



**The impact of the KHDA policy on teaching Arabic
as a first language: An exploratory study among
selected schools in Dubai**

أثر سياسة هيئة المعرفة والتنمية البشرية على تدريس مادة اللغة العربية للناطقين بها
دراسة استكشافية لعددٍ من المدارس في دبي.

by

ALAAEDDIN AL AHMAD

**A dissertation submitted in fulfilment
of the requirements for the degree of
MASTER OF EDUCATION
MANAGEMENT LEADERSHIP AND POLICY**

at

The British University in Dubai

Dr. Solomon Arulraj David

May 2018

DECLARATION

I warrant that the content of this research is the direct result of my own work and that any use made in it of published or unpublished copyright material falls within the limits permitted by international copyright conventions.

I understand that a copy of my research will be deposited in the University Library for permanent retention.

I hereby agree that the material mentioned above for which I am author and copyright holder may be copied and distributed by The British University in Dubai for the purposes of research, private study or education and that The British University in Dubai may recover from purchasers the costs incurred in such copying and distribution, where appropriate.

I understand that The British University in Dubai may make a digital copy available in the institutional repository.

I understand that I may apply to the University to retain the right to withhold or to restrict access to my thesis for a period which shall not normally exceed four calendar years from the congregation at which the degree is conferred, the length of the period to be specified in the application, together with the precise reasons for making that application.

Signature of the student

COPYRIGHT AND INFORMATION TO USERS

The author whose copyright is declared on the title page of the work has granted to the British University in Dubai the right to lend his/her research work to users of its library and to make partial or single copies for educational and research use.

The author has also granted permission to the University to keep or make a digital copy for similar use and for the purpose of preservation of the work digitally.

Multiple copying of this work for scholarly purposes may be granted by either the author, the Registrar or the Dean only.

Copying for financial gain shall only be allowed with the author's express permission.

Any use of this work in whole or in part shall respect the moral rights of the author to be acknowledged and to reflect in good faith and without detriment the meaning of the content, and the original authorship.

Abstract:

Having policy in place to monitor schools' performance is one of the most important aspects in the process of improving teaching Arabic in Dubai schools in order to provide decision makers with accurate data. This research aims to examine the impact of Knowledge and Human Development Authority (KHDA) policy on teaching Arabic as a first language in Dubai schools in order to suggest a set of recommendations that might enhance the nature of teaching Arabic. The research sheds light on the importance of Arabic language and its usage among its speakers. It also reviews related studies which highlight the impact of using policies in the teaching process. The methodology used in this research is a combination of quantitative and qualitative methods. Questionnaire, interviews and samples of student's writings in different types of schools are the main materials of the research. The study surveyed and interviewed two heads of Arabic departments, a KHDA inspector, 31 Arabic teachers and 17 students. The research reviews the main components of KHDA policy and the standards used by inspectors to reach the final judgement during school inspections. The study provides a comparison between policies used in the United Arab Emirates (UAE) and The United Kingdom (UK). It also compares the quality of students' writings in Arabic and non-Arabic schools. The research findings show positive impacts of KHDA policy in raising the profile of the Arabic language in Dubai schools, especially in non-Arabic ones. The study however reveals areas needed to be reviewed in order to make the current KHDA standards more effective in the process of evaluating the performance of Arab students in British schools.

Keywords: Arabic language, Arab students, standards, policy, Arabic schools, non-Arabic schools, effectiveness.

موجز البحث

يعد استخدام سياسة تعليمية محددة لمراقبة آلية أداء المدارس من أهم الجوانب الإيجابية في عملية تطوير تدريس مادة اللغة العربية في مدارس دبي؛ لما له من دور إيجابي في تزويد صانعي القرار ببيانات دقيقة. يهدف البحث إلى دراسة أثر سياسة هيئة المعرفة والتنمية البشرية على تدريس مادة اللغة العربية للناطقين بها بغية الوصول إلى حزمةٍ من التوصيات والتي من شأنها أن تعزز آلية تدريس هذه المادة. كما ويسلط البحث الضوء على أهمية مادة اللغة العربية ومدى تفاعل أبنائها في استخدامها. كما يستعرض البحث بعض الدراسات السابقة التي سلطت الضوء على أثر استخدام السياسات في العملية التعليمية. إن المنهجية المتبعة في هذا البحث عبارة عن مزيج بين المنهجين الكمي والنوعي. يشكل الاستبيان، المقابلات والنماذج المأخوذة لكتابات الطلبة أدوات البحث الرئيسية. استهدفت الدراسة اثنين من رؤساء أقسام مادة اللغة العربية ومفتشاً في هيئة المعرفة والتنمية البشرية وسبعة عشر طالباً. يسلط البحث الضوء أيضاً على العناصر الرئيسية المكونة لسياسة هيئة المعرفة والمعايير التي تتخذها للوصول إلى الحكم النهائي للمدارس التي تتم زيارتها من قبل مفتشي الهيئة. كما يقدم البحث مقارنةً بين السياسات التعليمية المستخدمة في الإمارات العربية المتحدة والمملكة المتحدة. يقدم البحث تحليلاً لكتابات الطلبة في مختلف أنواع المدارس، العربية منها والأجنبية. توضح نتائج البحث الأثر الإيجابي لسياسة هيئة المعرفة التعليمية في عملية تغيير واقع اللغة العربية في مدارس دبي نحو الأفضل. كما لا يغفل البحث عن تقديم بعض النقاط التي تحتاج إلى إعادة النظر بغية إعطاء المعايير المعتمدة من قبل الهيئة في تقييم المدارس البريطانية المزيد من الفعالية.

الكلمات المفتاحية: اللغة العربية، الطلبة العرب، المعايير، السياسات التعليمية، المدارس العربية، المدارس الأجنبية، الفعالية.

Dedication

To my father's soul who was the inspiration in every plan I made in my learning journey.

To my mother for her support and sincere prayers.

To all the member of my family for their support.

To my wife for her encouragement.

To my angel Lara.

Acknowledgment

I would like to express my thanks and gratitude to my supervisor Dr. Solomon David, for his constructive feedback and encouragement. A great thanks to everyone supported me even by one word. A few words are not enough to thank my brother in law Mr. Ahmed Hamed for his help. Special thanks go to Dr Mekael Jamin for his support and help. I express my gratitude and appreciation to all my family members, friends and individuals who have provided me with support, I particularly mention here Mr. Yousef Bakkar and Waseem Nseirat. Many thanks go also to the British University in Dubai for the wonderful management, professors, staff and facilities. I offer my deep thanks to those schools and individuals who participated in this work, for allowing me to collect the data, especially through questionnaires and interviews.

Table of Contents	page
Declaration	ii
Copyright and information to users	iii
Abstract in English	iv
Abstract in Arabic	v
Dedication	vi
Acknowledgement	vii
list of acronyms	viii
list of figures	viii
Table of Contents	ix

Chapter 1 introduction

1.1 Background and motivation to the study	1
1.2 Problem statement	3
1.3 Aim and Objectives:	5
1.4 Research Questions:	6
1.5 Rationale and motive:	6
1.6 Structure of the study:	7

Chapter 2 literature review

2.1 Conceptual framework	8
2.1.1 How the teaching method is a crucial element in learning languages	8
2.2 Theoretical Framework	11
2.2.1 The impact of the environment at school and home in acquiring then learning the mother tongue	11
2.3 Related Studies	15
2.3.1 The role of KHDA in improving the level of teaching Arabic among Dubai schools	15
2.3.2 The role of initiatives launched by the KHDA in the development of teaching Arabic	18

Chapter 3: Research methodology

3.1 Introduction:	19
3.2 Research Approach:	19
3.3 Instruments for data collection	20
3.4 Selection of Study Site, Sampling of Schools and Participants	20
3.5 Data analysis plan	21
3.6 Limitation and setbacks	21

3.7 Ethical issues.....	22
-------------------------	----

Chapter 4: Results, Analysis and Discussion

4.1- An Interview with Mr. Nseirat (The Head of Arabic Department in DESS School (British school))_.....	22
4.1.1 An interview with the head of Arabic department language of X school (Arabic school).	23
4.1.2 Interview with Inspector B.....	24
4.2 Data description:	25
4.2.1 Data Analysis.....	26
4.3 Analysis of students levels in school X (Arabic school).....	29
4.3.1 Analysis of the written forms of Arab students in British schools.....	29
4.4 Structure of the inspection policy.....	30
4.4.1 The vision of the KHDA policy.....	31
4.4.2 Judging students’ attainment, progress and learning skills.....	31
4.4.3 The six level used to reach the final judgment.....	31
4.5 Comparison between the framework of inspection in Dubai and the inspection services in United Kingdom.....	32

Chapter 5: conclusion

5.1 Summary of the study.....	34
5.2 Key Findings.....	34
5.3 Limitations of the study.....	35
5.3 Recommendations and suggestions	35
5.4 concluding note.....	36
References	37

Appendices

Appendix A.....	41
Appendix B	43
Appendix C: Samples of students’ writings in Arabic School (X).....	44
Appendix D: Samples of students’ writings in non-Arabic School.....	45

