leadership in Practice*. Instructors College Press.
- Stains, M., & Vickrey, T. (2017). Fidelity of implementation: An overlooked yet critical construct to establish effectiveness of evidence-based instructional practices. *CBE—Life Sciences Education*, 16(1), rm1.
- Stake, R. E. (1995). *The art of case study research*. Thousand Oaks, CA: Sage, 49-68
- Stenhouse, L. (1975). *An Introduction to Curriculum Research and Development*. Heinemann.
- Su, S. W. (2012). The Various Concepts of Curriculum and the Factors Involved in Curricula-making. *Journal of language teaching & research*, 3(1).
- Supovitz, J., & Turner, S. (2000). The impact of standards on instructional practice: Results from a national survey of instructors. *Educational Evaluation and Policy Analysis*, 22(2), 163-179.
- Suyanto, S. (2017). A reflection on the implementation of a new curriculum in Indonesia: A crucial problem on school readiness. *AIP Conference Proceedings*, 1868(1), 100008. <https://doi.org/10.1063/1.4995218>
- Taba, H. (1962). *Curriculum Development: Theory and Practice*. Harcourt, Brace & World.
- Tatto, M. T. (2015). *The Curriculum and Instructor Learning: Understanding Curriculum Implementation and Improvement*. Paris: UNESCO.
- Tang, K.N. (undated). Challenges and importance of teaching English as a medium of instruction in Thailand International College. *English as an International Language*, 15 (2).
- Taye Gebremariam, Yirgalem Bekele & Yirga Asres (2019). Challenges hindering the effective implementation of the harmonized modular curriculum: the case of three public universities in Ethiopia. *Creative Education*, 10(7), 1365-1382.
- Tomlinson, C. A. (2001). *How to differentiate instruction in mixed-ability classrooms*. Association for Supervision and Curriculum Development.

- Tomlinson, C. A. (2017). *How to differentiate instruction in academically diverse classrooms* (3rd ed.). ASCD.
- Tung, S. (2016). Curriculum adaptation in English language teaching: A study of instructors' beliefs and practices. *ELT Journal*, 70(2), 193-203.
- Tyler, R. (1949). *Basic Principles of Curriculum and Instruction*. University of Chicago Press.
- Verster, M., Mentz, E., & Du Toit-Brits, C. (2018). A theoretical perspective on the requirements of the 21st century for instructors' curriculum as praxis. *Literacy Information and Computer Education Journal*, 9(1), 2825–2832. <https://doi.org/10.20533/licej.2040.2589.2018.0372>
- Villegas, A. M., & Lucas, T. (2002). Preparing culturally responsive instructors: Rethinking the curriculum. *Journal of Instructor Education*, 53(1), 20-32. <https://doi.org/10.1177/0022487102053001003>
- Voogt, J., Pieters, J., et al. & Pareja Roblin, N. (2019). Collaborative curriculum design in instructor teams: foundations. *Innovation and Instructor Learning*, https://doi.org/10.1007/978-3-030-20062-6_1
- Vujich, D. (2013). *Policy and Practice on Language of Instruction in Ethiopian Schools: Findings from the Young Lives School Survey*. Young Lives, Oxford Department of International Development (ODID), University of Oxford, Queen Elizabeth House, 3 Mansfield Road, Oxford OX1 3TB, UK
- Wang, H. (2006). An implementation study of the English as a foreign language curriculum policies in the Chinese tertiary context (pp. 2043-2043). Queen's University.
- Wang, R., Zhang, L., Zhang, H., & Chen, R. (2017). A review of fidelity of implementation frameworks for health research. *Journal of Evidence-Based Medicine*, 10(4), 235-242.
- Warschauer, M. (2004). *Technology and social inclusion: Rethinking the digital divide*. MIT Press.
- Wiggins, G., & McTighe, J. (2005). *Understanding by design*. ASCD.

- Williams, J., & Andrade, M. (2022). Exploring the influence of instructor self-efficacy on curriculum implementation in the ELT classroom. *RELC Journal*, 53(1), 123-138. <https://doi.org/10.1177/00336882211059421>
- Wondwesen Tamirat (2019). Another Freshman Program- Will it Work This Time. Available at: <https://www.researchgate.net/publications/336350121>
- Wubalem Girma & Sarangi, I. (2019). History of Education and English Language Teaching in Ethiopia: A Brief Survey. Available at: <https://www.researchgate.net/publications/331412029>
- Xu, Z., & Brown, A. (2014). Instructors' adaptations of a task-based curriculum: A case study. *ELT Journal*, 68(2), 145-155.
- Yeni-Palabiyik, P., & Daloglu, A. (2016). English Language Instructors' Implementation of Curriculum with Action-Oriented Approach in Turkish Primary Education Classrooms. *Journal on English Language Teaching*, 6(2), 45-57.
- Yin, R. K. (2009). Case study research: Design and methods (4th ed.), (Vol. 5). SAGE Publications, Inc
- Yin, R. (2014). Case study research: Design and methods (5th ed.). London: Sage Publications, Inc.
- Yin, R. (2018). Case study research and applications: Design and methods (6th ed.). London: Sage Publications, Inc.
- Yoon, S. Y., Duncan, T., Lee, S. W. Y., Scarloss, B., & Shapley, K. L. (2007). Reviewing the evidence on how instructor professional development affects student achievement. issues and answers. REL 2007-No. 033. Regional Educational Laboratory Southwest (NJ1).
- Zaifuddin, R. H. (2015). The barriers to implementing English school-based curriculum in Indonesia: Instructors perspective. *International journal for innovation education and research*, 3(4), 102-110.
- Zhao, Y., Li, J., & Park, S. (2019). The impact of challenging curricular design on student learning outcomes in freshman composition. *College Composition and Communication*, 71(1), 102-125.

Zeichner, K. (2010). Instructor Education and the Reform of Public Education: The Need for a New Protective Role for Instructor Educators. *Journal of Instructor Education*, 61(1-2), 15-28. doi: 10.1177/0022487109345021

Appendices

Appendix A: ELT instructor interview guide

1. Demographic data
2. Interviewee name (Pseudo) _____`
3. Sex: _____
4. Educational status _____
5. Teaching experience: _____
6. Have you got opportunities of training focusing on curriculum in general and language curriculum in particular?
 - ✓ Pre-service training?
 - ✓ In-service training?
 - ✓ What about during/after the new curriculum is introduced?

1. Body of the general interview

A. Curriculum implementation approaches

- How do you approach/use the curriculum materials (module, syllabus and others if any)?
 - x Adhering to the designed material (material scope, sequence, pages and activities)
 - x Skipping/leaving out parts of the activities of the material e.g. pages, activities, units, ...?
 - x Supplementing/adding the curricular activities with other activities?
 - x Adapting or changing parts of the activities while using the designed activities?
 - x Creating your own curriculum, leaving out the designed one?

B. Motives/ factors influencing instructors' CIAs

- Why do you approach the curriculum in the way you do?
 - x Personal/instructor-related motives
 - x environmental/institutional-related motives
 - x student-related motives

C. Fidelity of implementation (FOI)

Adherence

- How closely do you follow the prescribed activities of the curriculum?
- Were there specific components you found challenging to implement as prescribed?
- What factors have influenced your ability to adhere to the intervention protocols?
- How do you address these barriers when they arise?

