Teachers' Perceptions of and Attitudes toward the Change to a Task-Based Curriculum in an English Programme at a University in Qatar

Submitted by

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To

The University of Exeter

The Graduate School of Education

For the degree of Doctor of

Education in TESOL

Submission date

December,
2019

I certify that all material in this thesis which is not my own work has been identified and that no material has previously been submitted and approved for the awarded of a degree by this or any other University.

Signature: Date: 07/12/2019

Abstract

This is a qualitative case study of English language teachers' perceptions of curriculum change in a University in the State of Qatar. It aimed at understanding curriculum change from the old PPP (Presentation, Practice, Production) to TBLT (Task-Based Language Teaching) for beginner-level students from the teachers' perspectives. The sample consisted of sixteen EFL teachers in the English Foundation Programme who had experienced teaching the old and new English language curricula. The study was perceived within the interpretive paradigm, and research methods were selected to suit the study of people's perceptions and issues related to curriculum change to provide thick descriptions of the phenomenon and teachers' lived realities. Data collection methods included a semi-structured questionnaire, individual and focus group interviews. Findings showed that despite TBLT being potentially helpful in advancing learners' language competency in general, most participants expressed multiple reasons why it was not successful for the elementary level students in the context of this study. The internal factors contributing to the teachers' negative attitudes included the low-proficiency level of their students, their background and old mindset, difficulties in shifting teachers' roles, and problems with the tasks and assessments. External factors varied from the teachers' feelings of alienation due to the top-down decision-making, lack of teacher training and support which reduced their roles to technical workers rather than able partners in the curriculum change process, and having no ownership in the change process. Teachers also felt they had no voice for fear of job- security and the frequent random changes.

This study provides teachers' views on how leaders can achieve better results when planning curriculum change by listening to teachers, involving them in the process and providing support and clear guidelines for them. The participants also provided recommendations, which they believed could effectively reduce issues that lead to flaws in the English language curriculum such as implementing assessments, repetitive change and making sure clear guidance and plans are shared with all teachers involved in the process.

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ACKNOWLEDGEMENTS

I dedicate this work to my parents for their love, support and life-long inspiration. I am mostly grateful to my husband and best friend, Mohanad and children: Reed and Rita who were the impetus behind me completing my studies. I also thank my dear friend Maha Cherif for her support and encouragement throughout the whole process of this work.

This work would have not been possible without my supervisors, Dr. Susan Riley and Dr. Hania Dvorak at the University of Exeter. I am appreciative of their invaluable guidance, and advice.

I also would like to express my appreciations to my colleagues whose contributions and input have made this research study feasible and meaningful

CHAPTER 1: INTRODUCTION

The Arab Gulf is trying hard to keep pace with the rest of the world. Recent years have witnessed many Arab countries making efforts to develop and implement comprehensive education reform programmes at the higher education and university levels that can result in a skilled, knowledge-based workforce in line with socioeconomic goals (Maroun et al., 2008; Masri & Wilkens, 2011). Qatar and other countries of the Gulf Cooperation Council (GCC) have witnessed a change in the start of the 21st century to diversify their economies to relinquish dependency on oil and gas and move to building knowledge-based societies that can meet the human resource needs. Nevertheless, there remains a lack of qualified local talent, which still requires importing much of the regional workforce from abroad. Thus, these countries have started changing this and stressing the importance of nationalizing their local work forces by enhancing the quality of local educational opportunities.

To achieve this, at the beginning of the 21st century, Qatar introduced educational reform. The Qatari government "announced a sweeping education reform in 2002 – Education for a New Era (EFNE) – to enhance educational quality and renewed this commitment in 2013 with a 360 billion riyal health and education fund" (Qatar Education Study 2012, Curriculum Report, 2014: 7). The goal of the reform was to change from the old 'highly centralized decision-making processes, overly bureaucratic, administrative and financial operations, and traditional pedagogy" to a more student-centred and decentralized system and an emphasis on the roles teachers can play in carrying out the change successfully (Moini et al, 2009: xiii). Rather than building the reform from the ground up, the country mainly resorted to hiring an international educational cooperation to implement educational reform (Pollock, 2007). The expectations from these educational models was to accelerate educational growth and help the country develop.

1.1 Nature of the Problem

The frequency of implementing the educational reforms in schools and higher institutions accelerated to keep up with economic and political changes worldwide after the Qatari government started importing educational theories, policies and practices.

Curriculum changes implemented through the reform affected mainly the English language domain since English has become the medium through which Qatar communicates and does business. Furthermore, the reform came with the realization from the policy-makers that education reform is only as good as the curriculum standards that are established. This is to say, an education system can have the best facilities and an abundance of extracurricular activities, but the students will not achieve the levels required to take a place in the knowledge economy if the curriculum standards are low (Qatar Education Study 2012 Curriculum Report, 2014). The reforms of some key elements of Qatar's educational system were followed by subsequent reforms in its National University, as it is considered the natural reservoir of the human resources that would be needed to lead and carry out the development movement. The change demanded that both teachers and students take on different roles than the ones they used to do before. Thus, students were expected to take more responsibility in their own learning while teachers become facilitators rather than transmitters of knowledge (Brewer et al. cited in Koc & Fadlelmulah, 2016). This idea of changing the curriculum to enhance students' efficiency falls within the traditional thought of most educational institutions in the hope that a change in the content of the materials taught would entail an improvement in the pedagogy (Ball & Cohen 1996). Advocates of this type of curriculum change claim that changing the curriculum is an effective way to improve classroom practice and enhance student learning (Marzano, Waters, & McNulty, 2001).

Unfortunately, while implementing the changes, teachers and students in higher education levels started facing challenges related to students' language proficiency level. For example, in their report on Qatar National University (QNA) reform, Moini et al (2009), list a number of challenges while designing and implementing the reform agenda. One of the main challenges was the rapid pace of the change, which was meant "to create self-perpetuating momentum and leave little time for opposition (p. xxiv)". Furthermore, even years after the implementation

of the change, various studies found that students' language performance was still declining according to a number of measures (ETSS Report, 2016; Koc & Fadlelmula, 2016). Additionally, students at the university level faced problems with the lengthening time they had to spend to complete their degree programmes. According to the General Secretariat for Development Planning report (GSDP, 2012), the issue was that once Qatari students were accepted for an undergraduate programme , they were often required to participate in English foundation-level courses which could last for up to two years. More importantly, after graduation, many of them were found not competitive enough to work in high-skilled occupations (Stasz et. al., 2007), because "their qualifications are in low demand" (GSDP, 2012: 2).

To address these problems, reform initiatives continued to include another phase that addressed the English language gap students faced, which led to the decision in June 2012 stating that the language of instruction in Qatar National University should be Arabic with the need to create new English curricula for students in the Arabic stream courses. The guiding principle of the change was to give teachers a key role and make them responsible for the content, quality and effectiveness of the new curriculum (QU Curriculum Enhancement, 2010). Accordingly, the English language faculty members at the Foundation English Programme were asked to design new curricula. Teachers were required to review their old methodologies, which put the teacher at the centre of the teaching-learning process, and to consider the strengths and weaknesses of the old systems in order to identify better ways of implementing the change. However, research done on the impact of rapid change on teachers in Qatar indicated negative results. Romanwoski and Amatullah's study (2014) concluded that rapid changes came with challenges for teachers thus affecting their well-being and the quality of the educational change. The researchers suggested that challenges occurred because "the beliefs, values, ideas and knowledge embedded in the professional standards were taken from the Western approaches, without regarding the appropriateness to the local educational context. They suggested that the newly adapted systems did not completely serve the context in which they were implemented because what policy-makers did was to critically examine the standards and adapt them to "make fit for, or change to suit a new purpose to the Qatari context" (p.112).

These results agree with findings of many other studies that explored the effects of curriculum change on teachers. Findings from these studies show that curriculum change or reform would be sought in the hope that a change in the content of the materials taught would entail an improvement in the pedagogy leading to enhancement of learners' efficiency (Ball & Cohen, 1996). However, while advocates of educational change believe that changing the curriculum is an effective way to improve classroom practice and enhance student learning (Senk & Thompson, 2003), the rate and frequency with which changes are being introduced and imposed can be problematic. Research also shows that is it not always possible to guarantee that the curriculum assigned to a teacher will significantly influence their classroom instruction, let alone significantly influence it in ways that the curriculum designers intended (Ball& Cohen, 1996; Fullan& Pomfret, 1977). Research, therefore, reminds us that it is important for educational reform to be determined by teachers' acceptance, the degree of their involvement in and how much ownership they have of the reform (Carless, 2001).

Leithwood, Harris, & Hopkins, (2006) claim that when changing the curriculum, the teacher's well-being is an important factor to consider in order to improve the quality of the teacher and the effectiveness of the organization in which the change is taking place. According to research, curriculum development can be challenging and what helps make it successful is the involvement of all stakeholders, especially those who are directly involved in its implementation: the teachers (Barth, 1990; Fullan, 1993; Giroux,1988; Johnson, 2001; Ornstein & Hunkins, 2004; Young, 1979, cited in Handler 2010). Because teachers are the agents or implementers of change, their perceptions toward the change process (need for the change, manner in which the change is managed, amount of teacher input into the change, etc.) is the single best indicator of teachers' free choices and actual decisions concerning adoption of the change (Norris & Briers, 1989, cited in Connors & Elliot, 1994). Pretorius (1999) explains that for teachers, change brings suspicion and dissatisfaction and their involvement in the change may facilitate the process.

Building on these constructs, a colleague and I have argued, in a previous study on teachers' satisfaction with and their fidelity to the implementation of the prescribed curriculum, that policies to introduce curriculum change would be improved if accompanied by a better understanding of the impact of the implementation of these policies on the teachers (Ellili &

Hadba, 2017). The current study aims to shed more light on the same issue by investigating teachers' experiences of curriculum change from PPP (Presentation, Practice, Production) to TBLT (Task-Based Language Teaching).

1.2 Significance of the Study

Qatar is one example of these Arab countries where curriculum change was adopted in order to enhance students' performance at the university level with a focus on the role teachers can play in the change. The change was based on findings of research conducted on students' results compared to international standards showing that "higher education in the Arab world continues to fall far short of the needs of students, employers, and society at large" (Masri & Wilkens, 2011: 3). The reform aimed to equip young people with proper tools and English communication skills for enhanced education.

Qatar National University (QNU), which is the context of this study plays a major role as the leading educational institution in the reform. The University gives priority to faculty's involvement for implementing the new curriculum (QU Curriculum Enhancement, 2010). However, it is common knowledge that academia is slow to adopt change in any form. It is significant that although universities are good at studying and recommending change for others, that with all their brainpower, these education institutions ''are more resistant to change than many other institutions'' (Normore, 2010: 13). This might be partly due to the complex nature of the change, the way leaders of the change implement it and/ or how people involved in it understand and see it. Ornstein and Hunkins (2009, cited O'Neil, 2010) claim that developing new curricula tends to follow models encompassing the different stages; planning, implementation and evaluation "as well as what people, processes and procedures are involved" (p.15). The researchers suggest that, although the models are technically useful, "they often overlook the human aspect such as the personal attitudes, feelings, and values involved in curriculum making" (ibid). In changing educational contexts, the attitudes of teachers remain central for evaluating the success of the newly implemented changes. They, therefore, call for using professional and personal judgment on what works best in a certain context when implementing these models. This concept of stakeholder participation in evaluation is not new. Tyler (1950) regarded evaluation as "a tool to help the teachers in

planning the curriculum and making instructional decisions" (cited in Kiely & Rea-Dickins, 1998: 200). Stenhouse (1975) saw that the only way of closing the gap between aspiration/ curriculum intentions and practice is by involving the teachers in the renewal process (cited in Kiely & Rea-Dickins, 2005: 200). Here, "teachers are highlighted as key players in the curriculum development and renewal process, of which evaluation is an implicit element (Kiely & Rea-Dickins, 2005: 201). Curriculum development is an important educational process that deserves examination. Thus, by inviting teachers to provide their evaluation of the curriculum change processes, this study aims to have an actual account of what worked and did not work in the curriculum implementation from the experts' view. Teachers are stakeholders whose experience of the change is the key to unlock the "black box" of its quality (Kiely & Rea-Dickins, 2005: 11). This is a very important area of study because the results obtained will help the language teachers to understand and implement the main principles of the new curriculum. Finally, the implications of the study may affect teacher practice and potentially, curriculum design.

1.3 Research Aims and Questions

The intent in interpretive research is not to generalize the information but rather to "elucidate and clarify the particular and the specific" (Pinnegar & Daynes, 2007 cited in Creswell, 2013: 157). This interpretive research aims primarily to explore teachers' perceptions of and attitudes towards curriculum change in the English Programme of a university in Qatar and investigate how teachers experience curriculum change and interpret their role in its implementation. The study will shed light on both the challenges and benefits of the change, and how teachers' experiences are affected by the support or professional development opportunities provided for them. I also hope the data will provide recommendations to inform the curriculum leaders about the adjustments they may develop for better implementation of the change from the teachers' perspective. Furthermore, as an English lecturer at QNU, I am one of the teachers who underwent the large-scale reform in education in Qatar. According to the reform policy-makers, teachers were given priority in developing new curricula for their students. As a researcher in this university, I have witnessed major changes in English curricula and wanted to uncover and bring to light teachers' perceptions of their role in this process. I also wanted to reflect the voices of teachers as main participants in the process,

especially that these voices are mostly absent from the literature. The importance of getting teachers' voices heard will be a great service to all stakeholders especially administrators and curriculum leaders to fully understand the task of curriculum development.

Finally, it is hoped that this research will decrease the gap found in the literature about the effects of curricular change on teachers at the university level in Qatar and the Arab Gulf.

Participants are English language teachers responsible for implementing a new curriculum after the change from PPP (Presentation, Practice, Production) to TBLT (Task-Based Language Teaching). By using a questionnaire, semi-structured interviews and focus groups, the study aimed to collect thick descriptions of teachers' experience of the change.

Research questions: the study focuses on two main questions (RQ1 and RQ3) and three sub-questions.

1. **How do teachers perceive the change from PPP to a task-based curriculum in the Foundation English Programme?**

   Sub-questions:

   a. How do teachers perceive their roles in the change?

   b. How do teachers perceive the roles of curriculum leaders in this context?

2. **What are the teachers' attitudes towards the change?**

   Sub-question:

   a. How does the provision of professional development affect teachers' attitudes towards the change?

1.4 Research Contribution

There is an abundance of research on the topics of curriculum and change (e.g. Fullan, 1982, 2000, 2001, 2014; Fullan & Hargreaves, 1992; Hargreaves, 1994; Law, 2013; Hirst, 1980; Kennedy & Kennedy, 1996; Makhwathana, 2007; Mitchell & Alfuraih, 2016; Romanowski & Amatullah, 2016). Nonetheless, as the change continues to take place broadly across different parts of the world, there arises a need for more contextualized studies on the various

effects it may have on those impacted by it**.** I hope that this study might lead to worthwhile knowledge, as there is limited qualitative research done in the topic of curriculum change in Qatar.

The study focuses on understanding teachers' perceptions of and attitudes to curriculum change in tertiary education in Qatar, and it aims to shed light on what happens to teachers undergoing curriculum change, as well as identify some practical guidelines for future change implementation.

1.5 Structure of the Thesis

The thesis includes six chapters:
Including this introduction, which explains the purpose, rationale and significance of the study, Chapter Two provides the background information necessary to explain the context of the study to the reader. Chapter Three presents a literature review related to the focus of the study. It aims to provide a framework for understanding the curriculum change that took place. Chapter Four details the methodology of the study, its design and the philosophical viewpoints that support the choice of data collection methods. Chapter Five reports the findings and recommendations of the study and discusses them in the light of the literature. Finally, chapter Six draws conclusions based on the data. It also gives suggestions for future research.

CHAPTER TWO: CONTEXTUAL BACKGROUND

To understand the different elements that have influenced the educational system in Qatar and led to major reforms, it is important to have some historical background of the State of Qatar. This chapter provides information on the development and organizational structure of the education system in Qatar, the reform of the country's National University (QNU), and the roles of teachers in the context of this study, the Foundation English Programme (FEP) in carrying out curriculum changes.

2.1 Historical Background

Qatar is a small monarchy on the Arabian Peninsula bordered by Saudi Arabia, to the southwest. In early 2017, Qatar's total population was 2.6 million with 313,000 Qatari citizens, while the remaining 2.3 million were expatriates. The State of Qatar is a high-income economy, backed by the world's third-largest natural-gas and oil reserves. Education is regarded highly in Qatar as it aims to prepare young Qataris to assume more of the professional positions formerly held by expatriates (RAND Qatar Policy Institute, 2009). The small state is one of the Gulf Cooperation Council (GCC) countries that are currently undergoing curriculum reform. The council member countries share similar histories and beginnings, cultural, language and socio-political domains (Mitchell & Alfuraih, 2016). The report published by the Brookings Project, which focused on Higher Education Reform in the Arab World (Wilkens, 2011), shows that Arab youth under the age of 25 represent an estimated and unprecedented 60 percent of the region's population and have high expectations for themselves and their societies. They are, however,inhibited by the economic and political realities in which they live. The current demands of Arab youth for change are rooted in deep frustrations with the existing status quo "not least of which is the failure of the social contract for advancement that should be offered by higher education" (p.3).

2.2 Educational Reform in Qatar

2.2.1 Educational Reform: Reasons and Challenges

Nowadays, English plays a key role in the future of Qatari education. It is the main language used for communicating with the rest of the world, among nationals and other nationalities in the

country, and in most international schools. Thus, knowledge of English is essential in Qatar in order to keep pace with economic growth and to be one of the regional leaders in policy innovations in the Arab World. In addition, the country's development demands skilled labor to meet human resource needs as it works on growing its economy to decrease dependency on oil and gas revenues.

However, until the early 2000s, the nation's school system was not up to expectations according to several reports, and college attendance or success in the labor market were not up to standards. Additionally, the education system was found to be rigid and unchallenging, heavily depending on "rote memorization, leaving many students bored and providing little opportunity for student-teacher interaction". Furthermore, a top-down management, having deficiencies in communication and a lack of shared educational vision, controlled the education system (Rand-Qatar Policy Institute, 2007, p.1). The concern about the quality of education in Qatar is emphasized in many of the recent international and national vision documents which highlight the importance of moving towards a knowledge-based economy as its main driver for fostering a capable and motivated workforce (General SDP, 2011; Al-Misnad, 1985; Qatar National Development Strategy (QNDS), 2011).

In order to effectively make a change and achieve the country's vision, labor ministries began to stress the importance of nationalizing their local work forces by improving the quality of local educational opportunities and initiating educational reform on a large scale in schools and universities (Qatar NDS, 2011). According to the Qatari National Vision (QNV) 2030, the Qatari government started preparing its own youth to carry out the challenging tasks of becoming a driving force in the region (QNV, 2008). Qatar, therefore, started to recycle its gas and oil into knowledge by "building universities, reforming the school system, improving vocational training and setting up an international forum for finding the most effective forms of innovation" (Coughlan, 2012: 2). QNV 2030 rested on four pillars with education in the forefront and called for a curriculum responding to labor market needs, individual aspirations, and access to lifelong learning (AlBanai & Nasser, 2015). Thus, new curriculum standards from grade one to twelve, especially in Mathematics, Science, English, and Arabic were set. The new act demanded a change in students' and teachers' roles; students were expected to be active in the learning process and take responsibility for their own learning, while teachers were expected to be facilitators of learning (Brewer et al., 2007). Consequently, the country endorsed a new reform

movement, Education for a New Era (EFNE), giving primary emphasis on “student centred practice and pedagogy” (Zellman et al., 2009: 75). Emphasis on education included hiring the RAND Corporation, a non-profit organization, to enhance the country’s educational system. The principle was to put the basic educational elements of a standards-based system in place (Rand-Qatar Policy Institute, 2007: 2) by implementing changes to schools and higher education curriculum standards. As a result, the schools became more independent and decentralized and started to determine their own curricula in Mathematics and Science, using a Western curriculum, and teaching in English as the gateway for the country’s improvement and the connection with the rest of the world (Brewer et al, 2007). The change was also reflected in “the expansion of higher education institutions, increased rates of student admissions, an improved learning environment, enhanced academic achievement, large financial budgets, and idealistic plans to provide the best educational options for university students”, (Licensing and Accreditation Standards for Higher Education Institutions in Qatar, 2011: 4).

By reforming the educational systems of the country, the policy-makers in Qatar hoped to prepare a new generation of skilled professionals who could replace foreign workers in both public and private sectors (Rostron, 2009; Stasz et al., 2007 cited in Karkouti, 2016). The hope was that students graduating from this new system would continue their education and training to contribute to a more advanced national workforce (GSDP, 2008). The reform also promoted global citizenship and a sense of shared responsibility among young people. In this context, the educational institution becomes a unit of socialization, where ideas are shaped and values nurtured. Nevertheless, institutions responsible for the reform realized that this process was going to be challenging since it includes not only imparting knowledge and skills, but changing mindsets as well (Al-Misnad, 1985).

Some of the challenges faced were related to the quality of education up to that point. For example, until 2011, the quality of higher education was not considered up to international standards. The problems faced seemed to originate from the fact that policy-makers and reformers in the country relied mostly on imported knowledge that is highly disconnected from the local realities of what teachers and students are practicing (Bashshur 2010; Troudi, 2010). The unique nature of Qatar is that leaders of the change were not just importing educational systems and pedagogies, but also teachers and faculty who come from different educational

contexts. These teachers may hold different cultural values, belief systems, teaching styles, pedagogical methodologies and educational philosophies from those underlying the educational context in which they operate.

Educational researchers warn against the uncritical adoption of pre- packaged foreign reform ideas, programmes, and policies (Akkary, 2014). Bashshur (2010) clearly states that decision -makers have to think of how the knowledge can be ‘‘sought after and brought in and installed’’ into local contexts (p. 268). Decision-makers also have to think carefully about the processes to follow in designing interventions that can help achieve the goals they set in a way that is relevant to the local context and its priorities and initiate a paradigm shift and a change in the work processes that entails change (Akkary, 2014). This shift will move away from “the traditional way of reform policies that others have to follow and abide by to adopt a new approach focused on building the capacity of teachers and school workers and empowering them to actually do the reform by themselves” (Bashshur, 2010: 293). Masri & Wilkens (2011) state that in Qatar, decision-makers need to overcome these challenges in order “to address the skills gap, fuel economic development, and put the region on better footing for advancement and competition in a technologically driven, knowledge-based world” (p.2).

2.2.2 Educational Reform in Higher Education in Qatar

To enhance higher education, the Qatar National Development Strategy (QNDS, 2011), identified the mission of higher education institutions as extending beyond teaching students and conducting scientific research. According to QNDS, these institutions “must identify social needs that could be met through education and research programmes that support government agencies, civil society and industry. Higher education institutions should encourage the university community—faculty staff, administrators and students—to interact with the broader Qatari society” (p.137). As the largest educational and most prominent institution in Qatar for higher education, QNU was expected to fulfill these outcomes. The University was formally established in 1977 as a teacher training institution and since then expanded its programme by including additional colleges, and sought and achieved programme accreditation by internationally recognized agencies (Reaching High, 2016).

In its first years, the University’s academic, administrative, and financial structures had highly

centralized decision-making processes, overly bureaucratic administrative and financial operations, and traditional pedagogy and programme offerings. Nevertheless, QNU has evolved with the society it serves and the variety of disciplines it offers. It had strong foundations and was recognized in global ranking systems preparing students for the new economic and institutional world (QU, Reaching High, 2016). It has the vast majority of national students and faculty members in the country, and addresses national needs for advanced education and research and is therefore considered the university for nationals (ibid). However, in the past decade the University's performance has deteriorated as the University was faced with the challenges affecting the quality of higher education in the country. Problems like the lengthening time students required to complete their degree programmes and the growing fraction of graduating students who did so with very poor grades became prominent (Mioni et al., 2009: 20). In 2003, QNU Board realized that the traditional mode of operation was not sufficient for making the right educational improvements in the country.

To overcome these issues, QNU was to undergo a huge reform. Accordingly, RAND-Qatar Policy Institute (RQPI), which helps improve policy and decision-making through research and analysis, was commissioned to conduct an in-depth examination of the conditions and resources needed to turn QNU into a model university by reforming its major administrative and academic structures, policies, and practices (Moini et al., 2009). Subsequently, QNU became an independent body governed by the Board of Regents in 2004 and developed its capacity in finance, human resources, purchasing and property matters, drafted new policies, procedures and job descriptions, and established a function for institutional research (QU, Reaching High, 2016). The goal of the change was to provide a more rigorous education for the students as well as enhance the quality of faculty instruction and scholarly endeavors. This reform initiative acknowledged that in order for the University to be successful, a transformation of the work culture was required to become one in which learning is student-centred, administration is decentralized, and the individual is held accountable of his or her actions" (QU Strategic Planning, 2014: 10). The fundamental principle guiding the reform effort was that the leading faculty and administrators were to initiate and lead the reform with the help of impartial outside experts. Outsiders acted only as advisors, sharing their experiences and offering suggestions (Mioni et al., 2009). The rationale behind this decision

was that (1) the University faculty are well aware of the University's strengths and weaknesses; (2) successful reform depends on faculty and staff ownership of the effort; and finally, (3) faculty and administrator involvement would enable them to assess and make necessary modifications to their systems (ibid). QNU management realized that for the reform to be successful, fundamental shifts would be required in "deep-seated attitudes, long-held perspectives, and daily behaviors of all University members" (Moini et al., 2009: xiv).

2.2.2.1 The English Programme Curriculum Change

In 2003, reports were showing (Wilkens, 2011; Moini et al. 2009), that the quality of the faculty of QNU was declining and the number of qualified faculty was decreasing. Even more prominent were the problems students faced with the lengthening time most of them needed to complete their degree programmes and the growing proportion of students who graduated with very poor grades (Moini et al, 2009: 20). Undergraduates with weak academic preparation had to enroll in a two-year pre-degree Foundation Programme (FP) before enrolling in their graduate courses in the disciplines of law, international affairs, media and business administration, while those who met QNU standards in English (IELTS 5.5 or 61 on TOEFL; 24 or higher in ACT for Math) received complete exemptions. The English Foundation Programme (FEP), which is the context of this research study, used to be a two-year non-credit English bridge programme consisting of English and mathematics (QU, Reaching Higher, 2016). However, years after its implementation, the number of students who have been exempted from the FEP remained extremely low compared to those who have been admitted (QU IEAR, 2011: 21). Unfortunately, the programme was in this way not successfully fulfilling the needs of the job market and "evidence was accumulating by 2003 that the University was failing to meet the needs of the larger Qatari society. In addition, employers in public and private sectors in Qatar reported that "few university graduates met required standards for employment" (Moini et al, 2009: 17). The combination of the Foundation Programme with raised admission especially in English language competency and progression standards led to criticism and more problems, and the University started to reconsider its policies regarding its faculty and students alike.

However, the reform initiatives that started in 2004 and addressed the English language gap

QNU students faced did not prove to be successful. Years after the first reform and due to the ineffectiveness of the first one, another big shift was introduced and, in 2012, it was decided that the language of instruction in QNU was going to be changed from English to Arabic. The decision was mandated by the Supreme Education Council (SEC), which is a Qatari government agency responsible for education in Qatar established in 2002 and responsible for overseeing and directing the education system in Qatar.

Previously, students who did not meet QNU requirements would spend two and a half years in the Foundation Programme (FP), which is non-credit bridge programme before they could enroll in their undergraduate programmes. Qatari students were the most affected by this as about 60% of the students enrolled were Qataris. In 2010-2011, this number was down by about 5% from the previous two years (QU IEAR, 2011). The impact of this on students' morale was huge and they showed increased dissatisfaction for a non-credit bearing course of significant duration and commitment. Attrition rates increased as a result and students and teachers' morale declined causing concerns at both the educational and societal levels (QU, Reaching Higher, 2016). To solve the problem, the reform stated that students were to be directly accepted in the programmes that will be taught in Arabic, without the need to study in the non-credit courses. In addition, the FP was required to implement a one-year programme to serve the colleges of Science, Engineering and Pharmacy (QU IEAR 2012). The disciplines of law, international affairs, media and business administration were all to be taught in Arabic instead of English at the University. As a result, Arabic became the language of instruction in the designated fields and English returned to its status as a second language necessary for graduation where appropriate to programmes. Although controversial, the decision, which effectively scraps the university's English-language prerequisites, made it undoubtedly easier for Qatari students to gain acceptance to different majors at QNU.

The exemption of thousands of students from the Foundation Programme caused an enrolment surge for introductory degree level courses with students who a year earlier would have been in Foundation courses providing academic preparation for thousands of students. This influx of new students under the Arabic stream necessitated less demanding English language courses for undergraduate students (QU, Reaching Higher, 2016). According to new QNU curriculum policy, these courses were to be designed and taught by the Foundation

English Programme (FEP) faculty members with the help of an external consultant (QU, Reaching Higher, 2016). These were called embedded courses and comprised six university required English courses taught by the FEP for students who study in Arabic. Students complete up to four courses maximum depending on their undergraduate study plan. The FEP constituted of over 110 faculty members from English speaking countries and some non-native speakers of English (around one-third) with high standards of linguistic proficiency (QU IEAR, 2011).

To comply with the new policies of the university, a major change in the English Programme took place aiming to put the students at the centre of the learning process. The programme decided to adopt a new English curriculum for the newly enrolled Arabic stream students. As a result, TBLT (Task-Based Language Teaching) was chosen to be implemented instead of the more traditional PPP (Presentation, Practice, Produce) teaching approach. It was advocated in this context because it is characterized by being student-centred and is able to address important educational goals of the university. It was considered more related to students' needs and potentially capable of helping students joining the freshmen programme to possess a combination of critical thinking skills. Decision-makers hoped that TBLT would foster students' creativity and collaborative and communicative skills, help students become active and autonomous, and promote group-work in order to succeed in the workplace.

This latest restructuring of the same programme did not come without some challenges especially after several major and minor changes were made to the Embedded curriculum since 2012. One of the challenges was the huge growth in student population which increased the pressure on the FEP. Also, the need to rapidly implement the new curriculum added additional stress and work on faculty. In addition, logistical pressures in finding class space and recruiting qualified teachers quickly were a result of the rapid change. This added to the teaching loads for the current faculty as well as enlarged class sizes, which in turn, caused even more work for administrators and staff.

CHAPTER 3: REVIEW OF THE LITERATURE

This chapter provides an overview of the literature related to the topic of investigation. The first section of this chapter defines the nature of curriculum change adopted for the study and provides a brief overview of the issues around them as discussed in the literature. In the second section, I look at different ways teachers can be supported during a curriculum change. In the last section, I present a review of studies about curriculum change which are of relevance to this inquiry as well as the framework of the study.

The current study explored EFL teachers' perceptions of curriculum change using the case in the Foundation English Programme in a university in Qatar. The case involved the curriculum change from 'Presentation, Practice, Production' (PPP) to Task-based Learning (TBLT), and investigated teachers' perceptions of and their attitudes towards it. In this section, I explain the main concepts referred to in this thesis by drawing on the literature. The main concepts are: 'educational change', 'teachers' perceptions', 'change' and 'curriculum'. Later, I clarify my definition of 'curriculum', 'curriculum change', the components of PPP and TBLT, and the issues that may arise during the change implementation.

3.1 Educational Change

3.1.1 The Substance of Educational Change

Education has a fundamental purpose of preparing young people for life in society, and since societies throughout the world are constantly changing and developing, education is expected to accommodate the changes. Advancement in education would pave the way for countries to keep pace with the competing universal business of educational systems (Dimmok & Walker, 2000). Wedell (2009) sees that education systems should, therefore, prepare students for a world in which "knowledge is continuously being expanded, and in which citizens will need to know how to continuously update their knowledge, and how to 'use' what they know flexibly in a range of different work environments" (p.15). In this context, educational change may be considered as an important way of enabling nations to keep up with other worldwide external fluctuations.

The idea of educational change has long been discussed in the literature. As it happens, the change process has different effects on people going through it, which might be positive or negative. Fullan (1982) believed that the fascination of change lays in its being a simple and complex process all at once. Markee (1997) stated that change is a process that does not stop and goes on almost unconsciously and it involves reworking familiar elements into new relationships. Because of its unpredictable nature, change may bring negative effects because "all real change involves loss, anxiety, and struggle" (Marris, 1975, cited in Fullan 1982: 25). According to Marris, if we fail to recognize the phenomenon as natural and inevitable, this means that we tend to ignore important aspects of change and misinterpret others.

Fullan (1982) highlights the importance of clarity and transparency to minimize the negative effects when navigating through change. He also makes the case that for change to happen smoothly and more effectively, it is essential for people involved in and affected by it to understand its purpose. He stresses the fact that the effectiveness of the change hinges on the quality of teachers' participation and willingness to carry it out since they play a key role in its implementation. Similarly, Hargreaves (1994) puts the teacher at the centre of the educational change when discussing the substance of educational change and points out that people have always wanted teachers to change. Hargreaves studied the change process which takes place in educational contexts in our modern world and saw the general characteristics it carries wherever it happens. He asserts that, regardless of the content of the change, certain questions addressing how teachers will respond to the changes, what factors make them change and what other factors make them "dig in their heels and resist" remain important (p. 10). He uses the example of research done on school improvement in Europe and refers to the rich store of literature, research, and practical understanding on the change process to draw on his conclusions. First, he asserts that change is a process not an event. Secondly, he maintains that practice changes before beliefs and thirdly, that it is better to think big, but start small. The fourth conclusion addresses how evolutionary planning works better than linear planning. Most importantly, he states that policy cannot mandate what matters, and he explains that implementation strategies that integrate bottom-up with top-down ones are more effective than top-down or bottom-up ones alone; and finally, he clarifies that conflict

is a necessary part of change. Hargreaves highlights that some of these principles are less self-evident and more contestable than they first appear. Nonetheless, most of them, rest on the fundamentally sound understanding that “teachers, more than any others, are the key to educational change” (p. 10).

3.1.2 Curriculum Change in Language Education

The literature offers a wide range of definitions for curriculum. Some focus on the content or objectives of study courses that must be made clear to the public or the set of instructional planning that serves as a guide for the teachings of the teachers. Others argue that all actual learning experiences of students can be claimed as curriculum. Historically, the definition of curriculum focused on the educational goals students should be able to attain through all the planned learning process students go through (Tyler, 1949). In 1992, Posner introduced six precise concepts a curriculum should include to enable a more concrete understandings of curriculum: scope and sequence, syllabus, content outline, textbooks, course of study, and planned experiences. He states that finding a definition for curriculum is tricky because many philosophical or political ideas affect curricula in its specific context. A curriculum also affects and is affected by different stakeholders and societies.

In discussing the elements of curriculum in language teaching, Brown (1995), explains that in language programmes, all activities such as teaching approaches, syllabuses, teaching techniques, and exercises happen simultaneously. According to Brown, teachers in language programmes usually make informed decisions based on their experience, knowledge, and students’ needs when choosing each of these activities. Brown also explains that when teachers opt for this technique of choosing options or “eclecticism”, they do it in order to adapt all these activities to a particular group of students in a particular context or situation for the purposes of effectively and efficiently helping them to learn language (p. 17). He sees the act of making these choices on the part of the teachers as a political action, which teachers sometimes make regardless of students’ views. According to Brown, in some cases, the teacher may not always be responsible for these choices and he/she may accept a packaged pedagogy. In this case, curriculum development becomes the responsibility of the administrators or curriculum leaders and teachers become the agents of change expected to

deliver it to students. Because of the political nature of what individual teachers do when it comes to developing the curriculum for a group of students, curriculum development in this sense becomes more politically charged when more than one teacher is involved. To this end, Brown defines curriculum development as "a series of activities that contributes to the growth of consensus among the staff, faculty, administration, and students" (p.19). This series of *curriculum activities* will provide a framework that helps teachers to accomplish whatever combination of teaching activities is most suitable in their professional judgement for a given situation, that is, a framework that helps the students to learn as efficiently and effectively as possible in a given situation. According to Brown's definition of the curriculum development process, the needs of all stakeholders will need to be served in this framework for it to successfully work, and the curriculum design process can be viewed as made up of the "people and the paper-moving operations that make the doing of teaching and learning possible" (ibid).

Based on Brown's model and for the purpose of this study, I adopt his definition of curriculum development as a process rather than an inflexible product. In this broader sense, I consider curriculum development as a decision-making process regarding setting goals and objectives, preparing materials, supporting teachers through professional development, teaching methodologies and techniques, a reflection on what works and what does not work, and finally an evaluation of these processes. In this research study, teachers' understandings of what constitutes a task-based curriculum will be explored as their understandings of its elements may be linked to how they perceive their roles to be in its design and implementation.

It is worth mentioning here, however, that whichever view of curriculum change we decide to take, we have to bear in mind that "the successful implementation of educational change takes a long time. It is an ongoing process, not an event that takes place at a particular point in time" (Wedell, 2009: 18).

3.1.3 Curriculum Change and the Teacher

Curriculum change may include teachers altering their administrative and organizational systems, their pedagogy, curriculum content, the resources and technology they use, and

their assessment procedures. Hence, decision-makers or curriculum leaders have to be careful in implementing change since lack of understanding or clarity on the teachers' part can result in them resisting to implement changeable concepts of the curricula in classrooms. Other than teachers, curriculum change research details many elements that are affected by the process. Clark & Harelson (2002) state that in addition to changing approach to learning, change also involves rethinking pedagogy, the evaluation of student learning, and the relationship between student and teacher. Teachers play a vital role in each of these processes because they are the institutional actors who teach the curriculum, serve on different committees, and lead education change, making it highly important to study how teachers see and understand change, the way it affects their teaching and their attitudes towards its employment.

By looking at the literature of change internationally when researching the effects of curriculum change, we can see that stakeholders' attitudes were looked at closely as they are considered major players in the successful application of the process. Fullan and Hargreaves (1992) for example, focused on what may happen to teachers, students and administration during the change. They see that the type of change influences the people involved in the change process differently. Nunan (1988) also looked at the teachers' needs during curriculum change. He claims that by creating a resource centre for supporting teachers during the change process, the disparity between the new curriculum and the one "enacted" or "implemented" curriculum would be reduced (p.2), which ultimately helps to meet curriculum objectives more successfully and effectively.

Similarly, Fullan and Scott (2009) stress the importance of involving teachers in the change process, right from the planning stage. According to the authors, for a successful curriculum change, decision-makers should listen, link and lead while putting teachers at the centre of the process. In their book, Fullan and Scott explain the mechanism leaders should apply in the change process to enable teachers to carry out the change successfully. Firstly, decision-makers or leaders of the change aim to explore what teachers think will make the change process work best which they consider as the listening stage. Leaders try to "identify, link and distill the elements of a workable and productive plan of action" (p.99). Listening to teachers with discipline or a menu in mind is a crucial step for leaders because it can help motivate

those who are involved in implementing changes to own the problem and to act to build solutions and plans of actions that are not only relevant, understood and owned but also feasible. However, Fullan and Scott state that listening to people does not mean that leaders only listen to people who agree with them. It is as important to listen to resisters who might identify the roadblocks that need to be addressed for them. Leaders then analyze the data collected in the first step and make decisions accordingly. Later, leaders diagnose the context and test the various options proposed by teachers for relevance, desirability, support and feasibility. Thus, they link the results collected after listening carefully to the teachers and invite them again to make suggestions about "what to add, drop, change, or highlight in the draft plan of action" (p.100). This is because how teachers perceive or understand the nature of the new curriculum, its relevance to them and their students will definitely affect how they implement it. The final step, according to Fullan and Scott (2009), decision-makers have to take is to refine the change process by involving teachers more in the decision-making when designing and implementing the changes in a way that they become partners in leading the process. They need to allow teachers to get support to be able to work with new ways of thinking about the new knowledge, teaching methodologies, and the teaching- learning process. The authors see that a successful implementation of a curriculum change hinges on the way teachers perceive the change itself, the practicality of the steps implemented, how it helps their students and the degree they are involved in its implementation.