List of Acronyms

Knowledge and Human Development Authority	KHDA
United Kingdom	UK
United Arab Emirates	UAE
Modern Standard Arabic	MSA
computer assisted language learning	CALL
Information and Communication Technologies	ICT
Dubai School Inspection Board	DSIB
Office for Standards in Education	OFSTED
School Inspection Services	SIS

List of figures:

Figure: 4.2.1: the responses of the first question.	33
Figure: 4.2.1: the responses of the second question.	34
Figure: 4.2.1: the responses of the forth question.	35

Chapter 1: introduction

1.1 Background and motivation to the study:

The importance of the role played by the Middle East in general, and the Arab region particularly in the global politics and civilization is undeniable. The Arab region has been and still is the place of conflicts and disputes between the World major powers because of its great importance in terms of its central geographical location and the great economic role it represents in the world through natural resources. Because of these conflicts, the Arab region has been exposed to a colonization which prompted a working to erase the identity of these countries through imposing the language and the culture of the colonizer. It is fact that the French colonization sought to obliterate the Arabic Language and then replace it with the French language (Zaytoni 2013). There is no doubt that the culture and language of the Arab people have been affected to some extent by this hegemony. For instance, many Arab countries such as Morocco, Algeria and Tunisia still use French in daily life almost at a level similar to that of Arabic. It has been argued that the republic of Algeria has a real problem related to the language used by Algerians. This problem embodied in utilizing colloquial Arabic, standard one and the French language which was imposed by the French colonization (Zaytoni 2013). Moreover, French may dominate the Arabic language in many areas or social classes, especially the upper classes. According to (Zaytoni 2013), although the French colonization ended fifty years ago, Arabic language is set to be stative and suffering linguistically. The case reflects the usage of the French language as compared to Arabic by the majority of Algerians particularly higher classes. Because the language of the colonized countries is an upward tool for social advancement, a large proportion of people in the Arabic world use the French or English languages as a first language considering this usage as a way of appearing of higher class. The opposite also exists: Germans or Turkish utilize their own mother tongue in their work and daily life. They consider this behavior as a mean of preserving their mother tongue. This situation is behind the motivation to write this research. We aim to deliver a message that may contribute to raise awareness and draw up a road map towards preserving the Arabic language from all its current challenges. Language is a set of tools and sounds that aim to create a form of communication between individuals in order to express their thoughts and feelings. According to (Castello 2015), “Language is the means we use to convey ideas from one mind to another”. Each nation has its own language that distinguishes it from others and thus gives it sense of uniqueness. Mother tongue help preserves the language, culture and characteristics of minority groups. It

has been reported that Language represents the identity of everybody (Bokre & Olden 2006). Arabic is one of the most important languages in the world and has a great place among all Muslims. It is the language of the Qur'an. Every Muslim must read the Quran and pray and this should be only in Arabic. According to (Azmi & Aljafari 2015) Arabic is the mother language of more than 300 million speakers around the world and at the same time, over than 1.5 billion Muslims use it in their daily prayers. Arabic is one of the most widely spoken languages in the world and one of the oldest languages as well. It is an important language in many countries bordering the Arab World, like Mali, Niger, Chad, Eritrea, Djibouti, Ethiopia and Somalia. There are also Arabic-speaking populations in parts of southern Turkey and south-western Iran. The spread of Islam throughout the world helped to spread the Arabic language because the Quran directly and indirectly affects many other languages such as Persian, Turkish, Urdu, Malay, Indonesian, Albanian, Kurdish, Spanish, Portuguese and many others. According to (Miller 2007)'' Historically the spread of the Arabic language is intimately linked with the spread of Islam and the establishment of the Muslim Empires''. Arabic is the official language in the Arab world, in addition to Chad and Eritrea. It is one of the six United Nations languages. An International Day of the Arabic Language is celebrated on 18 December each year. It has been argued that the Arabic language is very important language and it is one of the most standardized of the Semitic languages, and the vehicle of the third of Abrahamic religions (Carter 2012). On the other hand, if we look at the position of the Arabic language among its speakers and learners, we find that there are many difficulties and obstacles that may prevents the prosperity of Arabic in terms of generational transmission. One of these obstacles is the duality of the Arabic language. It is worth mentioning that the language used at home and in daily life differs in many aspects from the standard language used in the Media and official channels. It has been reported that the sociolinguistic of the Arabic language is identified by the usage of the slang language and the standard one (Benkharafa 2013). As a result of this situation, difficulties and obstacles occurred when other nations or the Arab themselves learn the standard language (Appendix A 4). It is stated in (Azmi & Aljafari 2015), while most print such as books, daily papers and magazines are published in standard Arabic Language, colloquial Arabic is the only language used on a daily life basis. This dual sociolinguistic usage is a prime case of the linguistic phenomenon known as diglossia – the utilization of two varieties of the same language for different sociolinguistic functions. This diglossic statue duality makes it very difficult for Arab students to learn the standard Arabic. Moreover, students can be sometimes surprised that what they use at home is a very different variety from what they learn in schools. This can sometimes cause the students to feel that they are learning another language as stated in (Carter 2012) Classical Arabic is becoming a foreign language.

Children acquire language through socialization with individuals from their country giving children the language instruments necessary to develop into effective communicators (Tamis-LeMonda, Baumwell & Cristofaro 2012). In contrast, if we look at the situation of English, the language used at home whether in the peer groups or in the social media is compatible with what is being taught in schools. This is one of the reasons why English is widely spoken among Arab students in Dubai schools, while standard Arabic language is used only in school during Arabic language classes. This exposure to language may not exceed four hours per week. As (Bokre & Olden 2006) stated that if the language is not being utilized, it will tend to reduce to finally disappear totally. One can worry about the perennial of Arabic in gulf countries such as the UAE. First language acquisition is normally what safeguards language. Children acquire the first language at home from their environment and parents. When they begin school they learn signs, tools and letters that represent the sounds that have been learned at home. In this case, training at school is a continuation of what has been acquired at home (Bokre & Olden 2006). So, given this lack of exposure to standards Arabic amongst Arab children, what strategies we should adopt to guarantee the survival of the Language. In terms of teaching methods for language preservation, educators have moved away from the transitional methods which involves a magisterial approach to a more interactive communicative one. The later, depends on activities meeting the direct needs of learners. As part of this, technology has been adapted to support Arabic, since it is attractive to children. Young people should be encouraged to participate in information technology. One can ask whether this strategy is effective, we will argue that it does not seem so. In my school, I witness a tendency of young Arab people to use English rather than Arabic among themselves. This indicates that attention should be focused further on directing the Arab students' interest towards learning their mother tongue. We hope to show that to increase motivation, radical educational need to take place. These should start with changing the policies adopted by educational institutions and with responsibilities of parents in supporting their children to speak their first language.

1.2 Problem statement:

According to KHDA published reports recently, the majority of the Arabic language departments in Dubai schools have been ranked as acceptable and good in terms of student attainment. Moreover, the departments that have been rated as very good or outstanding departments are very limited. These clear indicators summarize the current situation of the Arabic language in Dubai schools. From this starting point, the research will examine the impact of KHDA policies on teaching Arabic as a first language in Dubai schools. The research will also highlight the effects of factors hindering students' progress in the process of learning

the Language. The first factor is Diglossia. It has been argued that Diglossia is the cohabitation of spoken varieties of a language in one hand, and a written variety on the other hand (Hudson 2002). According to (Shatnawi, Abuein & Mahafza 2014) it is not common for vernacular of a language to be affected from variety used in writing. Moreover, Arabic is such a diglossic language. One variety is used at home within the daily life of most social groups. The other one is the standard Arabic Language which is used at schools and in the Media. As a result, the process of learning standard Arabic academically is sometimes tantamount to learning a new language for Arabic speakers themselves (Appendix A 4). As a consequence of this, it is observed that many Arab students who are studying in non-Arabic schools sometimes achieve better in other subjects such as English than in Arabic. It is worth to say that the usage of Arabic language at home is very different from the academic language that is being taught in schools. In Arabic, Modern Standard Arabic (MSA) functions as a high variety as it is used in the media, conferences, literary works and as a medium of instruction, whereas colloquial Arabic functions as a Low variety, the real mother tongue used at home for talking to friends. This diglossic predicament situation brings clear challenging to teaching MSA when it comes to teaching the Arabic language. Shall the teachers use nonstandard Arabic to give students access to the curriculum? If so, would the overall performance of students be affected in general? Students who are exposed to MSA in class rarely use it in their everyday life outside the classroom. Educationally speaking, diglossia affects the learning process as the colloquial forms of the language are used by students as a variety to reduce the burden of the standard form when communicating with their colloquies or teachers. This led to increase the gap between the two varieties of the Arabic language and, moreover, it affects the students' linguistic proficiency (Al-Mamari 2011). There is a common feeling among teachers which is about one of the factors affecting the process of learning the language. The lack of using the speaking skill; which of course will hinder the student's progression. Arab children do not usually study MSA until they enter elementary school and it is therefore approached at school much like a foreign language. This difference between the usage of language in the classroom and at home creates a lack of language competence which affects the overall process of learning language and ends with a cultural gap mentally speaking (Palmer 2007). One of the examples of the spread of the Diglossia in all the Arabic countries and its impact on student's progression in the standard Arabic is the use of the word (I WANT).