Exposure

- How engaged are participants during the intervention?
- What strategies do you use to enhance participant engagement?
- How do you ensure that all participants receive a similar level of exposure to the skills you taught?

Appendix B: Semi-structured observation guide

Instructor's name* _____ Course title & code- _____

Date _____ Class begin _____ Class end _____ Stream of students _____ No of students

Unit _____

Numbers in the right columns indicate the approach that the instructor follows in a single activity. The numbers stand for: 1-done as planned 2-modified/adapted 3-supplemented 4-skipped 5-replaced

Unit	Act. no	Activity description	Description of the activity that the instructor actually did	CIAs followed by the instructor				
				1	2	3	4	5

Observation guideline activities that would serve to collect data qualitatively.

1. Classroom setup in facilitating language learning.
2. Instructional methods employed by the instructor during the lesson
3. Activities that are used to promote active participation of students.
4. Ways of providing feedback on students' performance
5. Strategies used to support students with varying proficiency levels
6. Nature of the instructor-student interactions (e.g., instructor-dominated or vice-versa).

Appendix C: Post-observation interview guide

1. Did you do what you planned to do?

2. If there were changes, what were the changes?
3. What were the reasons for changing your plan?
4. Is there anything that make you consider the needs of students in the learning process? If yes, what was that?
5. How did you see the success (or drawbacks) of your lesson when you do the activities?

Appendix D. Students' questionnaires

A. Closed-ended questionnaire

The following items may reflect your FEC instructors' CIAs while he/she follow in teaching freshman English curriculum. So, rate the items based on your level of agreement on using each approach, and show it by putting '√' in one of the boxes for each item. The numbers in the table represent the following level of agreement.

5- strongly agree 4- agree 3-undecided 2- disagree 1- strongly disagree

No	Item	5	4	3	2	1
1	ELT instructor adhered strictly to the guidelines and objectives of the FEC material					
2	ELT instructor does not deviate from the recommended sequence and pace of the FEC material					
3	ELT instructor uses activities that are closely aligned with the prescribed FEC activities					
4	ELT instructor frequently refers to the FEC material to ensure his/her teaching aligns with the intended objectives					
5	ELT instructor follows the instructions suggested in the curriculum					
6	ELT instructor skips activities from the designed FEC material considering the activities relevance and importance					
7	ELT instructor adjusts the FEC activities based on the language proficiency levels of his/her students					
8	ELT instructor includes supplementary resources and materials to					

	enrich the curriculum content.					
9	ELT instructor modifies the curriculum materials to suit the specific needs and interests of students.					
10	ELT instructor adapts the curriculum considering students' cultural backgrounds and learning preferences					
11	ELT instructor actively engages students in meaningful and authentic language use during lessons					
12	ELT instructor encourages student autonomy and provide opportunities for independent learning					
13	ELT instructor includes real-world contexts and examples into his/her curriculum implementation					
14	ELT instructor uses a variety of teaching strategies and instructional techniques to make the curriculum engaging					
15	ELT instructor seems to believe that student participation and active involvement are crucial for effective curriculum implementation					

B. Open-ended questions

1. How does you ELT instructor approach the freshman English curriculum or 'module'?
2. Do you like your ELT instructor's approach to the activities of the freshman English material? Why?
3. How the classroom environment created by your ELT instructor support your classroom engagement?
4. How does your ELT instructor encourage you to reflect on your own learning and language development? What strategies does he/she use to promote self-assessment?
5. Have you observed any challenge your ELT instructor encountered during the implementation of FEC curriculum? How do these challenges affect your learning experience?

Appendix E: Data saturation calculation based on Guest et al. (2020) formula

Step 1. Deciding the Base themes” using base size of 4 and run length of 2 at new information threshold

Interview number	1	2	3	4
New themes per interview	19	7	7	5
#Base themes				38

From the four interviews (base-size), 38 themes were found, and used as denominator.

Step 2. Interview conducted with 2 interviewees (since run length is 2), and the new information are rated.

Interview number	5	6
New themes per interview	3	3
New themes in run		6

Then divide new themes per run by the base themes ($6/38=0.16$ or 16%) which is greater than 5%. So doing another run is imperative (step 3).

Interview number	6	7
New themes per interview	3	0
New themes in run		3

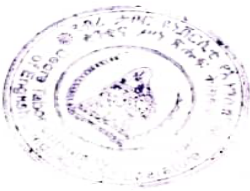
Divide the new themes by the base themes ($3/38=0.07$ or 7%). Still, it is greater than 5%. So we continue.

Interview number	7	8
New themes per interview	0	1
New themes in run		1

Divide the new themes by the base themes ($1/38=0.03$ or 3%). Now, we can say that thematic saturation reached at the 8th interview since the new information added by the last run is below 5%.

Appendix F: Sample final examinations

DEBRE TABOR UNIVERSITY	
FACULTY OF SOCIAL SCIENCES AND HUMANITIES	
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE	
Communicative English Language Skills I (FLEn 1011) Final Examination for Regular Students	
Time Allowed: <u>1:30 hrs.</u>	
Maximum Value: <u>50%</u>	
Exam Date: <u>November 10, 2022</u>	
Student's Full Name: _____	
Id. N°: _____	
Department: _____	
Section: _____	
<u>General Directions</u>	
1. Make sure that this exam booklet contains <u>[6]</u> pages, including the cover page.	
2. Switch-off your mobile phone(s) and other electronic media devices, if any.	
3. Read the instructions given to each part carefully, and attempt all the questions accordingly.	
4. If any instruction for any of the items is violated, no value will be given.	
5. Any form of CHEATING will result in immediate grade FAILURE (i.e., "F") in the course!	
6. Do NOT dispatch any of the items or pages from the exam booklet.	
7. Write your answers in NEAT and READABLE manner ONLY on the space provided.	



1

Part I. Reading Comprehension

Direction 1. Read the passage below, and answers the questions accordingly (1.pt each)

¹Artificial Intelligence (AI) refers to the simulation of human intelligence in machines that are designed to think and act like humans. This technology encompasses a variety of subfields, including machine learning, natural language processing, and robotics. Machine learning, for instance, enables computers to learn from data and improve their performance over time without being explicitly programmed. As a result, AI systems can recognize patterns, make decisions, and even predict future outcomes based on historical data.

²One of the most significant applications of AI is in the realm of healthcare. AI algorithms can analyze medical data more quickly and accurately than human practitioners, leading to improved diagnostics and personalized treatment plans. For example, AI can assist in identifying diseases from medical imaging or predicting patient outcomes based on various health metrics. This capability not only enhances the quality of care but also reduces the burden on healthcare professionals, allowing **them** to focus on more complex cases.

³In addition to healthcare, AI is making strides in various industries such as finance, transportation, and entertainment. In finance, AI algorithms analyze market trends and automate trading processes, helping investors make informed decisions. In transportation, self-driving cars utilize AI to navigate roads safely and efficiently. Meanwhile, in entertainment, AI creates content recommendations on streaming platforms, ensuring users have a personalized viewing experience.