The last decades have witnessed a change in the degree of teachers' involvement in curriculum change and teachers have become more actively engaged in the process. Consequently, the belief which claims that teacher voice and ownership of curriculum change provide a key to understanding the constant problem of the transformation of innovative ideas from conception to implementation has grown over the years (Kirk & Macdonald, 2001 cited in Kasapoglu, 2010). Therefore, curriculum design moved towards involving teachers not only in the development process of the new curriculum but also in the rationale for change (Kelly, 1990, cited in Higham, 2003). Research has shown that involving educators in this way may help in taking possible preventive actions and preempting many issues that usually accompany changes in organizations or educational institutions.

This newly adopted look towards teachers' involvement was endorsed by other researchers

like Benveniste and McEwan (2000) who suggested that adoption of educational changes such as new pedagogies might be accounted for by teachers‘ willingness (motivation and commitment) to change.

Investigating the effect of curriculum change on teachers gains importance because if teachers are unable to understand the change, it can appear unfamiliar or even threatening to them, or it can bring suspicion, fear, dissatisfaction and even resistance (Pretorius, 1999, cited in Kasapoglu, 2010). Battistich et al. (1996, cited in Guhn, 2009), however, claim that the resistance to change can be overcome when change is considered as a need by teachers responsible for the implementation and when they are involved in decision-making; when competences are increased for successful accomplishment of the change. Thus, the success of each pedagogical change, even imposed change, is significantly related to teacher perceptions of instruction and other educational dimensions, and also to how well informed and qualified the teachers are to introduce change and what support they get in this process. Wedell (2009) shares this view and asserts that educational change does not just take place in classrooms. Rather, the form it ultimately takes and whether it actually happens depends on how teachers understand what is included in the newly designed curriculum and how they behave in response to that understanding. Ultimately, the failure of so many change initiatives can be attributed to policy-makers’ failure to remember this fundamental point (Fullan, 2001).

To resolve these issues, Fullan and Scott (2009) suggest leaders of the change should involve teachers more in the decision-making when designing and implementing the changes in a way that they become partners in leading the process. Involving teachers in the decision-making process can include every step of creating the curriculum including setting programme objectives to designing curriculum materials. Involving and consulting teachers about students’ needs, programme goals and objectives, and selecting suitable materials facilitates implementation of change and eliminates resistance (Brown 1995; Lieberman 1997, cited in Troudi, 2010).

By looking at the literature, there seems to be no shortage of theories on the importance of involving teachers in the process of curriculum change. Underlying arguments for teacher involvement in curriculum change and curriculum development view teachers as the central

agents in the process of curriculum change implementation (Elliott,1994, cited in Fullan, 2001; Troudi & Alwan, 2010). Teachers are more aware of students' needs and are able to choose or create the educational practices that will be most effective in promoting learning in their educational contexts. Hence, teachers should be given more autonomy in deciding the changes to prescribed curricula (Webb, 2002). Rea-Dickins and Germaine (1998) contend that the effectiveness of curriculum increases with the increase in the degree of teachers' involvement in the decision-making (cited in Troudi & Alwan, 2010). However, the literature in the context where this study is conducted seems lacking in evidence when it comes to conducting qualitative research, which investigates what happens to teachers in Qatar during the curriculum change process. I, therefore, feel the need to contribute to this area of research since a lack of qualitative data has been noticed in the region where top-down change processes seem to be popular. For a better understanding of the change process, it is also important to consider to what degree teachers adhere to the curriculum as well as the factors that affect their implementation (Ellili & Hadba, 2017).

3.1.4 Decision-Making in Educational Change

Regarding the nature of learning and teaching in the Arab Gulf, Lansari et al (2010) state that in schools, students "depend completely on their teachers for acquiring knowledge" (p. 74) which creates discrepancy when imported pedagogies and curricula require the teacher to become a facilitator of the learning operation rather than the transmitter of knowledge. Similarly, the challenge of a curriculum change occurs when teachers start to view change as something that happens to them and as the responsibility of policy-makers; rather than something that they initiate (Bashshur, 2005). Teachers in this top-down process may exercise various degrees of discretion when implementing the curriculum if they feel that it does not meet their needs or those of their learners. This belief may lead to teacher passivity, where they see no reason to become proactive agents of change in their institutions. This problem may even be more exaggerated by the feeling that by taking initiative and bringing new ideas they would be risking upsetting people in critical positions and trigger retaliations (Karami-Akkary et al., 2012). Researchers see that by adopting top-down approaches decision-makers do not only silence teachers' voices but also hamper reform and create resistance (Hargreaves and Goodson, 1996; Darling-Hammond & Wise, 1985 cited in Fullan&

Hargreaves, 1992).

However, while there seems to be a lot of focus on the effects of the change or reform that took place in educational systems on different stakeholders in Qatar and the region, little attention has been paid to what happens to teachers due to the reform. When it comes to higher education in Qatar for example, several reports were carried out (section 3.1.5), but they were mostly reviews of the change process, rationale behind it, successes, and challenges with very few research focusing on what happens to teachers in this context. In the context of this study where curriculum change was mandated, the focus will be on exploring the degree of teachers' involvement in the change decision-making processes and their evaluation of the implementation of the curriculum to examine the effects these had on how they felt it affected them and their professional performance.

3.1.5 Research on Curriculum Change in Qatar

In Qatar, most of the research conducted on education and curriculum change focused on the attitudes of students and other stakeholders towards the new curriculum in Qatari schools. When it comes to curriculum change in higher education, research studies were limited. For example, several reports done on the reform in schools like the Qatar Educational Study Curriculum Report (QES, 2014), investigated the satisfaction of school teachers and administrators with the new curriculum from different aspects like its content, assessment, textbooks, etc. The report discusses the challenges stakeholders, mainly teachers and students, face in the educational system in Qatar, with the key challenges being the underachievement of Qatari students in math, science and English language at all levels while key local stakeholders, including administrators and teachers, are not able to cope well with the change.

Since the involvement of stakeholders has been recognized as an important factor for implementing a successful educational change (QND, 2011; NDS, 2011, Moini et al, 2009), the need for more qualitative research on the impact of change on teachers and their teaching arises. Being an educator who has been affected by the educational reform that took place in Qatar, I felt the need to conduct this qualitative research on this issue in order to get a better

understanding of the phenomenon and make a contribution to the literature. I will begin by presenting a summary of the main studies conducted on curriculum reform in the Qatari educational context and their findings (Table 1).

Reference	Context	Data sets	Findings
1. The Reform of Qatar University By: Moini et al, 2009	This is a monograph which discusses the design of the reform agenda and details the early stages of the implementation effort. The report was written four years after the University reform was launched. It looks at how some of the academic structures, academic programmes, and operating policies envisioned in the original reform agenda have been adjusted. The report mentions that during the course of the 2005–2006 academic year the University went through a planning process whereby every academic unit within Qatar University was asked to submit an academic plan (p.80).	The process of the study was designed to be iterative and collaborative, with an emphasis on a bottom-up approach. It began with a focus group study to gather faculty input on the development of the academic planning framework and solicit their opinions about how the process should be carried out.	Based on faculty's feedback, the authors recommend ways that the University could implement its three-year academic plan as successfully and efficiently as possible. The report ends with a list of recommendations. One of the most important recommendations included in the feedback generated by the formative evaluation was to involve the faculty more directly in the process of developing or modifying the university's appraisal system (p.87).
2. Qatar's Educational Reform: The Experiences and Perceptions of Principals, Teachers and Parents	This is a qualitative study about the implications of the massive Qatari educational reform, Education For a New Era (EFNE). The study explored how the reform impacted teaching and learning from the perspectives of teachers, principals, and parents. It also looked into the new challenges	The study used open-ended questionnaires, focus groups and interviews. Survey data was collected from 18 Independent Schools including 17 principals, 413 teachers and 565 parents and interviews	The first findings of the study show that stakeholders' perceptions can vary greatly from one school to another. Nonetheless, these findings show that EFNE has provided several educational improvements evident in the participants' reported perceptions. Secondly, despite the positive effects seen by participants, the reform is a long and difficult process that requires patience. The study showed that participants struggled to meet the requirements

By: Romanowski et al. 2013	they faced from their own perspective.	with 17 principals, 26 teachers and 50 parents. Findings described the effects, impact, the challenges and the advantages and disadvantages of EFNE on these stakeholders.	of the reform and implement the needed changes. The reform was challenging, it placed pressure on the teachers, school leaders and parents and required them to do tasks that they were not ready to fulfill. Thirdly, the study raised the concern regarding transferring, borrowing and lending of educational policies and programmes. Whether the educational transfer is whole, selective or eclectic, the transfer isolates education from its political, economic, and cultural context (Steiner-Khamsi, 2004, p. 201, cited in Romanowski et al. 2013).
3. Facing the challenges of educational reform in the Arab World By: Akkary, R. 2014	The paper aims to highlight deep-rooted conventions and practices that are likely to create challenges for people who try to implement educational reform in the Arab region effectively.	The paper critically reviews the top-down nature of decision-making in implementing educational reform in the Arab world and questions whether this approach, coupled with the politicized and uncritical adoption of Western experiences, could lead to the improvement towards which Arab policy-makers are aiming.	The paper clarifies that the dominant design that reform plans take involves overly ambitious outcomes, large-scale goals, and not enough researched strategies without considering the priorities of the local context. According to the review, it seems that most of these plans have unrealistic goals when set against the available material and human resources, and the time frame allocated to achieve these goals (Bashshur 2005, 2010; El Amine 2005; Karami-Akkary et al., 2011, cited in Akkary, 2014). In addition, the top-down, politically driven, and majorly manufactured reform ideas, show the neglect of those responsible for the reform to account for the different factors that can hinder its effective implementation. More importantly, the paper discusses the lack of communication channels that bring the dialogue about the strategic goals to the different stakeholders who will be directly involved in its implementation (El Amine 2005, cited in Akkary, 2014).
4. The impact of	The authors take the stand that the results and outcomes of	Data for his study were collected using	Findings from the questionnaire indicated that 37% (121 participants) believed that National

Qatar national professional standards: Teachers' perspectives By: Romanowski and Amatullah, 2014	implementation of teacher professional standards do not lie in how they are written or imposed but rather how teachers make sense of these in relation to their teaching and students. Since teachers have first-hand experience with these standards, the authors see that their perceptions of the use of National Teacher Professional Standards in Qatar should be investigated.	an open-ended questionnaire given to over 300 teachers to gain insight into their perceptions and experiences with professional standards.	Professional Standards for Teachers provides an effective framework for improving the quality of teaching and learning. However, 50% (168 participants) presented an opposing view and 13% (44 participants) of the responses deviated from the question. Positive views looked at the standards as an effective framework because it improved the quality of teaching and learning by systemizing the role of the teacher, improved professional practices and encouraged teachers to focus on the main factors of the educational process; family, school, and society. However, a significant number of teachers argued that the standards do not really serve as an effective framework. The majority of them stated that most of these standards are not clear, confusing, impractical and repetitive.
5. Applying Concepts of Critical Pedagogy to Qatar's Educational Reform By: Romanowski and Amatullah, T., 2016	The two authors discuss a new trend in implementing educational reform policies. They explain that this is known as the Neoliberal educational system where reforms are seen as a quick solution to educational and cultural issues. Within these systems, any analysis or critique of the imported educational policies and products is limited to the technical aspects of schooling—raising questions that centre on the "how to" of education or "what works (p. 47).	The paper aims to show that there are consequences of neoliberalism and the exporting of educational products that Qatar has embraced. The authors raise questions regarding Qatar's neoliberal educational reform to show the importance of considering critical pedagogy as an educational	The authors argue that one of most significant factors in critical pedagogy is the teacher's voice. This is because teachers are the gatekeepers between knowledge, culture, the school and the student (p.80). However, as previously mentioned, the top-down approach to educational reform in Qatar has silenced teachers' voices rendering them insignificant. More importantly in Qatar, teachers have expressed their feelings of "alienation" regarding their lack of involvement in decision-making (Nasser & Romanowski, 2011, cited in Romanowski & Amatullah, 2014). The authors, therefore, argue that people responsible for the educational reform have a responsibility to explore divergent and critical ideas and not limit

	The authors aim to show that no successful implementation of new systems can be guaranteed unless teachers begin to ask important questions to inject critical pedagogy into the educational discourse.	discourse and to raise and challenge basic assumptions reframing this neoliberal educational reform.	reform to the technical or changes that be quantified and measured (ibid). In the end, the authors clearly state that questioning Qatar's cultural, economic, and social issues is instrumental for effective educational reform.
6. Overall Review of Education system in Qatar By: Koc & Fadlemula, 2016	The educational reform in Qatar viewed education as the key to its future progress leading to significant changes in the educational landscape from many aspects. The authors agree that education reform is key for enhancing learning, yet, they clarify that successful reform and successful education system cannot be separated.	Data were collected through content analyses of the reports on the standardized international test results, findings of research studies, as well as the outputs of local assessments and the national reports on education.	The findings provide an overall review of the quality of education system in Qatar and devise progressive policy recommendations for upcoming years. The analyses presented in this report showed that despite the substantial investments made, Qatar still has a long way to go to meet its national curriculum standards and to provide quality education. The review compared the education system in Qatar to national and international outcomes and identified many problems with young Qataris, education is not considered to be progressing at a commensurate pace at all levels (p. 35). Students' low English competency was also highlighted in this report. The authors refer to the inadequate intended curriculum at Qatari schools as not being able to prepare students for their undergraduate studies (Bouhlila, 2011cited in Koc & Fadlelmula, 2016); however, data reported did not try to identify the core of the problem or how to deal with it from stakeholders' perspectives.

Table 1. Studies on curriculum reform in Qatar, context, data sets used and findings

The main studies and reviews related to curriculum reform in Qatar show that there remains a lack of evidence of teacher involvement on the ground in the literature (Calerss, 1998; Lamie, 2005; Kennedy & Kennedy, 1996; Romanowski, and Amatullah, 2014; Romanowski, and Amatullah, T. 2016). Despite the theoretical recognition of the importance of involving all stakeholders, primarily teachers, in the change process, most of the studies and reviews above highlight the lack of focus on teachers' experience. In the first study conducted in higher education context, for example, Moini et al. (2009) recommend involving the faculty more directly in the process of developing or modifying the University's appraisal system. The second study highlights the importance of moving away from relying on expertise and models designed by and for Western countries. In the view of Romanowski et al. (2013), Qatar needs to develop and implement their own unique reform model that meet their learners' needs and is appropriate to administrators, teachers, parents, students and the local community (p.131). Furthermore, the authors also called educational decision-makers to start building up their own expert contingents. The way to do that would be to encourage local expertise and educators and equip them with better knowledge and experience in the local context to develop and evaluate the reform which takes into account the political, economic, social, and cultural factors.

Similarly, in the third study, Akkary (2014) discusses key aspects of the new approaches to educational reform in the Arab world against the background of what is accepted as the best practice in the international literature on effective educational change. The paper concludes by stating that the outcomes resulting from the adopted policy-making approach is in fundamental incongruence between the goals sought and the means used to achieve them. The author lists a number of recommendations based on the international literature on effective school reform in hope to overcome the identified barriers and achieve effective reform in the region. She highlights that the current reform experience in the Gulf States in general, and the Qatari experience in particular, is an ongoing testimony to this observation. Like Romanowski et al., she, calls for a paradigm shift in educational reform in these countries. This entails changing the old established patterns of the adaptation of Western practices and ideas to involving scholars, policymakers in collaboratively designing reform initiatives that are based on examining not only the potential of its effectiveness and its relevance to the particular context in the specific problems and cultural contexts.

Romanowski and Amatullah, (2014), on the other hand, looked at the application of professional standards, which were imported for reforming the educational system in Qatari schools and how they were perceived by different stakeholders in the change process. This study is important because it is one of the few studies which show the teachers' point of view regarding professional standards. Teachers, according to the results, see the inefficiency of professional standards that are being borrowed in Qatar to implement major educational reforms and are seen as the answer to all of the problems that affect education. From the teachers involved in the reform process, however, it seems that providing professional standards could offer some guidance for teachers, but cannot solve the problems associated with "dysfunctional school organizations, outmoded curricula, inequitable allocation of resources, or lack of school support for children and youth" (Darling-Hammond, 1999: 39, cited in Romanowski & Amatullah, 2014: 112).

Romanowski and Amatullah, (2016) who have carried out extensive research on the reform in Qatar sum up their views in the fifth study in Table 1. The authors focus on Qatar educational reform, Education for a New Era, steered by RAND's (a nonprofit research organization). This organization and many others, the authors claim, offer policies and practices often limited to an instrumental discourse where technical rules control knowledge with the purpose of controlling the environment (Romanowski & Amatullah, 2016). The authors state that there is a need for all people participating in the change to engage in cultural reflection, develop a language of possibility, and develop educational institutions that they believe are effective and appropriate for their particular context and not defer to outsiders who sell their educational products. The insight this kind of investigation brings can prove useful in developing effective reforms. Furthermore, educational reform cannot be a top- down activity. It should involve the school, communities, and society. Also, reformers and all stakeholders must scrutinize taken-for-granted ideas and practices.

Finally, Koc & Fadlemula's, (2016) report shows important findings derived from the content analyses from major reports on the standardized international test results, research studies, as well as the results of local assessments. It refers to the inadequate intended curriculum at Qatari schools as not being able to prepare students for their undergraduate

studies (Bouhlila, 2011, cited in Koc & Fadlemula, 2016). The authors, were aware that data conveyed in this report, however, did not try to identify the core of the problem or how to deal with it from stakeholders' perspectives. The authors consider teachers as the focal point in the success of any education reform because without "their acceptance of, involvement in, and degree of ownership of reform", no change can truly take place and most of the initiatives will remain on paper (Ellili-Cherif and Romanowski, 2013: 3, cited in Koc & Fadlemula, 2016). They, therefore state that the content of the reform has to match with its participants, and change happens best when implemented effectively by the stakeholders on a daily basis (Fullan and Miles, 1992, cited in Koc & Fadlemula, 2016).

The above summary of the results on studies done on curriculum reform in Qatar is consistent with international literature results. Bush and Bell (2002) explain that not only teachers are not given a voice during change, but also that a limited amount of literature was dedicated to educate leaders on how to adapt newly adopted curricula to the context of the teachers. The main principle Bell and Bush consider is for leaders to "depend more on local circumstances than on importing ready- made answers from different contexts" in order to ensure the effectiveness of the newly implemented curricula (p. 7). Furthermore, involving teachers in investigating the appropriateness of the borrowed systems to their context is necessary according to other studies done in the Gulf region as these ready-made or borrowed programmes may be based on commercial teaching materials, and have not been rigorously investigated (Troudi, 2010). This idea of finding a high correlation between context appropriateness and success of implementation urges the need for investigating the effects of educational reform from the perspective of the educators whose job is to implement and carry out the changes according to how they interpret them.

3.2 Ways of Supporting Teachers during Curriculum Change

Successful leaders of the change, according to Fullan and Scott (2009), should be aware of the kinds of support teachers need during the change process. They need to consider all elements of the change and their effects on the teachers' understanding, morale, perceptions, performance and efficacy. Similarly, Wedell (2009) explains that all types of support provided for teachers, whether through open and transparent communication or professional development add to their feeling of professional stability and security. When teachers see that

their needs are catered for, they can feel the relevance and that they have a voice in the process leading to their feeling of ownership. Researchers, therefore, stress the importance of following certain strategies for teacher support, which are discussed below in more detail.

A major factor that can contribute to a more successful teachers' engagement in the curriculum change process is to encourage them to effectively contribute to curriculum development activities. Carl (2009) sees this as empowering for teachers since they will be equipped with the knowledge to develop the right materials and plan lessons or assessment for their students within the framework of the new curriculum. This gives them more confidence in their roles thus affecting their and their students' performance positively. Research has also found that empowering the teacher will lead to effective realization of educational reform (Fullan 1991; Handler, 2010). What makes this a good point for research is the fact that in the past, research has identified the limited engagement of teachers in meaningful decision-making as one of the major flaws in educational organizations. Lack of teachers' knowledge leads to limiting teachers' participation in meaningful and effective change and plays a basic role in the failure of meaningful educational change efforts (Barth, 1990; Fullan & Forces, 1993; Giroux, 1988; Ornstein & Hunkins, 2004; Young, 1979 cited in Handler, 2010).

Research also indicates that teachers can be helped during curricular change by becoming more involved in designing components of the curriculum such as materials, assessments, objectives and lesson plans in a way that enables them to make enlightened decisions about what and how to teach (Cohen & Ball, 1996; Richards & Schmidt, 2013). Preparing the different elements of a curriculum with teacher support in mind and providing rationale for introducing the new concepts also contributes to teacher development and education since they have the potential to raise teachers' knowledge in making better educational decisions, and advance the knowledge that he/she can apply in new situations (Davis & Krajcik, 2005). They serve as cognitive tools to help teachers add new concepts and make connections between them and become aware of how to navigate and cope with the change.

Another way to enhance the effectiveness of the change is to equip teachers with varied curriculum-focused opportunities for professional development. The type of professional

development raises teachers' awareness of the intended use of the new curriculum and helps them implement it more effectively (Fogleman, 2010 cited in Ellili & Hadba, 2017). Fullan (1991) believes that the provision of ongoing PD opportunities supports teachers' different levels of expertise with the materials by teachers collaborating on refining their teaching. Leaders of the change can provide initial training and support as well as opportunities and time to build and integrate knowledge and skills to ensure that future teacher instructional decisions are appropriate to and in coherence with the changing institution educational system and its underlying principles (Guskey, 2000). Providing teachers with training and PD is also vital because it enhances their knowledge about the content and objectives of the new curricular change, helps reduce its negative effects and enhances performance (Troudi & Alwan, 2010). It also provides motivation and raises teachers' morale when they feel that they are not alone, but are rather supported by leaders of the change and their colleagues. By communicating purposefully with teachers and allowing them to be productive in the implementation of the change, leaders can also affect the way teachers perceive themselves and their roles in the change positively. Leaders can also consider creating a resource centre for teachers to have "the responsibility of stimulating inquiry, development, and sharing of effective practices" (Wedell, 2009: 66).

The current study focuses on the support teachers received during the change to a task-based curriculum and what kind of support, training or professional development were made available, in what form and how teachers perceived it and their attitudes towards it. I believe that leaders of the change can help facilitate the change process by providing teachers with clarity of objectives, training and support from the initial stages. Exploring this aspect will be of importance since what is common in educational "cultures" worldwide is that teachers spend almost all their time alone in their classrooms with their learners and are rarely observed (Wedell, 2009). Teachers do not share pedagogy and that they have few opportunities to spend time discussing professional issues during their working day. Wedell, therefore, suggests a major "reculturing" of almost every education system since the value of sharing, collaboration and team work has a great value to how teachers can be supported in implementing change (p.34).

Teachers in this study have undergone a curriculum change from PPP to TBLT. For more

clarification on the context of the study, I introduce both approaches starting with some historical background on how they were used for teaching English in the next section. In the different subsections, issues teachers may face when implementing TBLT as well as ways of evaluating its effectiveness are discussed.

3.3 Approaches to English Language Teaching

In many countries where English is taught as a foreign language (EFL), communication is seen as the gateway to connecting with the rest of the world. It, thus, has become the official language of the business and scientific world (Tu, 2014 cited in Hamouda, 2016), and is dominating as a lingua franca in today's globalized world (Troudi and Al Hafidh, 2017).

However, when it comes to approaches used to the teaching of English, the focus of the examination systems in the educational institutions in most of these countries is still on formal accuracy and, in such cases, teachers prefer to focus on the teaching of grammar (Willis, 2005). Following these practices, teachers have until recently been modeling the target language forms and asking students to repeat them. They then try to elicit students' responses in order to encourage practice and production of grammatical forms. This old approach which is known as 'Presentation, Practice, Production' (PPP) is based on the behaviorist learning theories where students are expected to respond to the teacher's stimulus by using a word or pattern that conforms to the teacher's expectation, rather than on conveying meaning or message (D. Willis, 1996b, cited in Edwards & Willis, 2005). This approach assumes that the teacher needs to help learners practice of the target language forms to internalize the structures.

Although PPP has been in use for a long time, many researchers claim that it, as well as other communicative approaches do not lead to student learning and what is taught is not necessarily, what is learned (Ellis, 2003; Edwards & Willis, 2005). Carless (2009) claims that from the 1990s onwards, PPP came under attack from academics as it was seen as lacking a firm basis in second language acquisition (SLA) theory. Researchers have started noticing that PPP was failing to account for learners' stages of developmental readiness (Ellis, 2003); that it was teacher-centred (Harmer, 2007 cited in Carless, 2009), and is thus unlikely to lead to the successful acquisition of taught forms (Skehan, 1996). These findings prompted many

researchers and professionals of English language teaching to turn towards “holistic approaches where meaning is central and where opportunities for language use abound” (Edwards & Willis, 2005: 4). Researchers, therefore, have started advocating the move from PPP and towards TBLT.

The idea of the task-based language learning (TBLT) approach started to flourish in the early 1980s. It focused on the use of meaningful and purposeful activities to promote language learning (Prabhu 1987; Willis 1996). Its popularity was due to how much focus it gives to the learners’ communicative abilities in terms of developing process-oriented syllabi and designing communicative tasks that stimulate learners’ real-life language use. Research identifies different characteristics of the TBLT approach in the classroom environment: (1) it is student-centred (Ellis, 2003; Nunan, 2004); (2) it contains different components such as goal, procedure, and a specific outcome (Nunan, 2004; Skehan, 1998); (3) it advocates content-oriented meaningful activities rather than linguistic forms (Carless, 2002).

Various designs have been proposed for the task-based lesson, and they all have in common three principal phases. These phases reflect the chronology of a task-based lesson with the first phase as a ‘pre-task’ which concerns activities teachers and students can undertake before they start the task. The second phase is the ‘during-task’ phase focusing on the task itself and providing various instructional options. The final phase is ‘post-task’ involving procedures for following-up on the task performance (Ellis, 2003). Both options selected from the ‘pre-task’ or ‘post-task’ phases are nonobligatory but, as Ellis explains, can serve a crucial role in ensuring that the task performance is maximally effective for language development.

Ellis (2003) defines a task as a “work-plan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed” (p. 16). For the purpose of discussing TBLT tasks, Ellis’ definition will be used in this research study. Ellis, however, states that other definitions researchers adopt to define what a task is reflect a “general, decontextualized view” of a task (p.9). He also explains that Bygate, Skehan, and Swain (2001, cited in Ellis, 2003) are right when they point out that “definitions of task will have to differ according to the purposes for which tasks are used” (p.9). These studies, according to him, suggest that somewhat different definitions are needed for pedagogy and research and,

further, that definitions will need to vary depending on what aspect of pedagogy or research (teachers and teaching; learners and learning; testing) are at stake" (ibid). This flexibility in defining tasks is important for this research study because tasks will be looked at from the perspective of the teachers who might sometimes adapt and change the content or the methodologies of a curriculum to suit their and their students' pedagogical needs.

When it comes to which teaching methodology to adopt, researchers have different views resulting in different forms of TBLT to emerge. While some methodologists have simply incorporated tasks into traditional language-based approaches to teaching, others treated tasks as units of teaching and designed whole courses around them (Ellis, 2003: 27). Ellis (2003), for example, identified strong and weak forms of the task-based approach. He acknowledges that this makes TBLT somewhat complex. He, therefore, suggests that strong versions of TBLT may be more theoretically desirable, but task-supported teaching might be more acceptable to teachers. The strong form gives priority to tasks as the unit of language teaching, with everything being subsidiary, while in a weak form of task-based instruction, tasks are a vital part of language instruction, but they are embedded in a more complex pedagogic context. Tasks in this sense are necessary, but may be supported or proceeded and followed by focused instruction. The latter version of task-based instruction is close to general communicative language teaching or even a traditional presentation, practice, production sequence, only with production based on tasks (Littlewood 1981, Carless, 2009). These different variations and options in TBLT, researchers believe, might sometimes create challenges for teachers to understand (Carless, 2003; Littlewood, 2004).

Nonetheless, with its potential seen as enhancing the communicative abilities of learners, TBLT started to become more popular in educational contexts. This was the case in the context of this study especially because when compared to TBLT, PPP was considered largely unsuccessful. Thus, the Foundation English Programme had noticed the need for changing the traditional textbooks which were not able to help students achieve the learning outcomes of the programme in the past and move to a more learner-centred approach by applying TBLT. However, I believed that to determine the effectiveness of the implementation of TBLT, there was a need to explore it more in-depth from the perspective of the teachers who applied it their courses.

3.3.1 Critique of the TBLT Approach

Carless (2004) claims that despite its pedagogical benefits surrounding the participatory learning culture, there has not been sufficient empirical research to prove TBLT successful implementation in classroom practice in foreign language learning contexts. To begin to analyze the success of a new language teaching approach, it is necessary to learn how teachers understand or perceive TBLT and how they are carrying it out in classrooms. This investigation needs to take place because curriculum mandates frequently do no match classroom practices (Fullan, 1999; Markee, 1997 cited in Carless, 2004).

Although researchers agree on the fact that learning does not take place the way that PPP methodology supposes (Willis,1996), and despite TBLT seemingly ready to fill the void with a model consistent with Second Language Acquisition (SLA) theory, it is being challenged and PPP is not being abandoned as SLA researchers would wish (Evans, 1999). Furthermore, the persistence of grammar-based instruction in many teaching contexts in the world is “partly due to the fact that it creates conditions where teachers feel secure as they can predict the language that will be needed and they feel comfortable in their roles as knowers” (Shehadeh, 2005, in Edwards & Willis, 2005: 29). According to Skehan (1998), grammar-based instruction is comforting and it places the teachers firmly in the proceedings. It also “lends itself to accountability, since it generates clear tangible goals, precise syllabuses, and a comfortingly itemizable basis for the evaluation of effectiveness” (p. 94). Another major challenge that TBLT poses in comparison to PPP is the lack of a clear alternative framework, which is supposed to translate into classroom organization, teacher training, and accountability and assessment (Skehan, 1998).

Carless (2009) states that a “major issue in TBLT is how form-focused work is managed, particularly in school contexts where the teaching of English grammar is often seen as one of the key roles of teachers” (p. 52). In the task model Willis (1996) suggests, the pre-task stage introduces the topic and helps students to activate relevant vocabulary, but does not seek to teach large amounts of new language or one particular grammatical structure. Also, focus on form occurs after the task, in the post-task stage. According to Willis, this stage is called language focus, which takes place in the post-task stage and focuses on accuracy. This is

sometimes referred to as being like PPP in reverse. According to Carless (2009), such strategies used in TBLT might be suitable for adult learners who already have substantial linguistic resources and need mainly to activate this language.

In summary, while TBLT can have advantages in terms of improving students' communicative competence, the inherent problem with introducing TBLT to students in a new context is that this is an imported method of teaching languages. Learning languages must have different approaches than other subjects. While TBLT seems to be a successful way to teach communicative competence in the Western world, it might not be as effective in other school systems because of the cultural differences (Jeon & Hahn, 2005). This suggests that TBLT as an instructional method goes beyond just giving tasks to learners and evaluating their performance. More importantly, a major part of the success of implementing tasks is the teacher who is required to have sufficient knowledge about the instructional framework related to its plan, procedure, and assessment. For example, Littlewood (2004, cited in Carless, 2009) sees that while the different variations in TBLT provide potential for skillful teachers to access the most suitable options for a given teaching situation, this may increase the complexity for less well-prepared teachers and accentuate the difficulty of clarifying what exactly TBLT means and involves. Another challenge for teachers is curriculum design, and in particular assessment of TBLT. This is to say that despite the potentially major educational benefits that TBLT may offer in language learning contexts, tasks in themselves do not guarantee the successful implementation of meaningful communication unless the teacher, who is responsible for facilitating and controlling the performance of the task, understands how tasks actually work in the classroom.

According to Bax (2003), when change takes place with an implicit focus on implementing a certain methodology, this may lead us to ignore a key aspect of language teaching-namely the particular context in which it takes place. When the teacher is told what to do by listing solutions to methodological issues, teachers get the message that "…the solution to the problem of teaching is a methodological one- and that therefore, by extension, the solution is not to do with the context in which we happen to be working" (p. 280). For example, he states that when teachers are asked to use the discourse of CLT they implicitly get the message that priority is for generating communication-while the context is not mentioned. Similarly, Holliday

explains that although the move towards a more student-centred methodology like TBLT has been steadily gaining momentum, it has come with a critical re-examination of the Western language teaching context it usually targets (Holliday, 1994). Therefore, a focus on teachers' specific experiences and their views on what works for improving students' learning in their environment, is considered key for choosing the most suitable teaching methodology for the specific context.

3.3.2 The Role of Teachers in Evaluating Curriculum Change to TBLT

Studies on the teachers' role in the curriculum implementation process surely stress the importance of the teacher as a key player. Teachers are the ones who support learning because they are responsible for introducing the curriculum to students in the classroom. However, when someone else develops the curriculum, the teachers need to know and understand it. Insufficient knowledge has negative effects on teachers' performance in the classroom and causes them to fall back on past teaching habits (Orrill & Holly, 2003), thus resulting in little chances of accomplishing the desired result of the change.

This is especially true in mandated or top-down models of curriculum change where set objectives are predetermined by decision-makers and teachers are expected to closely follow a prearranged structure and have little or no freedom to make changes to the order, content or ways of implementing the materials (Brown, 2002). Studies indicate that teachers in this case usually use their discretion when implementing the curriculum (Ball & Cohen, 1999; Higham, 2003) due to various factors like the type of students they have, their teaching styles, or the new context. Therefore, while some teachers may see it as an opportunity for improvement, some may consider the change as a hindrance. Hence, for successful implementation of curriculum change, meaningful teacher involvement evaluating its effectiveness is important, as they are the major stakeholders affected by its implementation (Kiely & Rea-Dickins, 2005). In the case of implementing curriculum change from PPP to TBLT, it is not easy sometimes to define how teachers understand or see legitimacy in such change. Teachers who believe in form-based instruction will fail to see legitimacy in TBLT because their belief in the structured learning is "well-established and difficult to shake" (Shehadeh, 2005: 14). According to Borg (2003), there is also ample evidence that teachers'

previous experiences in learning can inform cognition about teaching and learning which continue to exert an influence on teachers throughout their career, and that their prior learning experiences can shape their cognition and instructional decisions.

Therefore, to determine the success of the curriculum change in the context of this study, I explored the case of curriculum change from PPP to TBLT from the perspectives of teachers who carried out the change. The term perception was used to refer to teachers' constructions of reality in areas related to the educational context. In order to do that, I clarify the relationship between the concepts of 'teacher role', 'perception' and 'attitudes'. Nunan (2004) defines role as "the part that learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants" (p. 64). He believes that teachers may face problems when implementing TBLT in their classes due to the mismatch between the teachers' and learners' views about teachers' roles and learners' roles because TBLT "gives learners a more active role in the classroom" (p. 67). In TBLT classrooms teachers play the role of the facilitator and guide conflicts with learners' expectations who are used to seeing the teacher as someone who should be providing explicit instruction and modeling of the target language.

As for teachers' perceptions of the change, Shehadeh (2005) notes that there are many factors that might determine how teachers understand or perceive the change process. Fullan & Hargreaves (1992) explain that teachers may lose their sense of meaning and direction, their "framework of reality", their confidence that they know what to do, and consequently they experience confusion and a kind of alienation when experiencing curriculum change. This state may continue until teachers have made sense of the change and its meaning for them. So, if the transition is to succeed, these people will gradually start to develop new routines and build up a corpus of beliefs, expectations and values. However, individuals in these groups of teachers will experience and react to the changes differently and it is crucial for the institution in this case to create some kind of balance of these groups' beliefs and values (ibid).

Since the perceptions of how teachers see the new curriculum may lead to a change in attitude towards how they plan and conduct their lessons, this, in turn may affect students'

academic performance either directly or indirectly. Moreover, the teachers are the implementer of the curriculum content making them instrumental in the way course content or instructional strategies are used in the classroom. Teachers, thus, should be encouraged when going through the change to TBLT to meet the challenges imposed by the reforms in systems of education and teaching methodologies. When reasons for the changes in teaching approaches are made explicit to teachers, they will be able understand the rationale behind the implementation of the change and become aware of the inefficacy of the other approaches and the need to develop their knowledge and methodologies in adopting the new approach (Hui, 2004). For this reason, the investigation of teachers' attitudes towards TBLT is very important because their way of thinking influence their teaching practices. For this reason, teachers' perceptions of and attitudes towards the change were investigated in depth in the current study.

3.3.3 Research on Teachers' Roles in Curriculum Change to TBLT

Although language teacher perceptions and roles research has become a well-established domain of inquiry, the literature offers little on teachers' perceptions regarding tasks and TBLT. Littlewood (2004) finds this surprising given how popular TBLT curricula have become. Some research studies which focused on TBLT implementation in the classroom did not make a reference to teachers' beliefs. In the Arab world, there is a limited number of studies focused explicitly on teachers' belief that include the aspect of whether teachers favour forms or meaning when it comes to the implementation of TBLT. Several studies conducted in Asian contexts have investigated teachers' beliefs through questionnaires without much focus on teachers' experiences (Carless, 2007, 2009; Hui, 2004; Jeon & Hahn, 2006). These studies also investigated what teachers think about government policy moving towards a TBLT curriculum, but little research has been done on its implementation. In these studies, stress was given to the idea that the transition needs to be "context sensitive" (Carless, 2007). Carless reached these conclusions while studying Hong Kong context and described the approach as "situated task-based" in which culture, setting and teachers' existing beliefs, values and practices interact with the principle of task-based teaching (p. 605).

The study by Jeon (2009, cited in Littlewood, 2013) in Korea, highlighted the same point. Jeon

concludes her study which involved surveying 305 teachers with the words that “different contexts require different methods” (p.7). According to her, policy-makers should try their best to seek a local way to develop communicative competence in English. These studies pointed out that teachers usually adapt and contextualize the same process in their practice. While Van den Branden (2015) reports generally successful examples of task-based teaching of Dutch as a second language in schools in Flanders, the feasibility of task-based learning (TBLT) for schooling in Asian and other international settings has not yet been convincingly demonstrated. Nunan (2004) sees that this issue is particularly worth further exploration because TBLT is increasingly widely promoted within the region, yet many teachers in Asia appear to prefer long-standing presentation-practice-production (PPP) approaches. Other researchers found out that teachers sometimes re-interpret teaching methodologies or even reconcile their pedagogy with the new methodology “in a context constrained by examination requirements and pressure of time” (Mitchee & Lee, 2003, cited in Littlewood, 2013: 7). Littlewood states that teachers sometimes may break free altogether from new and old approaches. They may, instead, choose ideas from “the universal transnational pool and evaluate them according to how well, in their own specific context, they contribute to creating meaningful experiences which lead towards communicative competence” (ibid).