Standards Arabic	Oreedo
Syrian dialect	Beddi
Saudi dialect	Abghi
Emirati dialect	Abi
Egyption dialect	Awiz

It is obvious that there is a big difference between the use of the word (I WANT) in the standard Arabic and the usage of the same verbal phrase in the dialects used in different Arabic countries. As a result of this situation, we often witness a feeling among students that they are learning a new language. (Clarke 2018) states that the textbooks designed for teaching Arabic are being taught in schools using the standard Arabic which is different from the language used for communications on the daily life basis, as a result, the learning journey for students is very difficult.

1.3 Aim and Objectives:

Based on the problems observed in most of the Arabic language departments in Dubai schools, the research highlights specific points and ideas which may contribute to an improvement in attainment of students regarding the Arabic Language. The research aims to shed light on the positive and negative impact of KHDA policies on teaching Arabic as a first language in Dubai schools. As a matter of fact, and in order to achieve the aim of the research, it is essential to highlight the best practices of KHDA toward teaching Arabic, and also to examine the policies that need to be reviewed in order to ensure high level of effectiveness. Achieving the research’s aim requires deep analysis of all the relevant elements in order to secure the positive practices and overcome the shortcomings through specific procedures such as interviews and a questionnaire. The researcher divides the scope of the research into five objectives that may, as a step, connect teaching Arabic to real life. As a first step, we highlight the positive role of the KHDA in the development of the Arabic language. Second, we shed light on the disadvantages that need to be reviewed in order to overcome these difficulties. Thirdly, we examine the suitability of teaching materials and methods adopted by KHDA in the process of teaching Arabic for Arabs in both Arabic and non-Arabic schools. The fourth objective is to trace the relevance of the one-for- all standards adopted by

KHDA for students in both types of schools whether they are Arabic or non-Arabic schools in terms of age appropriateness. The last is to point out to the crucial role of the linguistic environment at school in the process of learning.

1.4 Research Questions:

The research, after applying procedures and search tools, discusses the status quo of the Arabic language taught in the UAE in general and Dubai specifically. It poses the following questions and attempts accurate answers after a rigorous analysis.

- 1- What are the positive practices affected by the KHDA in the process of developing the Arabic language in Dubai schools.
- 2- What are the disadvantages and areas of the KHDA policy that need to be reviewed in order to ensure high levels of teaching and learning?
- 3- To what extent are the teaching materials and methods designed by the KHDA effective and suitable to the students' level in both types of schools (Arabic and non-Arabic schools).
- 4- Is the usage of the same standards for students in both types of schools effective and meets the needs of the students?
- 5- What is the impact of the linguistic environment at school on the level of students in the Arabic language? And what is the role of KHDA in terms of adopting more than one policy in order to meet all student's needs.

1.5 Rationale and motive:

The reason behind writing this research is the state of confusion experienced by the Arabic language departments in Dubai schools. As a teacher of Arabic in a non-Arab school now and in an Arabic school a few years ago, I found that the standards used to measure the progress and attainment of Arab students in both types of schools are the same despite the difference in terms of age in the starting point and the linguistic environment. As a result of this situation, it was the emergence of a feeling that the Arab students in the non-Arabic schools are under pressure to achieve a one size of standards. Therefore, the researcher decided to shed light on this situation hoping to find the best solutions.

1.6 Structure of the study:

The research contains five chapters. The first one outlines the introduction which highlights the challenging situation of the Arabic language due to the colonization policies in the Arab world. Then, introduction also outlines the statement of problems, research's aim and questions. The second chapter outlines the theoretical framework and a review of the related literature that help in the process of supporting the research hypothesis. The third chapter is about the research's design and method. It also highlights the ethical issues. The limitations and setbacks are also addressed. The fourth chapter provides analysis of research's samples, interviews and questionnaire. It also compares between the policies used in the UAE and United Kingdom. The fifth chapter summarize the key findings of the study and provides a set of recommendations and suggestions.

Chapter 2 literature review

2.1 Conceptual framework:

2.1.1 How the teaching method is a crucial element in learning languages:

Many researches focus on the great role played by teaching methods in attracting the attention of students and their integration and interaction with the educational process. It is well known that when the modern teaching methods are appropriate to students' dispositions and their ways of thinking, the results and students' performance will be better and more positive as well as their attainment generally speaking. Also, if adequately presented, the method will meet the students' needs and contribute to enhance the level of student achievement. Students, as argued, have to be motivated after analyzing their needs and requirements. The motivational teaching methods of students greatly help to increase the productivity of students in the educational process (Alkhateeb 2014). In contrast, when the teaching methods are being delivered classically, of course the students' progression will be affected negatively and this leads to decline their attainment. It has been stated that there are numerous variables that have been observed to be related with the enhanced performance of learners; qualified teachers, an effective educational teaching methods and fascinating educational program (Al Sumaiti 2012). It could be said that the motivation factor is an effective element that influence students in the process of learning languages. Teachers need to stimulate the students' ideas and thoughts through the employment of different teaching tools and techniques. (Sakho 2012) has stated that one of the obstacles that contribute to the lack of interest in learning Arabic is the usage of the Grammar translation approach which makes the learners frustrated about the process. It plays a main role in weakening the desire to learn. Also, educators need to focus on the threats generated by applying a classical teaching approach and focus the opportunities available to get their students tuned with the modern technical ways of teaching. Educators and instructors should utilize field-tried hypotheses and theories of teaching keeping in mind the end goal to teach the Arabic Language more effectively. Furthermore, they need to improve their strategies by using multimedia to help their teaching methods keeping in mind the purpose to attain student's awareness and attention (Faryadi 2007). In the same context, the old traditional methods play a negative role in the teaching and learning process which lead to create an atmosphere of boredom and frustration. One of the points that led to the lack of students' interest in Arabic is the failure to attract and engage students in the learning process. Students' needs are away far from the grammar centered approaches which keep them in a stative position that lacks any action (Nazzal 2015). In order to reach the best teaching methods in the lessons, teachers have to

constantly investigate and search for the best practices that ensure a high level of engagement and interaction in the teaching and learning process. It has been stated that the main goal for the teachers is to master the basic teaching skills in order to show their lessons in a better way that suits student's needs. On the other hand, the modern teaching methods that rely on technology and student's interest have a great role in enhancing student's attention. In other words, when schools utilize technology successfully, that will lead to help in improving the skills of students such as critical thinking. These practices will, for sure, assist students and keep them in a challenging environment. It will also provide them with chances to meet the daily life needs. As a result, the teaching and learning process will be more effective and efficient (Alkhateeb 2014). It has been argued that using the grammar approach instead of using the communicative approach may cause a kind of delay in learning languages. It is necessary to adopt some new activities in order to improve students' progression (Abukhattala 2012). Using technology in the teaching field may likewise boost students and arouse their enthusiasm in the process of learning the Language by indicating how it can be utilized. Moreover, it encourages students to be more engaged with the learning journey (Alhumaid 2007). The use of technology is not only required because it is one of the demands or concerns of teachers to apply in the class, but also, it is of a great benefit for students as it saves much time in clarifying the ideas as compared to the traditional methods of teaching. Modern teaching methods such as (CALL), which stands for the computer assisted language learning, has proved to be a successful tool in providing teachers with the required information when needed. As a matter of fact, it helps teachers to prepare the ideas or, more specifically, the main ideas to be presented for the learners at the beginning of the class. Such approaches help students to deduce and induce the ideas depending on their mental abilities and learning objectives set by their teacher as planned. Educators must employ technology to help them while designing their lessons to accomplish viable and inventive methods for information exchange. Students ought to be induced to utilize the critical thinking skill to enhance and develop their learning attitude (Faryadi 2007). One of the problems experienced by the Arabic language departments in Dubai schools in terms of the used teaching methods is the usage of classical methods such as indoctrination, which lacks the flexibility and smoothness of the lessons. (Alhumaid 2007) has clarified that the most essential motivating force for Arabic teachers is to use technology in their lessons which enriches the class with information as well as the learning procedures in general. Learners can have full access to any information as an assist to that given by the teacher; and this makes the learning environment more interesting. Moreover, (Sulaiman 2015) has stated that technology may be utilized as a medium of instructing and figuring out how to build up more inventive speculation in the integrated education process.