⁴Despite its many benefits, the rise of AI raises ethical and societal concerns. Issues such as job displacement due to automation, data privacy, and algorithmic bias are at the forefront of discussions about the future of AI. As machines become more capable of performing tasks traditionally done by humans, there is a growing need for regulations and guidelines to govern their use. The challenge lies in balancing innovation with ethical considerations to ensure that AI serves humanity positively.

⁵Looking ahead, the future of artificial intelligence is both exciting and uncertain. Researchers are continuously exploring ways to enhance AI capabilities while addressing its challenges. As we integrate AI into more aspects of daily life, it is crucial to foster an ongoing dialogue about its implications. By doing so, we can **harness** the power of AI responsibly and ethically, paving the way for advancements that benefit society as a whole.

1. What is the primary focus of Artificial Intelligence (AI) as described in the passage?

- A) To replace human jobs
- B) To simulate human intelligence in machines



- C) To create robots for manufacturing
D) To enhance internet security
2. Which subfield of AI involves the ability of machines to learn from data?
A) Natural language processing B) Robotics C) **Machine learning** D) Data mining
3. How does AI contribute to healthcare according to the passage?
A) By replacing doctors entirely
B) **By analyzing medical data for better diagnostics**
C) By providing entertainment for patients
D) By automating administrative tasks
4. In which industry does AI help to create content recommendations on streaming platforms?
A) Healthcare C) Finance B) Transportation **D) Entertainment**
5. What is one ethical concern associated with the rise of AI mentioned in the passage?
A) Increased efficiency in industries C) Enhanced user experience in entertainment
B) **Job loss resulting from automation** D) Improved diagnostics in healthcare
6. What role do self-driving cars play in relation to AI?
A) **They utilize AI to navigate roads safely.** C) They analyze market trends.
B) They are a form of entertainment. D) They assist in medical imaging.
7. What challenge is highlighted regarding the future use of AI?
A) Ensuring that all machines are fully automated C) Increasing the speed of AI algorithms
B) Reducing the cost of AI technology D) **Harmonizing innovation with ethical practices.**
8. According to the passage, what is essential as AI becomes more integrated into daily life?
A) Limiting AI's capabilities to prevent job loss
B) **Promoting an ongoing dialogue regarding its consequences.**
C) Ensuring that AI replaces human workers
D) Focusing solely on technological advancements



- ## Part II. Grammar and Usage

12. If she had asked me, I would have given her. This is nearly the same as:-----
 A. She asked me, I gave her. C. I didn't give here because she didn't ask me.
 B. She didn't ask me, so I gave her. D. she doesn't ask me, so I don't give her.

13. If the teacher told us to talk many times, we could improve our English. This is almost the same as:-----

19. *The teacher had gone out of the classrooms before the bell rang.* This statement is the same as
- A. First the bell rang, and then the teacher went out of classroom.
B. First the teacher went out of classroom, and then the bell rang.
C. The teacher went out of classroom after the bell rang.
D. The bell rang before the teacher went out of the classroom.

20. The train _____. We can go out now.
A. stop B. stopped **C. has stopped** D. have stopped
21. I _____ the book , so you can have it back now.
A. has read **B. have read** C. have been reading D. read
22. When he _____ at the party, Dawit had just left.
A. arrives **B. arrived** C. has arrived D. had arrived
23. My grandmother _____ the Hotel in 1990.
A. has opened B. opens **C. opened** D. have opened
24. We _____ volleyball in the park every day.
A. plays **B. play** C. has played D. had played
25. If you hadn't filled out your application sooner, you _____ from the Admission office earlier.
A. would have heard **B. wouldn't have heard** C. will hear D. would hear
26. Danawit would help you if she _____ how to operate the machine.
A. knew B. had known C. know D. knows
27. Abenezer always _____ every night when he was a child.
A. sings **B. sang** C. has sung D. sing
28. we _____ tickets for all shows of the concert last week.
A. sold B. sell C. are sold D. were sold
29. If you _____ water and electricity, you get a shock.
A. mixed **B. mix** C. had mixed D. will mix
30. They _____ their project work before 6 o'clock.
A. had finished B. finished C. have finished D. finish
31. Stop drinking alcohol and smoking cigarette if you _____ to be healthy.
A. will want B. wanted **C. want** D. would want
32. The festival _____ at 8 o'clock next Sunday.
A. start B. started **C. starts** D. starting

Direction III. Choose the correct verb form (active or passive) to complete the following passage. Write the letter of the correct answer on the answer sheet. (1.5 pt each)



Bacteria are tiny organisms. Like other microbes, they 33.----- (A. calls B. called C. are called D. are calling) pathogens. Bacteria are so small that humans 34.----- (A. can't see B. can't be seen C. can't seen D. can't be see) without the aid of a microscope and are even smaller than most viruses. Bacteria 35. ----- (A. causes B. are caused C. is causing D. cause) various infections. Strep throat, tuberculosis, and many other conditions 36.----- (A. causes B. are caused C. is causing D. cause) by bacteria. Some of these infections, such as pneumonia and strep throat, 37.----- (A. is being prevented B. prevent C. are prevented D. prevented) through proper hygiene and vaccinations.

Answer sheet

Name: _____ ID No. _____ Dep't. _____ sect. _____

Part I. Reading

Direction I.

- | | |
|----------|-----------|
| 1. _____ | 7. _____ |
| 2. _____ | 8. _____ |
| 3. _____ | 9. _____ |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ | |

Part II. Grammar

Direction II.

- | | | |
|-----------|-----------|----------------------|
| 12. _____ | 21. _____ | 30. _____ |
| 13. _____ | 22. _____ | 31. _____ |
| 14. _____ | 23. _____ | 32. _____ |
| 15. _____ | 24. _____ | <u>Direction III</u> |
| 16. _____ | 25. _____ | 33. _____ |
| 17. _____ | 26. _____ | 34. _____ |
| 18. _____ | 27. _____ | 35. _____ |
| 19. _____ | 28. _____ | 36. _____ |
| 20. _____ | 29. _____ | 37. _____ |



Appendix G: Two sample interview verbatim

Interview with Paulos

Interviewer(I)--- Ok. Thank you for you are part in my interview. The first question is about the training you have taken in your pre-service, in-service training.