Similarly, in a study done in Greece by Loumpourdi (2005), the researcher concludes that PPP, despite the criticisms it received, is still hard to shake, and that in some contexts it is considered as the only way to teach, especially with regard to grammar. He also considers the shift from PPP to TBLT in a context that focuses on form for students’ language competency as not easy to accomplish. This is because, although tasks seem fun and can provide more natural learning opportunities for learners, teachers in the rule-governed context seem reluctant to adopt them as the basis for the syllabus and reject PPP altogether. It seems that task-based approaches continue to stimulate considerable research interest, yet their attractiveness to school teachers is still open to question (Carless, 2007).

Some studies in the Arab world have also investigated the impact of applying TBLT in different contexts. Several studies conducted in Saudi Arabia (Aljarf, 2007; Hamouda, 2016) on the impact of TBLT on developing the speaking skills in learners found that TBLT programmes have enhanced the speaking skills of the participants in their studies significantly. The studies

investigated the impact of TBLT from the perspective of the students. They found that students benefited from being involved in meaningful tasks, which improved their test results. The studies, however, did not look into what happens to teachers during the implementation of the change.

Thus, what this study aims to explore is the experience of the teachers and what they believe works and does not work for improving students' learning in their environment. This is because a desired change will not happen if those who will implement it "do not see its relevance, desirability, and feasibility and if they are not clear on what they must do differently and are not helped to learn it- there is no change, only window dressing and plans with no implementation" (Fullan & Scott, 2009: 98). This study will try to see to what degree participants in this study perceive what TBLT means to them and their students (relevance), their need to take part in it (desirability), and the possibility of it successfully being implemented (feasibility). The study will explore if the three above-mentioned variables interact and affect teachers in this context.

3.3.4 Social Context and Teaching Methodology

The idea of teachers and students being more involved in a learning experience that is more relevant to their needs and beliefs is discussed at length in the literature, and a move towards appropriate methodology has been gaining momentum in language teaching. This has led to a re-examination of past attempts to "transfer methodologies developed for predominantly private Western language teaching contexts, for example, to non-Western contexts where they may not be suitable" (Holliday 1994; cited in Bax, 1997: 232). Holliday (2016) discusses the right methodology to choose for teaching language. Holliday suggests that, rather than focusing on choosing on a specific methodology as suitable for a distinct social or cultural context, "there needs to be a more cosmopolitan model in which learning and teaching methodology is appropriate to the lived experience of all language learners and teachers" (p. 265). He also suggests that appropriate methodology needs to be 'decentred' in the often-unrecognised worlds of language learners and teachers (ibid). Holliday sees that a shift towards a belief that "the cultural backgrounds of all language learners and teachers have the richness to provide them with the linguistic and cultural experience to contribute positively to

English language learning" (p. 268). Holliday advocates moving away from the idea that there is an appropriate methodology which originated in Britain, Australasia and North American (BANA) that introduced BANA methods to TESEP contexts as the appropriate methodology to teach English. He emphasizes that a change to a more cosmopolitan approach should take place. The alternative methodology he suggests, "seeks to serve the intelligence and communicative and cultural experience of all students, and their teachers, in all settings" (p. 268). Holliday sees that a pre-designed adopted methodology can also cause teachers to feel limited by institutional and other structures. Teachers, therefore, should be considered as vital, since they also bring into the classroom "important identities from their own professional, reference and peer groups (Holliday, 1994; van Lier, 1988, cited in Holliday, 2016: 270).

Bax (2003) also agrees that language teaching will benefit from a fuller attention to the contexts in which it operates. He refers to the vital role teachers play when they are empowered and encouraged to contribute to curriculum design as they see fitting with their own contextual needs. Teachers who have a heightened awareness of contextual factors are thus a priority. He, consequently, calls for a move towards a Context Approach, where the context, similar to methodology, "is a crucial determiner of the success or failure of learners" (p.281). Brown (2000) agrees with the previous view and explains that "…in teaching an "alien" language, we need to be sensitive to the fragility of students by using techniques that promote cultural understanding" (p. 200).

Kumaravadivelu (2003), expresses the same views when he claims that old methods in teaching English are going to undergo changes, and that the idea that teachers should choose one methodology over others will come to an end. He relates this to the fact that teaching should be relevant to the society it belongs to, including teachers and students, with the word society standing for "all of those wider (and overlapping) contexts in which are situated the institutions in which language teaching takes place". According to him, "No classroom is an island unto itself. Every classroom is influenced by and is a reflection of the larger society of which it is a part" (p. 239).

These views coincide with the teachers' perspectives in the Arab Gulf where the new pre-packaged curricula (Akkary, 2014), which are imported for enhancing the teaching of English,

are not seen as effective due to lack of relevance to the social context where it is applied (Bashshur 2010; Troudi, 2010).

3.4 Theoretical Framework

By changing to TBLT, the Foundation English Programme (FEP), aimed to improve students' learning. The rationale was that the language needed by students in the real world after they leave the classroom is different from what they have learned and they will need to possess a combination of critical thinking, creativity and collaborative and communicative skills in order to succeed. Therefore, language learning in the classroom should be related to students' needs, contexts and social purposes where teachers are facilitators of learning. This new paradigm for teaching English is based on adopting context- and interaction-specific communicative practices where "it is difficult to separate the first language of learners from their mastery of English" (Canagarajah, 2016:16).

As a researcher, I adopt the view that change is a complex process (Fullan, 1982), and what adds to its complexity is the role of teachers and their perceptions of and attitudes towards the change in the implementation stages. I, therefore, believe that teachers' understandings and attitudes need to be addressed in any change initiative as it is an essential and inevitable part of any pedagogical change (Lamie, 2005). As this study is guided by the interpretive paradigm, it is important to explore participants' attitudes towards the curricular change and how these attitudes might have facilitated or hindered the implementation of TBLT. This interpretive study attempts to draw attention towards teachers by exploring what happens to them during a curriculum change. The main premise of the study is that teachers are the principal role-players of curriculum change, and they should be given the opportunity to be heard. In fact, I believe that teachers should be listened to, supported, and consulted from the initial stages of the planning for educational change (Fullan & Scott, 2009; Carl, 2005). If teachers are those who ultimately have to implement the curriculum, they have the right to be involved in the process right from its beginnings.

In this study, teachers' perceptions and understandings of the change were investigated as they are seen to have effects on teachers' attitudes, performance and their way of

implementation especially that the University policy states that faculty should play a key role in all stages of the change process. In other words, as a researcher, I felt that it was highly important to question the understandings and views of what the educational change and the effects of the teaching and learning process meant to teachers since these would shape the way they thought of and implemented the new curriculum.

For the purpose of this research, perception will be defined as “the process by which (people) interpret and organize sensation to produce a meaningful experience of the world” (Lindsay & Norman, 1977 cited in Pickens, 2005: 52). When a person is confronted with a situation or stimuli, the person interprets the stimuli into something meaningful to them based on prior experiences. Perceptions and attitudes are interrelated since the teachers’ understandings and perceptions of the change may have influenced their attitudes towards the change and the way they delivered or implemented it. Attitude is “a mindset or a tendency to act in a particular way due to both an individual’s experience and temperament" (Pickens, 2005, p.43). Typically, by referring to a person’s attitudes we try to explain his or her behavior. “Attitudes are a complex combination of things we tend to call personality, beliefs, values, behaviors, and motivations. Attitudes influence our decisions, guide our behavior, and impact what we selectively remember” (ibid).

It is also within the framework of this study to explore how teachers in the context of change perceive the decision-making process, its feasibility, practicality and their involvement in it. While searching the literature on leadership models and managing curriculum change in educational context, I could find some very useful references that focus on how leaders can carry out a successful change process with a focus on the teachers’ roles. This research study makes reference to Fullan and Scott’s (2009) model in looking at what leaders of change can do to carry out the change effectively. Their model identifies the critical roles of the turnaround leaders in a successful curriculum which are to Model, Teach and Learn. The modelling step in the process focuses on involving people who will make the desired change in an active way. Moreover, because teachers need clarity and reassurance that the change process is not meant to alienate or disregard their opinions or practices, leaders should play the role of supporters who know that not all expectations of the proposed change will work out exactly as planned. Fullan and Scott emphasize that leaders do not only provide teachers with support

and encouragement, they also empower teachers who are undergoing change by enabling them to learn from each other and from experience and thus transforming them into leaders of the process themselves. Curricular change does not happen instantly when decisions are issued and new materials were chosen. Rather, it is a process that teachers go through where teachers can be a great source of support for each other during the change in the sense that they can employ their strengths, use their existing expertise و and recombine their efforts and become part of the collegial professional developmental culture of the institution.

Summary

Global competitiveness and economic crisis is adding to the pressure of how countries are preparing their new generations for the future. Educational change has become the hope for a better future and teachers and students are charged with the task of regeneration. For this to happen, curricula in schools and higher education are being changed to improve the economic as well as the cultural aspects of a country and teachers are expected to be the agents who deliver the change. What is happening across many parts of the world is that ideological compliance and financial self-reliance have become the twin realities of change for many of today's educational institutions in many parts of the world (Hargreaves, 1994). The effects of these realities are visible in a multiplicity of reforms and innovations with which teachers have to deal with. Therefore, what makes up the substance of change is "the actual changes which teachers must address during the process" (ibid, p.5). This chapter discussed the idea that teachers are the most important agents in the curriculum implementation process in relation to the literature. Teachers own the knowledge, experiences and competencies that make them central to any curriculum change effort. Hence, leaders should incorporate teachers' opinions and ideas into the curriculum from the early stages (Fullan & Scott, 2009). They have to consider the teacher as part of the environment that affects curriculum (Carl, 2009) because teacher involvement is important for successful and meaningful curriculum implementation. Leaders will need to consider all elements of the change and their effects on the teachers' understanding, morale, perceptions, performance and efficacy (Fullan & Scott, 2009) to give them a sense of belonging and ownership which may affect their attitudes to the change positively.

Through experiencing and reflecting on their experience of the change, teachers are more knowledgeable about what their needs are, and the factors that suit their context for a successful change. Studies on teachers' attitudes and how they affect the implementation of the change from their own perspective become essential for understanding and improving curriculum change processes. By using the example of the change from PPP to TBLT in the context of this study I hope to give voice to teachers and provide some practical opinions they had on how to make the transition more effective.

CHAPTER FOUR: METHODOLOGY

To ensure a research study is valid and effective, its underlying philosophical assumptions in addition to the research methods chosen for conducting it should be carefully planned and executed. This chapter discusses the philosophical assumptions (research paradigm) and design strategies underpinning this research study. It also describes the research methodology adopted, my positioning in the study, and explains the research design in consideration of the research questions, participants and setting. Later, this chapter provides a detailed account of the methods and procedures of data collection and data analysis. I shall also be naming evidence of trustworthiness of the ethical considerations I observed as well as the limitations of the study.

4.1 Research Position

Before starting a research study, it is important to define its various components or the abstract beliefs and principles that shape how a researcher sees and interprets the world. A research paradigm resembles the conceptual lens through which the researcher examines the methodological aspects of their research project to determine the research methods that will be used and how the data will be analyzed (Kivunja & Kuyini, 2017: 26). The parts that constitute a paradigm are its ontology, epistemology, methodology, and, research methods.

While ontology means the study of being, or the nature of existence and what constitutes reality, epistemology tries to understand what it means to know (Gray, 2014: 20). Ontology is a branch of philosophy concerned with the assumptions people make in order to believe that something is real. It examines the researcher's underlying belief system about the nature of being and existence (Scotland, 2012). My personal position derives from an ontological position where people in the society are always undergoing change in interaction and society is thus changing. This interaction implies that individuals "make sense of the world in their own terms, and such interpretation takes place in socio-cultural, socio-temporal and socio-spatial contexts (cf. Marshall and Rossman, 2016, cited in Cohen et al. 2018: 19).

When it comes to the way we know the truth or reality of the world or phenomenon under

investigation, or what is known as the epistemology of a paradigm, the interpretive paradigm assumes that truth, or meaning, comes into existence in and out our engagement with the realities in our world (Crotty, 2003). Defining the researcher's epistemological perspective is important because it can clarify issues of research design, which refers not just to the design of research tools, but also to the main structure of the research including the kind of evidence gathered, its sources, and the way it will be interpreted.

This study aims to explore the views and attitudes of teachers in educational surroundings which is a world filled with individuals with their own ideas, understandings, interpretations and meanings (Cohen et al., 2018: 19). As the study adopts the interpretive perspective to reality, I see that knowledge and meaning do not exist in some external world, but are created by the subject's interactions with the world. Meaning is, thus, constructed, not discovered, and is subject to human practices in the social world and is in and out of interaction between human beings so there is neither object reality nor objective truth (Lincoln & Denzin, 2000). The aim of adopting the interpretive approach was to explain how understandings are formulated, implemented and given meaning in lived situations by implementing the proper methodology design and tools (Radnor, 2002). The teachers in this study were, therefore, expected to provide multiple, and even contradictory, but equally valid accounts or interpretations of the world (Gray, 2014: 23). As my aim was to explore teachers' multiple perspectives in natural field settings, I was looking at the teachers' experiences to understand their lived realities in their context.

The choice of the interpretive paradigm for this study was based on the nature of the research questions, which targeted teachers' perceptions of and attitudes towards curriculum change. To arrive to the teachers' realities, multiple data collection methods were employed. At the initial stages of planning this research, I thought individual semi-structured interviews and focus groups would be enough to answer my research questions fully. I thought they would be a great opportunity for teachers to reflect on the change and provide a thick description which Geertz (1973, cited in Cohen et al., 2018) states include "reflections on meanings attributed to situations and phenomena" during the process. Interviews and focus groups fit within the exploratory research design (Saunders et al., 2007, cited in Gray, 2014), and they also fall within the qualitative enquiry and are suited to research questions that address

curriculum and innovation (Janesick, 1994).

However, as different data collection methods can vary according to research questions, I also used a semi-structured questionnaire. Collecting quantitative and qualitative data from different sources helped me with data triangulation and added more reliability to the results (Easterby-Smith et al., 2002, cited in Gray, 2014).

4.2 Methodology: Case Study as an Approach in Interpretive Research

In a study, methodology offers the theoretical approach that links a research problem with a particular data collection method. A methodology is usually based on a researcher's beliefs about ontology or how things exist and on their epistemological position or their philosophy on the nature of how knowledge is built. The main characteristics of the methodology of doing qualitative research are participation, collaboration and engagement (Henning, van Rensburg, & Smit, 2004). In order to retain the integrity of the phenomenon under investigation, the interpretive approach seeks to get inside the thoughts and perceptions of the people involved and understand from within the multiple realities that are constructed by the interactions of people. The key behind conducting interpretive research is to learn from participants and follow best practices to obtain the required information for effective results (Creswell, 2013: 47). In other words, it attempts to interpret phenomena in terms of the meaning people bring to them (Lincoln & Denzin, 2003). The research process for qualitative researchers is flexible or emergent which means that all phases of the process may change or shift after the researchers enter the field and begin to collect data.

This study is designed to explore the perceptions and attitudes of a selected group of teachers towards a curricular change to see how they coped with the implementation of this change in a tertiary education institution in a university English programme in Qatar. For the purposes of this study, I investigated educational curricular change from PPP (Presentation, Practice, production) to TBLT (Task-based Language Teaching) approach and saw what happens to teachers and the attitudes they take during the change from their own perspective. The framework chosen for the study is the exploratory case study that is analyzed through multiple methods. The interpretive paradigm focuses on the individual and sets out to understand their

interpretations of the world around them (Cohen et al, 2007: 21) and case study research allows the exploration and understanding of complex issues through reports of past studies. Yin (1984) defines the case study research method “as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used” (cited in Creswell, 2013: 53). A case study research is also considered as a robust research method particularly when a holistic, in-depth investigation is required and it even becomes more prominent when issues with regard to education are investigated (Gulsecen & Kubat, 2006).

Case studies are popular research methods with appeal for applied disciplines as they allow for a close examination of a process, programme or problem to be studied in order to engender understanding that can improve practice. Using a case study approach in research has several strengths. These include the ability to use a variety of research methods (Davies, 2007, cited in Ponelis, 2015), and “the ability to establish rapport participants in the research (Mouton, 2001) to obtain sufficiently rich description that can be transferred to similar situations (Merriam, 2009) and, ultimately, in-depth insight” (cited in cited in Ponelis, 2015: 538). The depth of data provided by participants’ narratives later becomes a phenomenon through the thick description and in-depth detailed account of events.

Another strong point of case study research is that “they observe effects in real contexts, recognizing that context is a powerful determinant of both causes and effects, and that in-depth understanding is required to do justice to the case” (Stake, 2005: 156). This is suitable for this study because teachers’ perceptions are affected by many internal and external contextual factors like teachers’ needs, their workload, policy-making, support and training, their own pedagogical beliefs, etc.

Adopting a case study methodology also enables the use of a number of methods, both qualitative and quantitative, within the study, which adds to its validity. Furthermore, even though case study is the study of the singular and the unique, the narrative style which characterizes case studies allows the reader to connect their own experiences to the phenomenon under investigation. Thus, a single case can lead to generalized understanding and offer something of universal significance (Simons, 2015, cited in Cohen at al. 2018). Case

study research can thus be a disciplined force used in public policy setting and reflection on human experience (Stake, 2005: 156). Pring (2015) notes that case studies can alert one to similar possibilities in other situations. They, as it were, “ring bells”’ (p. 56, cited in Cohen et al, 2018: 381). So, despite the differences manifested in each teacher’s experience, perception, attitude and practice of curriculum change, others gain universal understanding from single case studies and apply them to their own institution (Simons, 2015, cited in Cohen at al. 2018).

Taking the previous points into account, and to help me obtain a fuller picture of the case under investigation, I adopted a multiple method approach to data collection and data analysis as it could provide a fuller picture of the phenomenon under investigation as well as help me validate and triangulate data (Silverman, 2001). I also believed that a case study methodology was suitable for this research because ‘how’ or ‘why’ questions were being asked about a contemporary phenomenon, which aimed to contribute to our knowledge of individual, group, organizational and related phenomena (Yin, 2009). The aim was also to conduct an inquiry in which I, and the participating teachers, could reflect upon particular instances of educational practice and present in-depth descriptions of the experiences that may be shared by larger populations (Yin, 2003). The case study in this research aligns with constructivism since the study demonstrated a standpoint (Lincoln & Denzin, 2003) of these teachers’ views towards the new curriculum and its implementation.

In doing case studies, it is common to have many variables operating in a single case. Hence, “to catch the implications of these variables usually requires more than one tool for data collection and many sources of evidence” (Cohen et al. 2018: 375). Case studies can blend numerical and qualitative data, and they can explain, describe, illustrate and enlighten (Yin, 2009, cited in Cohen et al. 2018). Thus, this study was structured as a multiple case study that is “bound” by the curriculum change phenomenon in a specific context (Stake, 2005: 135). The object or the bounded system of the study was the teachers in the English Department; the phenomenon they went through was curriculum change from PPP to TBLT, and individual teachers’ cases responses to the object provided patterns of data for interpretation. Collectively the teacher cases comprised the case study. To reduce the likelihood of misinterpretation, I employed “various procedures” (Denzin, 1989; Goetz &

LeCompte, 1984, cited in Stake, 2005: 148), like recording transcribing and member checking of interviews to see if my interpretations of participants' statements were representative of their beliefs. I have also employed "redundancy of data gathering" by using qualitative and quantitative data collection methods (ibid).

4.3 The Role of the Researcher

The interpretive research paradigm is characterized by a need to understand the world as it is from a subjective point of view and seeks an explanation within the frame of reference of the participant rather than the objective observer of the action (Ponelis, 2015).

Many researchers think of the interpretive researcher as the data collecting instrument because it is the researcher's personality and his or her interaction with the participants of the study that shape the description of reality (Huberman, 1994). Thus, if researchers following the interpretive paradigm aim to obtain effective research results, they should be intensely involved with the research participants (Troudi & Alwan, 2010). They engage in the activities and determine the meanings of actions as they are expressed within specific social contexts (Carr & Kemmis, 1986).The researcher thus endeavors "to understand the subjective nature of human experience" or the subject being observed (Cohen et al. 2007: 21) with a focus on understanding the individual and their interpretation of the world around them.

Researchers can play different roles in qualitative research depending on the degree of participation they have in it. *Non-participant* researchers are those who observe participants from a distance while *complete observers* are the ones who are present in the research but are not involved in the study. Thirdly, there is the role of the *observer as participant* researcher that has some degree of involvement on the part of the researcher, and the *participant as observer* which refers to a researcher who is more involved in the activities of the study. A *complete participant* refers to the researcher who studies a group in which he or she is already active as a member but does not reveal his or her role of the group. The final role a researcher can play is *complete member* where the researcher is an active part of a group he or she is studying and is at the same time known to the rest of the group (Given, 2008: 774).

As I am a faculty member at the same department as the participating teachers undergoing the curriculum change for the past years, I had a dual role as a colleague and researcher in this research inquiry. I was thus an observer participant investigating the change from the inside. I, consequently, adopted a constructivist perspective since it could potentially provide a way for me to look at the nature of the social reality participants were living and learn from their own experiences. As an interpretive researcher, reality to me was socially constructed (Scotland, 2012). Constructivism here focused on the unique experience of the individual and on the meaning-making activity of the mind (Crotty, 2003). This assumed that the teachers involved in the study were constructive agents and their views of the curriculum change were built using their lived realities. Thus, this research study explored the meanings and obtained answers which were constructed by both the participants as well as myself through investigating each participant's lived reality or experience of the curricular change. By investigating these realities from the perspective of the teachers, my goal was to help find an understanding of the ways in which teachers in this particular context experimented with, and responded to the change to TBLT.

Since I adopted the view that knowledge is constructed rather than discovered (Stake, 1995, cited in Yazan, 2015) as the underpinning epistemology for this case study, my position became one of an interpreter and gatherer of interpretations. Nonetheless, I had to be sensitive to the fact that, as an insider researcher, I might have affected the bias of some of the participants who might have consciously or unconsciously phrased some of their narrative to fit my expectations. Through the process of investigating teachers' realities, I also needed to report my version of the constructed reality or knowledge gathered through investigating this case. However, notwithstanding the role the qualitative researcher assumes there are a number of skills and qualities that the researcher must bring to these roles to be effective. These include skills in conducting research methods, the ability to be self-reflexive; the ability to recognize empathically the connection between the researcher and the researched; interpersonal skills. As a colleague, I was cognizant of the fact that I might also be influenced by my relation to the context and participating teachers. This might lead to me interpreting the data with some bias and in relation to my own perspective. To mitigate this issue, I opted for choosing participants whom I had very limited contact with in the three years when changes started to happen. In fact, during the curriculum change period I was temporarily assigned

another post which necessitated that I serve in another department for two years before joining the English Program again after the implementation of TBLT. This enabled me to recruit teachers who were more involved in the change process than myself, who did not feel that I was more knowledgeable about their experience or in a position to evaluate them. I also read extensively about the literature of a good researcher to help guide me in collecting and interpreting data. I was aware that it is important for a researcher to have an ability to hear what is said and meant; have a deep awareness of language and of gesture and silence; an appreciation for the importance of the routine aspects of social life; and an "unwavering work ethic" (Given, 2008: 774). So, in addition to taking careful steps in making participants feel at ease by allowing them total freedom to choose the time and place of the interview, I also was very clear about the freedom they had in withdrawing from the research any time they felt uncomfortable. An incident which took place during my data collection, however, was reassuring. One of the teachers (Zack), who missed his scheduled interview due to illness came back and insisted on doing the interview although I assured him that I had collected enough data and he did not have to interrupt his sick leave for my sake. His response was "You want to interview me". As part of the pilot team, he was sincere in his desire to provide his input into the matter of the change to TBLT, which was indicative of his comfort with the procedures and his belief in the research.

However, as a researcher, I had to expect, in addition to the two levels mentioned above, another level of reality or knowledge construction to take place on the side of the readers of their report. According to Stake "there are multiple perspectives or views of the case that need to be represented, but there is no way to establish, beyond contention, the best view" (Stake, 1995, cited in Yazan, 2015: 137).

4.4 Data Collection Methods

As interpretive research requires extensive collection of data from multiple sources of information (Creswell, 2013), I planned to collect data using a semi-structured questionnaire, semi-structured interviews, and focus group interviews to answer the research questions of the study (section 1.3).

The first data collection tool, a semi-structured questionnaire, was suitable for a 'site-specific' case study since it could capture the 'specificity' of a particular situation (Cohen et al, 2007: 321) and help triangulate or corroborate findings from different methods (Harris & Brown, 2010). Interviews and focus groups were also appropriate to investigate curricular change. They enable the development of an understanding of the phenomenon from the teachers' points of view using thick descriptions of the participants' experiences. The rationale for using quantitative and qualitative techniques in this study was to allow for "optimizing the sample" and maximizing interpretations of the data (Harris & Brown, 2010: 479).

By adopting the interpretive/ constructivist approach, I applied the flexible and reflective nature of the design and my questions changed and became more refined during the process of research to reflect an increased understanding of the problem. The questionnaire was used to evaluate participants' general views and attitudes to the curricular change. Descriptive statistical data were obtained to look at frequencies and check for alignment with interpretive data results of the research questions. Although the use of questionnaire is more common with quantitative research, many researchers state that utilizing qualitative methodology in a research study does not rule out the use of quantitative methods and that both types of research are now seen as being able to co-exist together (Hesse-Biber 2010; Romm, 2013). Romm (2013) sees this as "consistent with an interpretivist position, which makes provision for using a range of methods, appropriately applied (including questionnaires) as part of the researcher's repertoire that may be drawn upon in attempts to produce knowledge" (p. 655). Similarly, Lincoln and Guba (2003, cited in Romm, 2013), refer to the use of alternative "roads" to knowing by combining methods.

Also, to increase the likelihood that the questionnaire and qualitative data will align, I followed the steps below (Harris & Brown, 2010):

1. Interview prompts and questionnaire (Appendix 1) items were constructed around similar themes.
2. The period of time for collecting quantitative and qualitative data was short (less than a week).
3. Items in the questionnaire were contextualized and concise to avoid confusing participants and increase validity.

4. The context (English Programme) and the construct (curriculum change) were presented in a concrete and specific way in the questionnaire.
5. Items were short and formed using a simple structure.

Concerning the qualitative data, one-on-one and focus group interviews provided deep descriptions of the context and teachers' understandings of the case under investigation. Individual interviews consisted of a set of prompts related to the five research questions (Appendix 2). Focus groups were conducted after completing all the interviews. In the focus groups, participants were asked to discuss their understandings and perceptions of the change in relation to the decision-making process and curriculum leaders in this context. They were asked to focus on their perceptions of how curriculum change should take place in the programme and give recommendations for future implications. Since the participants were very focused and took time to discuss and reflect on one theme, the focus groups were able to yield insights that were not available through the one-on-one interview (Cohen et al, 2007).

Due to the relatively small size of the sample, I was concerned about the amount of data I would be able to collect and the possibility of not having enough in-depth details to validate the findings of my research. According to Creswell et al, (2003) all methods of data collection have limitations and the use of multiple methods can neutralize or cancel out some of the disadvantages of certain methods. Therefore, I thought of a mix of data collection methods to obtain insights for triangulation and gain more in-depth understanding of the investigated phenomenon. I chose to start data collection by a questionnaire because researchers like Mackey and Grass (2005) explain that when conducting qualitative research, descriptive statistics from a questionnaire can help make any tendencies or patterns in the data clear to readers. It can for example help confirm the validity of any trends, patterns, or groupings that the researcher has identified through a qualitative analysis. I also believe that my data collection methods needed to be able to reach an understanding of teachers' perceptions of curriculum change by collecting sufficient data about the situation under investigation. The interviews and focus groups as data sources allowed teachers to have an outlet to reflect on their experience. The interviews as well as the questionnaire and focus groups were conducted in English, which is the medium of communication for all instructors in the programme.

Research methods comprised the following:

1. A semi-structured questionnaire given to all teachers of the English department who were involved in the change. Out of 35 teachers who received the questionnaire, 32 responded, constituting a high response rate of 91%.
2. Individual semi-structured interviews with 9 teachers who have taught the new curriculum for a minimum of two semesters (6 months) and a maximum of six semesters (12 months) over the period of three years. All interviewees have also taught the old PPP curriculum in this context. Interviews lasted between 35-50 minutes.
3. Two focus groups of 5 and 3 members respectively were conducted consisting of 3 female and 5 male teachers who have taught both the old and the new curriculum for a minimum of two semesters. Participants were faculty members who have completed the questionnaire but were not part of the individual interviews expand the participant pool and gain more insight into the phenomenon. Each focus group interview lasted for about 50 minutes.

4.4.1 Semi-Structured Questionnaire

The questionnaire aimed to gauge teachers' responses to the change phenomenon and narrow down the focus of the interview questions. The questionnaire consisted of 5 main sections:

Teachers' perceptions of the change from PPP to TBLT
Teachers' attitudes towards curriculum change
Teachers' perceptions of the curriculum leaders
Teachers' views of their roles in the change
The degree of teachers' involvement in the change process

4.4.1.1 Design of the Questionnaire

For writing the items of the questionnaire I have resorted to borrowing questions from established questionnaires (Dornyei, 2003: 52). The rationale is that questions that have been used frequently before must have been through extensive piloting and therefore the chances are that "most of the bugs will have been ironed out of them" (Sudman & Bradburn, 1983: 120, cited in Creswell, 2003). The original questionnaire adapted for this consisted of 47 items

of which the items 18-35 measure attitudes toward change and are called —Attitude toward Change Instrument (ATCI). These items were developed by Dunham, Grube, Gardner, Cummings, and Pierce (1989) as an instrument used “as part of the diagnostic process conducted before the introduction of an organizational change” (p. 2). The instrument was developed based on the idea that past behaviour is often a good predictor of future behaviour. The remaining items measuring perceptions of task-based curriculum change and teachers’ and curriculum leaders’ roles were developed by me based on a research study conducted by Kasapogluk, (2010) in Turkey and the related literature review. In Kasapogluk’s the questionnaire was used to examine a similar context to explore the relations between classroom teachers’ attitudes toward change, perception of constructivist curriculum change and implementation of constructivist teaching and learning activities in class.

The final version of the questionnaire of this study consisted of 20 structured questions, and some dichotomous items for collecting participants’ biodata and items to be used for generating frequencies of responses for statistical analysis and to make comparisons across groups in the participating teachers in the study. The questions had a Likert scale response with ‘strongly agree’, ‘Agree’, etc. to allow a degree of discrimination in response. The design of the questionnaire also followed Cohen et al.’s operational model (2018) whereby the purpose of the questionnaire was defined as involving all teachers included in the sample and collecting the maximum number of responses to answer the main research questions. The purpose of using the questionnaire was thus to obtain a detailed description of teachers’ perceptions of and attitudes towards the application of TBLT in the context of the English Programme. By conducting a questionnaire at the beginning of the study, I hoped to gain more insight about the sample of participants through involving as many teachers as possible. Collecting details about participants’ biographical information, perceptions, and attitudes can be a quick source of information to enrich the study. In addition, a well-constructed questionnaire has the potential of getting details that can inform different stakeholders, like policy-makers, about relationships between variables in a clearer way than they were before the studies were undertaken (Romm, 2013).

4.4.1.2 Steps Followed for Validating the Questionnaire Items

Because the actual wording of the items can change the response pattern (Dornyei, 2003), an integral part of questionnaire construction is 'field testing' (p. 52). This involves me piloting the questionnaire at various stages as it was being developed by asking a sample of people who were similar to the target sample the instrument has been designed for to get their feedback (Cohen et al., 2018). This feedback allowed me to examine the multiple choice categories of the Likert scale and make sure they were discrete, comprehensive, exhaustive and representative (Cohen et al., 2018). I was thus able to make alterations and fine-tune the second version of the questionnaire by regrouping the items according to themes, deleting some of the items which seemed repetitive, and avoiding some typos. Multiple reviews of the questionnaire items subsequently followed to make them more "concrete, focused and specific" (Cohen at al. 2018: 472). For example, to increase face validity or "feasibility, readability, consistency of style and formatting, and the clarity of the language used" (Taherdoost, 2016: 29), I also discussed the reviewed items with one of my colleagues who had her EdD degree in TESOL and was familiar with the context of the study for feedback. Content validity, included a review of the literature to eliminate undesirable items (ibid) and a long discussion and follow-up session on the items by my two supervisors. I also consulted four other experts who acted like panel members for reviewing my questionnaire items (Dornyei, 2003). Two members had their doctorate degree in education and have done extensive research on educational change in Qatar for over 10 years. The third was a colleague who received his doctorate degree recently and had published a few articles on educational change and teachers' identity. The fourth panel member was a psychometrician with over 20-year experience in the field of research and data analysis. Since not all the reviewers were specialists in the same field, they were very useful in locating unnecessary jargon (Dornyei, 2003) and cleaning up the unclear items. The ones who were more specialized already knew the target population well and provided very helpful feedback. Appendix 11 shows the original questionnaire with 47 items before alterations.

Still following Dornyei's validation steps, and to see whether the selected respondents would reply to the items in the manner intended by the questionnaire designers, I administered the questionnaire to a group of respondents who were in every way similar to the target population

and analyzed the results. This enabled me to put together a near-final version of the questionnaire that did not have any obvious glitches. For piloting purposes, another group of 5-7 teachers was chosen to take the questionnaire. This group was not part of my sample but they have been part of the change in the previous semester with similar experiences to the target teachers.

The sample I targeted influenced the framing, the terminology and level of demand in my items (ibid). The questionnaire was conducted by the end of the semester when teachers were less busy teaching; however, still in the process of marking and posting grades. Hence, the items needed to be clear and concise in order not to dissuade participants from answering it. In addition, in order to build rapport with participating teachers and encourage them to respond to the questionnaire, ethical procedures were followed. Thus, the cover page of the questionnaire (Appendix 1) explained the purpose of the study briefly but clearly, guaranteed anonymity, and explained that participation was voluntary and explained the value of participation for the department. All these procedures intended to increase reliability and validity of the administration of the questionnaire and get the best results.

Considering the sample also affected the number of items to include in the questionnaire and the rating scale, the 20 items were designed with “respondent fatigue” in mind (Denscombe, 2014, cited in Cohen et al., 2018: 472). They were appropriate in time for teachers to feel that they could read and answer the questions. This is evident in the 91% response rate on the 20 items. The Likert multiple choice rating scale with the “Undermined” option was supposed to allow teachers who were on the fence or not knowledgeable enough about the item to feel comfortable.

4.4.2 Semi-Structured Interviews

The interpretive paradigm implies that the researcher’s goal is to collect thick descriptions of the issue by allowing participants in the study to express themselves and provide their perspectives. Interviews are a primary source of data in both qualitative research (Easterby-Smith, Thorpe, & Lowe 1991; Myers & Newman, 2007, cited in Ponelis, 2015), and in case studies (Yin, 2009: 106). Interviews are a strong flexible data collection tool which enable “multi-sensory channels to be used: verbal, non-verbal, spoken and heard” (Cohen et al, 2007:

349). They are also effective tools to use in interpretive studies because they encourage participants to disclose confidential information (Troudi & Alwan, 2010) and provide in-depth details and richer and more accurate inferences. Usually interviews are either semi-structured, lightly structured or in-depth (Jamshed, 2014). While unstructured interviews are generally used in conducting long-term fieldwork to allow respondents to express in their own ways and pace, with minimal hold on respondents' responses, semi-structured interviews are considered "in-depth interviews where respondents have to answer preset open-ended questions" (ibid:87). By using semi-structured individual interviews in this study, I planned to gain a number of advantages like being able to define the questions and elaborate on responses (Robson, 2002). The semi-structured interviews in this study followed a schematic presentation of questions (Appendix 2) that comprised of the research questions and many relevant questions. In order to have the interview data captured more effectively, recording of the interviews was conducted. The recording of the interview made it easier for me to focus on the interview content and later acquire the transcriptionist to generate "verbatim transcript" of the interview (ibid: 87).

This study aimed to explain important human behaviors. Thus, I attempted to capture teachers' perceptions of the curriculum change, their attitudes towards the change, how they perceived their roles and the roles of the curriculum leaders in the change as well as see their attitudes towards the change in relation to their involvement in the curriculum process and professional development. The themes of the interview questions were based on the research questions and in alignment with the questionnaire items without much structure or an agenda of what I hoped to find. I believed the questions could be better shaped through a piloting process. I explored this by asking some of the participants first and implementing changes to the research tools according to feedback. For example, a shorter 20-item version of the questionnaire was used after implementing feedback from my supervisors and the pilot group, which led to eliminating repeated or irrelevant items. This was also done to reduce fatigue since it was to be given to teachers by the end of the course (Appendix 11). Another change was made by scheduling the interviews closer together in order to allow for a buffer of a few days before the end of the semester, to guarantee that I had the required number of interviews prior to the summer holiday (Appendix 12). By doing that, I tried to stay away from assuming the position of the expert researcher with the best questions (Creswell, 2013). Moreover, by

piloting the interview, I obtained clues to refine my interview questions and procedures, gained more insight about the participants' need, and took time to build rapport with them. For example, I dedicated the first 5 minutes of each interview to welcome each interviewee, build trust and make them feel at ease. I also opted for the less formal interview form in which the flow of questions followed as naturally as possible and I could "modify the sequence of questions, change the wording, explain them or add to them" (Cohen et al, 2018: 508).

All interviews were conducted in English as it is the official medium of communication within the English programme. The interviews served as the principal means of gathering information (Cohen et al., 2018) and helped me gain insights into the understandings teachers had and the adjustments they made to cope with the curricular change. I also acquired unique, non-standardized, personalized information about how participants viewed the change (Cohen et al, 2007) and obtained different responses from participants on the same themes. In addition, the interviews provided opportunities for participants to talk freely and allowed me to "press not only for complete answers but also for responses about complex and deep issues" (Cohen et al, 2007, p. 349). The questions addressed each teacher's view of how task-based curriculum should be taught, how the change affected them personally and professionally and their attitudes towards the change. The responses allowed me to make inferences on each teacher's opinions concerning the change (Cohen et al, 2007: 358).Finally, the interviews helped me gain detailed descriptions of specific situations and elicit different action sequences rather than generalities about the change (ibid).

Teachers reflecting and looking back on their experience and their actions is a good way to understand teachers' perceptions. It gives them the chance to pay careful attention to their experiences and what it meant to them. Cohen et al. (2018: 508) see that interviews may be used in conjunction with other methods in a research undertaking. In this connection, Kerlinger (1970, cited in Cohen et al., 2018) suggests that it might be used to follow up unexpected or survey results, to validate other methods, or to go deeper into the motivations of respondents and their reasons for responding as they do. Accordingly, the driving purpose of using semi-structured interviews in this study was utilizing their results to follow up and discuss the survey results as well as go deeper into understanding teachers' motivations and reactions towards the change. Moreover, Hochschild (2009, cited in Cohen et al. 2018) notes that the interview

can do what surveys cannot, which is to explore issues in depth, to see how and why people frame their ideas in the ways that they do, how and why they make connections between ideas, values, events, opinions, behaviors, etc.

4.4.3 Focus group interviews

The last data collection tool chosen for this study was focus group interviews, which are unnatural contrived settings in which a moderator is present to lead the discussion and keep participants focused (Cohen et al., 2018). The type of semi-structured focus group interviews was adopted because it can be utilized extensively with individuals or with a group (Jamshed, 2014). The advantage in these groups for this study is that teachers 'interact with each other, such that the views of the participants can emerge- the participants' rather than the researcher's agenda can predominate'(Cohen et al, 2007: 376). This is also a helpful method because teachers usually like to get their voices heard and they do not mind cooperating with other teachers if they can see the benefits of doing so (Morgan, 1988). The focus groups were mainly used to explore teachers' perceptions of how leaders implemented the task-based syllabus and to what degree the implementation of the new curriculum was affected by the teachers' perceptions and beliefs.