Many mistake the idea that Information and Communication Technologies (ICT) usage in the class may obliterate the role of the teacher, but, on the contrary, it plays a vital role in clarifying the ideas especially if elicited through using different visual aids. It is a matter of fact nowadays that technology is a type of instructing that helps teachers in their presentations and save their time in preparation and accessing various resources. The modern system of education needs more inventive and innovative educators through execution of ICT. ICT ought to be a vital subject in the school educational programs as planning to confront challenges postured in the 21st century. In order to ensure the best practices in teaching, a series of changes such as conducting training workshops for teachers in Dubai should be undertaken by KHDA. According to (Sulaiman 2015), Most of the Arabic and Islamic teachers lack the skill to use the technological tools in class due to the absence of both external and internal oversight. Supervisors ignore that part and teachers depend on the classical ways. This situation contributed to create a gap in the overall teaching-learning process. After all, supervisors need to pay more attention regarding this problem and inform teachers to apply different technological methods, equipment, and ideas in their lessons. As the research mentioned earlier, using ICT in the learning process in both subjects Islamic and Arabic can enhance the learners' learning potentials and creativity, as well as the teachers' technological abilities which, for sure, will guarantee more success in their future careers. ICT assumes some vital parts that help educators in teaching, and give them tools to focus on certain ideas or forms when needed (Sulaiman 2015). Teachers' performance along with their applied teaching methods and means greatly raise the students' awareness regarding the learning material and, hopefully, set them in a more challenging environment with their partners. In this regard (Wilkins, Stephens Balakrishnan & Huisman 2012) has stated that institutions may provide the learners with an online resources which gives the learners full access to sites that may rectify their working papers or any suggested ideas. These sites are created to give students the correct evaluation and, on the other hand, allow them to have their hands on any information about their institutions, the best teaching methods, and overall lecturer performance. Also, it helps to explicit their views and critiques. Because of the importance of teaching methods and their vital role in attracting students to educational institutions, many educational institutions have focused on teaching methods used in schools and then conducted some questionnaires for learners about their satisfaction level and evaluation of the teaching methods used. It is mentioned in (Wilkins, Stephens Balakrishnan & Huisman 2012) that Numerous Higher instruction organizations attempt to evaluate their administration quality and their performance by asking learners about the performance of their institutions. It is well acknowledged in the educational field that prosperity and success of any language are highly connected with successful planning and learning attitudes

of teachers and their supervisors. This depends specifically on the teaching approaches utilized and applied by teachers on one hand, and the learning level and general attainment of the learners on the other hand (Altwaijri 2017). Furthermore, giving Arabic teachers the required tools and time to examine their instructive practices and enjoy proficient debates will be an additional motive to exert much effort in reducing the gap created by the absence of modern teaching strategies used or, to be more precise, ignored before. In fact, the sharing of experiences, the best teaching practices, and the reflection on issues will affect in a positive way the performance of teachers and their productivity as well as the students' performance (Altwaijri 2017). It could be said that using ICT in teaching as a tool will cause a change in the teaching of the language and, by time, pave the road to success.

2.2 Theoretical Framework:

2.2.1 The impact of the environment at school and home in acquiring then learning the mother tongue:

The language environment of the student at home is the cornerstone in the process of acquiring the mother tongue and then learning it academically in school. The more use of the mother tongue at home, the better result students will achieve in mastering the language academically. Language capital or, in another words, the mother tongue is the skill which have being acquired in the stage of childhood, with no specific exertion of effort (Al Sumaiti 2012). Linguists argued that the stage of learning the mother tongue is strongly connected to the critical period hypothesis. It is said that the acquisition of language undergoes different phases according to the mental abilities of the child. Linguistically speaking, the child is able to learn more than one language if exposed to them in a correct set of plans (David A. 1989). In other words, the parents need to exert an effort in transferring their languages, if more than one language is spoken at home, to their children. If the mother tongue is the language used at home, the language environment at school has to be somehow similar in the matter of quality and quantity. What is said before can be applied for earlier stages; but when it comes to higher stages of learning, the scale of teaching in both environments has to be identical as much as possible to guarantee a successful learning objective. Most arrangements and methodologies embraced by training experts have concentrated on enhancing factors related with schooling or learning criteria at school. Researches and perceptions have uncovered, in any case, that school-focused methodologies recount just a large portion of the story, and parents likewise have a noteworthy part to play. Children at home try mainly to imitate the way their parents speak. The child learns his language through

a non-directed speech environment due to the fact that language is pre-programmed in his/her mind when he/she is born. The input, when comprehensible, plays a vital role but it is not enough. Here comes the role of the parents to strengthen the acquirer's input through what is called an open environment of learning; that functions as an essential environment ingredient in language acquisition (Al Sumaiti 2012). In contrast, some students will be weaker and their linguistic level is lower due to using English as a medium of communication. Many people, depending on what was observed by the researcher, give the priority to the English language as it is more stylish and reflects the modern pedagogical ways of life. (Wilkins & Urbanovič 2014) mentioned that English is the language that is seen to convey fundamental phonetic capital, and parents are progressively instructing their children in English. This reveals the fact that English overcomes Arabic or Arabic speakers tend to change some of the Arabic language features so that it suits the modern society. Also, researches have shown that there is an immense gap in the literature at the level of communications between families and schools due to speaking Arabic less than what is required at home. Moreover, attempts to bypass this problem of communication and give a primary role to Arabic educational speaking have been unsuccessful and that the connections among instructors and students and among schools and groups have remained fundamentally unaltered (Schechter & Sherri 2008). Students make progress better in the process of learning language when they practise the language at home with their friends or families. In other words, students can not learn the system of the language at the leisure time, such as the learning conditions where instructors utilize a guideline to build up learner's vocabulary and show the language structures. That is why, as mentioned above, the learning environment has to be somehow identical and keep up with the natural order of learning a specific language. It is fact that learning a second language may be developed the same way as learning the first language at home; and this is what the identity theory suggests (David A. 1989). The identity theory sheds the light on the similarities found in acquiring the mother tongue at home and learning another language at school. The case hear is not different when we talk about strengthening one's mother tongue simultaneously both in home and at school. Therefore, to improve the language completely, it should likewise be learnt inside social groups found at school and at home. Moreover, in spite of the fact that instructors have no influence over the amount or nature of language that their students have been presented to previously, they can influence future language improvement in two essential ways. They can build the amount and nature of language utilized as a part of the classroom, and they energize parents and caregivers to do likewise at home (Cole 2008). The home environment directly affects the student's intellectual development on a basis that it is used every day which is an open medium without restrictions. The achievements of students in the language will be better if they

practice the language sufficiently in both environments. Many researches focused on the role of parents and their influence on their children's proficiency in their language. In this regard, (He, Shi, Luo 2006) has stated that the family factor, as one of the main environmental factors for children's development, is the main building block toward a better learning process. Also, it is well known that the natural environment at home helps the child in building a better understanding of the language through interactions with its members; where there is a mutual influence hierarchically speaking. Furthermore, the educational level of the parents of gifted children was significantly higher than that of the parents of the non-gifted children. This means that when educationally raised, the child's mental and linguistic potentials dominate and overcome the learning gaps one's may notice at school as compared to neglected children raised in linguistically isolated environments. As mentioned earlier, language progress can be measured either positively or negatively depending on how much it is used in daily basis. Parents' convictions and beliefs play a major role in forming the child's language stock and further build his future understanding of the language he is learning (Hollingsworth & Buysse 2009). According to (Sonnert 2009), parents exert a major influence on their children's interest. It is worth mentioning that students spend long hours in schools using English with the exception of the sessions of Arabic language, which is already limited. Parents also use English to communicate with their children, which contributes to the deterioration of students' levels (Nazzal 2015). There are several studies that highlighted the correlation between parental input and child language development, which is an evidence showing the effect of the mother tongue displayed at home on child's language acquisition. Moreover, previous researches have demonstrated that parents' commitment and efforts, evidently, influences student's achievement. In other words, children achieve higher results and have improved demeanors toward school if their parents are engaged with the school vision. (Schecter & Sherri 2008). It is well known that the Arabic language is at risk, and the way to save it is to use it in our daily life in both forms. Language is a lifestyle, if it is not being used, it will be neglected. Permanent observation made by the parents to guide their children or correct their pronunciation is an important issue to keep language acquisition on the right path. If neglected, as mentioned above, and mistakes are not corrected, the result will be a fossilized language stock build on wrong pedagogical knowledge. Moreover, many parents feel that their children are unable to show progression in their mother language as they do in the other subjects. This problem is not related to the Arabic language itself, it is a pedagogical issue related to the content of teaching materials and its dynamic, and the role of the parents in terms of pushing their children to use their mother language in their daily life at home and everywhere (Clarke 2018). Reflecting upon the idea of the importance of the role of parents in the achievement of

students in their mother tongue, (Bernasek & Canning 2009) has clarified that the usage and the knowledge of the mother language is seen as vital demand for all Arab Muslims in order to enable children to understand and interpret their parent's religion and build their knowledge on what has been taught in a correct way. In the area of the influence of parents on their children (Bokre & Olden 2006) stated that the dispositions of students to mother language learning are affected by the perspectives of their families. Guardians' perspectives differ as per their social esteems and standards, their religion, and what's more, their cultural background. (Schechter & Sherri 2008) shed light on the criticalness of family– school associations that progress parental self-adequacy by outfitting families with the instruments and important capacities to enhance their children achievements. Parents tend to give up too soon, therefore, the importance of the role of schools comes from the need to control guardians toward sorts of learning practices that are seen as an essential tool for their children. Moreover, teachers felt that it is necessary to provide families with an instructive project in the process of indicating strategies for learning the targeted language. It is the role of parents that to focus with their children on acquiring the mother tongue in the preschool without interference with any other language, as it is mentioned in (Al Sumaiti 2012) it is well known that children will react most to his/her own language and will probably react to their mother tongue, while multilingualism may cause a slight language postponement and lower intellectual advancement. Moreover, a decent mastery of the first language has the accompanying beneficial outcomes such as efficient performance in the foreign language and better scholastic accomplishment. On the other hand, Language insufficiency may encroach the ability to communicate with others and may reduce efficiency. Numerous families are uninformed of the critical part they need play in the passionate, behavioral, physical and intellectual advancement and prosperity of intellectuals and potentials of their children (Al Sumaiti 2012). The most imperative variables for any child to acquire the mother language are listening exercises, language guideline, the strategies of communication, reliable intensification, and the role of family in using the targeted language only. Communication is found out and shared inside the social settings of the family, and that it won't grow regularly without these practices and habits. The point is that the role of the family is a main part contributing to the process of improving the children language. Basically, they are the first step and the main building block for their children's journey in acquiring their mother language. Accomplishing instructive results (with respect to education particularly) is impossible just at school, and it is a duty shared by both the instructors and the parents. In addition, parents must be a real partner in the life of their children and they need to pay attention to certain details when dealing with children linguistically speaking. Furthermore, the importance of the role of parents lies on supporting the teachers