Paulos- In my training, I have an educational background in my first and second degree; BED in education, education background. So I am familiar with different educational curriculums especially about how to deliver courses in the freshman, and I am familiar with the assessment part of the courses; plus almost all courses we have had training about how to deliver these courses especially communicative English skill one and two. We have had five days training about how to deliver these courses at the beginning especially because the curriculum was changed before three years then at that time we have had certain kind of training and how to deliver, which kind of contents are found there and how can we approach the assessment mechanism and how can we deliver in line with the curriculum two especially in skill two; that five day training was vital for us to be familiar with this kind of course, and plus to that in my first and second degree my education background is about education so we have had also a kind of training about PGDT, HDP training, these are most of the time we have been in line with to deliver this course. specifically when we come to EFL classroom implementation, I think the classroom size is different and the course contents are almost different from the previous one, and the previous courses were in line with targeted specific skill course; if the first or may be the second or the third chapter was telling us about reading, reading, reading and reading part only, but now most of the skills are highly integrated in this curriculum and we should know about an when we teach reading there are sub, some other skills that are found when we teach reading there are; the proceeding contexts; the proceeding activities are also focus on may be speaking or writing or listening so this is highly integrated the forms of presenting the curriculum especially these English skill course one, ... be it focus on all the four language skills integratively and inductively presented, and the module is I think is very vital module as I have seen it is presented in the form of you know starting from listening, and proceeds reading and the grammar sessions and the vocabulary sessions are found from the listening material the reading material and finally in every unit we have found the writing part the procedure is the same in all five chapters, the procedure is it starts by listening and it ends with writing, and the writing is also focus on especially in free writing- writing one paragraph 500 words, 200 words, 100 words, so the

module the curriculum is started from the unit one up to five the same kind of approach, but the approach is presented in the form of integrative approach, it is not only separated items; previously I think you know if we teach reading our focus is on reading and vocabulary most of the time but now while we teach reading there is grammar focus tasks are found at the reading passage, a grammar focus parts are also found inductively from the listening material or may be from the reading passage; I think the material is very wide, very integrated forms of the module. I think when I come to the material, I think the scope of the material is appropriate to the.. (I--- interrupts saying 'I will come to the material later again; and we have to think of the two curricular materials or 'modules'- the fifth question is about this one, but now let me proceed to the approach that you use...)

I---The approach that you use in the classroom while you use both the first and the second curricular material. So, how do you approach the freshman English curriculum, that is, may be a syllabus, may be a module. Do you adhere to it, do you skip some of them- the material's pages, activities, or whatever, or do you supplement them or do you adapt or change part of them or use them or do you add new topics from outside, anyways the general question is "How do you approach the freshman English curriculum"?

Paulos---Ok, that is good. While I deliver this course I approach differently; there are topics which I adhere directly based on the, based on the the material which is found in the module, in the curriculum ; some of the contents I deliver directly because of their importance but sometimes based on the context I shift, sometimes I skip some of the contents; some other time I bring another material which supplement my my my course contents so as to make familiar for my my students; some other time I use different parts of the activity exempted directly, so when I deliver especially skill one, the first module, I use a variety of means for example in the first chapter, that is unit one , I put it directly because as an introduction part, it gives a highlight for the students' background; it gives to be familiar to the contents so I deliver directly especially in unit one, but after unit one, when I come to unit two, unit three, unit four, unit five, I left out some of the contents because of, because I believe that some of the contents are not appropriate to the students and in in in the same time I bring some other supplementary material to complement the gap which I believe that it should be filled by my own, so when I deliver, I approach differently; there is no the same approach in all the chapters; in some of the chapters I use directly as it is I will deliver each and every activity have been done by the classroom, and

some of the activities have been left out; so while I approach this material variety of techniques have been implemented by me. Most of the time I use the curriculum as it is, but there are cases which I left out some of the activities, and which I supplement by bringing some other supplementary material for the students.

I--- It may be a repetition of what have you said before; why do you approach the curriculum in the way you do? You adhere to the material in most cases; you skip some of them; may be you may supplement some of them; What may be the reasons when you skip, when you adhere, when you supplement, when you add, what may be the reasons that make you change

Paulos---Yeah, the first thing the reason why I supplement the material is to make my students ready for the exam, the first one, the material I believe that the material I approach, if I approach the material directly, I don't believe that this may not be important for them to pass the exam. Sometimes I bring some contents to get my students ready for the mid and final examination. At this time for example, the the contents of the grammar approach is presented in a very you know spice of grammars, but they have been presented inductively, but the way we ask students in the examination time is differently so so so as to complement this gap, most of the time additional tasks, additional worksheets, additional activities have been used by me to supplement them, and to to pass the exam, this is my reason, what I bring some additional material. The other thing, not only the grammar, the vocabulary, while I taught vocabulary from reading passage, while I taught reference material from the reading passage, the ways present differently, when we ask in the exam time, so sometimes students should take into consideration when they get good grades and passing mark is their priority, so as to make the minimize the washback effect, I most of the time I bring some of supplementary material for students- the reference example, the vocabulary example, grammar example, most of the time in in in every task, I bring such kind of for the sake of exam. The other time is I skip some of the materials, the reason is because of my classroom size is very, too much around 60, 62 students let alone some five, six drop outs, but at the beginning, the classroom size was 62. In one class I had 62 students so the the task which is found in the material gives a chance to present, at least in a group member, in one group member we have five to six members, one of the members should present in the class, so on average, I may have around 12 groups in one classroom. So, while I deliver this in the classroom, it is difficult to implement that task each and every task within the allocated time because we have had only two months period for delivering this course, but the curriculum was designed for 16

weeks, but we finish in 8 weeks, so most of the tasks should be left out because of time and the classroom size is in appropriate to me.

I---Alright, the next is, how do you judge the time you use to deal with the the contents, activities and topics of the curriculum, or the number of hours students have got in the curriculum and the amount of curriculum content received by the students; the time given for students, students have got and the contents given for them? There must be sufficient time to deal with the contents, again there should be enough contents to attain the stated objectives of the freshman English curriculum? How do you judge these two things?

Paulos---Ok, I think the the time which allocated in the curriculum, the curriculum is designed for 16 weeks as I mentioned for you, so 16 weeks curriculum it is designed for unit 1 such contents for example the reading passage one week, two weeks, this kind of allocation is found in the material, the module at the beginning, while I see the curriculum, all the contents are allocated based on time frame. Unit one will take two weeks, like this one, unit two will take four weeks, unit three will take five weeks; this kind of allocation is already designed, it is already designed in the curriculum, in the curriculum which is sent from MoE, but when we come to the implementation, the the program which is the time allocated in the curriculum and the actual practice is different. In the MoE which allocated two weeks for unit one allocation may not be appropriate when when we come to in the implementation stage because most of the activities need more time, most of the activities needs every students' participation, especially there are speaking lessons when speaking when we see in the speaking lessons, it gives the objective is designed every each every student should participate in the speaking lesson, at least they should reflect to the mini-group members. While we deliver the speaking task, it should take much time in practice but the allocated time is based on a unit reference unit one will take two weeks, unit two will take three weeks, but in one unit there are a number of tasks. If we implement each and every task in the classroom, it will take much time. While in some other time in the reading tasks the writing part, the allocated time is much but the actual practice I think is short in comparison, so the time the time frame I think is different what is expected and what is implemented is totally different. (I--- Irrespective of the time, let's forget the time, if we have much time, what about the contents, are they enough to attain the desired objectives?)

Paulos---I think the contents are very... (13:53, I could identify the word he has used). I believe that if we implement the contents as expected, the contents are very nice, especially, the communicative English Skills course I, I think the contents are very appropriate, I think. The problem is how we put into practice I think.

I---That is good, Ok, ok, let's, let's come to the next question. How do the following factors influence your curriculum implementation approaches in the classroom. There are researchers grouped them student-related factors, personal factors or instructor-related factors, and institutional or environmental factors they said; so how do these things influence your classroom implementation approach?