Focus groups also have the benefits of being structured and focused on a particular issue to yield insights that might not otherwise have been gained from a straightforward interview. They are economical on time, often producing a large amount of data in a short period. For the purpose of this study for example, I conducted two focus groups with 8 participating teachers over two consecutive days by the end of my data collection which helped me gain more in-depth details of the phenomenon and the teachers' understandings of it. The focus groups questions did not have much structure or an agenda of what I hoped to find. They were shaped after I explored with the individual interviews and implemented changes to the research tools. By doing that, I tried to stay away from assuming the position of the expert researcher with the best questions (Creswell, 2013). Both the interviews and focus groups were later used to provide further explanatory insight into the survey data and for triangulation of details.

The focus groups included volunteers from the same sample who share characteristics of the

overall population. These teachers are the ones who have undergone the different stages of the implementation of the new curriculum, and were able to provide a description of the phenomenon from their own perspectives and generate ideas for future implementation. Furthermore, I have varied the participants in their background, teaching experience, gender, and status to have each bearing different particular characteristic required so the group has "homogeneity of background in the required area" (Cohen et al., 2018: 532) and more representative of the context. The questions for the focus group covered the main themes of the study but focused on the practical implications these teachers could provide after being part of the change process to benefit the department in future curriculum change initiatives. Firstly, participants' views and beliefs about how the task-based curriculum was implemented and their views about its success were explored. Their view and beliefs were specifically important because it affected their attitudes and performance or pedagogy (Pretorius, 1999, cited in Kasapoglu, 2010). Besides, looking at the teachers' initial perceptions and interpretations of teaching provided a background for why and how they later approached and coped with the change that was brought up by their curriculum leaders. The other aspect discussed in these meetings was problems teachers encountered during the change and recommendations they had for the decision-makers in the department for enhancing the change process.

4.5 Sampling and Participants

The quality of a piece of research stands or falls not only by the appropriateness of methodology and instrumentation but also by the suitability of the sampling strategy that has been adopted (Cohen et al, 2007). The selection of the sample for this study was based on purposiveness and accessibility. Purposive or purposeful sampling refers to a deliberate selection of a number of individuals for participation in a study in order to achieve variability in the data (Lincoln & Guba, 1985). The underlying principle in selecting appropriate cases is the preference for cases that are information-rich with respect to the topics under investigation, and therefore using purposive sampling as well as snowball sampling is justified (Patton, 2002, cited in Ponelis, 2015). Usually, the sample size in a study depends on the purpose of the study and the nature of the population under investigation. For conducting this small-scale study, a 'non-probability' (Chen et al, 2007: 113), purposeful sampling was chosen where participants who have taught both the new and old curricula at the department were targeted. This concept of sampling is used in qualitative research and it means that the

individuals and sites are chosen for the study because they can purposefully inform an understanding of the research problem and central phenomenon in the study (Creswell, 2013). In this sense, the strategy used was purposive sampling to include teachers who were involved in the change and are willing to be part of the study. This purposeful sampling technique is also suitable for this small-scale research inquiry because I do not intend to generalize my findings beyond the sample in question (Chen et al, 2007). Hence, the choice of teachers to include in the study was based on their suitability for its purpose. It targeted those who have been involved in the curriculum change from PPP to TBLT for at least two semesters. This characteristic was important for the study as this will enable them to give specific details about the change and their views about how the change affected them. These teachers make up 33 % of the faculty of the English teaching department, so they can be a good representation of the whole group. The sample is also proportionate in gender (9 males and 8 females), cultural backgrounds and age. Their ages ranged from thirty to sixty years old and their teaching experience at the department ranges from two to twenty-four years (Table 2).

Their workload ranges from 15 to 21 class hours a week. All are full-time teachers with extra workload including four office hours a week in addition to course and committee service, which can take the form of specific tasks such as: writing exams, attending departmental meetings, lesson planning, participation on different committees, participating in at least one departmental committee and some other departmental duties. As a faculty member in the English Programme where the study takes place it was easy for me to work with these teachers without restrictions and to ask for permission to conduct the study. Issues of my role as a researcher were discussed in section 4.3 above.

Number of Participants	Years of Experience	Years of teaching TBLT
32 male and female teachers	Minimum: 8 years Maximum: 33 years	Minimum: 2 semesters (6 months) Maximum: 7 semesters (21 months)

Table 2. Background Data about the Questionnaire Respondents

The second group (Table 3) consisted of 16 participants who agreed to take part in either individual or focus group interviews.

Participants' Numbers	Gender Female (F)/ Male (M)	Form of Participation Interview (INT) or Focus Group (FG)	Pseudonym	Years of Experience	# of semesters teaching TBLT
0 (pilot)	F	Int.	Laila	30	6
1	F	Int.	Sana	25	4
2	M	Int.	Khaled	26	7
3	F	Int.	Anna	13	5
4	M	Int.	William	21	2
5	F	Int.	Nabila	14	4
6	F	Int.	Mia	20	4
7	M	Int.	Ivan	20	6
8	M	Int.	Zack	10	5
9	M	FG 1	Ali	30	4
10	F	FG 1	Alice	21	3
11	M	FG 1	Yaman	22	4
12	F	FG 1	Rana	26	5
13	M	FG 1	Tarek	8	4
14	M	FG 2	Imad	21	2
15	M	FG 2	Adam	24	3
16	F	FG 2	Nina	23	5

Table 3. The Background Data of the Interviewed Participants

4.6 Data Collection Procedures

4.6.1 Piloting the Instruments

Lincoln and Guba (1985) explain that qualitative research acknowledges the researcher's subjectivity and therefore, requires the "biases, motivations, interests or perspectives of the inquirer" to be identified throughout the study (p. 290). A procedure which helps minimize these biases and increase validity of the methods used in the investigation of the case is a proper pilot of the data collection instruments. Piloting these tools was an important step in conducting the study as it could increase the credibility and trustworthiness of the study as a whole. One way of accomplishing this was by piloting the questions included in each of the tools and making sure that everyone participating in the study understood them in the same way. This procedure helped me identify and minimize any bias towards the topic under study due to being one of the teachers involved in the curriculum design and teaching of the task-based curriculum. Another benefit of piloting the instruments is that it gave me the ability to check the clarity of the

questionnaire and interview questions and to identify redundant, unclear or leading questions. Finally, it enabled me to identify any problems and issues in the research design or timeline and apply the necessary modifications. Sections 4.4.1.2 and 4.4.3 discuss the procedures of piloting and validating the questionnaire and interview questions.

After piloting one interview with the first volunteer to help me refine my interview questions and procedures, I scheduled to interview 9 other participating teachers over two weeks in a private office during non-teaching days. All interviewees received an invitation email with the participants information sheet (Appendix 3) one week prior to the meeting. Participants signed a consent form (Appendix 8) before beginning the recording of the interview.

4.6.2 Conducting the Questionnaire

Although questionnaires do not enjoy the flexibility interviews provide, they are known to allow for the inclusion of a wider audience in data collection. However, certain procedures were followed when conducting them in order to ensure that no harm was caused to participants. Firstly, I told the participants could do the questionnaire at their own pace and informed them of their right to withdraw at any stage. Participants were then informed of the research objectives and a guarantee of anonymity, confidentiality and non-traceability.

The questionnaire was given to all faculty who have taught TBLT courses in the past three years in order to expand and have a more representative sample.

4.6.3 Conducting the Interviews

Individual semi-structured interviews were conducted with a total of nine teachers. Four of these teachers (# 3, 5, 8 and 13) had a major role in the implementation as they had volunteered to be part of the pilot stage of the project. The interviews were conducted over a period of approximately three weeks according to teachers' availability. One of the challenges was to assure participants that, except for the information provided on the participant information sheet, they did not have to know the interview questions prior to our meeting. Also, I had to reassure 5 of the teachers that felt the need to prepare the answers in advance that I was interested in their experience rather than their knowledge about the literature.

Another challenge I faced was to find suitable timing where interviewees would be comfortably doing the interview and not worrying about time. It was the second semester of the year and all teachers were already on a workload between 15-20 hours a week. The solution was to schedule the interviews on the last three non-teaching weeks before the summer holiday. However, this has put a strain on me as I had to conclude all the interviews with no contingency plans in case some of the interviews did not take place.

All interviews were conducted in my private office to ensure the confidential nature of the information. Consents to record the interview were obtained beforehand (Appendix 8). The confidentiality of the data was also guaranteed by giving the participant information sheet (Appendix 3). This is important for establishing a secure and appropriate atmosphere in which participants would be able to speak freely and share details of their experiences. The questions were planned as 'process' questions (Kvale, 1996 cited in Cohen et al, 2007: 359), which entailed me introducing the topic of the interview, following up on a theme or idea, probing for more details and asking respondents to specify and provide examples (Appendix 2). The participants were informed that the purpose of the interview was to improve future curriculum change processes at the department. Sessions were conducted privately on campus on a one-on-one basis in order to allow the teachers to speak more freely. I believed that doing so would be a more effective means of helping the interviewees give better insights into their experience with TBLT in their contexts. Clearer insights, in turn, would be a very effective means of collecting data addressing my research questions.

4.6.4 Conducting the Focus Groups

The focus groups prompts addressed teachers' perceptions of TBLT and the implementation of the new curriculum in the programme. Participants were asked to identify faults with the implementation process and specify curriculum change mechanisms they think would work for future change initiatives. Focus groups were conducted according to the participants' time availability. They took place after I ended all the individual interviews. Initially, I planned to have 10 participants but two teachers declined in the last minutes for personal reasons. This did not constitute a problem since I have over recruited by more than 20 per cent (Morgan, 1998, cited in Cohen et al., 2018) and could get enough data from the remaining teachers. Participants' consent was sought with details on how their names will be

anonymized and the data will be kept prior to the interviews. Teachers involved in the focus groups were informed of their right to withdraw without giving an excuse at any stage and that in that case the information they provide will be safely and discretely destroyed. The consent of all the participants for audio-taping the focus group interviews was also sought and focus groups protocol was sent for validation. Results of the focus group interview were sent after transcription to the relevant participant for review.

4.7 Credibility and Trustworthiness

Effectiveness of a research study hinges on the kind of data collected during the study and by the degree of its credibility and trustworthiness. Just as important is how the data was analyzed and how accurate and truthful it represents the case under investigation. Like other research methods, a case study has to demonstrate reliability and validity and unlike the positivist research view which seeks frequencies of occurrence, case studies can replace quantity for quality and intensity, thus "separating the significant few from the insignificant many instances of behavior" (Cohen et al, 2007: 257). Researchers like Lincoln & Guba (1985) and Creswell (1998) explain that there are four strategies we can use to establish the trustworthiness when doing qualitative research. These are credibility, transferability, dependability and conformability. These can be parallel to internal and external validity (how research findings match reality), reliability and neutrality in quantitative research.

For Lincoln & Guba (1985) the operational word is "credible". Credibility, which is the substitute for internal validity in qualitative research, is two-fold. First, researchers need to enhance the probability that the findings will be found to be credible and secondly, they need to demonstrate the credibility of the findings by having them approved by the constructors of the multiple realities being studied (p. 296). The techniques they propose for making this work in naturalistic research are for researchers to have prolonged engagement in the field and triangulation of data sources to establish credibility. As for transferability, they suggest making thick or deep descriptions to guarantee that the findings are transferable between the researcher and participants in the study. A researcher should also seek dependability and confirmability in establishing the value of the data. Both dependability and confirmability are established through an auditing of the research process (p. 300).

Firstly, obtaining in-depth responses of participants are necessary for achieving a good level of

credibility and trustworthiness to the study. Lincoln & Guba (1985) define prolonged engagement by investment of sufficient time to achieve certain purposes like “learning the “culture,” testing for misinformation introduced by distortions either of the self or of the respondents, and building trust to be certain that the context is thoroughly appreciated and understood” (p. 301). Credibility can be achieved when the researcher provides information on data collection methods and explains clearly why they have been selected. The aim of the researcher here is to ensure that the constructed realities in the interpretation of the data match the constructed realities of the research participants (Robson, 2002).

Therefore, to maximize credibility and trustworthiness in this study, a number of procedures were followed to ensure rigor in the research analysis and consistency of the results. The research setting selected was the work context I have been a member of for over 18 years. Furthermore, as one of the oldest staff members in the department, I have been appointed to hold a few leadership positions like the facilitator of one course, chair of two departmental committees and a number of task forces. This work experience helped me form the rapport needed to gain access as and build the trust to help me encourage the participants’ to reveal truthful deeper thoughts about their experiences and lived realities. However, according to Lincoln and Guba (1989), establishing trustworthiness in qualitative research cannot be proven but can only be strived for. I was aware that trust is a developmental process to be engaged in daily to show respondents that their confidences will not be used against them. This I tried to achieve by honoring the anonymity of participants; by explaining clearly the objectives of the research; by assuring participants that their interests would be honored and that their input would actually influence the inquiry process (Lincoln & Guba, 1985). These procedures aimed to enhance the authenticity of the information, participants’ collaboration, and ultimately the credibility of the findings. Furthermore, by using a multiple-method approach and using quantitative as well as qualitative research methods my goal was to enhance the credibility of the research results as it is “a powerful way of demonstrating concurrent validity, particularly in qualitative research” (cited in Cohen et al, 2007: 141). Triangulation or using multiple data collection tools in this sense can raise confidence of the study especially if these yield substantially the same results (Cohen et al, 2007). Lincoln and Denzin (2000) describe triangulation as crystallization. In the crystallization process, the researchers tell the same story through data gathered from different data sources.

Another procedure meant to improve the credibility of a study was a thorough and thick description of source data and a fit between the data and the emerging analysis (Geertz, 1973, 1983 cited in Morrow, 2005). To this end, I provided thick descriptions in the case narratives to allow readers to judge the transferability of the interpretation and also the results, thereby also increasing dependability. Thick descriptions in this study involved detailed, rich descriptions of participants' experiences of phenomena as well as the contexts in which those experiences occurred. The thickness of the descriptions provided sufficient interrelated details connected to the multiple layers of culture and context in which the experiences were embedded.

One more technique for validation of the data collected and establishing credibility of the study was seeking participants' approval after transcription of their interviews or "member-checking" (Lincoln & Guba, 1989; Holliday, 2007). This process involved seeking feedback on data analysis from the research participants depending on early analysis. I shared the case narratives with each of the participants to check for any inaccuracies, misunderstanding, or content they were not satisfied with. This technique helped to find out whether the realities constructed by me reflected the realities perceived by the research participants and guards against researcher bias (Robson, 2002, Lincoln & Guba, 1985). Lincoln and Guba (1985) consider this to be "the most critical technique for establishing credibility" (p. 314).

The last criteria a researcher should seek for establishing credibility and trustworthiness of a research study are dependability and confirmability. I could achieve these through an auditing of the research process. The auditing process refers to a systematic review of processes involved in decisions or actions which is typically done "to ensure conformation with accepted standards or to validate the accuracy of results" (Given, 2008: 41). Auditing can be a valuable means of demonstrating the rigor of an investigation in doing qualitative research. It can ensure internal validity and can be done by conducting constant checks. Auditing can also promote consistency in the research process because it helps to identify, and subsequently decrease, any possible biases. Some of the auditing techniques included peer debriefing and discussing the study with a trusted and knowledgeable peer who provided informed feedback that assisted me in exploring aspects of the study that were unknown to me (Given, 2008: 199). Similarly, I had informal meetings and chats with the participants to

minimize any adverse effects the presence I as a researcher could make on them (Troudi, 2010).

Given all the previous techniques and views about how to establish credibility and trustworthiness of an interpretive inquiry, I believe a more recent view to adopt is the one Creswell (2013) summarizes. To him, the term we should use for ensuring the effectiveness of qualitative research is "validation" or the process to assess the "accuracy" of the findings, as best described by the researcher and the participants. He also suggests that any report of research is a representation by the author and that validation is a distinct strength of qualitative research. It represents "the account made through extensive time spent in the field, the detailed thick description, and the closeness of the researcher to participants in the study all add to the value or accuracy of a study" (p.250).

4.8 Data Analysis

Qualitative research requires flexibility during data collection as well as the analysis (Elliott & Timulak, 2005: 152). The analysis of qualitative data involves "organizing, accounting for and explaining the data; in short, making sense of the data in terms of the participants' definition of the situation, noting patterns, themes, categories and regularities". The way data should be analyzed in qualitative research should fall within the criteria of "fitness for purpose" (Cohen et al, 2007: 461). In this type of data analysis, theory is described as emergent since it emerges from data taken from particular situations and is developed from it (Cohen et al. 2018) and conclusions of the study are considered as possible hypotheses for further research (Seliger & Shohamy, 1990). The researcher, therefore, should be clear about what they want the data analysis to do which will later determine the kind of analysis performed on the data. Another factor that affected the analysis of data was the individuals participating in the study.

This study was guided by the interpretive paradigm which aims to explore and interpret participants' views and understandings of their own experiences. The objectives of data collection were to understand how the participants perceived the curriculum change and to obtain insight into the implementation of TBLT from teachers' perspectives. The main data collection tool I opted for was individual semi-structured interviews which were designed to

capture the context, content, and process with regard to the implementation of the TBLT and role of teachers. I tried to keep the interviews focused to facilitate cross-case analysis (Carson et al, 2001) and to provide room to explore new and relevant issues that emerge. Therefore, most of the data collected was qualitative in the form of statements or responses from the teachers in the study. While the quantitative questions in the questionnaire served for generating frequencies of responses and to make comparisons across groups in the sample participating in the study, data from the interviews was analyzed with reference to the quantitative data, research questions and literature review.

Qualitative researchers should make the process involved in their collection and analysis of data as explicit as possible. As a researcher, I had an awareness that, as the tool of data analysis, the interpretation of the data would be shaped by my own beliefs and perspectives. I, therefore, tried to be as clear as possible when approaching data analysis beginning by understanding each participant' interpretation of the world around them and try to generate hypothesis through the discovery and description of patterns (Seliger & Shohamy, 1990). Following this approach to data analysis, I relied on identifying the key features as well as common themes and relationships in the collected data and followed more than one correct approach or technique for data analysis. That is to say that I was flexible, reflective and adopted methodical, scholarly and intellectually rigorous data analysis techniques (Richards, 2003). Parlett and Hamilton's (1976) description of the process where a researcher starts by taking a wide angle lens to gather data explains this technique (cited in Cohen et al, 2007). I then started "sifting, sorting, reviewing and reflecting" on the data. After that, the salient features of each of the situations started emerging. This seemed like a suitable method for my study as it drew together all relevant data for the exact issue of concern while preserving the coherence of the material. It also linked the reader to the concerns of the study. I believe this method was also suitable because it collated all relevant data from various data streams like the questionnaire, interview and focus group to provide "a collective answer to the research questions" (Cohen et al, 2007: 468).

Analysis in this study started with cleaning up and analyzing the quantitative data using SPSS to find descriptive statistics that would help support the qualitative data results. Simple frequencies were sought in order to consider the relationships between variables (Cohen et

al. 2018), and add insight from the whole sample to the qualitative data collected later in the interviews and focus groups.

Later, I started reading through the data multiple times to get a general sense of the whole dataset. The preliminary stage in qualitative data analysis was open coding of data from individual teachers and focus group meetings. I, then, grouped the codes and transformed these into categories, identified themes, trends and patterns, found relations between themes, clusters of themes and issues, and identified similarities and differences between themes and between data (Cohen et al, 2018: 671). I followed the open coding by axial coding, where I compared and contrasted the different datasets (transcripts from individual interviews and focus groups) in order to allow common and contrasting patterns to emerge. These emerging themes were then compared and contrasted against the pre-determined criteria related to the TBLT characteristics and research questions to draw on the conclusion about how relevant the teachers' perceptions and attitudes were for TBLT. For example, in order to see the relevance of TBLT with teachers' attitudes to decision-making, the decision-making process was categorized into two types: involving teachers in the process and having a voice. Teacher involvement included the degree of participation in the implementation process and in professional development. Teachers' providing feedback or having a voice was used to refer to instances where teachers' feedback or voice was provided and how influential it was in the decision-making. This process allowed a calculation of the number (how many) and the kinds (what) actions took place (Cohen et al. 2018). Afterwards, I put the list of themes and categories together in groups to establish an overall picture of teachers' attitudes and beliefs regarding the change to TBLT, and could start to establish a rich interpretation of the data regarding the research questions.

4.9 Ethical Considerations

Ethical issues are of vital concern when conducting research. The nature of qualitative data and findings carry a particular risk as they may include descriptive details that individuals may view as too exposing even when their identities are kept secret (Given, 2008). As a researcher I understood my responsibilities to the research informants. Therefore, certain measures from recruitment of participants, sampling, and data collection required careful attention to ensure voluntary informed consent and to protect the confidentiality and privacy of all parties involved

when “collecting data as well as disseminating findings” (Given, 2008: 10). Data collected was secured in my office and retained without identifying information to ensure the integrity of the study.

According to qualitative researchers’ belief, there is no such thing as bias-free or value-free inquiry (Janesick, 1994), which makes it extremely important to observe ethical standards when it comes to human participants in a study (Nunan & Peirce, 1997). Therefore, in order to fulfill the ethical dimension for this research, the following steps were taken:

1. The research project followed the Ethics Policy of Qatar. I obtained the “Request for Ethics Approval” to the University Institutional Review Board (Appendix 4). In this form, the purpose of the study and the procedures to collect the data were specified. According to this policy, all considerations related to informed consent, anonymity, and confidentiality were strictly adhered to. I have also obtained the permission to conduct the study from my department. I have assured both the anonymity and confidentiality in relation participants’ information by deciding to use numbers and aliases to individuals (Creswell, 2013: 174).
3. I have also forwarded a letter of invitation to participants (Appendix 3) explaining the objectives of the study and assuring the confidentiality and anonymity of all the information they will be providing and the way their input was to be used.
4. A consent form (Appendix 8) was given to each participant who showed willingness in participation in the study and all forms and files were kept safely in my office. They were also given a signed copy of this form to keep for themselves. All participants received the invitation letter personally in their mailbox.
5. I informed participants of their right to withdraw from the study without any obligations and explanations and that in that case their information would be safely destroyed.
6. Furthermore, to gain support from participants, I planned to convey that they would be part of my study and explain the objectives and purpose of the study very honestly and clearly to avoid deception or misunderstanding about the nature of the study (Creswell, 2013).
7. Prior to conducting the interviews, I transcribed and forwarded the interviews to participants for member checks (Appendix 10).

4.10 Challenges and Limitations

One of the challenges I faced while conducting this research study was my role as being one of the teachers who are involved in the change and at the same time the researcher. Being one of the teachers at the same department where the change took place, I had to follow certain measures to ensure my study is credible by minimizing my biases. Also, to have effective focus groups, I needed to have a clear agenda, be skillful enough to prompt teachers to speak freely and reflectively (Gibbs, 2012, cited in Cohen et al., 2018). This was challenging because sometimes teachers diverted and started talking about other problems they were facing at work, and I had to bring them back to the focus of the conversation. Some issues were related to the more opinionated members in the groups who dominated the discussion, which led me to prompt the more silent participants to contribute to the conversation.

Having interviews as my main data collection method might have somehow been one of the limitations of this study since some interviewees may have provided modified information because they felt they were being tested and needed to prepare themselves for questions on the new approach. Similarly, focus groups participants were not at the same level of articulation, and thus some members might have been dominated by others' opinions, which might have affected the reliability of the results. However, to overcome both problems I conducted an anonymized questionnaire prior to the interviews, and thus could verify and triangulate the interview and focus groups data.

Secondly, as the current study was conducted in one specific context on a small number of participants, it would not be easy to link the findings to other teachers who have experienced the same kind of reform in their programmes. However, the study can be helpful since its findings can be transferable because the curriculum change has been implemented throughout the country following the main principles under the RAND cooperation.

4.11 Summary

In this chapter, I have provided a detailed account of the methodology of the study including the research questions of the study, the rationale for adopting the case study research paradigm, the research design, and the different methods used for data collection. It also provided a comprehensive description of the procedures for conducting the study, and analyzing the data, the criteria to ensure the quality of the research and challenges and limitations of the study. Chapter Five will present the findings of the study in detail and discussion of these findings in relation to the research questions.

CHAPTER FIVE

FINDINGS AND DISCUSSION

5.1 Introduction

This chapter presents and discusses the findings of the study derived from the data sets and based on the major research questions. The research questions targeted the main constructs behind the research study: teacher's perceptions of curriculum change from PPP to TBLT; their attitudes towards the change; the implementation of TBLT in the classroom, and teachers' suggestions for effective curriculum transition. I will be presenting the findings in six main sections to provide answers for each of the research questions.

In presenting the results of this study, I try to maintain the exclusivity of each participant's view as well as providing collective interpretation when appropriate and within the accuracies of the context. The first section deals with perceptions of teachers toward curriculum change. The second section reveals teachers' ideas about their roles in the change. Section three presents the attitudes of teachers toward the change, while section four includes data analysis results that centres around the teachers and their perceptions of the curriculum leaders, decision-making policies and the effects they had on them. Section five reports how teachers dealt with professional support and the opportunities for professional growth the provided to them. It also shows relationships between attitudes and other variables in the study like decision-making policies and provision of training and PD for teachers during the change. The findings part of the chapter ends with a discussion of the problems teachers identified and their view of TBLT as a potentially beneficial learning tool if applied correctly.

By combining the quantitative and qualitative data in each section, I try to show that they both provide evidence for the findings suggested by each set of data sets. For example, quantitative findings which showed significant alignment between teachers' attitudes toward the change to TBLT and other variables like their perceptions of the new curriculum, their roles in the change, their perceptions of curriculum leaders and the provision of PD, supported the qualitative findings of the case. Frequencies from descriptive statistical data will be shown in the relevant sections to support and complement the interpretive data results.

Since this is an interpretive research study which combines different case studies into "an overall study that sets out common and singular features and properties of the cases" (Cohen et al, 2018: 662), materials from the case studies will be used selectively to "illustrate specific themes", while keeping the fidelity of the case in question (ibid). Participating teachers in the interviews (Int.) and focus groups (FG) will be referred to using pseudonyms. Each of the sections will provide a short introduction to the theme discussed starting with qualitative data supported with direct quotations from participants in interviews and focus groups. Quantitative data will then be presented as relevant to the themes.

5.2 Teachers' Perceptions of the Change from PPP to TBLT

This section addresses the first research question: **How do teachers perceive the change from PPP to task-based curriculum TBLT in the Foundation English Programme?**

I explored the participants' understandings and beliefs about curriculum change in general and TBLT in particular in order to help show in more details their perceptions about this particular change in their own context. Results of the interpretive data were compared to the questionnaire items relevant to the same constructs of the research questions for more evidence. Findings showed that most of the participants accepted change in general as a natural educational phenomenon, and thought that TBLT had potential for learner improvement. However, they did not consider the change to this form of TBLT successful for several reasons. The findings are organized according to three themes:

	Themes around teachers' perceptions
1	Teachers' understandings of curriculum change
2	Teachers' understandings of TBLT
3	Teachers' evaluation of the implementation of TBLT in this context

Table 4. Participants' perceptions of curriculum change from PPP to TBLT n=16

Teachers' perceptions of the change from interviews (Int.), focus groups (FG) and the questionnaire data sets are presented first, followed by a discussion in the last part of this section.

5.2.1 Teachers' Understandings of Curriculum Change

Sub theme	Example	No of teachers
Demanding, but necessary	Curriculum change always takes work. But in terms of the change versus not change if it's justified, it's fine.	7
Teacher involvement is key	… from the get-go, I think you've got to get everybody involved in dialogue about what you're changing.	14
Should follow best practices	Change management works best when there is a clear strategy in place and it's implemented well and within a reasonable time frame and communication is adequately supplied throughout the process.	12

Table 5. Sub-themes around teachers' understandings of curriculum change

When initially asked about the way they felt about curriculum change in general, most interviewees (10 out of 16) expressed an understanding of the complex nature of educational change due to what it entails, like changing materials, mindsets, methodologies, and objectives. The opinions of most participants were summed up by Sana, who stated, "Yes, change is difficult, but I think it's necessary" (Int.). Anna, too, realized that change is a demanding and lengthy process requiring effort and time, "It takes time to get the changes where you want them to be" (Int.). Change was thus accepted by most teachers as a natural phenomenon in a cultural context. Nonetheless, all participants identified certain criteria they believed change should include to become successful. The first principle was involving teachers in the process from the outset. Imad explained the importance of teachers being on board in times of change: "If I do not believe in the idea, it will show to my students" (FG 2). He was convinced, like many other participants, that a successful implementation of a new curriculum cannot take place without the teachers' participation. He ended his comment by saying: "Ultimately it's the singer not the song".

Another criterion derived from the data in the third subtheme for effective educational change is to follow best practices in its application to cater for all stakeholders. Sana was clear about how leaders should cater for stakeholders, "They, (curriculum leaders) should ideally …get together and discuss what's working, what's not working, how to do it, and sometimes just hearing other people" (Int.). Other teachers described how the change should be catering for

students. Eight of the participants expressed their willingness to accept new changes if it led to improving students' language competency. Khaled did not mind a change as long as it catered for his learners. He said, "Things should come from us, from students, from the base. Then we go up" (Int.).

5.2.2 Teachers' Understandings of TBLT

Sub theme	Example	No. of Teachers
Has a great potential	I think it's suitable for our students' needs.	8
Puts students at the centre	(TBLT)…focuses on the students and their ability to develop with guidance from teachers…	5
Uses authentic language communication	TBL needs to be as close to the authentic real world context as possible.	8
Requires students to be equipped for it	…students should do everything in class, but they have to be equipped…	4

Table 6. Sub-themes around teachers' understandings of TBLT

When expressing their understandings of TBLT, eight participants clarified that the goals of TBLT tasks are informed by students' needs. They explained that they could also see its potential for improving learners' communication skills. Nabila reported that her enthusiasm for using tasks in the classroom motivated her to volunteer to do professional development sessions on its application and later in piloting the course. She said, "So I thought that it would be good for our beginning students" (Int.). Her involvement in the pilot seemed very hopeful prompting her to advocate for the new approach to other faculty members, "I embraced it. I was very happy with the pilot. My students were very happy when we first started". Seven other interviewees shared the same feelings towards change to TBLT in the pilot stages in particular. Ivan was excited to teach TBLT because he had tried it in other contexts in the past and realized how helpful it could be for students, "I like TBLT because it does bring the best of the students…TBLT basically gives the opportunity to students to be responsible for their own learning" (Int.). Similarly, Sana welcomed the change and hoped the new approach would be more engaging for her students. She explained, "I felt that the change would be

good, because they would get that help through collaborative activities and through discussions....” (Int.). Participants saw TBLT as able to engage students since it theoretically should relate to students’ background and prepare them to use the language in situations that are close to real life. Their excitement for TBLT was due to its methodology, which they believed it to be less form-focused and grammar-based, nor test oriented, and, more importantly, not teacher-centred. In William’s own words:

> TBLT is that, it needs to be as close to the authentic real world context as possible. And it also is based on the idea of getting participants actively involved in their own learning process, and based on the idea that the more they can process inside their own heads, the better the language uptake will be. So being task-based… it's not just memorize this. It's work on project stuff (Int.).

However, despite acknowledging the potential TBLT may bring to their students, participants also voiced some doubts about its suitability for the context. Some of them, like William, expressed their and other teachers’ hesitation to apply TBLT in this context “…a lot of teachers were very hesitant about implementing it” (Int.). Others even mentioned noticing resistance from other teachers. Nabila said, “…a lot of teachers were resistant towards change” (Int.). Alice shared the same view about her concerns of applying TBLT in this context “…It really works when they (the students) cannot abuse their lingua franca” (FG 1).

5.2.3 Teachers’ evaluation of the implementation of TBLT

As will be shown in the themes below, findings captured several reasons why teachers believed the implementation of TBLT did not achieve its objectives. Some linked the failure to the confusion caused from the mismatch between teachers’ expectations and the actual application of the new curriculum. Others saw the unsuitability of TBLT to the context as a major problem. Mostly, teachers thought the implementation of TBLT was unsuccessful due to its inability to equip students with the required skills and the lack of teacher support.

Sub theme	Example	No. of Teacher
Mismatch between expectations and reality	The implementation was a different story altogether because you did not implement the approach by itself.	9
Not suitable for students' contexts	It is not good for the context because TBLT works with higher-level students because it's all production…. Teachers are used to lecturing and change of role is not convenient.	15
Not equipping students with skills	TBLT hurt them (students) to a certain extent. It hurt them in the long run because they didn't get to training that they needed.	12
Lack of teacher support (time, workload and clear guidelines)	…everyone was exhausted…teachers did not have enough time to adapt to the change…they expected you (policy-makers) to just go and do it.	16

Table 7. Sub-themes around teachers' evaluation of the implementation of TBLT

Findings from the different teachers' narratives of their experiences showed variations in the levels of teachers' feelings about the application of the tasks in their classrooms. The excitement teachers had about the new curriculum was, unfortunately, short-lived. The data shows that all of them changed the way they looked at the suitability of the new curriculum to their students. For example, the same participant who was very excited about applying her knowledge of TBLT in her classroom expressed her disappointment after trying it out with the students on a larger scale. Anna described what happened after a few weeks into the teaching of TBLT, "I started like reconsidering TBLT. Maybe, TBLT is not appropriate for our programme" (Int.). She attributed its failure to the discrepancy between what was promised and what actually took place, "…the implementation was a different story altogether because you did not implement the approach by itself" (Int.).

The second sub-theme concerns the competency level of the students. Five of the 16 participants mentioned that they had expressed concerns about employing tasks in lower-level courses from the initial implementation stages. They saw that beginner students' proficiency level might not help them carry out TBLT tasks since they may lack a certain level of language mastery. Mia's view was that, in TBLT "Students should be able to come up with

language on their own without proper instruction" (Int.), and their students did not possess these skills. Ivan, Sana, Khaled and William shared the same view and had concerns that the students might have not been equipped to do tasks with little intervention from their teachers. In addition to expressing their uncertainty of the suitability of TBLT to their context where students' level is low, teachers explained that the poor competency level of students made it difficult for both students and teachers to achieve this language focus successfully because this approach is more suitable for learners who already have substantial linguistic resources. Khaled, for example, expressed concern about the learners' readiness for using the tasks due to their low English language abilities: "They are beginners in the language and this approach needs the students to be of high level" (Int.). He stated that he struggled with accepting the new curriculum himself because his students were unprepared to engage in tasks at their low competency level, "I don't have a problem with task-based learning, but I didn't like it because of the level of students". Three out of the four participating teachers who were heavily involved in the pilot and felt more motivated to implement the new approach shared the same view. One of them, Zack, explained that the course was targeting the wrong level of students "That made no sense to me. We were teaching them the rules… It's a B1 plus" (Int.). In fact, this view was also shared by participants in the focus groups. Ali explained the difficulty in using tasks for low-level or mixed-ability groups: "Task-based learning in our class has backfired because half of the class is somehow paralyzed. They cannot cope. They just sit there… just seat warmers" (FG 1). Yaman, from the same group, went so far as to describe his mixed-ability classroom interaction as contributing to his low-level students' disengagement, "Some students are big-mouthed, they dominate the session while the others… are reluctant to participate or indifferent, or they don't understand what's going on". This has led to uneven classroom interaction where the teacher wanted all learners to be engaged, but ended up getting mainly higher-level students to contribute to the tasks. Rana described her frustration with what sometimes happened in her classroom, "You want feedback.... Always the same people would communicate because the others lack the language" (FG 1).

Another recurrent sub-theme in the data was the participants' idea that mindsets take time to change, and may affect the implementation of a new approach negatively. Many of them attributed the failure of TBLT to the difficulties teachers faced when changing their roles in the classroom and students' taking time to accept it. Many participants stated that they found it

difficult to change to TBLT because it conflicts with learners' perceptions of the teachers as the provider of the target language and the course as a means to academic success. Ivan, who had a successful experience with TBLT 19 years ago, reflected on the fact that the context of curriculum change plays a major factor in its success. He expressed his fear that TBLT in this programme might have failed because his students have been used to the traditional way of teaching so were not easy to remold and convince. Teachers were faced with students' unfamiliarity with the changed roles of teachers in language interaction when applying tasks in the classroom. Zack, for example, expressed a strong view about the application of the new approach, "It failed miserably" (Int.). He linked this to the inconsistency of the perceptions students had of their teachers as the centre of learning and the teachers as facilitator in TBLT. In this context, students come from a mindset more familiar with rote learning which is difficult to remold by teachers. He attributed the failure to students' background where "language teaching when they (students) spent their last 12, 13, or 14 years of language education in content-based…so task-based instruction in this region was tough" (Int.). Other teachers agreed that after a few weeks of implementing TBLT in class, challenges started to formulate. Sana was disappointed with TBLT, "We are back tracking to more rigid exam-based, outcomes-based teaching approach due to the fact that students have been found to be very resistant to the change" (Int.). Alice echoed the same view and attributed the failure of TBLT to the unsuitability of the approach to the context as well as the background of the students, "So as I said, it's a larger thing. It's the system, the cultural background context, then, students' expectations" (FG 1). In the end, teachers concluded that the change in methodology did not work; therefore, the implementation of the new curriculum was unsuccessful.

Another sub-theme related to why TBLT did not succeed in this context, according to all participants, was the lack of teacher support. Participants extensively discussed how the limited time, heavy workload and lack of clear guidelines obstructed teachers' work. They identified this as one of the major problems, which caused resistance to the change since it did not allow most teachers to digest what was happening and learn the right way to do it. They believed not having enough time to process or train themselves on the new methodology led some teachers to feel exhausted, constrained and less creative. Sana reported sharing the same feelings as her students to resort to old, more familiar PPP methods. Her confusion

sometimes showed when she lacked the knowledge of how to apply tasks in her class, “Okay, if I'm going to stop using all that, then how am I going to do it in just the tasks; the two pages that I'm given that this is pre-task, post-task…, how are they going to learn this?” (Int.). She said that although she worked hard on educating herself about the new approach, she, nonetheless, could not easily cope because of the workload and pace of the change. She found that she needed “professional development and support that would have helped more but there wasn't any time… Everyone was exhausted”. William echoed the same concern about not being prepared due to time constraints, “It's not like we could magically use a time machine and take an extra month” (Int.). His feelings of frustration were apparent in his words talking about the pace of the change, “It was too much; too many things to do too many assessments”. Nabila had the same reaction to the continuous and ad hoc nature of the change process, “We needed more time. The change is very rapid….” (Int.) They also noted that the way they felt about the implementation at this fast pace consequently impacted their and their students’ performance. Mia saw that the exhaustion she felt transferred to her students, “I was working so much but to get negative results which was really stressful and disappointing, and they (students) felt exhausted and unhappy” (Int.). She found this to be her biggest challenge because she felt she failed her students by not giving them the chance to prosper and improve in the course, “they worked so hard, but it was so hard for me, too. To teach them with this fast-pace and because they didn't have a book…a guide that they can refer to”.

The interview and focus group findings reported above showing teachers’ views on the implementation of TBLT in this context were supported by findings from the quantitative data. Table 8 below shows the views of 32 faculty members who taught the same courses.