in giving cases of language and practices they have seen displayed at home. Regardless of whether they are not specialists in either language or conduct, parental information can be assessed by the individuals who are in the center of the educational process. It is recommended for teachers to provide the parents with the data or evaluation tools about their children level, dialect and vocabulary objectives, and thoughts for evoking the language at home. In any case, it is not expected that parents will take the responsibility for their children's level improvement, but they need, at least, to monitor and give their evaluation to the specialized authorities (Cole 2008). It is subsequently critical that parents and careers know about the huge commitment they can make to their children by giving an empowering situation around the language, perusing and composing and additionally giving support at home while coordinating with schools (Clark 2007).

2.3 Related Studies:

2.3.1 The role of KHDA in improving the level of teaching Arabic among Dubai schools:

Because of the need to have an educational system that can raise the level of education in the UAE, Investigations have been started by the UAE rulers targeting the educational field. This investigation aimed at enhancing the performance of the schools. To come up with an overview of the quality of performance in education, examining the indicators of the performance is one of the important techniques that should be done (Ololube 2014). As a result of this investigation, the UAE government launched an extensive advancement changes. These changes are in line with the UAE vision toward the educational system. This vision seeks to rank UAE with the top twenty countries in the world in terms of education. At the level of the country, the suggested plan incorporates five techniques to ensure achieving the changes needed. These techniques included: designing new policies, setting new norms, using a 10-years improvement strategic plan, rebuilding instructive administration and activating assets. As part of this, the new educational system ought to be able to cope with the expectations in numerous western countries. At the level of emirates, these decisions led to the emergence of an instructive change called the Knowledge and Human Development Authority (KHDA) (Litz & Scott 2016). Based on these decisions, this educational organization (KHDA) has taken upon itself the responsibility of following closely the work of schools. It was necessary to monitor the schools' performance in order to create a kind of accountability which led to the emergence of school inspection policy. The policy of inspection is an old policy utilized in the process of management and monitoring (Ololube 2014). The policy of inspection relied on set of standards in order

to highlight students' progression then attainment. These standards have made the students work measurable. The idea of accountability in the educational field is not a new idea. The inspection and supervision has been known since the beginning of state funded training toward the end of 18 century. The policy of school inspection is very important policy in the process of improving the nature of the teaching and learning process (Alkutich 2015). It has been argued that the policy of school inspection is very important policy that seek to improve teachers' performance and their productivity (Ololube 2014). Inspection played and still an important role in improving the educational field. Furthermore, the policy of inspection is a tool to implement the national targets and governments plans. The inspection visits are being done yearly in Dubai. The purpose behind launching this policy is the need to track the progression in all private schools in Dubai and to work with the schools and all the stakeholders related to improve the quality of teaching and to raise the level of the Educational process in UAE (Alkutich 2015). The KHDA inspectors usually inform the targeted schools about the visits three weeks ahead of time in order to prepare self-evaluation report which should be given to the inspection team. This self-evaluation is made in the light of the data gathered by questionnaire from teachers and parents. Amid the visit to schools, the inspection team meet the teachers, administrative team and listen to students' views then they start observing students work. After that, they collect and compare and examine this data whether it is compatible with the level of students or not. Then inspectors analyze and interpret this Data and come up with the final report (Alkutich 2015). It has been claimed that the development process of the Arabic language among students in Dubai should started from the urgent demand to modify curriculum and the used resources (Nazzal 2015). Authors in the Arab countries shared the blame on the government that should protect Arabic language and provide all the required support. Hence the role of KHDA in finding solutions and systems that lead to the change needed in all the aspects of the educational process (Sakho 2012). It has been reported that the KHDA had would have liked to accomplish one of its main objectives. It is the need to raise the level of success criteria. Against this scenery, in 2012 Dubai's private schools' controller, the Knowledge and Human Development Authority (KHDA), announced the framework of Dubai Schools Fees (SFF) that aim to secure the learners and parents as beneficiaries of instructive administrations. It also to give a positive domain to the investors in the field of education and urge them to enhance the nature of the educational process in Dubai. As a result, Schools are qualified to raise their yearly fees according to the school final evaluation conducted by KHDA. In other words, KHDA fundamental objectives aim to enhance the nature of education connecting expense increments to the schools' evaluations apparently (Azzam 2017). As part of the KHDA role in the process of improving Arabic language. KHDA has identified several points to develop the mechanism of

teaching Arabic aiming to make it more vitality. The first point is the need to have qualified teachers. The second point is to change the approach applied in teaching which completely rely on memorizing. The third one is the fact that a huge extent of teachers has an Arabic degree, few have showing capabilities or educational comprehension, and lessons are excessively centered on memory. Therefore, KHDA is required to overcome these hinders. In the regard of parent's role at home, it is recommended that parents could enhance their children's language by practicing the language at home (KHDA identifies 3 areas of concern in Arabic taught in schools" 2018). It has been stated that school inspection is considered as one of the practical features of the advancement in education in the UAE in general, and in Dubai in particular. Clearly, the decisions makers in Dubai worked hard to give the educational field the required effort to improve the nature of education. The published information has demonstrated that Dubai Inspection School bureau (DISB) assumes a huge part in enhancing the nature of teaching Arabic. Furthermore, KHDA engage DISB by employing universal programs in training to lead the school inspection groups in order to give it more effectiveness (Al Kutich 2017). DISB provides stakeholders with exact data about the current educational situation then gives the recommendations required to overcome the areas that are needed to be developed. The inspection policy plays a main role in the process of raising the level the quality of teaching Arabic in Dubai schools. It has been reported that inspection is the nearly sole policy by which governments assess teaching Arabic and ensure that all schools are committed to teach Arabic in accordance with the regulations imposed by the UAE. Government is required to achieve the national agenda and targets set, this can be only done by periodic inspection to all schools. One of the benefits of inspections is the ability to enable government to address the difficulties of globalization by making competitive workforce (Alkutich 2017). On the other side, as the policy of school inspection has positive aspects in the process of improving the Arabic language, few reports have been appeared highlighting some points that need to reviewed in order to make the policy of inspection more effective. (Azzam 2017) has stated that the manner of conducting the yearly inspection toward all the schools in Dubai has gone under critique by large segment of schools' leaders and teachers. They stated that schools spend a long to prepare for the inspection visit. As part of this preparation, teachers and leaders have to collect required evidence such as videos and paperwork which will cause kind of delay in the learning process. It is also reported that diminishing the repeat of inspection visits to the schools that have been rated as an outstanding and very good schools will allow inspectors to work closely with the emerging schools. In the same context, wrong strategies have been used in the educational field such as designing Unbendable plans and educational programs that contributed to delay the progress of students (Thorne 2011). It has been reported that many of schools'

leaders claimed that the KHDA should take into account the difference between the outstanding schools and others in terms of infrastructure and facilities. They stated that having an excellent fundamental contributes to raise school's evaluation. The leaders claimed that KHDA should only focus on teaching and learning process and the students work (Alkutich 2017).

2.3.2 The role of initiatives launched by the KHDA in the development of teaching Arabic.

The KHDA has been making efforts to develop teaching Arabic in all possible methods and means. Among these methods are “What Works and Living Arabic” initiatives. The purpose of launching these initiatives is to share the best practices in teaching Arabic among its teachers. According to (“What Works” 2018), the reason behind what works initiative is to contribute to the schools’ work improvement and to promote the learning direction toward innovation as part of Dubai strategic plan in Education. The start of What Works initiative was to inquire about the possibility of gathering the Arabic teacher in periodic events to share their experience with their colleagues. The first event of What Works initiative was held in 2012. It has been reported that more than 15000 of Arabic teachers attended 500 workshops and 18 events. The real value of this initiative is not only sharing the ideas and thoughts, but also the value of being positive by focusing on achieving the targets designed. The initiative also created a system which has gathered schools, teachers, parents and students in order to improve the cooperation among all these stakeholders (“What Works” 2018). It has been stated that the contribution of the KHDA regarding its exerted effort toward the development of teaching Arabic in Dubai schools is appreciated. The initiative of What Works adopted by KHDA has been providing Arabic teachers with updated teaching methods. It is an important event where teachers can share their experience and thoughts toward the process of improving teaching Arabic (Alkutich 2015). The other initiative, launched by the KHDA is the Living Arabic initiative. The purpose of this initiative is to create a partnership between schools as well as to work on the development of points that need to be developed in the Arabic language departments. These points that have being identified by inspectors during inspection visits. One of the aims of this initiative is to provide teachers with the teaching methods that most of students like such as using technology in teaching and learning process (“KHDA: ‘Living Arabic’ unites Arabic teachers in Dubai - Teach Middle East Magazine” 2018). This initiative is held periodically (almost every month). Schools are informed by an E-mail of the date and place of the initiative. KHDA provides Schools with the agenda of the initiative and the points that will be highlighted in the event.