Paulos---Yeah, even personal I think, personal factor is also one of the dominant one in my opinion. Me all I think personally, while I see the curriculum the first case is I tried to compare the curriculum which we implemented before. This is a new curriculum, the new course, which is designed to deliver for freshman students, the first thing is instead of you know being familiar with the curriculum and implementing it to in the classroom the first thing is you know a kind of resistance, what is the difference between this course and the previous course, you know, unrelated comparison have been made by myself. What is the importance of changing communicative skills course into another communicative skill course. The first thing, personally, I didn't accept this, this curriculum at the beginning, because we deliver communicative English skill course previously, now it is called communicative skill course one, so what are the differences between the two curriculums. Even we have had the same name, so this is personally, what is the importance of delivering this course, what was wrong in the previous course, so personally, it is personal factor I didn't accept this curriculum at the beginning of, you know, in my personal opinion. So I don't accept this one because I believe that the previous communicative was good to me so what is good, what is new for this curriculum, this is personal factor, plus personally I didn't use much of exactly what the curriculum what the time is allocated for me because this curriculum is three credit hour course curriculum it should be delivered two contact hours in separate time, may be three hours per week but it should not be given one one sequential time, because you should give time at differently, so if it is allocated on Monday or Friday or may be Monday and Wednesday, so having two contact per week is by far better. But I make it appropriate to me and I should go once a week, so I put them the the the the personally, I want to go once a week in the remote area college I think you know that why I

make it one contact hour per week, one contact may mean may be three hours, may be four hours, but one contact per week. This is personal factor. Students may be bored of attending my lesson in the continuous three hours. So this is one personal factor, because I arranged for my own sake, not for the sake of the curriculum or not for the sake of my students.

The other is the students' factor I think, the students' background is different from for for this approach. Students who know many things about English but the way they learnt English is different from what we deliver in this in the freshman level. They are familiar with different grammar items; they are familiar with different ways of learning, vocabulary, different language aspect different different ways of learning in all over what they have study so far. But when we come to in the freshman, they become tensioned, because they didn't have learning experience of listening so far; they didn't have learning experience of such kind of you know inductive ways of learning, and they didn't have the experience of you know presenting in front of the class; they they studied independently so far but when we come to here we group them we gave time for to group discussion, actual presentation, listening task; most of the engagement tasks are more more common in the freshman students, but all these things the approach we deliver is completely different. So students become you know excited (on cited??) when we come to class they they told me frankly we have studied English so far but the way we have studied is completely different. We didn't have listening experience but these course had five listening tasks, five different units, in all the five chapters, the first part is listening, so they become tensioned, so students when I brought the listening audio recorder material, they become bored, they become you know spersonalhivered of attending my lesson because they had they poor background especially listening tasks, so the way they they learnt is completely different from what we deliver in this campus (19:35) so students' personal factor lack of different motivation is also one factor, and some you know background factor is also found in the students' ways of learning, even academic performance especially in learning English, especially is also another factor so students except few students in the classroom they don't like to learn this course as as I asked them and as I have had a good relationship with my students, they told me frankly about this course.

(I---interrupting) What about institutional factors like MoE, the college, the university, the department; do they have any influence on your curriculum implementation approach?

Paulos---Sure. Institutional factor is one of the factor; in the ministry of education, English courses should be delivered on on a classroom size of 36-42; this is already written in the ministry of education; in the language classrooms, on average 36 up to 42, but here when we come to the university, almost all the time, students allocated 62 students in one classroom; this is very common; on average 60 up to 62; the MoE rule is already violated here. In language classrooms, the classroom size is 40 on average, but we deliver 62 too much uh uh so the curriculum is unless it is implemented why the MoE say 42 46, 60 nothing (21:07...) unless we implement it directly so institutional factor may be some other universities but in Bahir Dar so far as I have had almost 8 years of experience here, the average number of students in one classroom is 60. So this is the factor which hinders our implementation of in the classroom. I think a better, a better engagement will appear in a classroom size becomes 40; plus to that the the institutional organization you know the classroom when I mentioned about personal factor even the university assigned freshman students in in the remote far so we all when there to deliver this course so instead of going to to two times per week, we deliver once a week. So this is one of the factor which the students are assigned for at the countries may be out of the town. This is also one factor I think. Stated

I---Ok. When we say student-related factors, do you do you have the opportunity of looking at their needs, for example, students may lack, you mentioned background, so does it affect your approach if you get students who lack some aspect of language- some aspect of listening, some aspect of the grammar; so there may be a need of a language needs that is not in your plan? (I have learnt that what the questions should be read directly without paraphrasing, modifications and explanantions unless the interviewee asks for clarifications; plus minimum interruption should be there unless the interviewee went out of the issue).

Paulos---Yeah. (Int: Does it change your approach?) Paulos. Yes, I have changed my approach not only for delivery, even in the way I assessed was different. At the beginning, I I planned based on the the course contents- listening will be taken this amount of assessment, reading this amount of assessment, writing this amount, and I designed at the beginning, but while I I come to into practice I evaluated my students from 10 percent in listening and they got almost less than five. Only less than 10 percent of the students got the average mark-50% and above. Finally I have changed and I changed to some other writing task, and from 10% the listening assessment was changed to 5 percent, because what I expect and what I found is also different, so you know

assessing is the reflection of my my instruction, but it was different I taught them a number of listening activities, I taught I brought even additional listening tasks were given to my students, finally they are far from the the the truth, so I have shifted into some kind of assessment. (Int. So you didn't assess the listening part?). Paulos-Only five %, five %, but if I use the blue print for the curriculum, almost it should be taken as around 20% of the assessment should be listening based on the curriculum instruction, but the implementation was different. I tried, but they failed finally I put only 5%. That means it is based on their interest.

I---Let we separate the freshman English Curriculum, because it may be one of the environmental factor, but we have to separate it and talk about it. So in what way the freshman English curriculum affect your classroom approach, when I say curriculum it is both the 1st and 2nd curriculum materials? In what way it affects your curriculum implementation approaches? You can talk separately, or in one chunk, it doesn't matter?

Paulos---Especially what I feel is when I compare one and two, one is by far better for me. Instead of saying one and two, it is better to give one sufficient time and we can attain the desired objectives set here (25:24). This is my personal opinion. No need to say part one and part two because there is no different between part one and part two especially I think you may saw part two, in my opinion two is not the second part of one even even it doesn't I don't know who has prepared the material, the material is it is not a continuation of you know part one and part two, they don't have a relationship, even when we see the contents, when we see the elements of one and two, which one is one and which one is two, there is no sequential sequence between there is no difficult level between one and two, there is no element difference between one and two, and one is in the other way the reflection of two; even the grammar contents are one and two the same, even the way it approach is the same, I think the the material had been presented for the sake of the productive skills, it was prepared like that one, most of the time it begins with speaking, it begin with writing, so writing and the productive skills of the language you know writing and speaking may be incorporated in part two, but when we see the if we prepare like that one some of the contents should be new, even the the contents of the presenting writing is at the end of in unit one, all the contents the last activity in course one, unit one up to five the last, the last activity is writing-write 100 words, write 200 words, write like this one. When we come to the 2nd material, it is not like that one. The reading material you know information gap activities are found in the material, or the free writing may be given in the first material or, by

the way there are different different approaches (27:32...) completely one and two cannot go together for delivering this course. two could be advanced in my my opinion, it could be a certain (27:26) at intermediate level, plus to that some of the contents may be advanced for the learners because you know the continuation of one and two may not, it is the prerequisite for that one and even in my opinion speaking part, the introduction part, self-introduction, like this one better to come in the first one instead of part two, because students they they didn't know each other so far and we let them for self-introduction to introduce their own place, their academic background and some other contents, even we can give them even we couldn't give them to introduce themselves in the first material, because there is no speaking part in skill one. But when we go to unit part two, there is speaking part, there is introduction, introducing themselves, introducing their previous academic background, introducing some other infrastructure like this one. So there is a certain you know misplacement I think.