	Statement	Strongly Agree or Agree		Unsure		Strongly Disagree or Disagree	
		No.	%	No.	%	No.	%
1.	Curriculum changes from PPP (Presentation, Practice, Production) to TBLT (Task-based Learning) in the ENGL110&111 courses met students' needs.	18	56%	2	6%	12	37%
2.	The learning experiences in the TBLT curriculum helped improve students' English communication skills.	12	37%	2	6%	18	56%
3.	I found the change to TBLT curriculum ineffective.	13	46%	3	9%	15	40%
4.	The change to TBLT helped my classroom interaction with the students.	9	28%	3	9%	20	62%
5.	The change to TBLT affected my classroom interaction negatively.	22	71%	3	9%	6	18%

Table 8. Teachers' responses to questionnaire items related to perceptions of the change n=32

Responses to item 1 show that a considerable number of teachers believe that the change from PPP to a more communicative approach like TBLT met students' needs. However, for items 2 and 4, which are concerned with the suitability of TBLT to their students' language skills and its ability to help them with classroom interaction, 65% of the responses (37 % and 28 % respectively) show that teachers do not agree that this was the case. Similarly, when asked whether they thought TBLT was ineffective or if it affected classroom interaction negatively, a high percentage of teachers (46% and 71%) agreed or strongly agreed, which adds more evidence to the idea that teachers saw little benefits gained from applying TBLT in their classes.

It is noticeable, however, that although a considerable percentage of the teachers saw the positive effects of implementing TBLT in the classroom (items 2: 56%, 4: 62% & 5: 18%), most of them did not believe it was fulfilling students' needs (item 1: 37%). This may be attributed to the concern most teachers expressed about TBLT not preparing their students for the higher-level courses.

When comparing this to the qualitative data, similar views were noted as most interviewees (75%) expressed the view that replacing the traditional PPP (Presentation, Practice,

Production) approach to teaching English by TBLT (Task-Based Language Teaching) in their classrooms have not been effective in improving students' communication skills.

5.2.4 Discussion of teachers' perceptions of the change to TBLT

Teachers' understandings of curriculum change is important for understanding their perceptions of the change they experienced. The ideas participants expressed in section 5.2.1 regarding the complex, ongoing and unpredictable nature of curriculum change aligns with Markee's definition (1997) of educational change. Marris (1975, cited in Fullan, 1982) warns of the negative effects change may bring due to its unpredictable nature. Participants in this study were cognizant of both points. The findings of this study show that most teachers, although not opposed to change, were either apprehensive or doubtful of its impact for several reasons. Marris' note about the importance of recognizing change as inevitable, applies to the participants' experience in this study.

Furthermore, findings from the interpretive data showed that teachers realized that change comes with an agenda behind it, and that sometimes it may negatively affect the stakeholder. They stressed the importance of involving all stakeholders, mainly students and teachers, in the implementation of a new curriculum. Teachers' interpretations are aligned with the policy the Qatari government has adopted for its educational reform. According to the Qatar National Development Strategy report (2011), the Qatari government recognizes the reliance in the country on its graduates who "will acquire the education needed for a successful private and occupational life in the 21st century, including knowledge of …English language" (p.28). It clarifies that, for achieving its aims, this encourages "The participation of stakeholders and target groups in project design and implementation" as a way to "raise awareness, increase trust and ownership, lead to better project design, reduce risks and heighten the chances of beneficial results" (p. 28).

The report, however, highlights the fact that "The concurrent implementation of curriculum standards that need to be detailed by teachers, a student-centred teaching approach and the use of English as the instructional language may be burdening teachers with so many new responsibilities that classroom learning has suffered" (p.132). Finally, the report concludes by

stating that a successful implementation of educational reform is unlikely to happen if teachers and administrators felt overwhelmed, did not understand or support the curriculum standards, or were dissatisfied with the curriculum content and teaching materials. It acknowledges the role of the teacher in achieving a fruitful educational change. The findings are also consistent with Romanowski, and Amatullah's (2014) findings that call for critically examining standards and new curricula to check its suitability for the context by way of involving its main stakeholders, the teachers, in evaluating its effectiveness (sections 3.1.5 and 3.1.6). These findings are similar to what all participants in this study have noted about the importance of involving teachers in the change process from the initial stages. This point is so vital that researchers like Fullan and Scott (2009) build their framework for transformational leaders around it. Hargreaves (1994), also, stresses the significance of looking into teachers' experience to understand why and when they embrace or resist the change. Thus, teachers' perceptions of the change in this study constitute a main step for fully grasping the effectiveness of the implementation of TBLT in this context.

When it came to evaluating the change from PPP to TBLT, which is under investigation in this study, teachers expressed varying views regarding their initial understandings of TBLT. Most of them expressed their willingness to try it as it focuses on the learners' communicative abilities through communicative tasks that stimulate learners' real-life language use (Ellis, 2003). Some also went further to express their eagerness to change role and become facilitators instead of being at the centre of the learning process. Teachers in this study, nonetheless, were conscious of the fact that for TBLT to succeed, students needed to have certain competency to initiate and complete tasks with less teacher interference. One teacher was very clear when she described what, in her opinion, would happen to students when TBLT is implemented, "Let's not implement this because people in the low levels…need a lot of hand-holding and just to get the…background knowledge…enough language skills to be able to function in an environment like this" (FG 1). This point is noted in the literature about TBLT. Despite its popularity, research has shown that there has not been sufficient empirical research to prove TBLT successful implementation in classroom practice in EFL contexts Carless (2004). Thus, Carless calls for the need to learn how teachers understand or perceive TBLT and how they are carrying it out in classrooms before analyzing its success.

In this study, when teachers were asked to evaluate the implementation of TBLT in their classrooms, there was an overwhelming agreement on its failure to equip students with the required skills. What I found very interesting was that most of the teachers based their views about the new curriculum on how much they felt it benefited their students, which shows how sensitive teachers are to students' needs. Teachers in this context were supposed to follow a prearranged structure they have little or no control over. However, they evaluated the effectiveness of implementing the materials in relation to the students and their needs. The degree teachers are affected by the needs of their students is shown in the findings and goes in line with Guskey's (2002) and Carless' (2004) views that teachers are primarily concerned with and are willing to change as a result of change in students' learning outcomes. Carless explains that in times of change, a major part of the shift in teaching methodology depends on the students, "methodological reform at the classroom level is being driven by the students (p. 57). This remains true when the change to TBLT takes place (Carless 2004, 2009; Nunan, 2004). Similarly, Breen (cited in Nunan, 2004) conducted research to investigate the effects students' have on teachers' views and found that learners' perceptions will have a more prominent role than teachers' expectations of learning outcomes in classroom interaction (p. 15). The way teachers in this context see the application of TBLT also concurs with the literature, which showed that TBLT is hard to implement successfully in EFL contexts where students have little mastery of the language and few opportunities to use the language communicatively outside the classroom (Carless, 2007; Nunan, 2004; Ellis, 2013). In a study on applying TBLT in beginner learners' classrooms in Hong Kong, Carless (2004) noted that where learners lack competency in English, interaction is interrupted and learners resort to their mother tongue (MT). He concludes, "If English language structures are not pre taught, then beginning learners will probably not have sufficient English language to use during tasks and may have no alternative other than to complete the task using MT (p. 658)".

Findings also indicated that changing mindsets of students was not the only challenge teachers faced. A clear sub-theme found also focused on the difficulty some participants had in adopting the new methodology of distancing themselves from classroom interaction during the pre-task stage, or what some of them referred to as their old methodology or mindset. This finding from the study is supported by Fullan, (2007). He sees that changing mindsets and familiar methodologies is not only challenging for students during curriculum change as

teachers have been found to resist change for the same reasons. This is to say that if teachers' evaluation of the new curriculum did not match their expectations and beliefs about teaching, they will end up resisting it. Shehadeh (2014) explains that this is what happens when teachers do not see legitimacy in the new curriculum resulting in resistance to change.

5.3 Teachers' Perceptions of their Roles in the Change

This section attempts to answer the second major research question: **How do teachers perceive their roles in the change?**

This section presents the themes and sub-themes related to teachers' perceptions of their roles in the change as generated from the interviews and focus groups and integrated with the questionnaire data.

Item	Themes around the role of the teacher in curriculum change
1	The role of a facilitator
2	The teachers' roles in adapting the curriculum in the classroom
3	Teachers' roles as tools of implementing pre-determined plans

Table 9. Themes around teachers' perceptions about their role in curriculum change

Teachers, according to findings, viewed themselves as playing different roles. Firstly, they stated that their understandings of TBLT required them to become facilitators of learning who guide rather than instruct learners. Secondly, they discussed their role in adapting the materials of the new curriculum to fit their and their students' needs. When it came to their roles in TBLT implementation, they mostly saw themselves as tools of implementing curriculum leaders' preset plans.

5.3.1 The change in the teacher's role to a facilitator

Sub theme	Example	No. of Teachers
A hindrance to teaching	I didn't like it at the beginning that …you wait for students to give them time, and then you wait. You go around and you check everything but again…	6
Teachers need training	… you attend workshops and get professional development accordingly to equip you for the challenge that you have to face in class.	10

Table 10. Sub-themes around the change in the teacher's role to a facilitator

When asked about their perceptions of TBLT, participants explained that it meant a change of focus from teachers to students as the centre of classroom interaction. Participants were told by curriculum leads that the TBLT model adopted for this context considers the teacher as the facilitator who provides guidance with minimum interference as discussed in section 3.3. They were thus asked to minimize their input especially in the pre-task and task stages of the lesson. However, although participants understood the importance of changing roles while implementing tasks, many regarded it a hindrance to teaching. Khaled expressed his dislike, "Most of us used to lecture and you know, when I started this I said, what is my role?" (Int.). Anna reported that about her colleagues, "I sensed a lot of trepidation from teachers who were new to this approach in those PD sessions because they seemed uncomfortable with the lack of control over language that comes out of students…" (Int.). Another reason why teachers regarded changing their roles to facilitators a hindrance linked to students' expectations and mindsets (section 5.2.3). Ali's concern beyond implementing TBLT in a context with students, who expected teachers to be the focus and provider of knowledge, is fossilization. He said, "…if the student is not very well prepared or it wasn't time for him or her (the teacher) to give them feedback, the students are left to their own past language…not the right language…this leads to fossilization" (FG 1). Alice who could not assess the value of not interfering and providing feedback to students during tasks, concurred, "I did not understand why the teacher would interfere only at the end of the post task and give feedback, feedback is instant… immediate feedback is vitally essential" (FG 1).

Another sub-theme relating to how teachers viewed their roles as facilitators was the connection they made between the change in roles and the need for training. Ten participants explained that they were not sure how to intervene less in the learning process and encourage students to initiate learning. Sana mentioned that she realized teachers had to equip themselves for teaching TBLT by reading about it and attending workshops. Others stated that they were either hesitant or not ready to implement the tasks because their roles was not clear as defined in TBLT. Anna described the state she observed, "…people who weren't knowledgeable about this type of teaching approach, of pedagogy, and who didn't have the motivation to learn, felt out of their comfort zone" (Int.). William described his lack of confidence in his own learning while teaching tasks and how this created problems for him in class, "It affected the students because when we as teachers are not confident to be able to know what's going on next with the course and then be able to communicate that to students, then everybody's unsettled" (Int.). Adam agreed when he linked the shift in methodology to the failure of TBLT with his students, "…we are asked to implement a new method, which involves lots of knowledge, not lots of practice…. That's the ingredients of the failure of this change" (FG 2).

5.3.2 The teachers' roles in adapting the curriculum in the classroom

Sub-theme	Example	No. of Teachers
Adapt to fit students' needs	… there are different personalities different needs…	8
Adapt to fit teachers' needs	I implemented TBL differently than a lot of people… I didn't like the idea of me having to print out all of those packets.	6
Adapt to fit the cultural context	I have adapted to the cultural change. I'm comfortable now. Initially I wasn't, but now I know how to teach them.	9

Table 11. Sub-themes around teachers' roles in adapting the curriculum in the classroom

More themes derived from the interviews showed another role teachers adopted during the change. They clarified that because of the limited or lack of understanding of what their roles exactly was, they felt they had to make their own modifications to the curriculum in accordance with their students' needs, their teaching methodology or their perceptions of the task itself. "We have to look at our particular clients that are the students" Ivan stated (Int.). He described the general perception of teachers' job in classrooms during the implementation stage: "I

believe that's the job of a teacher to adapt. We cannot just copy and paste things" (Int.).Such comments were frequently shared by participants. They mostly felt they had to make some minor or major changes in the TBLT after realizing it did not suit students' mindset. William explained how students sometimes resorted to old methods, "some students have really said teacher: we just want to write stuff" (Int.). Nabila told a similar story about how she had to modify tasks to exercises so her students could relate TBLT to their old methods in learning the language, "If you're…really concerned that students would know how to use it, or you had to beat around the bush and try to do it indirectly. You don't mention that this is reported speech" (Int.). Other teachers who believed students needed to pass the course successfully adapted materials to help them achieve that. For example, Ali expressed his worry about students not achieving the learning outcomes due to language incompetency, "I mean look at language and grammar …my class is at stake….I had to remedy the situation by introducing a lot of language myself bringing in so many exercises" (FG 1).

One more reason why teachers felt the need to adapt some elements in the curriculum was to fulfill their own needs according to the second subtheme. William explained that he adapted the tasks in a way to fit his own methodology: "I implemented TBL differently than a lot of people" (Int.). His approach was more technology-based because TBLT didn't require using a book, "I didn't honestly have the confidence that the students would bring tasks to class everyday. I didn't want to have the responsibility of me carrying around all of their packets myself… I wouldn't necessarily have looked for that solution had I been teaching a standard class book base course" he said. Sana explained why she felt the need to adapt, "I am not as comfortable using the technology the students are, so the curriculum needs to change" (Int.). Alice admitted that she changed her role because she felt she was not convinced TBLT was working, "because I felt there was something wrong. I had to interfere to correct the student give them the right expression given the right language" (Int.).

Subtheme 3 shows one more reason other teachers, like Ivan, felt the need to change tasks. He, for example, felt he had to change due to the cultural inappropriateness of the tasks "I have to admit, I did modify some of the tasks simply because I felt that they were culturally inappropriate" (Int.). Some tasks which other teachers deemed unsuitable for this specific context created a challenge. For example, ideas which are acceptable in a Western culture

like people going to a pub, consuming alcohol, or having extra-marital relations would be taboo or culturally inappropriate in the context of Qatar. Alice did the same whenever she felt the task did not suit the students culturally, “So yeah, I mean actually I did not honestly do that 100% because I felt there was something wrong with it” (Int.). Sana discussed how she was not comfortable teaching the tasks until she made modifications to fit the students’ cultural background: “I have adapted to the cultural change. I'm comfortable now. Initially I wasn't, but now I know how to teach them. How I can approach and how they feel comfortable in learning and how learning can take place” (Int.).

5.3.3. Teachers’ roles in implementing the change

Sub theme	Example	No. of Teachers
Technical agents	…I remember the impact of that change on teacher was just horrible it made people keep quiet and not voice really what you believe is appropriate and that must have affected the performance in class.	8
the teacher as a the face of the programme	We're front lines. We do what we're told.	7

Table 12. Sub-themes around teachers’ roles as tools in implementing the change

In response to the question about how they considered their roles in the change process, findings also indicated that many teachers considered themselves as instruments for the implementation rather than partners in it. They remarked that their lack of confidence in what they were doing in the classroom, in addition to the limited involvement and responsibility they in general had in deciding about TBLT, they were going into the classroom with little knowledge about the tasks. This in turn intensified their feeling of powerlessness and reduced their roles to agents who are supposed to carry out pre-determined plans. For example, Tarek’s view was shared by five more participants when discussing how the management reduced teachers’ roles to technical agents responsible for the execution of TBLT. He commented, “…we had the university imposing on us some rules “that we have to respect and have to” (FG 1). Mia expressed her frustration with her being treated as an instrument for implementing the changes without appreciating the rationale clearly, “I mean, I don't mind working, but you have to give me a reason why… not just let’s try something new” (Int.). Adam

stated his unease for feeling under prepared for teaching tasks, “I felt I had to learn more about it. Yeah, I felt they had to experiment with it and find my own way of doing it”. He added, “So the assumption is that the teacher is qualified as material writer… but that's not my specialty, I’m not good at that. Okay, which is not a good teacher” (FG 1).

The other sub-theme generated about teachers’ roles in implementing TBLT was the teachers’ feeling they were on the front line to advocate the new curriculum while not being convinced themselves. Anna said “…part of me also felt like I had to be the salesperson to get people on board with it… and it was sincere”. Anna admitted that she also faced difficulties following unclear directions from management, “…you're the face of the programme in the classroom. So you have to maintain the professional demeanor and the Integrity of decision-making even if you don't really believe in it…and that's hard” (Int.). Similarly, Mia felt the need to sell the idea to her students despite her not being totally convinced, “I try to motivate them and they say this is important for you” (Int.). Similarly, Adam realized the importance of him believing in the change before selling it to her students “…so I tried to convince myself try to sell” (FG 2).

By comparing these themes in the sections above to the quantitative data obtained from 32 other participants (Table 13 below), we start to see that some data cross-reference.

	Statement	Strongly Agree or Agree		Undetermined		Strongly Disagree or Disagree	
6.	I had a key role in implementing the new TBLT curriculum.	18	56%	3	9%	10	31%
7.	I was aware of my role in the curriculum change.	9	28%	1	3%	21	65%
8.	I was given enough autonomy in deciding curricular changes to TBLT.	23	71%	6	18%	3	9%
9.	I was actively involved in the curriculum change process.	16	50%	5	15%	11	34%
10.	The more involved I was in developing curriculum materials, the more motivated I felt to teach TBLT courses.	9	28%	8	25%	15	46%

Table 13. Responses to questionnaire items on statements about the Role of Teachers in the change n=32

For instance, while a good number of teachers (65%) agreed or strongly agreed that they had a key role in the change, they also considered themselves free to adapt changes or actively

be involved in the implementation of TBLT (56% and 50% respectively). However, similar to the qualitative findings, few of them (28%) were cognizant of what their roles in the change was. Furthermore, 28% of respondents stated that their roles or involvement in developing materials for the new course did not motivate them to teach the course.

Nonetheless, some contradiction appears in teachers' responses to the questions asking about their awareness of the role they had in the curriculum change (item 7: 65%), and how much autonomy they felt they had in deciding the curricular changes (item 8: 9%). This might be due to a problem with the clarity in posing the question itself, or a confusion some teachers might had regarding autonomy in changing tasks in the classroom versus decision-making.

5.3.4 Discussion of teachers' perceptions of their roles in the change

In section 3.4.4 of this study, Nunan's (2004) definition of teachers' roles as the part they are expected to play "in carrying out learning tasks as well as the social and interpersonal relationships between the participants" (p. 64) was adopted.

When discussing the teachers' perceptions of their roles in light of the previous definition, we notice that the findings are aligned with research on teachers' roles in the change in general and change to TBLT in particular. This is to say that teachers' perceptions are related to the way they looked at the new approach and, consequently, their perceptions of their roles in the classroom (Littlewood, 2004 in Carless 2009; Willis 1996). According to the findings, many teachers considered changing their roles to facilitators in classroom interaction as counter-productive. Although it was accepted by teachers in the context of this study that change is normally hard because it includes reshaping mindsets as well in addition to imparting knowledge as mentioned in section 2.3.1, this realization did not stop these problems from occurring during the change to TBLT in the English Programme. Willis (1996) admits that curriculum change to TBLT constitutes a challenge for several reasons; one of which is that teachers find it difficult to make that shift in classroom activities especially where they and their students have been used to traditional methods. Willis adds, "The hardest thing for the teacher to do is to stop teaching during the task stage and just monitor" (p.227).

Willis also (1996) points out the other challenge teachers face in implementing TBLT in their classes which is applying the tasks properly with little or no training. Lack of knowledge and hands-on training on how to make the shift and how to organize tasks cause teachers to feel insecure, and would lead to them adapting the new approach to fit their and their students' needs. Not being equipped leads to teachers' feeling of insecurity in their own teaching. Teachers need training to acquire the cognitive levels of knowledge and deeper realization of new concepts and an improvement in the performance of their students (Wedell, 2009). As discussed in section 3.2, this helps them to see the relevance and that they have ownership in the process.

The second theme teachers discussed is their roles in adapting the curriculum and reasons behind it. In section 3.2.5, I referred to the limited amount of literature dedicated to educate leaders on how to adapt newly adopted curricula to the context of the teachers (Bell & Bush, 2002; Troudi, 2010). I also mentioned in 2.2.2, that the reform in Qatar relied on importing ready-made knowledge that is highly disconnected from the local realities of what teachers and students are practicing (Bashshur 2010; Troudi, 2010). In such contexts, teachers usually make modifications to materials prescribed by a certain policy due to various factors like their students' needs, their own teaching methodology, or the new context they find themselves in. However, when this happens, it causes a gap between what curriculum leaders and developers intend for students to learn and what actually happens in lessons (Ball & Cohen, 1996). Thus, developers' designs become "ingredients", not "determinants" of-the actual curriculum. Similarly in this study, teachers found themselves more comfortable changing the tasks to fit their students' needs rather than borrowing ready- made answers from different contexts to ensure the relevance to their students the effectiveness of tasks. The idea of teachers adapting materials and using their own discretion when teaching their textbooks according to their varying views of what to teach especially in mandated curricular change is not uncommon (Ball & Cohen 1996; Schwille, et al. 1983 cited in Kauffman 2002; Brown & Adelson, 2003; Higham, 2003).

According to Hui (2004), unless teachers are clear about the reasons behind educational change, it would be difficult to get them involved in it effectively. Other researchers express similar views and link the successful implementation of a new curriculum to how clear teachers

are about the reason to change. They, thus, call for leaders to effectively try to get teachers to believe in the process of change to ensure its effectiveness (Lamie, 2005; Fullan & Scott 2009).

The findings have also shown relevance to other findings in the literature. In section 3.1.6, I also refer to Battistich et al. (1996, cited in Guhn, 2009), who state that teachers sense of ownership of the implementation and effective involvement in decision-making are key for accomplishing the change. Equally important is their being confident about their teaching competences. The success of change, even mandated change, is significantly related to teacher perceptions of teaching, and to how well informed and competent they are to introduce change and what support they get in this process.

Unfortunately, despite recognizing the importance of the role teachers play in the change process, studies looking into what their perceptions of their roles and it is influenced by the change in Qatar were very limited (section 3.1.5). Very few reports and studies explore the impact of the reform on teachers and other stakeholders. With little reported on the change from the perspective of the teachers, it seems that they are unfortunately regarded as implementers of the reform plans rather than key players, or as mere technicians instead of the agents responsible for successfully implementing a new curriculum (Jessop & Penny, 1998). Some of the studies done were mostly in attitudinal quantatiave studies that did not focus on exploring teachers' views and experiences in depth (Karkouti, 2016; Koc & Fadlemula, 2016; Moini et al, 2009). International research on the role of the teacher during change to TBLT in EFL higher education contexts is also limited. TBLT research in EFL contexts conducted in Korea and Greece respectively found that when implemented in a foreign context, cultural differences have affected the degree of success TBLT may have (Loumpourdi, 2005; Jeon & Hahn, 2005). This implies that unless teachers who are responsible for controlling and facilitating the performance of the task are sold on the approach itself, tasks by themselves do not guarantee the successful transition in curriculum to TBLT.

5.4 Teachers' Attitudes toward the Change

Item	Theme around teachers' attitudes
1	TBLT between teachers' expectations and actual implementation
2	Factors affecting teachers' attitudes towards the change

Table 14. Themes around teachers' attitudes toward the change n=16

This section tries to answer the third major research question: **What are the teachers' attitudes towards the change?**

To understand teachers' attitudes toward the change to TBLT, this study explored the different variables that had an effect on teachers' attitudes throughout the change. Analysis showed that teachers mostly resisted the change to TBLT because it did not match their expectations of the approach, or that they mostly were not convinced of the rationale behind it. Findings revealed a close link between teachers' perceptions of the change and their attitudes towards it.

5.4.1 TBLT between teachers' expectations and actual implementation

Sub-theme	Example	No. of Teachers
Mismatch between expectations and reality	Sometimes you would think that it's TBLT, but in reality it's not it's a different approach, or it's like a mixture of approaches a jigsaw of approaches. ..So it was like a hodgepodge of different approaches and it lost all the elements of TBLT	13
Not clear about rationale	I mean, I don't mind working, but you have to give me a reason why…	7

Table 15. Sub-themes around teachers' expectations and actual implementation

Findings showed that teachers manifested an array of feelings that ranged from excitement and happiness to frustration and resentment during the implementation of TBLT for their courses. Four teachers explained that initial excitement about TBLT changed once they noticed the mismatch between their idea of TBLT and the tasks designed for their courses. Those teachers had explained their heavy involvement in the course because they were part

of the pilot stage. Nabila described how her heavy involvement affected her view of the new approach, “I went to the TBLT conference. I attended a lot of sessions… I thought that I had ownership…it was my own project. I was involved from the beginning” (Int.). She continued to describe her disappointment at a later stage, “It was good as a start, but when you implement it on a bigger large scale…you're talking about thousands of people and we're talking about tens of faculty members”. She, ultimately, felt burned out, “I had enough because of all of these changes” (Int.). Zack, who also was part of the pilot team and heavily involved said, “I just didn't feel that it was task based instruction past that point” (Int.) Another participant who was part of the pilot commented on the big difference between the pilot and large-scale implementation, “…we followed the baby steps. We started by meetings…very long workshops… we saw it as our project… so we were so committed to it”. However, he noted that less involved teachers could not feel the same way. On the contrary, many faculty were unwelcoming, which shocked him for a while, “…but others they were not into the idea… you're torturing us” (FG 1). Anna, too, was part of the pilot team. Contrary to her expectations, she noticed other teachers’ resistance to the change, “They were resistant to it. I think a lot of teachers prefer more structure than TBLT provides” (Int.). Her involvement in mentoring other faculty members was a huge motivation for her at the beginning. Unfortunately, this affected her negatively, “Being discouraged decreased my motivation to take on any other big projects or to really put a lot of time and investment into things” (Int.).

Mia, on the other hand, and other teachers like Khalid had little involvement in the implementation and their expectations and disappointment were lower than the others. Nonetheless, they both expressed their unhappiness and started to look at TBLT negatively after realizing the inconsistency between their perceptions of task-based was and reality. Mia said, “It was Task-based fusion, and then grammar and vocabulary were added and they (curriculum leads) thought that was good, but, I think it's not task-based” (Int.). Khaled reported his experience with TBLT, “I felt happy, you know, the situation's different from…using the content based approach”. He continued to describe what happened after his hopes did not materialize, “I taught it for seven semesters and tried it with many students and with different levels. I felt that it was not suitable...” (Int.)

Another sub-theme related to teachers' attitudes was their dissatisfaction with their failure to understand the meaning behind implementing it in their courses. Tarek commented, "This TBL was too vague. After two years, almost 90 percent of the teachers here were against it, and this is official" (FG 1). Nabila remembered how she could not understand how the change happened despite her being heavily involved in the preparation,

> We did not understand that. So, what happened was like suddenly they hired a consultant and the consultant came from (name of another university) and she wanted like she was helping us with the change. Then, I understood that they wanted to shift from PPP to TBL…this is how I witnessed the change (Int.).

Mia, too, could not see the rationale behind the change in the first place and the continuous little changes that followed which added to her frustration, "…the first thing I wondered about… why the change?". She added that teachers needed clarity about the reasons behind the change, and that throwing decisions on teachers without enough explanation is counterproductive. Nina shared the same view and explained her lack of knowledge of the reason why it was adopted by management, "It doesn't serve the purpose. So it's not clear" (FG 2). Anna admitted not being clear about the rationale behind the change although she was part of the pilot team, "I don't know that was ever explicitly stated this is what we want and this is why we're doing it" (Int.). Nabila, too, speculated but was not sure, "The whole idea was a little bit vague because the director of the programme came up with this idea" (Int.).

5.4.2 Factors affecting teachers' attitudes towards the change

Sub-theme	Example	No. of Teachers
Failed to achieve objectives	I got frustrated, disappointed, confused, exhausted, and unhappy because I felt like I was promoting ignorance.	12
No teacher support	So we're resistant to it (TBLT) because we're all so busy.	12
Teachers' old mindset	…when someone has been teaching certain methods for over 20 years, 15 years…are asked to implement a new method, which involves lots of knowledge, not lots of practice... That's… the ingredients of the failure of this change	6
Having no voice in the process	You don't have a voice that's it. Just go and implement it.	10

Table 16. Sub-themes around factors affecting teachers' attitudes towards change

When analyzing interviews data further to see factors affecting the teachers' attitude, I could identify various sub-themes. Analysis also showed similarities between perceptions and teachers' attitudes towards adopting TBLT for this context. Similar to results in section 5.2.3, for example, participants who had a perception of TBLT as not being suitable for the context, expressed their negative attitudes towards TBLT which they related to its failure to achieve its objectives in equipping students with the required skills. Adam was specific about his attitude, "It has impacted me negatively because you know at the end students were not learning a lot" (FG 2). Mia expressed her negative views, "I got frustrated, disappointed, confused, exhausted and unhappy because I felt like I was promoting ignorance and entitlement amongst our students" (Int.). Khaled also had negative response to TBLT, "students ended the semesters without gaining much knowledge" (Int.). Nabila saw that her students were not served by TBLT because of "students coming from TBLT courses were not prepared enough for (higher) courses because these were taught in a different way" (Int.). Nina noticed teachers' concern about TBLT not achieving objectives as well, "It is true that a few of the more experienced teachers were against it…they said, how about the receptive skills?" (FG 2).

Another reason that added to teachers' negative feelings towards TBLT was the lack of support they felt was essential to help them navigate the change successfully. Section 5.2.3 discusses how teachers view the importance of being supported during curriculum change. In this section participants clarify that the pressures they felt due to the increased workload and rapid pace of the change left them feeling unsupported. This has added to their feeling of isolation, leading them to negatively consider the change. For example, many stated that they felt unsupported by the management because of the increased workload. Mia said, "I was working so much but to get negative results which was really stressful and disappointing, and we felt exhausted and unhappy" (Int.). Tarek described some unpleasant memories of teachers needing more time to finish tasks, "teachers were so busy, you know, like the amount of hours that you are teaching" (FG 1). Similarly, many participants could not feel supported because they were supposed to complete tasks and assessments at a fast pace. Nabila remarked, "We needed more time. The change is very rapid" (Int.). Anna linked teachers' attitudes to the time constraints, "They were resistant to it. Resistance yeah, and also the short time frame because people need time to adapt and adjust" (Int.). Other teachers saw that teachers could be supported if provided by suitable materials that did not require a lot of preparation. Adam echoed the same views when he described his anxiety for being "thrown" into teaching the new curriculum without clear guidelines, "Personally, I had 20 years' experience teaching English when I heard about TBLT. I attended workshops because I felt a little bit intimidated. The question is how am I going to do it? I felt that I did not get enough training before being thrown into that" (FG 2). Alice noted that some teachers disliked TBLT because it was demanding, "This was not to the liking of our teachers is that if this requires a lot of preparation on the part of this teacher" (FG 1). Lack of support also triggered teachers' feeling of insecurity in what they do. Imad described the experience of other teachers in the same situation "So it (curriculum change) was driven by senior managers. I mean some teachers in the beginning showed a bit of resistance. But when they saw that their voice will not be heard, they just took a yield to that pressure and everybody showed acceptance of this change" (FG 2).

Section 5.3.3 referred to teachers' not having a role in decision-making process of the change in details.

Findings also indicated that asking teachers to make a shift in their pedagogic beliefs was another factor affecting their attitudes. Teachers in this study were more familiar with the old approach and felt safer conducting their classes the traditional way. In section 5.3.1, I discuss teachers' position of changing roles to facilitators and its relation to teachers and students' perceptions of curriculum change and show that teachers' beliefs of how learning should take place can also affect their attitudes towards implementing the change.

Section 5.3.3 discussed how teachers considered their roles as mere technical agents with little or no voice in decision-making and its impact on their perceptions of TBLT. These results indicate a relation between teachers' perceptions of TBLT and their attitudes towards its implementation. Teachers were told by management that their roles were restricted to implementing the curriculum in class. This caused many teachers to feel disconnected from the change process as they felt that their voice or opinion did not count, which contradicted with their perceptions of teachers as key agents in the curriculum change. With this feeling of isolation, teachers were expressing more negative attitudes toward the change to TBLT.

So, while all participating teachers were positive about the idea of putting learners in the centre of the educational interaction (which is the main principle of TBLT), they, nonetheless, expressed negative attitudes towards changing to TBLT when their involvement was reduced to implementers of decision-makers' agendas. Anna explained, "I could see the negative because it's like you're pulling people along who don't want to be pulled" (Int.). Khaled explained that decision-makers would not even listen to teachers who expressed their concern about using TBLT in this context from the beginning. He also expressed his discontent with what happened, "I mean they forced us to use it, although most of us were not happy and they thought that it would not work" (Int.). Sana stated, "Just throwing it at us wasn't a good idea" (Int.).

Finally, comparing the themes derived from qualitative data seem in line with the questionnaire results in table 17 below.

	Statement	Strongly Agree or Agree		Undetermined		Strongly Disagree or Disagree	
		No.	%	No.	%	No.	%
11.	I resisted the change to TBLT in this context.	24	59%	2	6%	5	31%
12.	I welcomed the change to TBLT for ENGL110&111 students.	12	37%	5	15%	15	46%
13.	I felt some degree of ownership in the change to TBLT.	14	43%	7	21%	11	34%

Table 17. Responses to questionnaire items on statements about teachers' attitudes towards the change n= 32

Questionnaire results show that a big percentage of teachers (59%) resisted the change to TBLT in this context while 46% said that they did not welcome the change for their students (items 11 & 12). However, when asked how much they felt they had ownership in the process, a good number of respondents (43%) said they felt ownership or that they had a role in its implementation which may refer to the way they saw themselves adapting the tasks in class.

5.4.3. Discussion of teachers' attitudes toward the change to TBLT

The interpretive standpoint the current study adopts is important for exploring teachers' attitudes towards the change from the teachers' perspectives. Fullan reminds us that change is a complex process that needs to be understood clearly for better results. It is "The interface between individual and collective meaning and action in everyday situations is where change stands or falls" (Fullan, 2007: 9, cited in Burner, 2018). In this context, conflicts between teachers' perceptions of change and real implementation created confusion and increased teachers' resistance to the new approach.

For the purpose of this study, the definition of attitude is "a mindset or a tendency to act in a particular way due to both an individual's experience and temperament" (Pickens, 2005: 43). By referring to a person's attitude, we attempt to explain their behavior. According to Pickens, "Attitudes influence our decisions, guide our behavior, and impact what we selectively

remember" (ibid). Attitudes manifest themselves in how teachers act and how they choose to apply the change in the classroom. In section 3.1.6, I also discuss the importance of teachers' ability to understand the change. If it is unfamiliar to them, they may feel threatened, suspicious, frightened or dissatisfied and even show resistance (Pretorius, 1999, cited in Kasapoglu, 2010). Thus, the views participants showed indicate that these negative attitudes about TBLT are not necessarily there because teachers do not believe in the potential of TBLT to facilitate learning (many welcomed the change in the beginning). They might in fact be due to factors affecting the mismatch between their preconceived ideas about TBLT and real-life execution. Other factors may be related to the poor performance of the students, the teachers' feeling of insecurity due to lack of clarity on the part of curriculum leaders, the difficulty some of them encountered in changing methodologies, and not having a voice in or enough knowledge about the change process. Guskey (2002) clarifies that: "...evidence of improvement or positive change in the learning outcomes of students....may be a pre-requisite to, significant change in the attitudes and beliefs of most teachers" (284).

Findings indicated that in addition to confidence in the new approach, teachers required time and training to equip them for teaching and help them feel less overwhelmed and more assured about their teaching. Training and support for teachers at times of change was considered a major factor in the success of a new curriculum change according to participants, which goes in line with other research results (Fullan (1991; Fullan & Scott 2009; Wedell, 2009). Teachers need to take time to adjust and learn how to navigate the new curriculum, and training at this stage is crucial so they can understand and make sense of the change and its meaning for them (Fullan & Hargreaves, 1992). As the main agent in the change, educators required guidance and support to navigate the process without risking failure. The support participants in the study discussed took many forms such as allowing a margin of freedom for teachers to use their own discretion when implementing the new approach, showing confidence in their decision-making abilities, allowing things to progress in a timely manner, in addition to having clear instructions of the steps that teachers are aware of in advance.

Findings in this section also agree with the results from studies conducted by Loumpourdi and Shehadeh (2005, cited in Edwards & Willis, 2005) on changing mindsets of teachers during

curriculum change. These studies refer to teachers who are more familiar with the rule-governed context who seem reluctant to adopt TBLT as the basis for the syllabus altogether because they found it easier to teaching language with it than with TBLT. Skehan (1998) relates this to the teachers' feeling of accountability and job security, which can be major factors why teachers would resort to teaching more familiar and traditional approaches that lend themselves to having clear and tangible goals. Because teachers are evaluated by students by the end of each semester in the QNU context, they connect the feeling of safety and confidence to the evaluation they get. The perception of the management of how language should be taught in this context and the fear of risking their jobs due to their conflicting views with that perception is an important variable that can play a main role in the way teachers react to change. In this case, teachers take a rational approach and choose not to risk their job as many participants stated. For example, the administration imposing multiple assessments, which is not seen as part of the TBLT approach, caused a lot of confusion and made teachers uncertain about what approach to follow. Teachers, however, went along with the curriculum leaders and just applied what was decided in their classrooms as data showed. The frustration felt by teachers in this study is common in similar EFL contexts where teachers are thrown into a new "culture" (Carless, 2009) with little training or guidance. In this context teachers become technical learners who are responsible for the execution of TBLT rather than partners in it (Jessop and Penny, 1998; Fullan & Scott, 2009). Moreover, this feeling of helplessness caused due to teachers' unwillingness to teach the tasks deemed unsuitable by them caused the majority of them to use their discretion and modify or adapt the content of the tasks. Orrill & Holly (2003) refer to teachers' tendency to fall back on previous teaching habits and use materials that agree with their students and their own methodologies as a common behaviour that happens when teachers undergo continuous mandated changes. This seems synonymous with what happened to the participating teachers in this study.

Finally, Fullan and Hargreaves (1992) identify negative attitudes teachers show to changing curriculum as a major problem where teachers are isolated from the process of curriculum development to the point where they feel confused because they cannot see how they fit into this context and they, as a result, lose their identity. Having no voice in the change played a huge part in teachers' rejection of the new approach. Furthermore, teachers' attitudes toward delivering TBLT tasks was manifested in their behaviour when they chose to reject some of

the designed curriculum materials and modify the tasks. Fullan and Scott (2009) see that changing this can be possible if teachers were involved in the decision-making and curriculum development processes right from the start.

Therefore, for the purposes of this curriculum change to TBLT or coming curriculum changes, I strongly advocate involving teachers in the process by listening to them, including them in the process, and guiding them to build plans for its implementation.

5.5 Teachers' perceptions of curriculum leaders

Item	Themes around teachers' perceptions of curriculum leaders
1	Decision-making and teacher involvement
3	Leaders' change management skills

Table 18. Themes around teachers' Perceptions of Curriculum Leaders n=16

This section attempts to answer research question number 4: **How do teachers perceive the role of curriculum leaders in this context?**

Results strongly indicated that teachers were not happy with how curriculum leaders carried out the change for reasons like not involving them in the process and not providing clear guidelines or support. They also alluded to insecurities they had due to feeling powerless and unconfident about their teaching methodology.