Chapter 3: Research methodology

3.1 Introduction:

The study examines the impact of the KHDA in the development of teaching Arabic as a first language in Dubai schools. During the process of implementation of this study, the researcher visited a number of selected schools in Dubai that adopt British and ministerial educational curriculums in order to conduct interviews with heads of Arabic departments and with Arabic teachers. The visits also aimed at collecting certain information to make the research more reliable.

3.2 Research Approach:

According to (Marshall 1996), the choices in methodologies is an important stage because it is impossible to cover an entire on a subject. It has been stated that choosing the methods of study depends upon the purpose of the research (Marshall 1996). The nature of this research is a combination of both quantitative and qualitative methods. The qualitative research aims at understanding the nature of the teaching process by examining the pupil- teacher interaction in the classroom. This also, qualitative means that the researcher goes deeply to examines the data provided by the teacher towards the learners and vice versa; group discussions and individual thinking behavior that employed by the students inside the classroom. On the other hand, the quantitative aspect is for example, the number of students taking a step in participating during the class or, in other words, the measurable facts about a certain teaching environment in the selected schools. The questionnaires conducted by the researcher shed light on what we will call an educational status quo after observing the teacher-student relationship numerically speaking. The purpose of using the quantitative method is to focus on different samples of population and then collect data from these samples in order to detect general trends. In addition, the qualitative methods help to provide the study with in depth understanding of the different issues at stake; it is very useful in the process of finding answers of the "why" and "how" questions (Marshall 1996). It has been argued that the quantitative method usually utilizes the observation process, interviews and document analysis, while the qualitative method focuses on the investigation and the variables that differ to each other. Moreover, the quantitative method is used to provide the researches with mathematical models and statistics in order to analyze results. The usage of both quantitative and qualitative methods aims to compensate for the weaknesses and disadvantages in the researches that, noticeably, evaluate the teaching-learning environment after collecting data and analyzing results. (Moore 2016). The research is both quantitative and qualitative because it has designed a

questionnaire that was answered by 31 teachers working in schools with different educational systems such as British, Arab and American curricula. On the other hand, we relied on the results of some interviews which have influenced the research with valuable information. Many researchers combine both methods because of its significant impact in enriching the research with information that will, for sure, lead to gain more accurate and objective results. The combination of both methods can provide more authentic and precise results and helps connect the ideas to form a schema which steadies the overall brew of the research methodologies.

3.3 Instruments for data collection:

The instruments used for data collection were a set of Arab student's writings from different types of schools (Arabic and non-Arabic schools) (appendix A) and an interviews with two heads of Arabic departments as well as an inspector. A questionnaire was conducted in order to obtain teachers views regarding the research questions (appendix B). According to (Abawi 2013) "a questionnaire is a data collection instrument consist of a series of questions and other prompts for the purpose of gathering information from respondents". The sample of students writing had an important role in the process of enriching the study with the required evidence in order to support research hypothesis. The number of the targeted students was 17.

3.4 Selection of Study Site, Sampling of Schools and Participants:

the study has been conducted in selected schools in Dubai. These schools adopt different types of curriculum such as British and ministerial curriculum. As part of KHDA role, these schools have been inspected annually. As mentioned earlier, the on-for- all standards are applied in these schools in the process of measuring the attainment of Arab students. The British University in Dubai (BUID) provided all the required papers in order to support the researcher in data collecting procedures (Appendix B). The study targeted an inspector, 31 Arabic teacher and two heads of Arabic departments of British and Arabic schools. Precisely 17 students of both types of schools have conducted a piece of writings upon the researcher request.

3.5 Data analysis plan:

The researcher used certain approach in the process of collecting data needed to enrich the research and answer the questions posed. The start was through the correspondence with the British University in Dubai in order to have letters addressed to the KHDA in order to meet with an inspector. Another letter has been ordered and it was addressed to the X-Arabic school asking for the possibility of conducting an interview with the head of the Arabic department. The researcher designed a questionnaire that included the research questions and presented them to a variety of teachers through Survey Monkey application. As for the comparison between the levels of Arab students in different types of schools, the researcher designed a paper and distributed it to a group of school to highlight different linguistic environments. After the collection process of all these data, the researcher moved on to the stage of analyzing the data collected and teachers' views. The researcher compared the written models and sorted these samples according to the level of students and their ability to achieve standards required from them.

3.6 Limitation and setbacks:

Research is challenging and full of roadblocks such as finding the study participants or institutions. At this stage, the researcher may need to collect sensitive or controversial data after getting the permission from the required institutions; this is a challenge in itself. Refusal may be met at certain points and no support found from a particular school or institution. The researcher, while conducting this research, faced some difficulties, such as the refusal of two schools to cooperate was not possible, this means that obtaining samples of students writing played a major role in informing one of our research questions on the suitability of the KHDA standards for Arab students in the British and American schools. We also encountered delays getting responses from the KHDA affected the overall process of writing the present material in general. Another fact is that selecting a few written samples of students work is may not reflect the real levels of these students. Teachers sometimes choose to show their students' best work. Despite the researcher's insistence for teachers to provide unsupported work samples. It is acknowledged that some pieces of work could have been subjected to many corrections. We estimate that this accounts for approximately 10 percent of the total corpus. After all, abiding to the general requirements of conducting a research is by no means an easy matter, but it is a journey full of experience and will, for sure, guarantee more success for researchers in their future career.

3.7 Ethical issues:

Ethics is a core element of conducting meaningful and authentic research. During the conduct of any research and to guarantee full responsibility of what is to be written inside the material, the researcher is asked to comply with certain academic standards which are both professional and institutional. Respecting the schools' privacy is an important issue in question. The researcher shows interest in observing one's class academic performance but at the same time needs to preserve confidentiality of personal information. The researcher has answered the wish of the schools' admins instruction regarding the conducted interviews in order to preserve its privacy and confidentiality. We use symbols and letters to name these schools and the names of the students on the different have been taken out from the appendices. This guarantees anonymity of information and respects the confidentiality of these schools.

Chapter 4: Results, Analysis and Discussion

4.1- An Interview with Mr. Nseirat (The Head of Arabic Department in DESS School (British school)).

This Interview was held with Mr. Nseirat at Dubai English Speaking School (DESS) on Thursday, February 1st, where Mr. Nseirat explained the positive role of KHDA policy in the development of Arabic language in Dubai schools. Mr. Nseirat stated that the emergence of KHDA and its policy changed the way of teaching Arabic positively. According to Mr. Nseirat, most schools began to give the Arabic language great attention as a result of KHDA instructions. Before 2008, which was the date of KHDA emergence, the teaching sessions of Arabic were very limited (not exceeding one hour per week). Students during the Arabic sessions were being given basic information such as greeting phrases. It was also a chance to do some school events such as sport day or school assemblies. Regarding the teaching materials and standards, Mr. Nseirat claimed that there was no policy to track teaching process or to set targets or standards. The teaching and learning process was all about initiatives and it was being implemented by random. Moreover, there was no consideration to the student's levels and their linguistic backgrounds. In other words, students who their first Language is Arabic, they were being taught in the same classes with the students who are non-Arabs, and all of them were learning the same topics. This situation caused a significant weakness in student's level and lack of interest among the Arab students toward learning Arabic. In the same context, the number of Arabic language teachers particularly in the non-Arabic schools was very limited compared to the number of teachers in the current time. Mr. Nseirat used school X as an example to show the changes

made by KHDA in the process of development the whole learning process in different aspects, in school X which had more than one thousand of students, there were two Arabic teachers. While, the same school with the same number of students has eleven Arabic teachers in the current time. Regarding the number of Arabic sessions, the grades from one to three were being taught only 30 minutes weekly. While grades from four to six were learning Arabic for only 60 minutes. Compared to the current time, grades one to four are having 240 minutes and 220 minutes for grades from four to six. Mr. Nseirat also answered the question related to the role played by KHDA in the process of improving the Arabic language in DESS School, he stated that the inspectors recommended that the school needs to have some Arabic classrooms in order to create a kind of Arabic environment which might help and support students throughout the learning journey. Moreover, it has been recommended that Arabic native speakers must be taught in different classrooms and they must have a different teaching materials which can meet their linguistic needs. In fact, the school responded to these recommendations. As a result of this response, a major change has been made which led to improve the level of students and the rate of the Arabic department.