(I---interrupts); even in the introduction part of the first curricular material, it says 'the first material will focus on listening and reading, and the second will focus on the productive skills-speaking and writing, it says).

Paulos---It says like that one. But even does it mean that the writing part in the whole chapters at the end mean just it gives us to left empty for putting into practice. At least there is no room to begin with writing in every unit. All in all, all the contents while you see all the chapters, the last activity is writing. Even the sequence is the same. Unit one up to unit five, the last activity in unit one, the last activity in unit two, in everywhere it is writing (I---interrupts) –including part two? Paulos---art two is different. Part two begin with writing, but writing is resented from the from the reading passage perspective. Reading is taken as as a source based on the reading, the reading passage one or two reading passages are given, the third reading could be left empty to be written by the students, the fourth paragraph will come, the fifth paragraph left empty, and such kind of approach is found. That is good, but this one is it gives a free writing 100 words, 200 words, it is better to give you know even the writing also based on the reading passage, if it presented inductively, that is good because after they read certain summary skills are found, summary skill, note taking skill, all these tasks are found in the second material. In the second material sometimes information gap you know one paragraph is given one paragraph is empty so the students are asked to write to fill that that paragraph, in some other times they the reading passage is given to after the reading passage, students are sked to write short summary or and

they are also encourage to take notes. Note taking skills, summary skills are found in students' material. (I---interrupts). So they moved from free writing to guided writing, which the reverse must be? Paulos---The reverse must be, that is my intention. So here is free writing, but that one is guided or somewhat controlled, except unit three, here in unit three, in the first material unit three there is some guided writing. After the reading passage, they are asked to fill a certain word gap, information gap activity in one paragraph so after they completed the material, one paragraph may be taken as a summary of the first reading passage, the previous reading passage, so some guided writing is found but completely guided writing is found in the second material. But here is free, most dominantly the writing should be free writing, but the reverse approach is found in the material.

I---The content organizations, the level of the material to the skills and performance of the students, the sequence, the relevance of the material to the students' level and so on, all these when you see the curriculum material in what way, what can you say about these things?

Paulos---I think the material is prepared for the level, not for the students. There are gaps. The material is very good for at the university student, as a university freshman student, the material, the relevance, the difficulty level, appropriateness of the content, very nice, but to whom this material is prepared under question. We don't have that kind of students. The material is very nice, the material is prepared based on the level, as expected in the university, as freshman student, the material is very nice in all aspects, according to the level, but who are here that is a big question mark. Only only few students are you know up to the level. Almost majority of them are not up to the level. That is why implementing this material is a challenge for us because the level, the material and the students' level is completely different. (I---interrupts, ok if all these are the problem especially this one, what do you think the curricular material should be like?). Paulos--- The material should be like this one, but we should work on the students. The material sometimes if we consider about the level of students, we don't make the university become a high school, or we don't make the university become elementary school, the university is the university. There are there are some you know expectancies are already common here at the university level, but we should work on the students' side to become at the level of the university student. That is the matter? (34:01). The material is prepared though some kind of you know convictions are found there but I can say the material especially the first material is very good material, but the problem is you know the the MoE should work on students and

instructors, not only for blaming students, I mean the MoE should work on the students, on the instructors side also. And how many of us are familiar with this material, how many of us know about the the how to deliver these contents, how many of us deliver these topics to to our students? I think this also is a big question mark because our ways, our training is different, our delivering is also different. So in the instructors' training, in the students' background, I think it should be considered, not only for the material. Personally, I believe that the material is nice, but how many of us deliver this material as desired that is another question mark. So the problem is we students and instructors are not in a position to...that is my question.

I---The examination, institutional examination may it impose to change or not to use your approach, the assessment type, does it affect your approach the assessment type suggested in the material?

Paulos---Yes, even the classroom we are governed by the our department rules. So the curriculum is you know the evaluation is 80% common in all instructors 80%. That means, 30% mid-exam, 50% final exam. What is left only 20%. Twenty percent let me give me free evaluation on my own interest. But when we prepare as a common assessment mechanisms in the mid and final exam, the examination is you know paper based examination. Students are asked in the written form, but we have taught them different skills, targeted on listening, targeted on reading in the first course; in the second course it targeted on writing, it targeted on speaking. But how many of the evaluations consider about speaking, how many of them consider about writing, which kind of writing, we teach them but we didn't assess these skills that is the challenge. In the mid exam, in the final exam, always reading passage is common in in communicative one communicative II, mid and final exam always reading passage is common. But what the the objective? Reading passage, reading is not a priority for communicative two. But still we have had the experience of asking them mid and final exam reading passage. Above 60% of the assessment is based on reading passage, but the course objective is different. The reason is we we designed and it is paper based examination, paper based evaluation, so we don't have a room to ask students to evaluate students' performance of writing, students' performance of speaking is not considered. Plus to that in this one and part one, we teach students listening in five different units, but the maximum evaluation is from 10%. Look, the course objective of these, these course objective is targeted on reading and listening, but the assessment is 10 % listening, look 10% reading listening, on average around 70% reading, 10% writing ; 10%

writing a kind of paragraph writing because in every unit the last part is writing, so writing one paragraph a little bit taken as 10% so as we have seen in a common ground 10 %writing, 10% listening, and the remaining 80% is focused on reading. The same thing happens in part two. Part two also reading is common, but this is not the focus of part two. So the the we designed to evaluate not the course objectives, the way we assess there is not in the way of requirement. So evaluation and assessment and the course objectives are completely different.

I---When the course is designed, it is in the way that help them to compile, organize assignments, presenting some concepts, in their field of studies; and other skills which are not actually out of these skills. So can we say that these objectives are met?

Paulos---Of course not. Because we don't know whether they attain or not. Because our assessment is the reflection of our instruction. But we teach them we don't evaluate them. The evaluation has a common norm, we have been governed by the rule of the department, so the department examination committee prepared the exam, and we all see the exam; we all means students and instructors while we administer the exam. And almost we don't have the right to say this one or that one include or out, we don't have the room. So almost 80% of the assessment is out of our instruction.

I---I have finished my part. Thank you very much. But if you have something to say, you take the opportunity.