5.5.1. Decision-making and teacher involvement

Sub theme	Example	No. of Teachers
Mandated (top-down)	…that it was mandated from the vice president's office…	12
Not involving teachers	You've got to involve people who are on the ground …	8
Teachers under pressure	... this is top down and you know, people are afraid of losing their jobs…	5

Table 19. Sub-themes around decision-making and teacher involvement

In reporting on leaders' curriculum management style, participants were asked to explain their perceptions of the leaders responsible for the change. Themes derived from qualitative data analysis made it clear that teachers did not feel part of the decision-making practice and felt left out when not told about upcoming changes.

Adam, in FG 2, advocated involving teachers in the decision-making, "a lot of decisions are taken without involving teachers. That affects the quality of teaching and learning" (FG 2). William summed the general feelings other participants had when the change to TBLT was announced, "My understanding is that it was mandated from the vice president's office….it was kind of thrust upon us. It wasn't something we chose for ourselves" (Int.). Khaled felt the same thing at the start of the change, "I mean they forced us to use it. Although most of us were not happy and thought that it would not work and I think it didn't work" (Int.).

When asked if channels of communication with leaders were available during the change, most teachers answered negatively. William and Mia were not sure if the views they provided were taken into consideration by their leaders, while Khaled felt confused and could not understand why the opinions of other teachers and himself against applying TBLT in their courses were never discussed. This topic of leaders not involving teachers in decision-making was extensively discussed in the focus groups where all eight teachers stated that they felt teachers' voices did not count. What intrigued me during the interviews also was the raw feelings of alienation some of the participants expressed even after more than three years of applying the changes. I find Imad's words to be very close to what most teachers tried to convey, "This is the message we got. Stop arguing! Nothing will change! So all you need to do is just go and implement whatever you do…you don't have a voice that's it…go and implement it" (FG 2). Adam echoed the same view and added that it was like an unwritten rule in this context to agree with the management:

> This is a top-down change that we have to say yes to…it was driven by senior managers. Some people in the beginning showed a bit of resistance. But when they saw that their voice will not be heard so they just took a yield to that pressure and everybody showed acceptance of this change (FG2).

Another sub-theme teachers discussed was the negative effect this type of decision-making had on their colleagues. Adam continued to express how badly he felt for the people who could not cope with the change and were considered "outdated" by some of the leaders. He thought they were considered as "…failures because they could not comply with these changes so they were perceived as people who are outdated when it comes to the way they teach and they just keep quiet" (FG 2). Nina shed more light on the way leaders failed to consider the needs of teachers or equip them with the tools to teach the new approach. She explained that leaders decided to go ahead with the change after three months of a pilot stage, which included very few teachers and without proper analysis of students' needs and background. In her opinion, the fast pace of alterations did not allow teachers to master the tools they needed to teach and thus led to them feeling under prepared and pushed into unknown territory. Nina summed up the mistakes that, in her view, leaders did,

> I agree that the change happened too fast. A few teachers who were very excited about the idea were involved in the pilot. So I think they (management) interviewed the students the students were happy about it. And this was the indicator whether we should proceed with the course or not, and we didn't analyze why the students were happy with the pilot of course, and the other thing that was overlooked I think we didn't conduct a proper needs analysis (FG 2).

Rana felt strongly about how some of the teachers who voiced their concerns about TBLT were treated by decision-makers. She described her experience, "You don't have a voice. That's it…go and implement it and that's it" (FG 1).

In addition to not consulting teachers about the change, decision-makers added to the challenges by forcing TBLT quickly without allowing teachers to go through its steps properly and without providing enough support. Teacher support is another important point brought up many times by teachers in section 5.1.3. Teachers interpreted not having enough time for applying tasks as a lack of support on the part of leaders. Anna linked the failure of TBLT to the fast pace decision-makers decided to follow. She mentioned that she always had problems with time, "They (management) wanted like to implement it ASAP" (Int.). The fast-paced nature of the implementation meant that, in addition to feeling pressured into teaching the tasks, teachers had no time to get proper feedback to evaluate them "…you did not have time to delve into these tasks and like see if these tasks are good enough" (Ibid).

Hence, the fast pace, high frequency of the changes and the management interference intensified the teachers' negative feelings toward the change. Zack noted that it was not just him who was resistant to the change due to the pace and workload imposed on the teachers. He summed up the dynamics of the change as follows: "So we're resistant to it because we're all so busy. Upper management is… this is when they were forcing 18 hours, for us to meet the 36 hours" (Int.). According to 11 more participants, policy-makers continued to interfere with the implementation process even after it was launched. The rapid modifications to the programme, according to Tarek caused the teachers to be confused and the programme to fail "it got modified by the administration too much. If you modify it in a way…at the end it doesn't help anyone" (FG 1). Anna explained that the management "should have a full year just to plan it and prepare…" you've got to have conversations with faculty members about what you're considering" (Int.). Ivan and Yaman talked about giving freedom to teachers as a necessary form of trust and support. They expressed their need for more freedom when taking the responsibility of implementing a new curriculum. Ivan, too, was clear about the fact that "Teachers should definitely be given more freedom and I do believe they know. They do know what they're doing and should be of course held responsible for that" (Int.).

5.5.2 Teachers' perceptions of leaders' implementation of the change

Sub theme	Example	No. of Teachers
Not successful in implementing change	…there was a conflict between the like the higher decision-makers and our decision-makers so they actually clashed and the whole thing crumbled…	4
Not knowledgeable	I would encourage leads to read more about TBLT more about the research and TBLT.	11
Forcing their own agenda	So a lot of politics get involved and sometimes this is the enemy for EFL like when you're working, especially when you're revamping an EFL programme.	8

Table 20. Sub-themes around teachers' perceptions of leaders' management skills

Analysis of results could also capture some characteristics teachers identified as lacking in the leaders responsible for the change. Some teachers thought that management were mostly

uninformed about the most important principles that can lead to successful curricular change. Anna expressed her concern about the decision-makers' lack of knowledge about curriculum change mechanisms in this context, "They've got to have some sort of experience and knowledge….And so I feel like a lot of the decisions or the factors that influence it are very much top-down and not necessarily sound" (Int.). Nabila, identified the reasons why TBLT did not work as hoped in this context when she explained the mess caused by conflicting ideas between decision-makers themselves. She said, "We discovered that there was a conflict between the higher decision-makers and our decision-makers so they actually clashed and the whole thing crumbled…" (Int.). Six more participants believed that leaders were not well-informed enough in curriculum design and management. Teachers in general also believed that the indecisiveness and poor management skills leaders exhibited have created many problems for teachers when going through the change resulting in the failure of the whole process. For instance, the various unexplained modifications decision-makers made in the course intensified teachers' confusion. Moreover, imposing a test-oriented policy in the TBLT courses engaged teachers and students in many time-consuming assessments and took away from the time and effort needed for focusing on the tasks. Tarek explained that management "…had to modify the TBLT courses in order to comply with the university rules…and that creates a big problem, especially the fact that, you know, that you had to modify a lot and we have we were not TBLT anymore" (FG 1).

Responses from quantitative data showed congruence with the interpretive data in this section.

	Statement	Strongly Agree or Agree		Undetermined		Strongly Disagree or Disagree	
		No.	%	No.	%	No.	%
14.	Curriculum leaders were successful in implementing the change to TBLT.	10	31%	10	31%	12	37%
15.	Curriculum leaders considered my needs as a teacher when implementing TBLT.	14	43%	5	15%	13	40%
16.	I was made aware of the rationale behind the change to TBLT.	5	15%	4	12%	23	71%

Table 21. Responses to questionnaire items on statements teachers' perceptions of the leaders in the change n=32

Questionnaire items 14, 15 and 16 (Table 21) aimed to gauge teachers' responses of their perceptions to the leaders of the change and compare them to qualitative data for more

accuracy in the results. So, while some teachers (31%) believed that the management were successful in carrying out the change and catering for teachers' needs, a higher number (40%) saw that leaders did not consider their needs in the change. More noticeably, most of the respondents believed that leaders have failed to provide enough explanation of why the change was taking place to the people who would be directly affected by it; the teachers. What was also noticeable was the relatively high percentage in undetermined responses in this section which might be linked to teachers' feeling of insecurity or unease towards evaluating leaders in this context.

5.5.3 Discussion of teachers' perceptions of curriculum leaders

Looking at other research in the EFL contexts in Qatar, it could be argued that the teachers have little autonomy deciding on the approach to language teaching with respect to autonomy in the language classroom. As explained in section 2.2.2, the education policy, including EFL learning in the Qatari context is a top-down policy. The findings of both quantitative and qualitative data agree with that statement. They show the lack of coordination between teachers and curriculum leaders. Curriculum leaders not involving teachers in the decision-making process was a prominent discussion point that also occurred in sections 5.3.3 and 5.4.2.

Broardfoot (1988, p.266 cited in Fullan & Hargreaves, 1992) states that imposing educational change challenges the "prevailing ethos and assumptions about how education should be delivered" and the degree it directly affects the careers of all teachers, administration and students. This may be because in addition to the fact that imposed changes may originate from a variety of factors, including economic, political , etc., the fact remains that they imply that existing programmes and methods of teaching are inadequate or ineffective (Fullan & Hagreaves, 1992). To minimize these effects, researchers state that leaders need to 'support teachers in making decisions by providing detailed information about content, pedagogy, and students' reasoning' (Kauffman, 2002).

Unfortunately, similar to other studies done in Qatar (section 3.1.5) where top-down decision-making was the norm, teachers in this study have expressed their feelings of alienation

regarding their lack of involvement in decision-making (Nasser & Romanowski, 2011). Empowering teachers to become effective contributors in curriculum change activities can lead to a more successful curricular implementation (Carl, 2009). This can also change teachers' attitudes positively, motivate them to take ownership of the learning process and gain more confidence in their roles as partners in the educational reform (Fullan 1991; Handler, 2010). Otherwise, leaders may lose their main players in the process which may create problems in implementing the change successfully. In discussing effective curriculum change, Fullan clarifies that one aspect that can help facilitate acceptance of change is to make teachers aware of any anticipated change plans since limited engagement of teachers in meaningful decision-making is one of the major problems in educational organizations, (Fullan, 2001 a & b).

This pattern of not involving teachers in the decision-making process is not uncommon in the Qatari educational context. In their study concerning teachers' perceptions and attitudes of curricular reform in Qatari schools, in section 3.1.5, Romanowski & Amatullah (2016) report similar results of teachers' disengagement in the decision-making in educational reform due to the nature of mandated reform in Qatar. They, therefore, stress the need to involve all those engaged in the process in cultural reflection to develop channels of communication where an educational institution can prosper in its specific context and not defer to outsiders who sell their educational products. This implies that decision-makers need to consider the effectiveness and suitability of a programme for a specific context before the actual implementation of a new approach. This is a crucial step as imported or ready-made programmes may be based on commercial teaching materials (Jeon & Hahn, 2005; Carless, 2007; Jeon, 2009, cited in Littlewood, 2013; Troudi, 2010). Akkary (2014) discusses importing ready-made systems, which, together with the top-down approach followed for implementing the change have created challenges for implementing similar curriculum changes. According to research, there was a fundamental incongruence between the goals the reform decision-makers were seeking and the means used to achieve them (Bahjat 1999; Bashshur 2010 cited in Akkary, 2014).

In a similar vein, findings in this section are consistent with Wedell's (2009) views. He states that if policy-makers follow the top-down approach and "ignore existing local practices and

beliefs when deciding on the content and process of change", it will make it difficult to achieve educational success (p.23). Decision-makers need to make sure that the new educational changes fit the teachers' varied belief systems, teaching styles and pedagogical methodologies on the one hand, and meet local student's needs and their learning preferences and expectations, on the other.

Incorporating teachers' views in the decision-making process gives them ownership and decreases resistance (Battistich et al, 1996, cited in Guhn, 2009). Similarly, Fullan (2001) focuses on the fact that the failure of so many change initiatives can be attributed to policy-makers' failure to remember this fundamental point (p.70). Similarly, Fullan and Hargreaves (1992) see that teachers need time to adjust until they make sense of the change and its meaning for them. Teachers going through a curriculum change encounter more challenges when they have little time to prepare for it. This causes them to lose their confidence, that they know what to do, and consequently they experience confusion.

I find Fullan & Scott's (2009) view of leaders' roles in times of change very appropriate for this context. The authors call for curriculum leaders to apply the change step-by-step, at a pace which teachers can digest and comprehend. They also warn against repetitive change since it can result in a combination of "initiative overload, change-related chaos and employee burnout and-cynicism". Abrahamson (2004) sees that this repetitive change syndrome leads to frustration and failure of curriculum implementation of the reform. Fullan and Scott, therefore, recommend analyzing the context where the change is taking place to identify challenges and integrate the strengths which exist in that place before starting the process. By doing so, leaders of the change can minimize resistance and ensure a more effective change.

Finally, it is worth mentioning that, in such contexts, there is good reason to believe that the use of prescribed curriculum materials does not actually indicate any instructional transformation (Brown & Edelson, 2003) due to teachers not being clear about goals. That is to say there will always be a difference between the official documentation provided by the curriculum designers and the "enacted" or "operational" curriculum that is actually taught in class (Nunan, 1988; Posner, 1995). These differences may be problematic for both teachers

and students and makes it difficult to assess the success of the actual implementation of the new curriculum.

5.6 Professional Development and Curriculum Change

Item	Themes around curriculum support during curriculum change
1	Professional development (PD) during change
2	PD sessions in theory and practice

Table 22. Themes around professional development and curriculum change n=16

This section addresses research question number 5: **How does the provision of professional development affect teachers' attitudes towards the change?**

5.6.1 Professional development during change

Sub theme	Example	No of Teachers
Highly important	…you need them because you are starting a new approach and you need and you are not knowledgeable.	14
Ineffective	I don't think you can really learn task-based from five hours of PD	8

Table 23. Sub-themes around professional development and teacher support

Findings showed that due to the pace of the change, teachers were mostly unable to benefit from the professional development opportunities as required in the course of a curriculum change. In general, participants agreed that support with regard to the curriculum was inefficient, did not match the actual classroom situation, and sometimes had its own pre-planned agenda that did not serve its real purpose. In response to the interview question on what training or professional development (PD) had been received for teaching the materials, and how it affected their teaching practices, many participants thought it was not sufficient to enable them to gain enough confidence in teaching the tasks in class. While almost all participants realized its potential for providing them with knowledge needed, many were disappointed to see that the actual application did not match the practical suggestions presented in PD sessions. In the beginning of curriculum change Khaled was hopeful that PD

sessions would be able to help him acquire the essential knowledge for teaching his courses effectively, “You need them (PD sessions) because you are starting a new approach and you are not knowledgeable” (Int.). Similarly, Anna foresaw the advantages of providing PD to teachers new to TBLT, “For teachers who are less interested in curriculum design, the PD sessions were a very good idea to give them a way to ask questions and see what's going on and experience it and look at what we're doing at the same time” (Int.). To her, these sessions were meant to provide help and give teachers opportunities to learn about TBLT, share experiences and ideas, moderate the delivery of materials, provide feedback for curriculum designers and inform the teaching of the new curriculum in general. Ivan agreed, “These regular meetings that will help were a good idea” (Int.).

5.6.2 Professional development between theory and practice

Sub theme	Example	No of Teachers
Hard to replicate in classrooms	You cannot replicate it (TBLT tasks) in your classroom because your students are different.	6
Used to manipulate teachers	The purpose of the PD wasn't to give information about TBL as much as to change the attitudes of teachers and make them willing to actually do it.	3

Table 24. Sub-themes around professional development between theory and practice

Unfortunately, as derived from the second subtheme, most teachers’ views changed after the actual implementation of TBLT tasks. Sana thought that although professional development sessions seemed helpful in theory, she realized that “You cannot replicate it in your classroom because your students are different” (Int.). Mia shared the same view, “So I felt I was very excited about our syllabus, right! And then when we try to apply it…it was not succeeding” (Int.). While the training offered to teachers was helpful and motivating during early professional development sessions, most teachers indicated its ineffectiveness due to the inconsistency they faced with real classroom applications. One teacher who took part in the pilot of the course made it clear that while the small-scale implementation of TBLT showed positive results and that students benefited from it, challenges arose when TBLT was applied on a large-scale. She explained, “So what happened was, it was good as a start but when

you implement it on a bigger large scale and it's not like two or three sections you're talking about thousands of people and we're talking about tens of faculty members" (Int.). According to the participant, the feeling of being overwhelmed contributed to her changing her view and attitude towards TBLT, "Implementation was a different story altogether because you did not implement the approach by itself. Like it wasn't implemented hundred percent correctly". Zack had the same view about implementing TBLT on a large scale and the problems it may create "I think that's probably another issue with task-based instruction is when you have 6,000 students, how are you going to standardize it in the classroom? It's just too big of a population" (Int.).

Other participants attributed the partial failure of PD to equip them with enough knowledge to the fast-pace of the change and insufficiency of sessions. Zack commented, "I don't think you can really learn task-based from five hours of PD" (Int.). To him, it even seemed that PD sessions lost their conventional meaning and purpose in this context and even worse, have become a means for curriculum leaders to control teachers:

> PD was helpful, but I think there was an onslaught of PD. The purpose of the PD wasn't to give information about TBLT as much as to change the attitudes of teachers and make them willing to actually do it, which is a little bit of a fine hair to split. I understand that, but it wasn't about actually how to do to be able to…it was helping calm their (curriculum leaders) fears (Int.)

Another very important explanation Zack presented as a reason why PD was not as helpful in changing teachers' methods was the connection he made between teachers' attitudes to TBLT and PD. He commented that teachers were resistant to change of methodology, especially in chaotic times of change, "So there was really no hope for it from the beginning now looking back. We have some older faculty members that have been here or have been teaching a certain way for 20, 30, 40 years, right and, all of a sudden, you're telling them: No! you have to teach like this right in five hours of professional development sessions" (Int.). Moreover, many other teachers expressed that they were discouraged to see that PD sessions were not helping them learn the right way to deliver the course and teach the tasks. Rana explained that the administration should "provide proper training workshops and PDs on the new service ahead of time and give teachers enough time to digest…and theoretical training before you lunge and throw them into that" (FG1).

To find out more about what was offered to teachers in terms of support during the change, few items on the questionnaire (17, 18, 19 & 20) targeted this topic.

	Statement	Strongly Agree or Agree		Undetermined		Strongly Disagree or Disagree	
		No.	%	No.	%	No.	%
17.	I received enough support, facilities and resources for the adaptation of TBLT.	8	25%	2	6%	22	68%
18.	Professional development (PD) sessions helped me cope with the curriculum change.	5	15%	5	15%	22	68%
19.	PD sessions made me feel equipped with the required knowledge to teach the TBLT courses.	6	18%	8	25%	18	56%
20.	Involving the teachers in PD sessions during the change was effective.	6	18%	5	15%	21	65%

Table 25. Responses to questionnaire items on statements on teachers' views of professional development n=32

By looking at the quantitative data on teachers' attitudes and professional development, we can see a relation between what was presented by participants and the results (Table 25). The results to the four items in the questionnaire addressing the provision of support (item 17), effectiveness of professional development sessions (18), equipping teachers with required knowledge (19), and involving teachers effectively in the change process (20), showed negative responses. Results showed weak positive responses to the amount of support given to teachers during to cope with the change, equip them for teaching the courses or effectively engage them in more PD sessions (25%, 15%, 18%, & 18% respectively). This means that very few teachers felt they benefited from the support and training provided for them before and during a major change in the curriculum. Very few respondents also conveyed that teachers were given enough support; found PD sessions helpful, felt that PD sessions equipped them with knowledge to navigate the change successfully, or thought that involving them in PD sessions was effectively done.

5.6.3 Discussion of teachers' views of professional development

Findings of this section clearly indicate that providing different types of support for teachers adds to their feeling of professional stability and security and leaders should consider creating a resource for teachers to develop and share effective practices and inquire about best practices (Wedell, 2009). Leaders should do that mindfully with teachers' needs as a priority (Fullan & Scott, 2009). They, therefore, will need to consider all elements of the change and their effects on the teachers' understanding, morale, perceptions, performance and efficacy to give them a sense of belonging and ownership, which may affect their attitudes to the change positively rather than try to influence them directly or indirectly. This idea of manipulating teachers through PD sessions and training is not new in times of change. This goes in line with what some researchers suggest to be the case usually with teachers undergoing policies of institutions and curriculum changes where curriculum materials is a mechanism used to influence teachers' practice (Brown & Edelson, 2003).

In times of change, where institutions are adopting new policies and approaches to teaching, well-designed curriculum materials can support teachers in educating themselves and their students about the new environment. Teachers' need for professional development and training becomes a crucial part of ensuring the success of the new curriculum implementation. Curriculum materials are the biggest means teachers use to interact with their students and achieve the objectives of a course. They are also seen as a powerful lever for improving teaching and learning (Ball & Cohen, 1996). Materials teachers take with them to class become the instrument for conveying educational policies and have a very direct influence on what teachers actually do with their students each day in the classroom (Brown, 2002). In this section, teachers recognized the leaders' lack of knowledge about the tasks and lack of provision of well-prepared materials as a major hindrance to the application of the TBLT in their classes. Section 3.2 elaborates on how teachers can be supported during curriculum change.

In addition, teachers usually have hectic schedules, especially in time when curriculum change is taking place. Therefore, curriculum leaders need to identify ways of training teachers on how to apply educative curriculum materials and methods in a way that will help

teachers gradually become aware of the techniques that best yield quality curriculum objectives. Professional development thus becomes an essential aspect of curriculum change (Markee, 1997). Furthermore, educating teachers about the new curriculum gains special importance because some teachers, who have been set in their ways of teaching, find it hard to adapt to the newly designed materials and methodology (Shehadeh, 2005). When teachers lack knowledge, this leads to limiting their participation in meaningful and effective change and may play a major role in the failure of meaningful educational change efforts (Barth, 1990; Fullan, 1993; Giroux, 1988; Ornstein & Hunkins, 2004; Young, 1979 cited in Handler, 2010). If teachers are to be knowledgeable about a new curricular change, clear guidance and support should be provided for them early on in the reform process. Only trained and well-equipped teachers can navigate a complex change process successfully. Support for teachers can be provided through curriculum materials, professional development sessions, clear guidelines, and through working with experienced colleagues.

5.7 Summary

This section presented the findings from the data sets and discussed them in relation to the reviewed literature. It has shown that teachers are the most important agents in the curriculum implementation process. They own the knowledge, experiences and competencies that make them central to any curriculum change effort. Hence, leaders should incorporate teachers' opinions and ideas into the curriculum from the early stages (Fullan & Scott, 2009). They have to consider the teacher as part of the environment that affects curriculum (Carl, 2009) because teacher involvement is important for successful and meaningful curriculum implementation.

Secondly, by looking at teachers' reflection on their experience of the change, we find that they are more knowledgeable about their needs, and the factors that suit their context for a successful change to take place. In the current study, teachers have identified these factors as the need to be involved and be heard from the "get go", to belong and "buy into the new programme" which what Fullan & Scott (2009) call "relevance". The teachers have also very explicitly asked for more training, time and involvement in the development of the new curriculum to allow them to feel ownership of the learning process and consequently feel the need to execute it successfully. Fullan and Scott refer to this as 'desirability". Finally,

participants repeatedly stated that no implementation of the new curriculum would be possible if they were unsure of what materials to teach and methods to adopt. Guidance and clarity of the new reform plan should be shared with teachers so they can see the possibility or "feasibility" of its application, which will reflect on their confidence in its delivery (p. 98). This indicates that teachers are the experts of their particular context and they should be consulted and involved when major decisions concerning their classrooms practices are taken. Most of these findings are consistent with Fullan and Scott's (2009) framework for transformational leaders to follow for a successful implementation of a new curriculum.

Chapter Six will present a summary and the implications, as well as suggest further research areas.

CHAPTER SIX: CONCLUSIONS AND IMPLICATIONS

Introduction

In this chapter, I present a summary of the main points in the study and explain how the results of the study can, as part of the research conducted on curriculum change, expand the knowledge on the effective implementation of curriculum change in educational institutions in Qatar. I will then mention the implications this study can have on the body of research in the field of curriculum change in general followed by some limitations of the study. Finally, I present some suggestions for further research.

6.1 Summary

This study aimed to investigate teachers' perceptions of and attitudes toward changing the curriculum from PPP to TBLT in the Foundation English Programme at a university in Qatar. The findings of the research revealed various factors affecting teachers' attitudes towards the implementation of TBLT in the context of the study. Looking back at the literature on curriculum innovation and implementation, we can see that teachers' perspectives are widely recognized as the most critical in the realization of any curricular innovation. The findings of this study suggest that teachers' acceptance or rejection of implementing a new curricular change are impacted by various factors which curriculum decision-makers should be aware of. In this study, these were external and internal factors including decision-making policies, pace of the change, workload, assessments and problems within the tasks.

Firstly, participants expressed their concern about how they were affected by the nature of the top-down decision –making approach used to implement the curriculum change, the fast-pace of the change, the lack of support, the workload and amount of preparation they had to do in order to make sure they could use tasks productively in their classrooms. Another external factor was the need to spend a lot of class time on preparing students for the tests such as grammar and vocabulary tests. This meant that teachers had to spend considerable time teaching test-taking skills or drilling students on multiple choice grammar items, which took their focus away from teaching the actual tasks as designed.

Internal factors affecting teachers' perceptions and attitudes related to the tasks themselves. Many interviewees stated that these were repetitive; contained uninteresting and irrelevant tasks; made students feel bored or disengaged; or were not carefully selected. Tasks were also considered by some as not appropriate for students' levels of proficiency or to the cultural context. Additionally, teachers were not given enough time to teach the tasks effectively. They thought that learners needed more time to be sold in on the new approach and be convinced of its use to them and all this needed time which was scarce due to the volume of assessments they had to do.

Another major internal factor related to teachers' knowledge and experience. All interviewees specified that teachers' knowledge about a new approach is very important before and during its implementation. In this context, if teachers were not familiar with TBLT, they would not be able to carry out tasks efficiently. Experience and knowledge about how to teach the tasks were essential to the teachers to help them select appropriate activities for students' different levels, motivate students and provide helpful feedback. Without this experience, according to the interviewees, their confidence in what they were doing in their class was lacking, thus affecting their performance and their students' motivation.

Furthermore, teachers clarified that lack of support affected them negatively. They agreed that the professional training offered was not enough and that they felt the need for more guidance and clear instructions when they were dealing with the students in the classrooms. Even the teachers who either had some knowledge of TBLT, or educated themselves more about the new approach conveyed their discomfort with the continuous changes related to tasks and assessments that took place during the different semesters.

Additionally, while teachers saw the potential of TBLT in promoting learner autonomy and reducing the dependency on the teacher and route learning, they were against using it in their classrooms due to the low competency level of their students and expressed negative attitudes toward implementing TBLT in the classroom. The TBLT model adopted for the context demanded that students have a proficiency level that enables them to generate enough language in the pre-task stage. All participants conveyed that they would not like to

implement TBLT in this context because they perceived it as more suitable for students who are more competent and possess the linguistic abilities to deliver meaningful messages in the target language. Results from the questionnaire, interviews and focus groups showed mostly negative attitudes toward the potential of TBLT to provide better language experience for students in their language classrooms.

All teachers also agreed that with the change in teachers' roles to facilitators who monitor and observe, keeping feedback till the post-task stage, made it very difficult to achieve the learning task successfully. Some teachers saw that by using TBLT for this level, they were somehow "promoting ignorance", "not preparing students for real life", or even turning the lower-level students to "seat warmers". Two teachers worried that since TBLT relies on eliciting language from students in the pre-task and task stages, it was causing language "fossilization". In addition, they reported that while weaker students felt anxious when taking part in discussions or presentations, higher- level students were not improving on their language skills. All the interviewees also stated that mixed classes caused obstacles. Lower-level students are usually not motivated in a task-based lesson, and are unwilling to participate in doing tasks.

Other reasons that teachers presented for not choosing to implement TBLT in their courses had to do with the mindset of the students. These students have just graduated high school that emphasized rote and form-focused learning. Teachers stated that they would not like to implement TBLT at this level because form-focused work is easier to manage. Very likely, the participants had a preference towards a form-focused approach to teaching, not because of a belief that it facilitates language learning, but because form-focused approaches are more suitable for students' needs and more common among students. The qualitative data analysis presented the challenges teachers faced in class due to learners' resistance to TBLT and changing method of learning. Participants explained that learners who received their initial foreign language education within traditional methods did not think TBLT is conducive to better language learning; an opinion Nunan (2004) discusses about the implementation of TBLT in EFL contexts.

Most teachers also expressed that they encountered difficulty in promoting the idea to students because the idea of students being at the centre of the learning process with the

expectations of them of producing the language during tasks was foreign to most. According to all participants in the study, it was difficult, especially in the first weeks to “sell the idea to students”. Because in their past classroom experience students were used to the “teachers being at the centre”, they were partly confused and possibly not prepared enough to change roles.

Not only students were unprepared for using a different approach for learning English in this context according to participants. A good number of the teachers involved in this study saw that teachers as well were not ready for the change, needed training, were exhausted or even resistant to the change because it was inconvenient for them to change their teaching methodology. The fact that some of the teachers did not have enough experience with TBLT could also be a factor for seeing that TBLT would not work in this context.

Assessment played another major role in how teachers viewed the new curriculum. Participants have expressed concern for having to deviate from TBLT in this context to make sure students were prepared for the next coming tests, mid-terms and finals. Some of them saw that in frequently assessing students and using summative rather than formative assessments, they were deviating from TBLT and resorting to PPP. As explained by most of the teachers, this was another reason connecting to problems with the content of TBLT not fitting within the context of this test-oriented programme. The teachers were also worried that the way assessment of tasks caused teachers to focus more on assessments than learning.

However, through telling their experiences of the change, teachers did not always manifest the same feelings towards TBLT. Teachers reported experiencing different emotions and having varied ideas about the change as they went along. For example, the four teachers who had more involvement in the change process and volunteered to pilot TBLT expressed that they felt more “ownership” and had a feeling of responsibility towards its success. These four participants, however, noticed a shift in students’ attitudes towards being at the centre of the learning process after six or seven weeks. According to them, it took a lot of convincing and explanation and handholding on their part to start the change in students’ perspective towards their own roles in learning the language. This indicates that by telling learners explicitly why they need to be actively engaged in communicative activities, teachers can cause positive

change to take place (Nunan, 1989). This shows as well that when teachers are highly motivated and they have a sense of ownership in the educational change, they can positively influence the change by adding to their own experience, being more excited about teaching, and developing a greater level of receptivity on the part of students.

6.2 Implications and recommendations

Studies on TBLT have shown positive attitudes that were usually associated with its implementation in EFL contexts. The approach was welcome by teachers because it promoted group work; increased learner interaction, independence and motivation. It also integrated the skills for developing the learning strategies and the relevance of learning to students' needs. However, TBLT had its share of negative attitudes for various reasons. The most common negative attitudes included classroom management; students' poor language proficiency; lack of conceptual and practical knowledge; lack of professional development and preparation time; the role of grammar, task completion, and providing feedback and assessment (Plews & Zhao, 2014, p. 53). These reasons were given to explain teachers' avoidance of using TBLT with their students or adapting it into an approach that was incongruent with the principles of TBLT.

Carless (2003) investigated the application of TBLT in Asia and reported similar conclusions to the ones presented above. His studies showed the different factors affecting EFL teachers' attitudes towards implementing TBLT. These factors are, therefore, important to investigate by curriculum leaders and teachers to guarantee if a successful implementation of TBLT is to be considered. For example, consulting teachers will inform decision-makers of the students' needs and give teachers a sense of ownership in the process. It will also encourage teachers to feel more confident about their teaching and become more acceptable of the change. Providing suitable and continuous support for teachers in the form of professional development and training is also fundamental in times of change especially when the change entails a shift in teaching approaches. For example, in the context of this study, it was necessary to provide guidance for teachers on how to deal with mixed ability classes. The heterogeneous nature of classes are easier to teach if teachers know how to groups students and give different assignments according to abilities.

Another important factor to remember for successful implementation is the choice of content and allowing time for its implementation. Task selection in TBLT is key for its success. Therefore, if teachers and learners find them inauthentic, repetitive or culturally inappropriate, it will not be easy for both teachers and students to carry out tasks, especially in the Qatari context. In order for tasks to be authentic, they should be designed to approximate real-life tasks and stimulate learners' existing knowledge of the language (Mishan, 2005) to which curriculum material designers should be sensitive to.

In addition, before planning for curriculum change, administration and decision-makers need to do systematic investigation of teachers' perspectives and attitudes. This is due to the central role teachers play in how curricular elements are put into practice. In the context of this study, it is unlikely that a purely task-based assessment system could be implemented in the beginner courses, but it may be feasible to incorporate a task-based in-class performance assessment into the higher levels. In this case, teachers would be able to successfully motivate and empower students to depend on themselves and become more responsible of their own learning. This idea was a major discussion point where the eight participating teachers in the focus groups where they recommended having a "hybrid" approach as more appropriate and productive for beginner classes.

Finally, participants in the study unanimously suggested that teachers and students should have plenty of time to complete the learning tasks and make the transition in their mindset to digest the new methodology and make progress in language acquisition. If teachers are pressured to finish the activities because they need to prepare students for the test, this jeopardizes the curriculum change initiative and may cause to a deterioration in the learning process. Fullan and Scott (2009) consider the change in higher education as a complex process. Therefore, in their research on educational change, Fullan and Scott (2009) later present a scholarly model for successful educational change in higher education in their book *Turnaround Leadership in Higher Education*. Their model focuses on the human participants taking part in the change process during the different stages of the change with special focus on the involvement of the teachers before, during and after the curriculum change decision-making. The idea that for a successful implementation of curricular change it is necessary that

teachers understand and believe in the proposed changes is particularly important for this study. In the current study, it is supposed that educational change does not routinely happen because instructions were issued in a linear hierarchy. Rather, it occurs depending on how teachers understand what is written down and how they behave in response to that understanding (Wedell, 2009).

6.3 Contribution to the Field

As a project which has focused on investigating the perceptions and attitudes of teachers towards recent curriculum changes in higher education in Qatar, on decision-making policies and the roles of teachers in these processes from the teachers' perspectives, this study has contributed to several areas of knowledge. I believe that elements of the findings are likely to be transferable across contexts, as many findings have resonance that is not entirely context-specific. Therefore, I shall now identify key conclusions and areas of further research, in addition to the ones explained in this chapter. These are summarized in the points below:

1- All participants have provided a clear picture of their own experiences and input on areas of improvement they believed would enhance the process of curriculum change in the future. These pertain to areas of curriculum design and teacher involvement.

   a) The new curriculum objectives should be aligned with students' needs to enable them to improve their competency effectively.
   b) Tasks need to be carefully selected and presented to suit the cultural context and represent a real need students can relate to.
   c) The assessment system should be revised and well suited for the newly designed curriculum.
   d) Curriculum support and professional development offered to teachers on how to deal with the new curriculum should be provided efficiently. Well-designed materials and training should be regular and constant.

2. This study has highlighted certain important issues for the leaders of the change:

a) Participants identified weaknesses of the change process and provided recommendations on how this can be improved. According to them, decision-makers should include the teachers in the process of change from the inception stages. Participants specified that teachers are the most important agents of change and they are the key to its success.
b) Teachers also explained that their experience with the change led them to believe that imposed change impacts the actual implementation of the curriculum negatively and may lead to unanticipated changes in the enacted and experienced curriculum from the one designed or intended curriculum. Moreover, issues teachers experienced like frustration, demotivation, or lack of knowledge need to be acknowledged and investigated further.
c) Decision-makers need to allow ample time for changes to occur. The pace of the change and teachers' workload should be incorporated when making decisions about implementation. Decision-makers should allow for teachers to get enough training and preparation time to teach the new curriculum efficiently.
d) Teachers should also be given more autonomy in revising and updating the materials as they see suitable for their specific social context and students' needs.
e) Teachers also need to be informed of the rationale of the change and included in the process of its implementation especially when top-down curriculum change is inevitable.
f) Teachers should not feel pressured to teach towards the test because this may allow for grade inflation and ineffective teaching.

Finally, conducting this research has benefited me on a personal level and added to my knowledge about curriculum design and the different perspectives to consider when implementing change. I also see the findings of this study as important guidelines to follow in my career when being part of any educational decision-making process.

In conclusion, TBLT is a new language teaching approach in the Qatari EFL university-level English classes. Although the teachers in this study have partly expressed a positive attitude towards educational change in general, they, however, have rejected the implementation of TBLT in their context mainly due to problems with students' level of English and mindset,

decision-making policies, time-management problems and issues with the task itself. For a curriculum change to be fruitful, curriculum leaders should be aware of the limitations by trying to understand the perspective of the key players in the change process, the teachers.

6.4 Limitations of the Study

The literature on educational change shows that there is a need in this area for conducting more surveys and investigations on teachers' perspectives to inform policy-makers on curriculum change. This was part of the rationale for this study. However, the survey used for collecting quantitative data was limited by the number of items it had, and it excluded items concerning the implementation of TBLT in the classroom.

Another limitation in this study is not including task-based assessment in the questionnaire. Assessment is an essential part to task-based teaching and learning which may affect the teachers' attitudes towards its implementation. Teachers stated that the idea of having frequent assessments in their courses affected their and students' performance and interaction negatively. While teaching towards the exam is not part of the TBLT approach, teachers in this context found themselves forced to change their classroom instructions to ensure their students' preparedness for the tests. Since the idea of assessment and how it affects teachers was brought up by the majority of teachers in the focus groups and interviews, including it in the questionnaire would have provided a means for triangulating results and added to the validity of the study.

The focus of the study was to explore what teachers go through during a curriculum change, with the change from PPP to TBLT as an example of such change. Exploring the principles of TBLT and other important areas like curriculum design and ways of implementation were, therefore, not targeted sufficiently, which might be one more limitation of this study.

The short period of time between the administration of the questionnaire and conducting the interviews can also be added to the limitations. The questionnaire was administered to all the sample of teachers 10 days prior to scheduling the interviews. That did not allow me time for proper data analysis. Since this is a qualitative case study, immediate analysis of the data

and coding of the responsive themes could have helped guide my interview questions more (Cohen et al, 2018).

Furthermore, the teachers' perceptions of the TBLT were extremely helpful in providing in-depth details about the case of the curriculum change. However, perhaps due to the culture of the organization and me being a colleague rather than an external observer, it was not always easy to get them to elaborate on certain statements, especially with regard to the administration, in full. For this reason, the quantitative data together with data from interviews and focus groups are very valuable in adding an additional value to the validity of the results.

6.4 Suggestions for Further Research

The small-scale of this study does not allow for generalization of the results. However, due to using multiple data collection tools in this study and in light of its results, this study could be replicated to gain deeper insights into teachers' perceptions of and attitudes toward TBLT. Teachers, who are the major agents of implementing new curricula could be involved in the process of change since they can inform decision-makers of the suitability of the new curriculum to the context of their learners and the means of implementation. By conducting more research into the curriculum change process from teachers' perspectives, it could consequently lead to obtaining more data, which would positively affect the quality of the research. Furthermore, data collection methods could focus more on a particular language approach and explore the different aspects leading to its successful implementation in this particular context instead of resorting to imported models of teaching. A qualitative approach to conducting such studies can shed more light on how teachers implement curriculum change in certain ways and for what reasons. The research methods chosen suited the purpose of the research and could capture the contextual realities of teachers undergoing curriculum change. It emphasized the importance of the teachers in the actual implementation of curriculum change and showed the interrelation between the way they perceived the change and their attitudes or their way of implementation in the classroom.