4.1.1 An interview with the head of Arabic department language of X school (Arabic school).

The interview was conducted at X School with Mr. H who preferred not to reveal his name or the name of the school that he is working in upon school's request. The school is an Arabic school that follows the curriculum of the Ministry of Education in UAE. The interview lasted about 40 minutes. According to Mr. H, students begin their first grade at the age of six years old, and no less is allowed. The majority of the subjects taught are being instruct in the Arabic Language with the exception of the foreign languages. Which means that Arabic is overwhelming. Board members, teachers and parents are Arabs. The language used as a medium of instruction and communication in the school is the Arabic language. In addition, the language used at home is the Arabic language. The usage of the Arabic Language at home as well as in school played the main role in the process of acquiring then learning the Arabic language skillfully among students. As a result of this positive situation toward the language, reports raised by inspection teams regarding students' attainment and progression met the expectations. On the other hand, students are struggling to meet the expectations in the process of learning English Language due to the lack of using English during the school time as well as home. That refers to the one of the research questions which is the impact of linguistic environment at school on students' linguistic skills. Mr. H reflected upon the main question of the research which was about the impact of KHDA policy on the development of the Arabic language and its compatibility with the needs of students in school X. He stated that the KHDA played and

still very important role in the process of developing the Arabic language through implementing several policies such as inspection. Moreover, the standards used in the process of measuring the students' progression and attainment are compatible with the students' level and meet their educational needs.

4.1.2 Interview with Inspector B:

The interview was carried out on 28/4/2018 in Dubai, with Inspector B, who preferred not to be named, at his request. He has been working as an inspector in KHDA from the first day of its establishment until now. The interview lasted about 80 minutes, in which Inspector B defended the positive role of the KHDA in the process of the development teaching Arabic language in Dubai schools. He stated that, the KHDA had and still has a very important role in improving teaching Arabic for Arab students in the different types of schools in Dubai such as British, American, and Arabic schools. According to Inspector B, before the emergence of KHDA, the process of teaching Arabic was implementing randomly. Some schools did not teach Arabic at all and others made it as an optional subject. There were no rules to enforce teaching Arabic in Dubai schools. It has been observed that there was not unified curriculum or standards to teach Arabic. Moreover, teaching sessions did not exceed 40 minutes weekly. In contrast, after the emergence of the KHDA, a set of regulations introduced which was applied to all Dubai schools obligating them to teach Arabic and allocating separate classes for the native speakers in order to meet their linguistic needs, considering their non-native abilities. The KHDA also issued a number of decisions which enhanced teaching Arabic in all schools. To do with the teaching qualification, the teacher who were teach native speakers should have a bachelor in Arabic Literature. The KHDA also adopted a strategic plan in which Arabic teachers are subjected to a written and oral examinations in order to measure their competence as well as their abilities to use an updating teaching methods. According to inspector B, the number of Arabic teachers have been increased due to the KHDA decisions. In details, the number of Arabic teachers in Dubai was around 400 teachers compared to the current number which exceeds 1500 teachers. As mentioned earlier, the KHDA announced that schools are required to teach Arabic. Moreover, it linked the schools' evaluation in general with the evaluation of Arabic departments. In other words, schools can not reach outstanding level without making any progression in the Arabic department. Inspector B has stated that KHDA applies a set of standards in an annual inspection of schools. This single set of standards apply to all students in all different types of schools, such as British, American and Arabic schools. The inspector provided answers to about the age appropriateness of the standards used for the Arab students in British Schools. He stated that the KHDA provides one set of standards to all types of schools regardless the

starting point of students in Year one. He said: the responsibility of parents and school lies in providing the necessary support to the students in the British schools to bridge the gap caused later enrollment. As part of the KHDA development plan, KHDA has launched several training workshops to amend the standards used in order to give it more effectiveness. As for future plans of the KHDA, the Inspector confirmed that all the future plans are derived from the vision of the UAE 2021, which aims to improve the quality of education in the UAE in general with a strong focus on Arabic. This vision seeks to rank the UAE among the top 20 countries in the field of education. The KHDA assert to the non-Arabic schools to follow the system of the Ministry of Education in the UAE regarding the minutes of teaching Arabic for Arabs weekly. In terms of KHDA plans toward improving the teaching skills of staff. The KHDA launched teaching approval test to ensure the efficiency of teachers. The test included several standards such as: teachers should have high level of knowledge in the language, in addition to effective lesson planning. They are also required to show an ability in considering the individual differences of students, creativity and effective teaching methods. In case of teachers cannot pass the approval test twice, he or she is required to do training courses in educational centers licensed by the KHDA in order to improve his teaching skills. Furthermore, KHDA also provides chances to develop teaching skills through giving teachers constructive feedback during the annual inspection from the first day of the inspection process. Inspectors give the final feedback to the head of the Arabic department including teachers' responses to the feedback given in the first day. After that, inspectors write the final report including recommendations and areas to develop. As a result, teachers will have their targets to work on it which will lead to develop their teaching skills. Finally, Inspector B stated that KHDA launched many educational initiatives such as Living Arabic and what works in order to share good practice among teachers and schools.

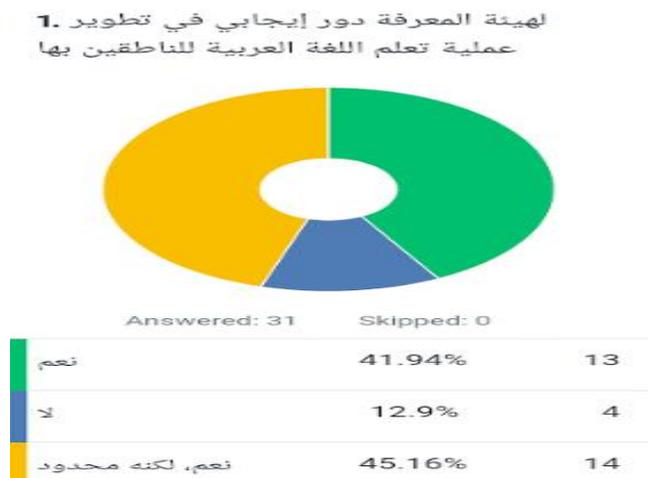
4.2 Data description:

The questionnaire targeted 31 Arabic teachers, the participants are working in different types of schools such as British, American and Arabic curriculum. The majority of the participants were working in Dubai schools as an Arabic language teacher before the emergence of KHDA. Therefore, they have sufficient knowledge about the Arabic language situation before and after KHDA work commencement. The conducted questionnaire consists of 9 questions covering various aspects of the impact of KHDA policy on teaching Arabic, it also included questions considering their suggestions and thoughts regarding the areas that need to be improved. In other words, it was a chance to reflect upon the whole teaching and learning process of the Arabic language.

4.2.1 Data Analysis:

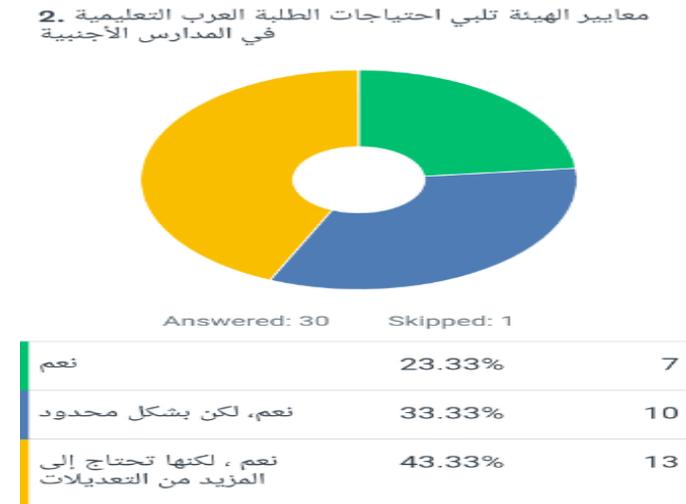
In this chapter, the research will provide a profound analysis of the teachers' reflections on the conducted questionnaire. In general, the answers of teachers formed a clear trend which is praising the role of KHDA policy in the process of improving the Arabic Language. At the same time, they assert certain points that need to be reviewed by KHDA to ensure high effectiveness of the targeted policy. As to the questions in detail, the first question was about the role of KHDA in the development of Arabic language in Dubai schools. 41.94 % of responses agreed the positive role played by KHDA policy. In the same regard, 45.16 % of teachers also agreed that positive role but, with the need to modify some points. As a result, around 87% of teachers have confirmed the positive role of the KHDA policy in the development process of the Arabic Language.

Figure: 4.2.1: the responses of the first question.



As for the second question, it was about the suitability of the standards adopted by KHDA to the Arab students in different types of schools such as British schools. 23.33 % of responses believe that these standards are appropriate to the all Arab students in all types of schools. While, 33.33% of teachers find these standards useful but it still need to be reviewed due to the different linguistic abilities among students. The third type of responses which made up 43.33 % of respondents conceive that the standards applied require further adjustments to be more effective.

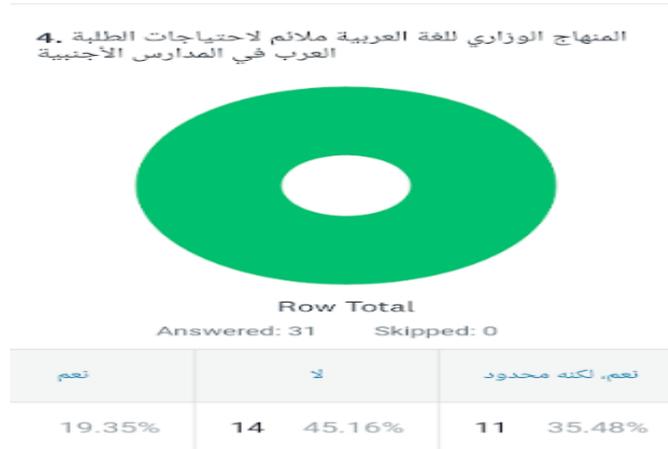
Figure: 4.2.1: the responses of the second question.