Paulos---Yeah, yeah. I want to say something about the the course material. At the beginning, the way we approach different means, at least some kind of discussion because the material is prepared by some group of scholars we know but the material should be introduced better, and what the objectives of this course, and how to attain these objectives. So as to attain these objectives, how to evaluate our students, shall we attain like the entrance exam ways of asking students like objective questions or shall we prepare a kind of exam you know group task, more (41:06) it gives room for students to engage actively, or to make it easy for evaluation or to make correction. So I think, it is a big deal for for in academics the curriculum should be dealt by scholars and it should be introduced by in every university, not only in BDU, all English instructors should have time to discuss about this this curriculum. Even some some some instructors blame us while we take tape recorder to evaluate listening, they laughed at us. Why, don't you know your students? Why do you ask, why do you evaluate listening exam, why?

There are five different units, in every unit, there are listening tasks, how do you evaluate whether students are familiar with listening or not. Only doing the classroom tasks, classroom activities enough? Why not you take in the assessment. So you don't know your students like this. Yes, we don't know our students so far, but we have to evaluate their performance, even if you take as a survey in our university, may be less than 10% of instructors evaluate students listening skills. Only doing for the sake of requirement, that means the objectives are not met; the objectives are not understood even by our, by instructors. So this is the problem. The other thing even the way we administer, the way we complain infrastructure or some other interventions and being unfamiliar with the curriculum issues also a factor delivering this course.

I---Thank you very much.

Paulos---You are welcome.

Interview with Seid

Interviewer (I)---Ok, thank you for being one of the interviewee in my work. Have you got any opportunity of training in the pre-service, in-service and before or after the introduction of this curriculum?

Seid---During the introduction of this curriculum I haven't taken any training, but I do believe that I have some basic trainings curriculum trainings before the curriculum is launched, so uh...but after the curriculum is developed I haven't taken any pre-service and inter in-service trainings for...it is better to say that although I have some idea about curriculum, but uh...after the curriculum is developed I haven't, I haven't taken pre-and in-service training.

I---Ok, so let me go to the main questions. So, how do you approach the curriculum material, uh...the material that you are using for freshman English curriculum-the first and the second as well.

Seid---Um...unfortunately..

I---Adhering to the designed curriculum...

Seid---It's better to say adhering to the designed curriculum.

I---You adhere to it

Seid---No, uh...it's very hard to say adhering to the designed curriculum, I may take the topic, if it is reading uh I may myself may bring another materials uh...therefore uh uh I may skip some

part I may bring additional ma uh uh, additional activities, materials uh uh therefore uh uh I can't say I adhere to the designed material. Uh...in addi in relation to supplementing the curriculum materials with the other materials definitely uh usually if there is a certain content related to the skills both macro-and micro, I will bring some additional materials in order to umm..further explain the issues for the students. Uh...beside to taking additional materials uh for the curriculum uh uh I may adapt or change some parts of the modules uh uhuh the methods might be as you know there is there is a listening activities but since we can't find the verbatim or the transcript or the recorded one I may change zaza that uh uh and I Ika I ma I may change the o the the uh the verbatim into audio recorded materials, therefore uh...I can say that I am I usually adapt and change some parts of the modules, but it is uncommon to add new topics for from the outside. Usually, there will, there might be a certain topic uh...for uh um instead of bringing new topics for from the outside, but taking that one as initial point I may add some more uh things therefore

I---so when, when you when you change some parts of the module, or when you when you are unable to adhere to the curriculum totally there are reasons that make makes you not to adhere totally, to change some part of it, to supplement the material with another material, and what, what are these uh...why why you do so like that? Why do you approach the curriculum in the way you do?

Seid---Fortu... Unfortunately, uh I do believe that uh those guys who are assigned to prepare the curriculum or the materials as a whole, did not invest more time while they prepare the materials uh for that reason, horizontally or vertically umm.. it do have some limitations as compared to the students background, and therefore uh uh fortunately I am lucky, I know what kind of courses they have taken while they were in high school for we can take the level of difficulties, the contents that is included here a little bit it doesn't deserve for the their their competency or their le le level of maturity, therefore yiyi you know aa umm the the notion behind modifying or adapting the material is a little bit uh uh.. since it should be in line with the previous materials what they have taken.

I---it means that it means that uh uh do you do you assess the material that it has some problems with the grade levels that they come through?

Seid---Sure. I do believe that hopefully it may not be ma my own my idea, uh most instructors have their own complains and even the level of difficulty is a little bit I I can say that its simple uh...the they when you take a the a certain topic from the structure part, we can take conditional sentence as an example, while they were in high school, they know the meaning, the inversion, the usage blabla when it come to the the modules even though they try to use, try to focus on the usage or the functions, but the level of difficulty it is not uh uh considering what they have learnt therefore such modifications might be needed uh so as tooo consider what is expected from the students.

I---Ok, good, ok let me go to if you don't have on these area, we can proceed to the next. Ok, uh how do you follow the curriculum objectives, it may be a re... it seems a repetition of that one but when we see here in detail how much do you adhere to the curriculum, the extent of your adherence in the objectives, the activities, in the sequence, and so on because as far as possible you want to follow it but there are difficulties to follow again, to adhere to the curriculum....so which parts may be you adhere to it, you do not adhere to it? Are are objectives really the way you follow the objectives as they are and changing another thing, the sequence, or the...contents and so on because the material has many ??? (7:31) objectives are there, contents are there, sequences are there and so on.

Seid---Uh...as I said uh... uh I do not usually stick with the materials, um but basically I will consider the objectives that that is already incorporated in the module or in the materials, but coming to the content, activities, sequencing including assessment, uh certain modifications can be done while I deliver the courses. Uh...let's say coming to the assessment specifically the previous time the department decided that 20% has to be uh taken from by using assignment , but instead of that since it is needed to assess the listening activities, I have changed listening activity, I have given another quiz, therefore uh uhuh a certain modification is done, beside to that one sequencing uh ...sometimes in almost when when you take the first module, in each of the contents it begins with listening, it's good, but I may skip some part and after I has ??? the students learn the reading and related questions, I may proceed to the listening activities. Uh uh besides what I observed um...there is zezeaa ah it is very difficult to say there is strong connection between those macro and micro micro skills. If there is a grammar what you can find it after the reading passage, each sentence, almost all the sentences has to have the connection with the reading part eh but here in the module uh I doubt they they give more attention for that

one. Therefore, ...since it doesn't have a strong connection, sometimes I may I may modify some of the activities and the contents of the materials.

I---Ok, what about the instructions that are given there, because each activity has its own instructions-do that way, in this way, in this way, and how do you follow these?

Seid---Usually, I I try to follow the instructions that we find in the materials but as I told you like the contents I may modify, even I may completely change the instructions, but usually I try to follow uh the instructions that we can find from the materials.

I---Ok alright. How do you get your, the time that students has got with the material, because when we follow the curriculum it is believed that students have to get enough exposure to the contents that are there to be learnt?

Seid---Uh...regarding the time that is allocated unfortunately right now we are following crash program we do have only 45 days or two months, now it might be it may not be enough. But in the normal time, if it semester wise I do believe that the time is enough in order to entertain any contents that that are incorporated in the ma in the materials for we can achieve any intended goals or objectives based on if it is semester wise.

I---Ok, have you got an opportunity to teach semester wise?

Seid---I I think so. I think so,...at the beginning. I had the opportunity to deliver the course so semester wise. It is so...it is enough in order to deliver almost all the contents of the material.