Another aspect which research can help shed more light on is the views of other stakeholders, such as students and management or decision-makers about curriculum change. Students' views are important because such language reform in education is usually driven by learners'

interests and needs (Willis, 2004). By deciding on implementing TBLT, decision-makers aim to put language learners at the centre of the learning process with pedagogical practices that cater to their needs. Investigating students' views qualitatively may provide insights into the potential of implementing TBLT in the Qatari context and help decision-makers in implementing it more effectively.

Similarly, investigating decision-makers' views of a curriculum reform or change to TBLT in their environment may reveal details about the institutional influences that may facilitate or prevent the implementation of TBLT in these contexts. Furthermore, involving decision-makers or management in such studies would inform and educate them with mechanisms of change processes and advanced implementation methods and a better understanding of teachers' pedagogic practices. This understanding would in turn bring both teachers and management closer in understanding the phenomenon of change and can lead to facilitating the negative effects the change may have on teachers like reducing anxiety resulting from a fear of putting their jobs at risk for applying methods that clash with managerial policies.

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Appendix 1

Questionnaire

Dear Colleague,

Thank you for agreeing to take part in this questionnaire which is conducted as part of my Doctorate of Education thesis in TESOL. It is designed to investigate teachers' views and involvement in the curriculum change in Embedded courses (ENGL110&111) in the Foundation programme Department of English. This study has been approved by the Qatar University Institutional Review Board with the approval number QU-IRB 288-E/14. All information collected in this study will be treated confidentially and the name of the institution will be anonymized. Data collected will not be used for any purpose other than scientific research. The questionnaire is voluntary and you may withdraw at any time.

The questionnaire will require approximately 10 minutes to complete. The successful achievement of the questionnaire relies on you candid responses to the questions.

Project Title: Teachers' Perceptions of and Attitudes towards the Change to Task-based Curriculum in an English Programme at a University in Qatar

- **When you have completed this questionnaire, please place back in my mailbox # 97.**

- If you have any questions or would like more information, you can contact me by phone or email at the following numbers and email address:

Email: hhadba@qu.edu.qa

Mobile: 55232480

Office Phone: 4403 5389

Thank you very much for your participation in the research.

Key: **SA**: Strongly Agree **A**: Agree **U**: Undetermined **D**: Disagree **SD**: Strongly Disagree

ackground Information					
Teaching Experience					
How long have you been a lecturer at FPDE?					
How many times did you teach TBL courses?					
	SA	**A**	**U**	**D**	**SD**
1. Curriculum changes from PPP (Presentation, Practice, Production) to TBL (Task-based Learning) in the ENGL110&111 courses met students' needs.					
2. The learning experiences in the TBL curriculum helped improve students' English communication skills.					

3. I found the change to TBL curriculum ineffective.					
4. Curriculum leaders were successful in implementing the change to TBL.					
5. I had a key role in implementing the new TBL curriculum.					
6. I was aware of my role in the curriculum change.					
7. I was given enough autonomy in deciding curricula changes to TBL.					
8. The change to TBL helped my classroom interaction with the students.					
9. I resisted the change to TBL in this context.					
10. The change to TBL affected my classroom interaction negatively.					
11. Curriculum leaders considered my needs as teacher when implementing TBL.					
12. I was made aware of the rationale behind the change to TBL.					
13. I welcomed the change to TBL for ENGL110&111 students.					
14. I felt some degree of ownership in the change to TBL.					
15. I received enough support, facilities and resources for the adaptation of TBL.					
16. Professional development (PD) sessions helped me cope with the curriculum change.					
17. PD sessions made me feel equipped with the required knowledge to teach the TBL courses.					
18. Involving the teachers in PD sessions during the change was effective.					
19. I was actively involved in the curriculum change process.					
20. The more involved I was in developing curriculum materials, the more motivated I felt to teach TBL courses.					

Adapted from: Kasapogluk, K. (2010) Relations between Classroom Teachers' Attitudes Toward Change, Perceptions of-Constructivist Curriculum Change and Implementation of Constructivist teaching and Learning Activities in Class at primary School Level. A thesis Submitted to the Graduate School of Social Sciences. Turkey.

Appendix 2

Interview Questions

Title of Project: Teachers' Perceptions of and Attitudes Towards the Change to Task-based Curriculum in an English Programme at a University in Qatar

Researcher name:

Interviewee name: _____ pseudonym _____

1. Tell me what you think of the curriculum change to TBLT.

- What is your definition of TBLT?

- Can you tell me if it is suitable for the students in this context? Why/ why not?

2. How did the change to TBLT affect you?

-Can you describe how the change to TBLT affected you/ your teaching methodology?

- Can you provide examples?

- Tell me how you interacted with or provided feedback to curriculum leads.

3. What kind of involvement did you have in the change to TBLT?

- Why did the change take place do you think?

- What was your role in the change? Can you provide examples?

- How much did you feel that you had a voice in the change process?

4. How did professional development offered to you during the change affect you?

-Can you describe your involvement in PD sessions?

- How did you feel towards PD for TBLT?

5. How can teachers be helped navigate the curriculum change successfully?

- What do you think went well during the change to TBLT (for students or teachers)?

- What recommendations would you give to improve the change process?

Structured Questions before the actual recording

Question	Response
How many years of experience as a teacher do you have?	
How many years have you been teaching here?	
How many semesters did you teach ENGL1 and ENGL2?	
Were you happy with the change in Embedded courses to TBLT?	

Appendix 3

Participant's Information Sheet

Title of Project: Teachers' Perceptions of and Attitudes Towards the Change to Task-based Curriculum in an English Programme at a University in Qatar

Researcher name:

Invitation and brief summary

Dear Colleague,

Thank you for your interest in this project. I am currently a doctoral candidate studying at the University of Exeter in the UK. I would like to invite you to take part in my research on the experiences you had during the change to task-based curriculum in ENGL 1 and ENGL 2 to understand the realities of the change and provide your unique perspective. With your valuable input I hope to get a clearer picture regarding what will or will not work in this environment and come to suggestions and recommendation to better the process.

Purpose of the research: This research study aims at exploring the perceptions of teachers during the curriculum change that took place in the ENGL 1 and ENGL 2 from PPP (Presentation, Practice, Production) to TBL (Task-based). I am particularly interested in the lived realities and experiences you as teachers had and what you believe works and does not work for improving students' learning in this environment.

Why have I been approached?

Having worked with you in the past, I feel that you have valued views that may enrich this study and enhance the curriculum design process in the future. After getting the doctoral degree, I intend to be more involved in the curriculum design and the results of this study will benefit me as well as the department to incorporate the voice and views of the teachers in the curriculum design process.

Participation in this research is optional and you have the right not to participate without providing reasons. I realize you may be extremely busy during the semester and therefore might not be able to commit to any extra work but I believe your contribution will add greatly to the study. Your data will only be available to me and it will be dealt with in a very confidential and professional manner. You will also be able to review and approve the transcription of your interview if you would like to before it is used.

What are the possible benefits of taking part?

Hopefully, this study aims to provide valuable input and views from the teachers' perspectives which are essential for the enhancement of educational change as teachers are the major players in the process. The results of this study are aimed to enlighten and facilitate future change processes in the department as it is built around what teachers think works best from their own perspectives and where their voice is heard. I look forward to your agreement to participate. I am grateful in advance that you will give me your valuable time and input. Please take time to

consider the information carefully and to discuss it with family or friends if you wish, or to ask me any questions.

What would taking part involve?

You are asked to respond to a semi-structured questionnaire. The questionnaire is expected to take 10 minutes to complete.

How will my information be kept confidential?

The University of Exeter processes personal data for the purposes of carrying out research in the public interest. The University will endeavour to be transparent about its processing of your personal data and this information sheet should provide a clear explanation of this. If you do have any queries about the University's processing of your personal data that cannot be resolved by the research team, further information may be obtained from the University's Data Protection Officer by emailing dataprotection@exeter.ac.uk or at www.exeter.ac.uk/dataprotection

The questionnaire is totally anonymous. You are not required to provide any personal details that can reveal your identity.

What will happen to the results of this study?

My research study results will be used for completing my thesis to obtain my EdD doctoral degree. Results of the research will be disseminated in professional development sessions at the English department and in conferences. Who is organising and funding this study?

Who has reviewed this study?

This project has been reviewed by my supervisors Drs. Susan Riley and Hania Salter-Dvorak at the University of Exeter and by the Qatar University Institutional Review Board which granted my approval in November 2017 (QU-IRB 288-E/14).

Thank you for your interest in this project

Email:

Mobile:

Office:

Office Number:

Appendix 4

Qatar University IRB

Request for Ethics Approval

Application Form 1: Research involving Human Subjects

For QU-IRB Use Only:

Research No.:

Received on:

Note to Applicants: Please TYPE the details requested below and put N/A where the information is not relevant or not required on your part.

Often filled application forms are sent back to researchers for additional information. If care is taken to provide sufficient details in the original application, then delays in the approval can be avoided.

Title of the Research Project: Project ID:

Teachers' Perceptions of and Attitudes Towards the Change to Task-based Curriculum in an English Programme at a University in Qatar

External Sponsor(s) / Collaborator(s):
…… Expected start date: January 2019 Expected end date: December 2019

A. Details of All Investigators Name, Position & Department PI, Co-PI Others: Specify Faculty: Post-graduate. MSc in TESP Job # 10479 Previous and/or Current Training related to Research Hala Hadba A doctorate candidate in TESOL at the University of Exeter/ England Lecturer of English in the Foundation Programme

B. Lay Summary (Max 300 words) This should be accessible to non-scientist who is a member of the QU-IRB.

Specify the research problems this project addresses

By the summer of 2013, reforms of some key elements of Qatar's educational system were well under way and subsequent reforms in its national university, Qatar University, had to follow as it is considered the natural reservoir of the human resources that would be needed to lead and carry out the development movement. The change demanded that both teachers and students take on different roles than the ones they used to do before. Students were expected to take more responsibility in their own learning while teachers become facilitators rather than transmitters of knowledge.

Nevertheless, while looking closely at the context of the change, Romanwoski and Amatullah (2014) concluded that rapid changes came with a heavy price for teachers. The researchers suggest that challenges

occur because "the beliefs, values, ideas and knowledge embedded in the professional standards" were taken from the Western approaches, without regarding the appropriateness to the local educational context. They, therefore, suggest that policy-makers critically examine the standards and adapt them to "make fit for, or change to suit a new purpose to the Qatari context" (p.112).

C. Details of the Research

The qualitative study looks at teachers' attitude towards rapid curriculum change in Qatar University Foundation Programme. Participants are English language teachers who are responsible for implementing a new programme after being changed several times in five consecutive years. This study aims to document teachers' experience over the period of implementing the change and interpret their attitudes towards it. By using a questionnaire and semi-structured interviews for collecting teachers' responses about different aspects of curriculum educational change, the study aims to collect thick descriptions of the challenges teachers may face and reach conclusions on more effective ways of executing curriculum change from the teachers' perspective. The study will try to identify the needs of teachers and explore approaches curriculum developers and planners can apply for a more successful curriculum change in order to reach the ultimate goal of curriculum improvement and increased student learning.

To explore the variety of views on teachers' role and attitude towards curriculum change, it is worth investigating the current changes taking place from the teachers' perspective to find out: 1. How do teachers perceive the change from PPT to task-based curriculum in Qatar University Foundation Programme Department of English? 2. How do teachers perceive their role in the change? 3. What are teachers' attitudes towards the change? 4. How do teachers perceive the role of curriculum leaders in this context? 5. How do the following factors affect teachers' attitude towards the change: • Involvement in curriculum change • Involvement in professional development? C2 Subjects: Qatar Foundation Programme / Department of English Faculty C3 Inclusion and Exclusion Criteria: Inclusion: All FP faculty who have been teaching English 1 and English 2 Courses English for the past four years will be targeted. Exclusion: All new faculty who have joined the FP in the past year. C4 What data collecting instruments will be used? (e.g., Interviews, Questionnaires, Measurements, etc…) Semi-structured questionnaire Semi structured interviews C5 How will the results be analyzed? The questionnaire will be analyzed using SPSS The qualitative data will be analyzed according to themes and aligned with the research

questions. C6 Will results be acted on in any way? (e.g. will patients screened + be followed up/offered treatment? NO C7 Materials to be administered or used in the research: NONE/ this is an educational research i) Drugs or Chemical Hazards: ii) Biohazards: iii) Radioactive Isotopes or Radiation: iv) Special Diet: v) Others (specify): C8 Possible hazards from using these materials: NO i) None: ii) Contagious to people: iii) Controlled Drug: iv) Carcinogen:

v) Others (specify): C9 Approved by University Chemical and Biohazard Safety Committee: N/A Yes No Pending N/A C10 Approved by Radiation Safety Officer: N/A Yes No Pending N/A C11 Samples to be taken: NONE C12 Procedure: N/A C13 Other Tests: N/A C14 Where will the study be carried out? Qatar University/ Foundation Programme C15 Please list possible risks, discomforts, inconveniences, side effects, and costs that could be experienced by the subjects: D. Informed Consent D1 What information will be given to subjects and how will it be given? Faculty will be given a questionnaire to respond to. All participants will remain anonymous as they will not be required to mention names or job numbers. Interviewed participants will sign a consent from of which they will keep a copy. D2 From whom and how the Consent will be obtained? Interviewed participants will sign a consent from of which they will keep a copy. D3 A copy of the consent form should be attached to include the following information : • Title, Purpose and Nature of the Research • A brief understandable description of the study, in level-appropriate language for the study group. • Clear explanation of the possible risks, harms and benefits to the subject. • Task and Time required of the participant and/or any remunerations • Costs, or voluntary participating in the study • Provides for the withdrawal policy • Description of any recording devices to be used. • Provides the opportunity to see the results • Fate of the Sample (Disposition and/or Storage for future use) • Provides for confidentiality • Gives contact information for researcher, supervisor (if appropriate) • Any additional information relevant to the Consent • Provides confirmation that all stakeholders/employers have been informed and approvals obtained E. Confidentiality E1 How and where will the study data/sample be stored and secured? All data will be kept in my office. Codes, initials and numbers will be used instead of the real names.

E2 Will it be reused in the future? No

E3 How would subject's confidentiality be protected? No names will be mentioned in the results of the study. A hard copy of the questionnaire will be placed in teachers' mailboxes and they can anonymously place them back in my mailbox without adding names or any other private details. Participants will be promised anonymity and given the choice to withdraw from the study at any point they feel the need to.

F. Any Other Information/Comments that could be helpful pertaining to this application

……

G. Declaration Statement from the Applicant

I confirm that all information reported in this application form is true and accurate. I agree to report ANY DEVIATIONS from the reported procedures and methodologies to the QU-IRB. I agree to maintain adequate records of all procedures. I agree to become informed and comply

with the principles outlined in the “Handbook for Ethical Rules and Regulations” as published by Qatar University and comply with all Acts and Regulations in the state of Qatar pertaining to the use of human subjects in research.

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Name: Hala Hadba Postal address: Qatar University Foundation Programme Mailing address and postcode P.O. Box: 2713 - Doha Phone: (+974) 4403-3333 Email: info@qu.edu.qa. Telephone: 00974 4403 5389 Email: Foundation English Administration fpde@qu.edu.qa
Signature of the Applicant: Signature of the PI:
****

Please do not write below this line. This part is for QU-IRB use only: Approval of the above procedures for a period not exceeding one year is hereby given: Chairperson, QU-IRB: _____ Date: _____

Previous Protocol ID: _____

Approval Date: _____ Renewal Date: _____

Appendix 5

Exeter University Ethics Application Form

COLLEGE OF SOCIAL SCIENCES AND INTERNATIONAL STUDIES

All staff and students within SSIS should use this form; those in Egenis, the Institute for Arab and Islamic Studies, Law, Politics, the Strategy & Security Institute, and Sociology, Philosophy, Anthropology should return it to ssis-ethics@exeter.ac.uk. Staff and students in the Graduate School of Education should use ssis-gseethics@exeter.ac.uk.

Before completing this form please read the Guidance document which can be found at http://intranet.exeter.ac.uk/socialsciences/ethics/

Applicant details Name Hala Hadba Department EdD TESOL Dubai UoE email address hhadba@qu.edu.qa Duration for which permission is required Please check the meeting dates and decision information online before completing this form; your start date should be at least one month after the Committee meeting date at which your application will be considered. You should request approval for the entire period of your research activity. Students should use the anticipated date of completion of their course as the end date of their work. Please note that retrospective ethical approval will never be given. Start date:17/03/2019 End date:31/08/2019 Date submitted:06/02/2019 Students only All students must discuss (face to face or via email) their research intentions with their supervisor/tutor prior to submitting an application for ethical approval. Your application must be approved by your first or second supervisor (or dissertation supervisor/tutor) prior to submission and you MUST submit evidence of their approval with your application, e.g. a copy of an email stating their approval. Student number 590056034 Programme me of study Doctor of Education (EdD) module EdD TESOL Dubai Name of Supervisor(s) or Dissertation Tutor Dr. Susan Riley and Dr. Hania Dvorak Have you attended any ethics training that is available to students? No, I have not taken part in ethics training at the University of Exeter I received the 15-hour course training for each of my modules when doing my Masters in Dubai. 2009-2010 Certification for all submissions I hereby certify that I will abide by the details given in this application and that I undertake in my research to respect the dignity and privacy of those participating in this research. I confirm that if my research should change significantly I will seek advice, request approval of an amendment or complete a new ethics proposal. Any document translations used have been provided by a competent person with no significant changes to the original meaning.

Hala Hadba Double click this box to confirm certification ☒

Submission of this ethics proposal form confirms your acceptance of the above. TITLE OF YOUR PROJECT Teachers' Perceptions of and Attitudes Towards the Change to Task-based

Curriculum in an English Programme at a University in Qatar

D1819-031

ETHICAL REVIEW BY AN EXTERNAL COMMITTEE No, my research is not funded by, or doesn't use data from, either the NHS or Ministry of Defence.

MENTAL CAPACITY ACT 2005 No, my project does not involve participants aged 16 or over who are unable to give informed consent (e.g. people with learning disabilities

SYNOPSIS OF THE RESEARCH PROJECT Maximum of 750 words. Curriculum change or reform is usually instigated in the hope that a change in the content of the materials taught would entail an improvement in the pedagogy leading to enhancement of learners' efficiency. Research, therefore, reminds us that it is important for educational reform to be determined by teachers' acceptance, the degree of their involvement in and how much ownership they have of the reform (Carless, 2001). Major players in the change are the teachers who are considered as agents of the change. It is, therefore, essential that teachers who undergo change to be helped during the change through clarity and transparency of all elements of the change in order to overcome any feelings of anxiety, confusion or loss and minimize resistance to it. The purpose of this study is to examine the perspectives of teachers in an English programme at the tertiary level regarding how the change from PPP (presentation – practice – production) to TBL (task-based curriculum) in the English programme has affected them and see if their attitudes towards the change have affected their way of implementing the new curriculum. It was deemed by decision-makers in the department of English that the old PPT methodology was not helping students perform well since the curriculum was delivered via a loosely-defined communicative methodology. Therefore, decision-makers decided to join the global movement that calls for the TBL approach where students are exposed to a wide variety of language forms and vocabulary with more authentic language use that learners will need to learn in order to participate in real life situations. One aspect is also important in this study which is the lived realities and pressures teachers have felt and what they believe works and does not work for improving students' learning in their environment. To explore the variety of views on teachers' role and attitude towards curriculum change, the following research questions will guide the study:

1. How do teachers perceive the change from PPP to TBL curriculum in the University's Foundation Programme Department of English? 2. How do teachers perceive their role in the change? 3. What are teachers' attitudes towards the change? 4. How do teachers perceive the role of curriculum leaders in this context? 5. How do the following factors affect teachers' attitude

towards the change,

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• Involvement in curriculum change • Involvement in professional development?

References Carless, D. R. (2001). A Case Study of Curriculum Implementation in Hong Kong. In D. R. Hall & A. Hewings (Eds.), Innovation in English language teaching: A Reader, pp. 263–274. London: Routledge in association with Macquarie University and The Open University.

INTERNATIONAL RESEARCH This research will involve faculty members at the Foundation Programme in Qatar University in Qatar. Research tools include a semi-structured questionnaire and semi structured interviews. I have already applied for the Ethics Form from Qatar University Institutional Review Board (QU-IRB) (Appendix # 1). The Board is dedicated to implementing all the guidelines, regulations and policies set by the MOPH, aimed towards the protection of human subjects in research.

QU-IRB is registered with MOPH under the following name and numbers:

Name of the IRB: Qatar University Institutional Review Board (QU-IRB) Registration No.: MOPH-QU-010 Assurance No.: MOPH-QU-011

I have obtained my initial IRB approval for my thesis in 2014. Since then, I have interrupted my studies and resumed my degree in September 2017. I have obtained an extension for my IRB but I also need to request an amendment of the form since I have modified the title of my thesis.

RESEARCH METHODS Having in mind that the central focus of this study was to explore, from an interpretive inquiry position, teachers' perspectives and understandings of a curricular change, the data in this study will come from three different sources: a semi-structured survey, individual interviews and focus groups. The chosen methods seem suitable to investigate a curricular change because they will enable the development of an understanding of the phenomenon from the teachers' points of view. Participants will be asked a set of questions concerning their beliefs about teaching Task-based curriculum, and about their beliefs and attitudes towards the curricular change. The research methods consist of:

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1. A semi-structured questionnaire that will be sent to all teachers of the English department who were involved in the change (between 38-40 teachers). 2. Individual interviews with 8-10 teachers. The interviews as well as the questionnaire and focus groups will be in English. Interviews will last between one to one and a half hours. 3. Two focus groups of 4-6 female and male teachers other than the teachers who were interviewed previously to gain more insight. Characteristics of the data collection instruments The questionnaire: aims to gauge teachers' responses to the change phenomenon and narrow down the focus of the interview questions. The questionnaire is divided into 5 main sections: - The degree of teachers' involvement in the change process - Teachers' attitudes towards the change - Teachers' perception of curriculum change - Teachers' views of the curriculum centreedness, usability and implementation - Teachers' views of their role in the change Interviews: My aim is to interview 8 to 10 of the teachers with the following requirements: 1. They been involved in the change. This means they have taught both

the old and the new curricula. 2. They have taken part in designing materials/ tasks or assessments of the new curriculum. Focus Groups: the focus group will include volunteers from the same sample who share characteristics of the overall population and can contribute to helping the research gain a greater understanding of the topic. These teachers are the ones who have undergone the different stages of the implementation of the new curriculum and will be able to provide a description of the phenomenon from their own perspectives and generate ideas for future implementation.

PARTICIPANTS The institution where this study is conducted is a Foundation Programme in the English Department which serves the Arabic Stream colleges. All courses bear credit hours and are delivered over five hours per week. These courses are designed to ensure active use of English with pair, group and project work. All courses integrate the four skills of speaking, listening, reading and writing. The courses ENGL 1 and ENGL 2 provide practice in developing all four skills at the basic to lowerintermediate level. The 38-40 teachers who teach English 1 and English 2 have purposely been identified as the target population as they have taught these courses for years and have been involved in both the previous English curriculum PPP (presentation – practice – production) and TBL (taskbased). The whole sample of teachers will be sent the questionnaire and a letter of invitation to take part in either the interviews or focus groups. A group of 8-10 participants volunteers will be

chosen to do interviews while 8-10 others will be asked to participate in the focus groups. The participants are from both genders and from different cultural backgrounds. These countries include Syria, Yemen, Palestine, Oman, the United States of America, Ukraine, Canada, UK, Tunisia, Greece, Jordan, Egypt, Holland, Bulgaria and Brazil. Their ages range from thirty to sixty years old and they have been teaching at the institution from three to twenty-four years.

The participants' qualifications include PhD and Masters' Degrees in TESOL, Applied Linguistics, TESL, or ELT. Their workload ranges from 15 to 21 class hours a week. All are full-time teachers, their workload also includes four office hours a week in addition to course and committee service which can take the form of specific tasks such as: writing exams, attending departmental meetings, lesson planning, participation on course committees, participating in at least one departmental committee and some other requirement from the department.

THE VOLUNTARY NATURE OF PARTICIPATION

For recruiting participants, I will be sending them a letter of invitation and information about the research via their university mailbox. They will be informed of what the research is going to be about, its nature and purposes, how their participation will benefit the research, their role in the study, and how the results will be distributed and used. In case they approved to take part in the study, I will seek written consent from them. I will use my university email address for further correspondence with participants to preserve confidentiality and to distinguish my professional and academic roles. Participants will be informed of the voluntary and confidential nature of their participation and that they have the right to withdraw during the data collection time. The interviews will be anonymised and confidentiality will be preserved. Prior to the individual and focus group interviews, I will ask participants whether they agree to me recording the session and explain to them that they can stop the recording at any point during the session.

SPECIAL ARRANGEMENTS Special arrangements will be taken when scheduling the interviews and focus groups to accommodate participants' needs. Each teacher will be sent an invitation email with venue and timing details at least seven days prior to the meeting. Teachers will be given the choice to meet me in their office or in any other building on campus if that's more convenient for them.

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THE INFORMED NATURE OF PARTICIPATION Information about the nature of the study is included in the attached consent forms. The questionnaire distributed to participants will include details about the voluntary and confidential nature of the study. Before starting the interview, teachers will receive an email to invite them to the meeting with a summary of the main points of the research study. Participants will also be given the chance to ask me any questions they may have before, during or after the meeting. In addition to being physically available on the same campus, my contact details will also be provided for all.

ASSESSMENT OF POSSIBLE HARM

The interpretive nature of the study will require discussing teachers' perspectives and views of the decision-making process at the English Department. Since some views might be contradictory or critical of management, the confidentiality of all information obtained by participants will be ensured in the following ways: Questionnaire Questionnaires will be placed in teachers' mailboxes. Confidentiality is ensured by following these procedures: 1. No names will be recorded and no numbers will be attached to the questionnaire. 2. Biodata required from participants will refer only to gender and years of experience which will not enable me to identify teachers as among the 38 teachers there are 21 males and 17 females with different years of experience that are known only to the participants.

Interviews and Focus Groups Participants will be given pseudonyms. All the audio files will be kept confidential on my work laptop with no real names mentioned. Details given during the interview will only be used for the purposes of the research and with the approval of the participants. All data collected during the study will be securely deleted after I finish my thesis and get my degree.

DATA PROTECTION AND STORAGE The confidential information about participants will only be available on their consent forms. None of the details will be disseminated and all participants will be given a pseudonym and numbers. These names will later be used for the interviews and no personal details will be recorded in the beginning of the actual interview.

SSIS Ethics Application form_template_2018/19 Page 6 of 16

I will record the pseudonyms and actual names on a password protected spreadsheet that will be uploaded onto u drive. I will only store this document on u drive and not on my home computer or any portable devices.

Participants' reference to people in management positions (leaders of the change) will be referred to in transcripts as 'lead' or 'facilitator'. Further, any details such as place names may be changed to ensure anonymity if it appears that these may aid identification of participants.

My consent form explains how data will be stored and contains written privacy notice:

- Consent forms will be scanned and uploaded into a separate file on u drive from the password protected spreadsheet. I will shred all the original forms for confidentiality. - All digital recordings will be deleted after I have the transcript of the interview. - Only pseudonyms will be used in the analysis of data. - Confidential details such as contact details and names of participants will be kept safely with me in case I needed to contact participants during my study. It will be destroyed as soon as my degree is awarded. - Anonymised data may be stored indefinitely. Data will be kept confidential unless for some reason I am required to produce it by law or something in the interview causes me concern about potential harm to participants. In the case of the latter, I will first discuss with my supervisor what, if any, further action to take.

DECLARATION OF INTERESTS My research study results will be used for completing my thesis to complete my EdD doctoral degree. I have no intention to use this study to make any financial gains in the future. Results of the research will be disseminated in professional development sessions and in conferences.

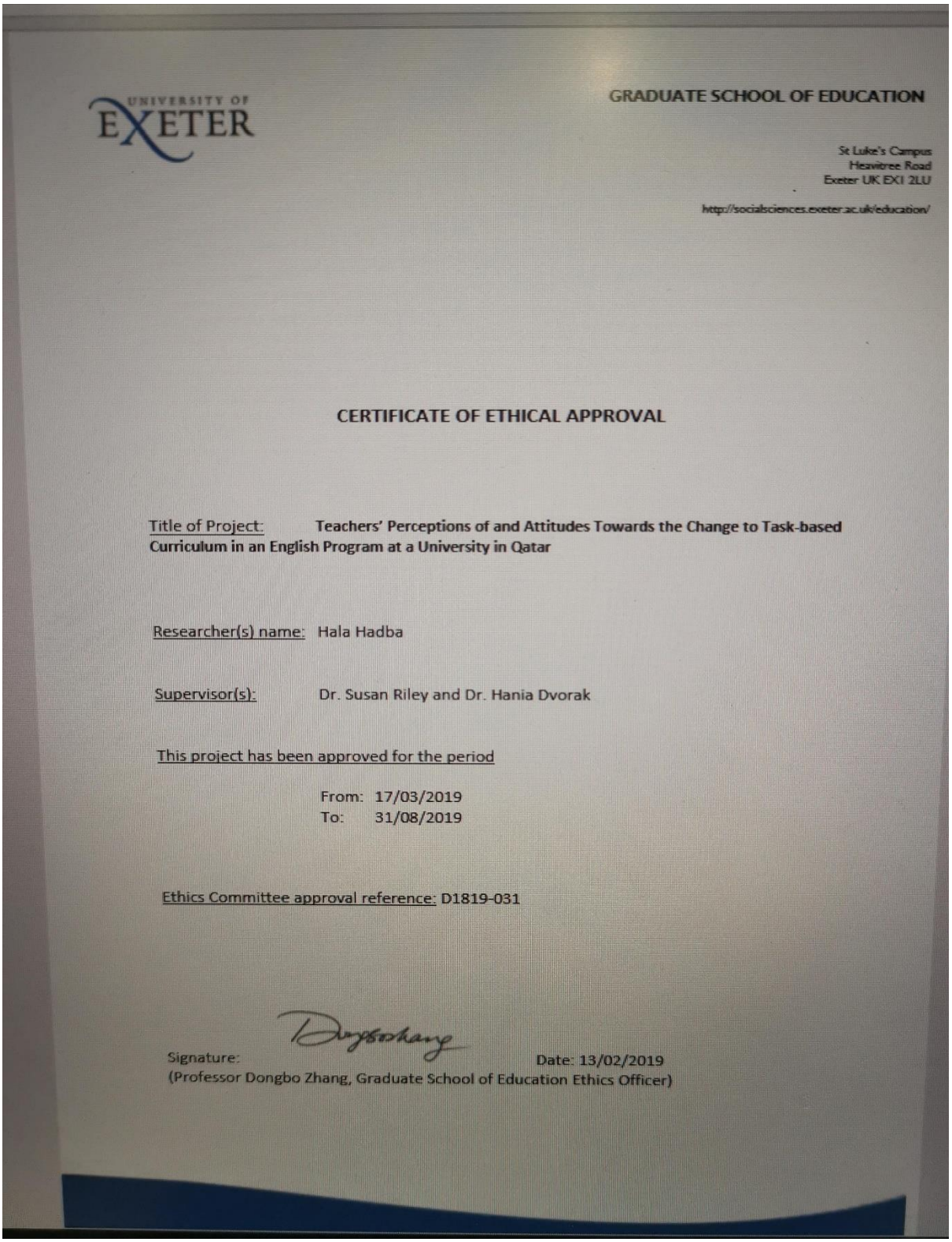
USER ENGAGEMENT AND FEEDBACK After analysing the questionnaire items and interview transcripts, I may send a summary of the results to participants in case they asked to review them. In case any of the participants requested more information or details, those will be provided and only used in the study after their approval. I may send individual transcripts to the interviewees upon their request so they can check that it is a correct representation of what they said. INFORMATION SHEET See Appendix 3

CONSENT FORM See Appendix 4

SUBMISSION PROCEDURE
Staff and students should follow the procedure below.
Post Graduate Taught Students (Graduate School of Education): Please submit your completed application to your first supervisor.
All other students should discuss their application with their supervisor(s) / dissertation tutor / tutor and gain their approval prior to submission. Students should submit evidence of approval with their application, e.g. a copy of the supervisors email approval.
All staff should submit their application to the appropriate email address below.
This application form and examples of your consent form, information sheet and translations of any documents which are not written in English should be submitted by email to the SSIS Ethics Secretary via one of the following email addresses:
ssis-ethics@exeter.ac.uk This email should be used by staff and students in Egenis, the Institute for Arab and Islamic Studies, Law, Politics, the Strategy & Security Institute, and Sociology, Philosophy, Anthropology.
ssis-gseethics@exeter.ac.uk This email should be used by staff and students in the Graduate School of Education.
Please note that applicants will be required to submit a new application if ethics approval has not been granted within 1 year of first submission.

Appendix 6

Exeter University Ethical Approval



UNIVERSITY OF EXETER

GRADUATE SCHOOL OF EDUCATION

St Luke's Campus
Heavitree Road
Exeter UK EX1 2LU

http://socialsciences.exeter.ac.uk/education/

CERTIFICATE OF ETHICAL APPROVAL

Title of Project: **Teachers' Perceptions of and Attitudes Towards the Change to Task-based Curriculum in an English Program at a University in Qatar**

Researcher(s) name: Hala Hadba

Supervisor(s): Dr. Susan Riley and Dr. Hania Dvorak

This project has been approved for the period

From: 17/03/2019
To: 31/08/2019

Ethics Committee approval reference: D1819-031

Signature:

Date: 13/02/2019

(Professor Dongbo Zhang, Graduate School of Education Ethics Officer)

Appendix 7

QU University Ethical Approval

جامعة قطر
QATAR UNIVERSITY

Qatar University Institutional Review Board
QU-IRB

April 17, 2019

Ms. Hala Hadba
PhD Student - Exeter University
Foundation Program, Qatar University
Tel.: 4403-5389
Email: hhadba@qu.edu.qa

Dear Ms. Hala Hadba,

Sub.: **Change-2 Approval on QU-IRB 288-E/14 dated March 4, 2014**
Change-1 Approval dated Nov. 12, 2017 (continuation request)

New Title: "Teachers' Perceptions of and Attitudes towards the Change to Task-based Curriculum in an English Program at a University in Qatar"

Old Title: "The Impact of Mandated Curriculum Change on Teachers in a Multicultural Context"

Please note that the **change-2** (Title change + Addition of QU supervisor as PI) reported to QU-IRB 288-E/14, on the originally submitted documents is approved by IRB.

Documents Reviewed: Originally submitted documents, Proposal, University of Exeter Ethical Approval Certificate, Updated Survey, IRB Review Form, Responses to IRB queries, and updated documents.

We reiterate that exempted projects do not need renewal. However, any changes/modification or additions to the original submitted protocol should be notified to the QU-IRB to seek approval prior to continuation.

Your Research Ethics Approval No. remains as **QU-IRB 288-E/14**. Kindly refer to this number in all your future correspondence pertaining to this project. In addition, please submit a closure report to QU-IRB upon completion of this project.

Best wishes,

Dr. Ahmed Awaisu
Chairperson, QU-IRB

Institutional Review Board
(IRB)
Office Of Academic Research

Appendix 8

GRADUATE SCHOOL OF EDUCATION

CONSENT FORM

My name is Hala Hadba and I am a doctoral candidate in Exeter University. This research is in completion of my doctorate.

Title of Research: Teachers' Perceptions of and Attitudes Towards the Change to Task-based Curriculum in an English Programme at a University in Qatar

The research for which the data will be gathered aims at gauging responses on teachers' attitudes towards mandated curriculum change and the impact it has on their morale.

I have been fully informed about the aims and purposes of the project.

I understand that:

There is no compulsion for me to participate in this research project and, if I do choose to participate, I may at any stage withdraw my participation

I have the right to refuse permission for the publication of any information about me

Any information which I give will be used solely for the purposes of this research project, which may include publications

If applicable, the information, which I give, may be shared between any of the other researcher(s) participating in this project in an anonymised form

All information I give will be treated as confidential

The researcher(s) will make every effort to preserve my anonymity

…….. ……

(Signature of participant) (Date)

……

(Printed name of participant)

One copy of this form will be kept by the participant; a second copy will be kept by the researcher(s)

Contact phone number of researcher: +974 55232480

Contact: hhadba@qu.edu.qa

Appendix 9

Sample Interview

Sample Interview

Interview 5

Speaker 1: Researcher

Speaker 2: Interviewee # 5 (Nabila)

Speaker 1: Thank you very much for agreeing to be part of this research. I appreciate that very much. This will be recorded. Thanks a lot. So my first question would be about change in general in curriculum to your understanding what do you think happens when curriculum changes why do institutions like here change the curriculum.

Speaker 2: They change because they're looking for something new to enrich the students experience and when they have like and change comes after a lot of observation and a lot of research that maybe if we try something new it will work out for the students and usually like a young institutions because I consider our institution a young institution. I do not consider it as a very Like old institutions. So what happens is like there's a lot of trial and error especially in when it comes to the curriculum and how they interpret needs for EFL. Now. The problem is that change could be resisted from people working within the curriculum or it could be resisted from the administration and but there's also like a lot of people who are open to change especially like teachers and people who think that if we try something new we might be succeeding and during my stay here like the past four years. I have witnessed a lot of change now change is good. But if it is like happening a lot, sometimes it becomes there would be a lot of in consistencies and there would be a lot of work and sometimes people cannot cope with change easily, that means they cannot like sometimes you're doing something and the next day you're doing something else. So change is good but it should be studied really well and it should be monitored and people should work on it in a very consistent way or otherwise, it could be a disaster. Like we're like students would not understand what's going on teachers involved and the change would not have time for the for this change. It's not like you do the change you have to give it time. So yeah.

Speaker 1: so regarding the change that took place from PPP to embedded you witnessed the change. Can you tell me how what was your idea? What was your perception of the change? How did you understand it?

Speaker 2: I understood the change first of all. The whole idea was a little bit vague because the director of the of the programme came up with this idea. Like I remember we got this email and they were asking for volunteers to have a meeting with the director and we did not know what was the meeting all about. So, I volunteered to go to that meeting and apparently that meeting was actually it was like it was a driving force towards the

change in the curriculum. So we did not understand that. So what happened was like suddenly they hired a consultant and the consultant came from AUC and she wanted like she was helping us with the change. And so then I understood that they wanted to move they wanted to shift from PPP to TBL now how I witness the change. I was like very open I was like one of the among the people who was very open to this change because I thought that TBL was something with that we could apply in our curriculum. It depends on a lot of communicative work and the communicative approach. So I thought that it would be good for our beginning students since 110 & 111. They do not need a lot of academic work. I mean like they all they need to do is they need to know how to communicate how to write emails and so they don't need like all the academic elements that foundation and post Foundation would need so I thought like oh that's a good idea. We could actually implement it and the implementation was a different story altogether because you did not implement the approach by itself. Like it wasn't implemented hundred percent correctly. So this is what happened. And I only had a problem is like they are they told us that okay, we're going to pilot and they would not actually go back to the pilot and follow up what happened in the pilot and they would not give the pilot a longer time. So they would say, oh, let's pilot it and then we will actually implement the change and it doesn't work like that. You have to buy into it then actually like go back and see what happened or like you have to Pilot for a longer time. It's not like enough to Pilot for six sections and then like suddenly, oh we got approval and let's implement it and this is where we faced a lot of problems because we did not have enough time to pile it. We did not have enough sections to actually work with and then suddenly we're like doing a pilot. We did not have a follow-up. We did like focus groups. We did all of these things but We needed more time. This is the problem. The change is very rapid and it's like as I mentioned before like one day you're doing something the next day you're doing something else.