I---What are the major reasons to give or to follow or not to follow the material as intact as possible or as it is designed? What are the major reasons to follow or not to follow?

Seid---Uh....um...the major reason uh I do believe that uh um the content, the material itself o or the way the curriculum is developed um...but in relation to uh uh the curr the current time I think as you know it is, we can't find ample time to cover because of the crash program or this it is not semester wise time constraints might be one of the challenges but uh uh the relation to the classroom condition, absence of training cannot be taken as reason, as a big issue so as to follow or hinder in the curriculum implementation approaches, yes I do believe that.

I---so let's proceed to the next one. I think we touched and a bit of them above, how do the following factors in detail we will see the following factors influence your curriculum

implementation approach, for example, student-related reasons, personal reasons, and institutional reasons?

Seid---I think it is a good question. Uh...of course as a instructor uh uh I think we have to be principle oriented and we have to give more attention for to what extent we have to achieve the objectives. Uh...besides of course the students related reason may have a certain extent, may may influence uh uh the way we implement the curriculum, but I don't think so it will have a big influence in the way we implement it. Uh... because sometimes at the time we deliver listening content when we take one of the ...they may not be interested but considering what they have to learn I think I will give ample time so as to do while I deliver the courses for I have to consider thie their interest its particularly their background has to be considered, uh...but if they are not interested in some issues, I will not skip that part eh considering the o the expected uh uhuh objectives uh I will give attention for that one but coming to personal ee experience I think personal reasons uh uh almost all of the points what mentioned like my educational status, the experience, professional development trainings oo thee all things uh uh have significant factors for implementing the curriculum. Uh... yiyi you can find huge differences when some instructors who do not take pedagogic courses, uh eh I think I have seen significant differences the way they deliver any any contents, any courses therefore eh I I believe that my educational status uh the experience what I have skill and knowledges will have significant factor uh for the implementation of the curriculum. Institutional reasons, uh... basically eh it do have its own influence big influence eh but coming to the department direction sometimes eh I may not follow even the di the department direction I can tell you somewhat weird direction that is given by the department head in relation to the assessment eh but we said no eh because it is not professionally or ethically right therefore eh basically I will li I will consider the curriculum policies, but eh eh as as a professional eh as a instructor eh I wanna to consider my professional, our academic freedom. Uh uh therefore thee institutional reason, personal reasons(Int. What had happened to the curriculum's assessment that you did not feel good?) Seid. Uh to the curriculum I think it might be better to investigate a lot in order to say this one is good or bad, Int. I mean the department policy you told me ..Seid. One thing what I told you in relation to the assessment, 20 % should be in the form of assignment, the students has to be assessed by this modality, by assessment by giving assignment, but using the asses.. assignment 20 %, 30 % mid and 50% from final exam, but when I I tried to follow these directions I can't assess the students'

listening performance, I can't assess the students' writing performance, therefore instead of that leaving or don't considering their instruction, I assess students' listening skill uh listening activities, I assess uh their writing by giving writing activities in the classroom for instead of giving an assignment. I do believe that I have a right uh.....because of the academic freedom we have in higher education.

I---Ok, what about the students? Seid. Uh... (Int. Your change may not be accepted by the students), Seid. Hh uh um of course, uh em uh they have certain complain em but my justification might, they may be convinced by my justification, I do believe like that; Uh I told them how and in what way I will assess their performances before and after eh after using that assessment methods, eh even though they have complains but finally they are already convinced by my suggestion (I---You disagree with the department's suggestion because assignments may not...) Seid---One thing it is not appropriate, and their justification is simply in order to give some points to students instead of assessing them, you see; since some other issues are not good for the interview, it is better to skip some points. I---the assignment may not be assigned for a specific language performanceSeid---Basically students em they are not good at working some activities in assessment, one student may do the assignment and the others may copy from that guy, that student did; the other thing in relation to this course specifically communicative English skills, I don't think so giving that amount of point for assignment is good; for that reason I don't think it is an appropriate means of assessment.

I---let's come to the last one. The effects of the freshman English curriculum to your curriculum implementation approach; whether it influences you negatively or positively, I want your answer here.

Seid---Uh, very hard to say negatively and positively. One thing what I deduce in the previous time is, if the course communicative English skills is given for engineering students, the content, each reading content, each contents either in reading, speaking, blabla it is highly related to their department. Their department, or their streams; whereas now some of the contents se see because of the curriculum some of the contents may not be related to uh their stream; lets say their might be a certain content that may try to tell us about computer engineering, but that content might be taken by social science students, therefore, I think it do have some negative influence in order to implement eh eh the curriculum. Eh...in relation to the overall format and presentation of the freshman English curriculum... I think eh in in in communicative English one, skills one, I think

the overall, it might be better as compared to communicative English two, but when we come to communication, communicative English two almost I can say that there is no any any significance difference with communication communicative English Skill one, thus yi you know simply I can say that it is a matter of repetition, before, eh eheh I think there should be a certain modalities that has to be taken in order to modify or in order to give another courses that may be vital for the students therefore the communicative English one considering the level of difficulty and what they have learnt it might be good but the second course specifically I don't think so they will add anything by taking that course, I do believe that way. Int. Having this intention, how do you try to resolve this big problem of the second curricular material? Seid. As I mentioned earlier, I may bring some materials considering the objectives (without changing the objectives, the general objective or blab la), I may bring some some contents to the classroom by duplicating it or by different meanses therefore the the that was one method in order to resolve that challenge.

I---Ok, so when you see the overall curriculum one and two you can talk on content organization, the level of curriculum, the sequence, the relevance, etc, if you have here additional points...

Seid---Eh aaa I don't have strong argument in relation to sequencing, but the point is that eh the relevance of some of the contents, is not that much helpful for the students eh.....therefore ...Int. What exactly should be changed from the curriculum? T2. For the time being, the the idea what I may say might be eh may not hold water, but now I believe that the first thing the students' level of performance or students' performance has to be considered. The second one, as much as possible, if it is for natural students, some of the contents have to be for natural students; in another way, I can say that English for specific purposes, English for that stream or that brand, eh if it is so eh that may help us in order to catch the students' attention, and it may be better for for both curri communicative one and two. In this context it will not be helpful ...as I told you the level of difficulty, the contents that included there the modalities the way it is presented has to be modified, has to be revised.

I---Alright, if you have anythingSeid---Another issue what I may add is that em as much as possible eh since the dynamics what we are living in this world requires a lot of efforts. I think research has to be conducted in that context? And immediate action or has to be taken so as to achieve ext the expected goals and or or to empower the students' performance in in different

perspective; that is a certain int intervention has to be taken on the curriculum materials.....one thing, the material has to be prepared considering their field the second thing the overall contents that are included there has to be modified. Eh I think I have tried to mentioned some of the issues that has to be considered. Eh...the other thing wawa what I have seen is that specifically when we come to the assessment, all macro and micro skills has to be has to be assessed if not such kind of department intervention eh blabla may abuse one thing the academic freedom of the instructor, and besides the instructors may not have the expected motive in order to empower the students therefore that is the intention what I have, and I hope most instructors may share my feeling.

I---Ok, I thank you very much.

Seid---Yeah, you are welcome.