Speaker 1: So yeah, so by they you mean the people responsible for the decision-makers.

Speaker 2: Yes decision-makers and the person who was behind the decision-making and then we discovered that there was a conflict between the like the higher decision-makers and our decision-makers so they actually clashed and the whole thing crumbled towards

Speaker 1: that I am more interested also in the way it made you feel with your students and as a teacher.

Speaker 2: I like I embraced it. So I was very happy. My students were very happy when we first started. I mean like I was really happy with the pilot. I think we had good very good results because I did focus groups with the with my students. I actually worked on translating some of the items. So what happened was it was it was good as a start but when you implement it on a very on a bigger large scale and it's not like that we have to like and we're not like two or three sections you're talking about thousands of people and we're talking about tens of Faculty members. So what happened what with the faculty members is that when we were doing the changes of people we're like wanted the nitty-gritty so you had to like plan every step and with TBL it's not like you have a sheet of paper and you have to follow everything. So this is what like I did the pilot. I was very happy with it. But when we actually progress toward like doing like all these sheets and the trying to like develop all of these tasks it became very laborious and especially because like, sometimes you felt that

oh you did not have enough room for creativity. You did not have so you had as well as a teacher because you suddenly like you felt that you have to do you have to cover certain elements in the curriculum and sometimes you didn't have time and then you had the language element that came in so I'm not against like teaching grammar. It's just like sometimes like oh, I need to teach you this these elements. I need to teach this vocabulary this I need to do these things. So because they are going to be tested on it. So this is what started like ruining things for me and it wasn't like the first year. It was the second year that I had like, oh now I have to teach all of these things I have to work. So I felt that we went back to the original way of teaching which was like, oh you have a book you have to but instead they replace the book with sheets of paper where they had the task. And so it was like it my creativity was a little bit inhibited. So I had to like work with the with a sheet of paper and think of like, oh, I need to cover all of these things. I need to like, I need to make sure that my students knew these words and our students one of the problems that we face with our students is not like they are motivated to learn their language. They wanted like to learn things towards like testing so it's like, okay. So what do we have on the test? So they were like, okay, let me memorize these words and then forget them after the test. So this is what was happening. Yeah, so we're not like and as a teacher I felt that there was a burden on me like, oh, maybe they did not know these words Maybe they did not know these grammar elements and again, I was working we were working as like a big group of teachers. So you cannot like be doing something and the other teachers doing something else and this is what happened with the TBL. Although like the first part. I was very happy. I went to Barcelona. I went to the TBLT conference. I saw I attended a lot of sessions with like the big names like Rah Dallas and John Norris and all of these people. So it was I was really motivated to take on this task, but I saw on the second year when and it's not about us or about the programme . It was like a matter of logistics and how to adhere to certain rules by the by the university and we did not have Like all the decision-makers like the decision-makers actually like Kirk and but we had to like the the vice president of like of the University. So we had to adhere to certain rules and they thought that we were not doing something academic enough. Yeah, and and you see like people started like writing report after report that know we're doing this and you know, and we had to like prove hours like our point, but sometimes it's very difficult, especially if you're working within an institution and like people up there they do not like it's not like they do not know but sometimes like they are not aware of what's like, how EFL is done or what are the trends in EFL? So or like the approach is in teaching and learning. So this is what we like this is the problem that we faced. Yeah. But not like within the programme it's within it wasn't like it wasn't something that we were it wasn't in our hands. It was in someone's else's and so this is what happened.

Speaker 1: Yeah. I want to go back to what you said about your involvement in the whole process, so you started very enthusiastically a preparing yourself. So was it because you had an understanding of TBL and you have experience in teaching TBL?

Speaker 2: Yes. This is part of it. I wanted like I I read a lot about TBL before and I applied it in other institutions where like but like in certain courses that I thought were which were like a little bit advanced. It was it only TBL it was pbl also project-based learning and This is why I was enthusiastic because I wanted like I look for like new approaches in now TBL is not

new like as people think but it was new to our institution and I was like, oh let's let's try why not and so I was really interested in it. And I thought that like I had ownership like it was my own project. I was involved from the beginning. I was like among the six people were chosen to do the pilot. So this is why I was very happy and we had like an open door policy where teachers were coming in observing our classes. So it started like it was a very nice project at the beginning but then my enthusiasm is decreased like after like a year or so. Yeah.

Speaker 1: Yeah, you mentioned because of the changes

Speaker 2: because of the changes and the decisions because sometimes you didn't know and what also like decrease in my enthusiasm as when I talked to 250 in this 250 and I chose a higher course and not only a higher course because when we did the change, we actually only attacked like 110 and 111 and I thought like students who were coming from 110 and 111 were not prepared enough for 250 because the 250 was taught in a different way and it was like regressing it was like going back to the actual like PPP approach and what happened is like students were doing something and to TBLT and then suddenly they are like moving back to the to PPP. So students were like weak. They did they were not prepared because 250 was more academic and had like more writing. So you would feel that there wasn't any consistency along the curriculum. So if you did 110 and 111 and then 250 was different and 251 was different than you did not do anything because students were like in a shock where it's like, oh we were taking 110 and 111 and certain way and suddenly like we took 250 and 250 is given a different way. So this is actually something so when I taught 250, I was like hmm. I wasn't very happy. I wasn't very happy with 250 to start with like I felt that the materials were not like no it's not that the approach it was not like there was something wrong with the it wasn't wrong with the course, but it was like they wanted like to force the book on us. So the book they would like create these materials that were related to the book but like they did not have to do anything with the skills of the students and they did not take into consideration that these students have taken 110 and111 using the TBLT. So yeah

Speaker 1: so continuation was a problem?

Speaker 2: continuation was a big problem for me. Yeah.

Speaker 1: So how did that make you feel about TBL?

Speaker 2: I started like reconsidering like TBL maybe TBL is not appropriate for our programme especially when I saw that some students they were. They did not have liked the ability to write and to do like certain things that were academic like because and 250 they have to write a report and they have to write like an email that was a little bit more advanced compared to what things they did in 110 and 111. And so you felt that students did not have these elements especially when they were writing using like reported speech so you have to like teach them. To use reported speech while we were asked not to teach grammar 250 at the time where when I was teaching it, so you had to like either like teach directly. If you're like really concerned that students would know how to use it and writing or you had to like beat around the bush and try to do it and directly and try to do like exercises which like, oh you don't mention that this is reported speech. So it was like a little bit of a

mess for me and I was like, but I did not like why aren't we like continuing with the approaches?

Speaker 1: Oh, yeah. So you did that TBLT for like four semesters, I think how did you feel like doing it several times?

Speaker 2: like sometimes I would feel good about it. Sometimes I would not it depends on like the tasks sometimes like because these I were like you would you would do them more than once and what would happen is like you would meet up with other faculty members and we would ask for like changes within the task. Sometimes the changes are good. Sometimes like you would be teaching the task and you know that the task is either boring for the students boring for you or sometimes the you would understand that like, oh this is a good task. It is engaging I could do like it opens doors for me to be more creative. So all of these things you would take that into consideration. But sometimes you would feel like repeating the same tasks could be like a little bit of you would get burnt out or if the task if you change the task all together and you are involved in the change and you're like convinced that oh this change would like yield good results. Then you would feel like I felt like a little bit motivated because I was involved in like writing some of the tasks but you have to go back and re-edit and re-edit and see what the students have, if they were really engaged, if it had impact and measuring impact was very difficult for us, especially when you're doing TBLT and seeing if the task was good and also like assessment and all of these things you have to take into consideration. Yeah, but yeah.

Speaker 1: What about the PD that was provided? Yeah, I think you said you were involved. So where you part of PD or were you provided PD how did it feel?

Speaker 2: like first of all, I wasn't personally at we weren't provided PD we create like as like the pilot think team. We created workshops for other like faculty members like we talked about different elements of TBLT. Some people like talked about assessment. Some people talked about grammar. Some people talked and these were like the piloting team most of them. Some people talked about technology within TBLT. Some people talked about jigsaw how you can Implement a jigsaw and well while doing TBLT. So, we created the PD sessions that I I personally like it was a my personal initiative to go to the TBLT conference that was held in Barcelona and they usually have like they do it like every two years sometimes and now they're preparing for another one. So I got my PD training over there. So I did like I want two different sessions. I wanted to see what was going on how like they if they were advancing in the field and have like people like tackled TBLT from different from different approaches. Some people like talked about it in terms of discourse analysis or like conversation analysis inside the classroom other people talked about elements like grammar or so, it became very technical. This is the PD that was provided, but we did not have liked Had like I would consider like the PD was provided by the consultant that we that came from AUC and she actually liked I would consider that PD. So advice for faculty. I think the PD was good, but we did not have enough time. So it was I always had problems with time. I mean, they wanted like to implement it ASAP. So what happened was but they wanted also like to do a pilot and they wanted to do everything at the same time. So what happened was like you would feel that okay. It was a little bit rushed and you did not have time to delve into these tasks and like see if these tasks are good enough. So sometimes

like we would produce tasks that were not that interesting or they were not that good and or sometimes these tasks are like they did not have any connection to anything. So what happened was this was the problem. Yeah. I thought it was rushed and but the PD we had to create our own and like also like observing others was kind of like a PD for us where like you would go into a classroom and see what other teachers were doing.

Speaker 1: So it's very interesting that you had this much this part in the whole process. So when you felt like that you didn't have enough time did you communicate to the leads?

Speaker 2: Yes, we communicated to the leads and we actually talk to the person who was responsible for this project. But we all had that we were all in the same boat. We like we didn't have time to do things. Like I remember one time we came like we came at 5pm and finished at 9 p.m. Just working on developing materials on like developing the curriculum syllabi working also the back so it was all like condensed and rushed. Yes.

Speaker 1: And again, how did that affect the your attitude towards TBL?

Speaker 2: It's like sometimes like it would affect my attitude. But otherwise I would like okay, I'll snap out of it and I really liked what we were doing. I mean it was like a new thing for me. I and with change comes like growth. So I thought like this would actually add to my career as a teacher and it would like let me experiment within the classroom and see how like students would react towards its especially that I had a lot of students with very low motivation. So I was like, okay, let's see if we use this approach it would like increase their motivation their engagement. So this is why I was like happy about it and

Speaker 1: do you think it worked for the students? Do you think TBL works for this level?

Speaker 2: Well, when we did the focus groups, like we always had positive feedback. We had positive feedback from students. So if you go back to the records and you see what like the focus groups results, you would like students always had positive feedback and they would like and we would during the focus groups with ask them about like every task. So each task we would ask them and some students will say like we liked it. We did not like it. Maybe you should change and accordingly. We worked on the changes. Yeah.

Speaker 1: This is regarding the tasks. But yes, yeah. Did you also think that it actually improved their skills communication?

Speaker 2: Yes, like certain people. It improved certain people were like just very indifferent about things and it did not add to them but most of them like because they were encouraged to communicate more and to talk more in the classroom and to have ownership of what they're doing inside the classroom and outside the classroom. So, this is why I was happy with it. So you could see results within the classroom, but sometimes for certain factors outside the classroom, and language attrition things like that people who would take the course during spring and leave for a whole summer and come back with not like because some yeah, it would not be the same and like all of these students they do not use English or communication skills outside the classroom.

Speaker 1: so if you were to give recommendations for leads in this situation, if curriculum changes is to happen again, what would your recommendation be?

Speaker 2: I would have several recommendations. The first thing is like I would encourage leads to read more about TBLT more about the research and TBLT. This is number one because sometimes like what happened in TBLT here. It was like the word of mouth. Okay. This is how we do TBLT. Let's do it. So a lot of people did not go back to the sources and if you like listen to what's happening with ability, John always says like TBLT is advancing every day. And what's happening is sometimes like it is being studied from every different corner and sometimes there's no consolidation. That means like researchers who come from different fields who or approach language research and language acquisition. I mean research from different fields. They do not come together. So sometimes like this would like this person would research it from a certain angle the other person and sometimes they do not meet like Midway. So what's happening is like a lot of leads and a lot of teachers and it's not like their fault because they don't have time they did like they do not read the research what's happening in the field? What what are the advancement in TBLT? So a little a lot of time when you are implementing TBLT you might go way wrong. So sometimes you would think that it's TBLT, but in reality it's not it's a different approach or it's like a mixture of approaches a jigsaw of approaches. So this is one of the problems that I like one of the recommendations is read more about the research in the field. And what's happening.

Speaker 1: Yeah, so is it right that if I understand that the leads themselves didn't have a clear enough idea about what TBLT is and they didn't communicate that to

Speaker 2: yes. I don't want to like I don't want I don't want to say that they did not have liked that idea. They had an idea. It's just like they didn't have time to read more about it and a lot of teachers also like because they thought a lot of teachers were resistant towards change so they came with an attitude like okay whatever like I'll do whatever is given to me, but I don't want to be involved and with this attitude what will happen is teachers were not like go back and research what's happening. So even like when you're doing lesson planning you could actually go back and see How you teach a certain element if you want to do TBLT so you can actually but like what happened is like you're giving the sheets of paper. We're like you have the task and just like follow all the information on end, like give it to the students. So this actually like would cause problems and where you have like teachers that felt like okay, I'll just because it was thrown at me and a lot of teachers at that time felt the end up because outside conversations with teachers and they felt that oh it was thrown at them. They were not prepared for it. It came too quick too soon. So to get back to the point. So one of the recommendations is like research read research second recommendation is involve all teachers in the change like and they did that they would change they would send out. Surveys asking about tasks asking about so but maybe we could have worked more on it. Maybe

Speaker 1: Can you expand on that like how to work more you sending surveys questions and like follow up on these surveys.

Speaker 2: It's not like okay just like oh we did the formalities a lot of things that happen, especially here. It goes, sometimes they do a lot of formalities, but they don't consult like the results of these things and then do an action plan and follow up. So sometimes this happened with TBLT. I remember because I worked on something that where like, I because of the dated all like the focus groups act like results in the results. We have like

certain tasks that Students did not like but again the next semester. The task did not change and I was like, I know I saw the results of the focus groups. I worked on them. I collected all the answers. Why did this task not change? Okay, so sometimes there's no follow-up sometimes like and the course leads what happened to them is like sometimes they just do things for the sake of doing it like the formalities. Okay, the more reports you write the more action plans that you write. But are you truly implementing these changes? Yeah, I doubt sometimes like you would doubt at certain points, especially with the change in the tasks. Like the people would be complaining what this task is not good. It's not engaging. I did not see any results with my stewardess when we actually did the assessment students were not doing well. But you still see this task appearing again. You don't know is it because of time limits is it because like people have their own personal preferences is it because it is like easier to just like use the task over and over again. Is it because somewhat like interpret things they're different ways. So you have to take this into consideration

Speaker 1: And did that affect you?

Speaker 2: like towards the end because I was teaching I was teaching English one and English two until like last semester. But the semester I was not teaching, I actually thought foundation and yes it affected me I have like enough from TBLT. I had enough, and because of these all of these changes because first of all, TBLT and then like as we advance and it was as like the there was like a lot of things that happened with the programme where the director was not the director anymore and we got like a lot of instructions from the AVP office that we should change things. So it became a jigsaw. So it was like a hodgepodge of different approaches and it lost all the elements of TBLT. And this is a at that time I was like, I didn't like it because we were not consistent. We did not like adhere to the approach hundred percent and we were like, okay, let's focus on grammar. Let's focus on vocabulary. Oh, we have to use the book. So there were a lot of items. So at that time I felt that I did not like I felt that maybe I failed at like my project that I started with is like crumbling down and towards the end. It's like I don't

Speaker 1: Did you ask to be changed like to be changed to teach a different course?

Speaker 2: No, I did not I was like I was I'm leading the course which was like R100 and what happened was like one of my sections closed so they had to find me a course. Yeah, so it was but I did mine teaching 110 or 111

Speaker 1: and do you think that we had positive like the positive aspects that that took place or things that you would always remember as positively from the whole experience?

Speaker 2: Yes. I actually think like we had a lot of positive things happening and like a lot of teachers became very creative specially with the PD sessions. So like people started using technology in a different way like applications. Like the remind application was used a lot in TBLT classes padlet was used a lot in TBLT. So people started finding new Platforms in order to accommodate the approach. This is one positive thing that happened another positive thing is even though like we had like a lot of tasks coming like working in groups of teachers and like brainstorming about task. I think the task I think this was really good for the teachers because they could work with other people they could collaborate with other

teachers in order to produce something which I think is really fantastic. When you are working in EFL programme , so this is one of the positive things and I was very happy like to collaborate with other people. So this is something else another thing, of course the impact on students, I think like because the results of the focus groups, like students always had positive feedbacks feedback. So what happened I think this would actually affect the motivation of the students as long as the students are more motivated. Maybe I don't want to be you have to go back to the research and the read the literature on it. But this would like increase the motivation of teachers if you see that okay, your approach is yielding results? Yeah. Yeah, there might be a correlation. So I have to go back and read the literature but it was for you. Yes, it's true. Yes. Yeah. This is applied.

Speaker 1: So, is there anything else you would like to add because great role in the change?

Speaker 2: Yeah, I would like to add it's sometimes like when you're working on curriculum change it's not like you can be very creative and you can make a lot of change but sometimes when you're working with a very big institution like you would have to wait for approvals you would have to wait for signatures. So a lot of politics get involved and sometimes this is the enemy for EFL like when you're working, especially when you're revamping an EFL programme or you are creating new things. You have to get a green light from the University itself. And sometimes the university doesn't have enough consultants that could advise them. Well, this approach is good or this approach has holes in it or maybe so there should be an EFL consultant working with them and what I'm talking about a person who has a very good background research in EFL in order to accommodate our needs and to be like a liaison between us and between the university, and what's happening is sometimes like you work on change and sometimes it's not manifested because the university did not approve or you have to like write a lot of reports in order to prove your point and sometimes it takes time and people don't act like they be of course it's a big institution. So people don't have time to read all of these requests. So this is something that might actually affect my motivation as a teacher when I don't see like changed his it's not like it's happening quickly but changes followed up and you have time like to work on it things like that.

Speaker 1: Yeah, so you think oh you see the process as top-down? do you think needs to change?

Speaker2: I think sometimes its top down. I think it needs to change some times where like people understand that EFL is different than other branches of Academia. And the way we do things it's different. It's not like the same way as lecturing or the same way as what you do in other faculties or other classes.

Speaker 1: Yeah, so that has been very I think inspiring good.

Appendix 10

Sample of Grouping Codes and Categories for the Interviews

Appendix G Sample Interview	Thematic coding
Interview 5- Nabila	
Speaker 1: Researcher	
Speaker 2: Interviewee # 5 (Nabila)	
Speaker 1: Thank you very much for agreeing to be part of this research. I appreciate that very much. This will be recorded. Thanks a lot. So my first question would be about change in general in curriculum to your understanding what do you think happens when curriculum changes why do institutions like here change the curriculum.	
Speaker 2: They change because they're looking for something new to enrich the students experience and when they have like and change comes after a lot of observation and a lot of research that maybe if we try something new it will work out for the students and usually like a young institutions because I consider our institution a young institution. I do not consider it as a very Like old institutions. So what happens is like there's a lot of trial and error especially in when it comes to the curriculum and how they interpret needs for EFL. Now. The problem is that change could be resisted from people working within the curriculum or it could be resisted from the administration and but there's also like a lot of people who are open to change especially like teachers and people who think that if we try something new we might be succeeding and during my stay here like the past four years. I have witnessed a lot of change now change is good. But if it is like happening a lot, sometimes it becomes there would be a lot of in consistencies and there would be a lot of work and sometimes people cannot cope with change easily, that means they cannot like	Teacher conception of change in general Requirement for change Nature of change Attitudes towards change/ effect of change Perception of change

sometimes you're doing something and the next day you're doing something else. So change is good but it should be studied really well and it should be monitored and people should work on it in a very consistent way or otherwise, it could be a disaster. Like we're like students would not understand what's going on teachers involved and the change would not have time for the for this change. It's not like you do the change you have to give it time. So yeah.	Criteria for effective change/ supervision/ consistency Criteria/ time
Speaker 1: so regarding the change that took place from PPP to embedded you witnessed the change. Can you tell me how what was your idea? What was your perception of the change? How did you understand it?	
Speaker 2: I understood the change first of all. The whole idea was a little bit vague because the director of the of the programme came up with this idea. Like I remember we got this email and they were asking for volunteers to have a meeting with the director and we did not know what was the meeting all about. So I volunteered to go to that meeting and apparently that meeting was actually it was like it was a driving force towards the change in the curriculum. So we did not understand that. So what happened was like suddenly they hired a consultant and the consultant came from AUC and she wanted like she was helping us with the change. And so then I understood that they wanted to move they wanted to shift from PPP to TBL now how I witness the change. I was like very open I was like one of the among the people who was very open to this change because I thought that TBL was something with that we could apply in our curriculum. It depends on a lot of communicative work and the communicative approach. So I thought that it would be good for our beginning students since 110 & 111. They do not need a lot of academic work. I mean like they all they need to do is they need to know how to communicate how to write emails and so they don't need like all the academic	Rationale behind change to TBLT/ not clear Involvement in the change to TBLT Reliance on exported systems/ managing the change Involvement & Attitude to change to TBLT Perception of TBLT Suitability for context

elements that foundation and post Foundation would need so I thought like oh that's a good idea. We could actually implement it and the implementation was a different story altogether because you did not implement the approach by itself. Like it wasn't implemented hundred percent correctly. So this is what happened. And I only had a problem is like they are they told us that okay, we're going to pilot and they would not actually go back to the pilot and follow up what happened in the pilot and they would not give the pilot a longer time. So they would say, oh, let's pilot it and then we will actually implement the change and it doesn't work like that. You have to buy into it then actually like go back and see what happened or like you have to Pilot for a longer time. It's not like enough to Pilot for six sections and then like suddenly, oh we got approval and let's implement it and this is where we faced a lot of problems because we did not have enough time to pile it. We did not have enough sections to actually work with and then suddenly we're like doing a pilot. We did not have a follow-up. We did like focus groups. We did all of these things but We needed more time. This is the problem. The change is very rapid and it's like as I mentioned before like one day you're doing something the next day you're doing something else.	Initial attitude Change of attitude to TBLT Reasons behind attitude Leaders' decision-making and attitude Lack of teacher support/ fast pace Lack of teacher support/ frequency of change
Speaker 1: So yeah, so by they you mean the people responsible for the decision-makers.	
Speaker 2: Yes decision-makers and the person who was behind the decision-making and then we discovered that there was a conflict between the like the higher decision-makers and our decision-makers so they actually clashed and the whole thing crumbled towards	Teacher perception of curriculum leaders/ conflict

Speaker 1: that I am more interested also in the way it made you feel with your students and as a teacher.	
Speaker 2: I like I embraced it. So I was very happy. My students were very happy when we first started. I mean like I was really happy with the pilot. I think we had good very good results because I did focus groups with the with my students. I actually worked on translating some of the items.	Attitude to TBLT
So what happened was it was it was good as a start but when you implement it on a very on a bigger large scale and it's not like that we have to like and we're not like two or three sections you're talking about thousands of people and we're talking about tens of Faculty members.	Mismatch between theory and implementation
So what happened what with the faculty members is that when we were doing the changes of people we're like wanted the nitty-gritty so you had to like plan every step and with TBL it's not like you have a sheet of paper and you have to follow everything. So this is what like I did the pilot. I was very happy with it. But when we actually progress toward like doing like all these sheets and the trying to like develop all of these tasks it became very laborious and especially because like, sometimes you felt that oh you did not have enough room for creativity.	Problems with tasks in applying tasks
You did not have so you had as well as a teacher because you suddenly like you felt that you have to do you have to cover certain elements in the curriculum and sometimes you didn't have time	Teacher support/ Problems with time
and then you had the language element that came in so I'm not against like teaching grammar. It's just like sometimes like oh, I need to teach you this these elements. I need to teach this vocabulary this I need to do these things. So because they are going to be tested on it.	TBLT and students' needs/ assessment
So this is what started like ruining things for me and it wasn't like the first year. It was the	

second year that I had like, oh now I have to teach all of these things I have to work. So I felt that we went back to the original way of teaching which was like, oh you have a book you have to but instead they replace the book with sheets of paper where they had the task.	Problem with tasks/ Different version of TBLT
And so it was like it my creativity was a little bit inhibited. So I had to like work with the with a sheet of paper and think of like, oh, I need to cover all of these things. I need to like, I need to make sure that my students knew these words and our students one of the problems that we face with our students is not like they are motivated to learn their language.	Lack of teacher support/ limiting freedom and creativity
They wanted like to learn things towards like testing so it's like, okay. So what do we have on the test? So they were like, okay, let me memorize these words and then forget them after the test. So this is what was happening.	Teachers' needs/ assessment
Yeah, so we're not like and as a teacher I felt that there was a burden on me like, oh, maybe they did not know these words Maybe they did not know these grammar elements and again, I was working we were working as like a big group of teachers. So you cannot like be doing something and the other teachers doing something else and this is what happened with the TBL.	Teacher perception of their role
Although like the first part. I was very happy. I went to Barcelona. I went to the TBLT conference. I saw I attended a lot of sessions with like the big names like Rah Dallas and John Norris and all of these people. So it was I was really motivated to take on this task, but I saw on the second year when and it's not about us or about the programme . It was like a matter of logistics and how to adhere to certain rules by the by the university and we did not have Like all the decision-makers like the decision-makers actually like Kirk and but we had to like the the vice president of like of the University. So we had to adhere to certain rules and they thought that we were not doing something academic enough.	Teacher involvement Teacher role in implementing the curriculum/ technical agents

Yeah, and and you see like people started like writing report after report that know we're doing this and you know, and we had to like prove hours like our point, but sometimes it's very difficult, especially if you're working within an institution and like people up there they do not like it's not like they do not know but sometimes like they are not aware of what's like, how EFL is done or what are the trends in EFL? So or like the approach is in teaching and learning. So this is what we like this is the problem that we faced. Yeah. But not like within the programme it's within it wasn't like it wasn't something that we were it wasn't in our hands. It was in someone's else's and so this is what happened.	Teacher role as technical agents to fulfill leaders' objectives / no voice Decision-making/ no voice
Speaker 1: Yeah. I want to go back to what you said about your involvement in the whole process, so you started very enthusiastically a preparing yourself. So was it because you had an understanding of TBL and you have experience in teaching TBL?	
Speaker 2: Yes. This is part of it. I wanted like I I read a lot about TBL before and I applied it in other institutions where like but like in certain courses that I thought were which were like a little bit advanced. It was it only TBL it was pbl also project-based learning and This is why I was enthusiastic because I wanted like I look for like new approaches in now TBL is not new like as people think but it was new to our institution and I was like, oh let's let's try why not and so I was really interested in it. And I thought that like I had ownership like it was my own project. I was involved from the beginning. I was like among the six people were chosen to do the pilot. So this is why I was very happy and we had like an open door policy where teachers were coming in observing our classes. So it started like it was a very nice project at the beginning but then my enthusiasm is decreased like after like a year or so. Yeah.	Teacher training/ preparedness Involvement (ownership) and attitude Change of attitude
Speaker 1: Yeah, you mentioned because of the changes	

Speaker 2: because of the changes and the decisions because sometimes you didn't know and what also like decrease in my enthusiasm as when I talked to 250 in this 250 and I chose a higher course and not only a higher course because when we did the change, we actually only attacked like 110 and 111 and I thought like students who were coming from 110 and 111 were not prepared enough for 250 because the 250 was taught in a different way and it was like regressing it was like going back to the actual like PPP approach and what happened is like students were doing something and to TBLT and then suddenly they are like moving back to the to PPP. So students were like weak. They did they were not prepared because 250 was more academic and had like more writing. So you would feel that there wasn't any consistency along the curriculum. So if you did 110 and 111 and then 250 was different and 251 was different than you did not do anything because students were like in a shock where it's like, oh we were taking 110 and 111 and certain way and suddenly like we took 250 and 250 is given a different way. So this is actually something so when I taught 250, I was like hmm. I wasn't very happy. I wasn't very happy with 250 to start with like I felt that the materials were not like no it's not that the approach it was not like there was something wrong with the it wasn't wrong with the course, but it was like they wanted like to force the book on us. So the book they would like create these materials that were related to the book but like they did not have to do anything with the skills of the students and they did not take into consideration that these students have taken 110 and111 using the TBLT. So yeah	TBLT not equipping students/ not achieving objectives Teacher attitude and students' needs
Speaker 1: so continuation was a problem?	
Speaker 2: continuation was a big problem for me. Yeah.	
Speaker 1: So how did that make you feel about TBL?	
Speaker 2: I started like reconsidering like TBL maybe to be TBL not appropriate for our programme specially when I saw that some	

students they were like, they did not have liked the ability to write and to do like certain things that were academic like because and 250 they have to write a report and they have to write like an email that was a little bit more advanced compared to what things they did in 110 and 111. And so you felt that students did not have these elements especially when they were writing using like reported speech so you have to like teach them. To use reported speech while we were asked not to teach grammar 250 at the time where when I was teaching it, so you had to like either like teach directly. If you're like really concerned that students would know how to use it and writing or you had to like beat around the bush and try to do it and directly and try to do like exercises which like, oh you don't mention that this is reported speech. So it was like a little bit of a mess for me and I was like, but I did not like why aren't we like continuing with the approaches?	TBLT and suitability to level/ not achieving objectives Teacher role in adapting TBLT
Speaker 1: Oh, yeah. So you did that TBLT for like four semesters, I think how did you feel like doing it several times?	
Speaker 2: like sometimes I would feel good about it. Sometimes I would not it depends on like the tasks sometimes like because these I were like you would you would do them more than once and what would happen is like you would meet up with other faculty members and we would ask for like changes within the task. Sometimes the changes are good. Sometimes like you would be teaching the task and you know that the task is either boring for the students boring for you or sometimes the you would understand that like, oh this is a good task. It is engaging I could do like it opens doors for me to be more creative. So all of these things you would take that into consideration, but sometimes you would feel like repeating the same tasks could be like a little bit of you would get burnt out or if the task if you change the task all together and you are involved in the change and you're like	Attitude and tasks Lack of teacher support/ workload/ freedom

convinced that oh this change would like yield good results. Then you would feel like I felt like a little bit motivated because I was involved in like writing some of the tasks but you have to like go back and re-edit and re-edit and see like what the students have if they were like really engaged if it had impact and measuring impact was very difficult for us, especially when you're doing TBLT and seeing if the task was good and also like assessment and all of these things you have to take into consideration. Yeah, but yeah.	Teacher involvement/ students' need and attitude
Speaker 1: What about the PD that was provided? Yeah, I think you said you were involved. So where you part of PD or were you provided PD how did it feel?	
Speaker 2: like first of all, I wasn't personally at we weren't provided PD we create like as like the pilot think team. We created workshops for other like faculty members like we talked about different elements of TBLT. Some people like talked about assessment. Some people talked about grammar. Some people talked and these were like the piloting team most of them. Some people talked about technology within TBLT. Some people talked about jigsaw how like you can Implement a jigsaw and well while doing to TBLT, so we created the PD sessions that I I personally like it was a my personal initiative to go to the TBLT conference that was held in Barcelona and they usually have like they do it like every two years sometimes and now they're preparing for another one. So I got my PD training over there. So I did like I want two different sessions. I wanted to see what was going on how like they if they were advancing in the field and have like people like tackled TBLT from different from different approaches. Some people like talked about it in terms of discourse analysis or like conversation analysis inside the classroom other people talked about elements like grammar or so, it became very technical. This is the PD that was provided, but we did not have liked Had like I would consider like the PD was provided by the consultant that we that came from AUC and she actually liked I	Involvement in PD Teacher involvement/ motivation Mismatch between theory and application PD good but not enough

would consider that PD. So advice for faculty. I think the PD was good, but we did not have enough time. So it was I always had problems with time. I mean, they wanted like to implement it ASAP. So what happened was but they wanted also like to do a pilot and they wanted to do everything at the same time. So what happened was like you would feel that okay. It was a little bit rushed and you did not have time to delve into these tasks and like see if these tasks are good enough. So sometimes like we would produce tasks that were not that interesting or they were not that good and or sometimes these tasks are like they did not have any connection to anything. So what happened was this was the problem. Yeah. I thought it was rushed and but the PD we had to create our own and like also like observing others was kind of like a PD for us where like you would go into a classroom and see what other teachers were doing.	Teacher perception of decision-making Lack of teacher support/ fast pace
Speaker 1: So it's very interesting that you had this much this part in the whole process. So when you felt like that you didn't have enough time did you communicate to the leads?	
Speaker 2: Yes, we communicated to the leads and we actually talk to the person who was responsible for this project. But we all had that we were all in the same boat. We like we didn't have time to do things. Like I remember one time we came like we came at 5pm and finished at 9 p.m. Just working on developing materials on like developing the curriculum syllabi working also the back so it was all like condensed and rushed. Yes.	Decision-making/ no voice Lack of teacher support/ workload
Speaker 1: And again, how did that affect the your attitude towards TBL?	
Speaker 2: It's like sometimes like it would affect my attitude. But otherwise I would like okay, I'll snap out of it and I really liked what we were doing. I mean it was like a new thing for me. I and with change comes like growth.	Teacher attitude to change to TBLT

So I thought like this would actually add to my career as a teacher and it would like let me experiment within the classroom and see how like students would react towards its especially that I had a lot of students with very low motivation. So I was like, okay, let's see if we use this approach it would like increase their motivation their engagement. So this is why I was like happy about it and	Attitude to change
Speaker 1: do you think it worked for the students? Do you think TBL works for this level?	
Speaker 2: Well, when we did the focus groups, like we always had positive feedback. We had positive feedback from students. So if you go back to the records and you see what like the focus groups results, you would like students always had positive feedback and they would like and we would during the focus groups with ask them about like every task. So each task we would ask them and some students will say like we liked it. We did not like it. Maybe you should change and accordingly. We worked on the changes. Yeah.	TBLT and Students' needs
Speaker 1: This is regarding the tasks. But yes, yeah. Did you also think that it actually improved their skills communication?	
Speaker 2: Yes, like certain people. It improved certain people were like just very indifferent about things and it did not add to them but most of them like because they were encouraged to communicate more and to talk more in the classroom and to have ownership of what they're doing inside the classroom and outside the classroom. So this is why I was happy with it. So I could like you could see results within the classroom but sometimes but for certain factors outside the classroom and language attrition things like that people who would take the course during spring and leave for a whole summer and come back with not like because some yeah, it would not be the same and like all of these students they do not use English or communication skills outside the classroom. So what happens is yeah,	Teacher attitude to change and students' needs Attitude to TBLT and equipping students with skills
Speaker 1: Yeah, so that has been very I think inspiring good.	

Appendix 11

A Version of the Questionnaire before Alterations

Background Information					
Gender	☐ Female ☐ Male				
Teaching Experience	☐ 1-5 ☐ 5-10 ☐ 10-15 ☐ 15 and above				
How long have you been a teacher at FPDE?	☐ 1-5 ☐ 5-10 ☐ 10-15 ☐ 15 and above				
Question 1: How do teachers perceive the change from PPP (presentation, practice production) to TBL (task-based) curriculum in the University's Foundation Program Department of English?		**4**	**3**	**2**	**1**
1. I think recent curriculum changes from PPP to TBL curriculum in the 110-111 courses meet students' needs.					
2. I think students' individual differences are considered in the TBL curriculum.					
3. I think learning experiences in the TBL curriculum help students solve their daily-life problems.					
4. I think the recent curriculum changes in TBL Embedded courses are student-centered.					
5. I find the change to TBL curriculum positive.					
6. I think students' needs are completely determined in recent curriculum changes.					
7. I find measurement and evaluation methods and techniques in recently changed curriculum appropriate.					
8. I find that involving teachers in the change is crucial for a successful implementation of a new curriculum.					
Question 2: How do teachers perceive their role in the change?		**4**	**3**	**2**	**1**
9. I think I have a key role in implementing the new TBL curriculum.					
10. I am aware of my new roles assigned with curriculum changes.					
11. I think I reflect the curriculum changes to TBL successfully to classroom practices.					
12. I implement recent curriculum changes successfully.					
13. I find that teachers play a key role for a successful implementation of a new curriculum.					
14. Teachers are given enough autonomy in deciding curricular changes in the TBL courses.					
15. I feel that I help make meaningful decisions in the curriculum development process.					
16. TBL allows me to achieve the learning objectives of the course.					
17. TBL helps prepare students to use English in real-life situations.					
Question 3: What are teachers' attitudes towards the change?		**4**	**3**	**2**	**1**
18. I look forward to change at work.					
19. Change benefits the students' level.					
20. Change benefits the work.					
21. I resist new ideas.					
22. Most of my colleagues benefit from change.					
23. I am inclined to try new ideas.					
24. Change frustrates me.					
25. Change often helps me perform better.					

26. I always support new ideas.				
27. Changes tend to stimulate me.				
28. Other people think that I support change.				
29. I often suggest new approaches to things.				
30. Change usually helps improve unsatisfactory situations at work.				
31. I intend to do whatever possible to support change.				
32. I find most changes to be pleasing.				
33. I usually benefit from change.				
34. I usually hesitate to try new ideas.				
35. I find most changes to be pleasing.				
Question 4: How do teachers perceive the role of curriculum leaders in this context?	**4**	**3**	**2**	**1**
36. I feel that my needs as a teacher were considered by curriculum leaders when implementing the change.				
37. I think the recent curriculum changes in TBL courses are consistent with teachers' needs.				
38. The objectives behind the change are made clear to me by curriculum leaders during the change.				
39. I receive enough support, facilities and resources from curriculum leaders for adaptation of the new curriculum.				
40. Curriculum leaders made the rationale behind the change to TBL in the Embedded clear to me.				
Question 5: How does teachers' involvement in curriculum change and professional development affect teachers' attitude towards the change?	**4**	**3**	**2**	**1**
41. I believe professional development sessions at FPDE help me understand better and cope with new changes.				
42. I think professional development makes it easier to understand recent curriculum changes.				
43. PD sessions makes me feel equipped with the required knowledge to develop the right materials for the TBL courses.				
44. I find that involving teachers professional development during the change is effective.				
45. I feel some degree of ownership of the change to TBL.				
46. I feel that I am actively involved in the curriculum change process.				
47. The more involved I am in developing curriculum materials, the more motivated I feel to teach TBL courses.				

Adapted from: Kasapogluk, K. (2010) Relations between Classroom Teachers' Attitudes Toward Change, Perceptions of-Constructivist Curriculum Change and Implementation of Constructivist teaching and Learning Activities in Class at primary School Level. A thesis Submitted to the Graduate School of Social Sciences. Turkey.

Appendix 12

An Old Version of the Interview Questions

1. *What is your understanding of the curriculum change?*
2. *Do you like/ are you in favor of curriculum change?*
3. *What do you think are the main differences between PPP (presentation, practice, production) and TBL?*
4. *To what extent do you think TBL approach helps achieve objectives of the courses?*
5. *To what extent do you think that TBL as implemented by FPDE matches TBL as defined in the literature?*
6. *What do you think of the change from PPP to task-based?*
7. *Were you involved in the curriculum change? If so, how? What was your role?*
8. *How did the change affect you and your class performance?*
9. *How much professional development was offered to you before or during the change?*
10. *How did your involvement in the curriculum change process, if any, affect your attitude to the change?*
11. *How do you perceive the job of curriculum leaders during curriculum change?*
12. *How can teachers be helped navigate the curriculum change successfully?*