As for the third question, it was about teachers' suggestions toward improving the process of teaching Arabic. There were 17 responses. Some of these suggestions claimed to increase the number of teaching hours in the British and American schools. The purpose of this suggestion is to provide students with more chances to practice the language which will lead to improve their linguistic skills. In the same context, other teachers demanded to give the Arabic language more importance among students and parents through adopting set of rules such as considering the final grids of students in the Arabic language in grades twelve or thirteen as an essential grade in the process of approving students in universities. Furthermore, some teachers suggested to have more than one policy in the process of measuring the students' progression and attainment considering the linguistic environment at schools. For instance, Arab students in British schools should have different policy from the Arab students in Arabic schools. The final suggestion was the claim to design new curriculum to the Arab students in the non-Arabic schools in order to meet their linguistic needs. Reflecting upon teachers' suggestions, it was clear that these suggestions formed a view which is the need to specialize a document and different standards for the Arab students in the non-Arabic schools, because the impact of the linguistic environment at these type of schools on students' level. It has been argued that the language utilized for teaching and learning is vital for students' procurement of information, their comprehension, and aptitudes advancement, and for their capacity to show their insight adequately in assignments and examinations (Wilkins & Urbanovič 2014). The following question was about the appropriateness of the curriculum of Arabic language adopted by KHDA in the non-Arabic schools. 19.35 % of teachers consider this curriculum is an appropriate for students and it meets their educational needs

in one hand. On the other hand, 45.16 of teachers find it inappropriate for students. The third type of respondents believe that the curriculum meets some of the students need and it should be reviewed by leaders to make it more effective and to cover whole the aspects of student's needs.

Figure: 4.2.1: the responses of the forth question.



The fifth question was about the view saying that the Arabic teachers in the British and American schools are more motivated and efficient than the teachers in the Arabic schools. 73 % of teachers agreed this view. In the same context due to the job satisfaction factor which influence their performance (Appendix A 5). The sixth question was about the impact of job satisfaction on teachers' performance. 100 % of teachers believe that the satisfaction factor plays crucial role in teachers' productivity. It is well known that there is a correlation between the job satisfaction factor and teachers' performance. Therefore, it is essential for KHDA to highlight this phenomenon and find the best solutions. The following question was about the impact of linguistic environment at schools on the students' level. 77% of teachers believe that the environment at schools is very important factor that affects students' level. Moreover, it also affects the linguistic environment at home. This view of respondents matches the research suggestion which is the need to design different standards and curriculum to the Arab students in the British or American schools. Students in the Arabic schools utilize the Arabic Language in the process of learning many subject such as sport education, National education and moral education. The medium of instruction and communication in the Arabic schools is the Arabic language. On the other side, students in the non-Arabic schools use the Arabic language only during the Arabic sessions which is already limited. In the light of comparison between these two environments, it is unreasonable to use the same standards and curriculum for both types of systems.

4.3 Analysis of students levels in school X (Arabic school).

The students were able to write an extended sentences in order to form a coherent subject using descriptive phrases, synonyms and contradictions (Appendix C). They achieved the objectives expected of them, this indicates the idea presented by the research that students in the Arabic schools are able to achieve the standards designed by KHDA. In the fact, this ability is reinforced by several factors, one of these factors is the linguistic environment at school. As it is mentioned earlier, the language used as a medium of instruction is the Arabic language which has contributed to the improvement of students' level. Furthermore, in the Arabic school, students are learning many subjects using the Arabic language such as moral Education and National education. These chances to use the Arabic language have also positive impact on the students' levels. On the other hand, when the levels and linguistic abilities of the same students in the English have been viewed by the researcher, it has been recognized that the same students are less able to express and write in English as same as in Arabic. The elements of correlation between the sentences and the power of expressions and the use of synonyms are Not exactly the same accuracy and quality of their writing in Arabic. In spite of the fact that the English language is being taught at the same school with the same conditions. Despite the fact that English is dominant in the Internet and technological world. Students in Arabic schools are still able to express and write using the Arabic language better than the English language. This indicates the role of the language environment at school in the process of learning the language and achieving the targets required. Reflecting upon the same point, the research sheds light on the need to develop a different policy for the Arab students in non-Arabic schools in accordance with the role played by the linguistic environment at school in the development and enhancement of their language abilities.

4.3.1 Analysis of the written forms of Arab students in British schools:

Many Arab students who are studying in British participated in the process of forming the written models. The aim of this step is to show the differences between the students' level and their linguistic abilities in schools applying different teaching methods and curriculums. Moreover, the comparison aimed at showing the impact of the Linguistic environment at school on the students' attainment in their mother tongue. The comparison will also shed light on the correlation between the students' linguistic abilities and the impact of the linguistic environment at school on the extent to which they master the language. The research obtained 12 forms of Arab students in three British schools. There was a clear difference between these models and the other models conducted by Arab students in Arabic schools in terms of the sentences

formulation and the coherence and cohesion elements. It was clear that the targeted students in the non-Arabic schools were not able to write an extended sentences (Appendix D). There was a lack of compound sentences, reasoning and connectives. In addition, it was obvious that the students were unable to describe or to express their ideas clearly compared to the Arabs in the Arabic schools. The forms were characterized by the usage of simple vocabulary. The absence of using synonyms and contrasts was also observed. The Arabs in British schools were unable to write the minimum of words required according to the KHDA standards. It was also noticed that the forms that have been written by Arabs in the selected British Schools Characterized by being more like English-translated models. In other words, the structure of writing and sentences formulation were similar to the way of English style. for instance: students started the sentences using nouns or pronouns then they attached the verbs which is not consider as a wrong formulation in the Arabic Language, but it would be better and more effective if the sentences start with the verbs. It seems that the forms were written in English and then it has been translated into Arabic. It is also observed that there were many grammatical and spelling errors. This indicates that the first language of these students or the language of thinking is the English Language. On the other hand, it was observed that the same students are achieving better in the other subjects which are being taught in English. The research gave the chance to the same students who wrote the Arabic forms to write in English. There was a big difference between the written forms in terms of the quantity and quality. The students were very comfortable when they wrote in English, they use less time in the process of writing compared to the time used when they wrote in Arabic. The variety of using Adjectives, Adverbs and synonyms was observed (Appendix D). This shows the impact of the school environment on the levels of students' language which of course will influence the linguistic environment at home. As a result of this situation, it could be said that the first language of Arab students in the non-Arabic schools is the English. Therefore, it is important to have more than one policy that can consider the students' abilities and their linguistic needs.

4.4 Structure of the inspection policy:

In 2007, the executive council of Dubai government announced the emergence of the Inspection policy under the decision 38. As a result of this decision, Dubai schools will be periodically inspected and will be given a comprehensive information in order to improve schools work through several approaches such as, parents meetings, surveys, school's plans and sharing the best practices in the teaching and learning process. ("Dubai School Inspection Bureau (DSIB)" 2018).

4.4.1 The vision of the KHDA policy:

The United Arab Emirates Vision 2021 consider the Educational field as one of the cornerstones toward success. Achieving the goals of improving the Educational system in UAE requires a world-class evaluation framework, receptive to national needs and adjusted to universal benchmarks. In order to accomplish the world-class evaluation frameworks, the UAE should apply an effective inspection framework that can promote schools work and provide leaders with the standards required to develop the learning process. The policy of inspection included standards that highlighted the Arabic language as one of its priorities such as (High aptitudes in Arabic Language: to guarantee that 90% of Grade 9 students grow high abilities in Arabic Language in the UAE (School Inspection Framework 2016).

4.4.2 Judging students' attainment, progress and learning skills:

According to (School Inspection Framework 2016), the inspection team reach the final judgment based on data and evidence collected according to the year groups in the schools, taking into their consideration students' ages and variation in the student's performance. The judgment is made according to specific divisions:

- Boys and girls
- Emirati children
- Lower and higher achievers.
- Students with exceptional instructive needs
 - Children who are talented or gifted.
- Students whom the Arabic Language is their second language.
- Students who use the Arabic Language as a first language.

4.4.3 The six level used to reach the final judgment:

According to (School Inspection Framework 2016), the inspection team reach their final judgement based on six levels. These levels represent a specific quality performance level classified as follows:

1- Outstanding level: when the quality of performance extraordinarily exceeds the expected level of the UAE standards.

- 2- Very good: it is the level where the quality of performance exceeds the UAE standards adopted by the UAE standards.
- 3- Good: when schools' performance meets the expectations of the UAE standards, and this is the expected level of all the schools in UAE.
- 4- Acceptable: quality of schools' performance meets the minimum level of the required quality in UAE which is the minimum level of the schools in UAE.
- 5- Weak: when the performance is below the expected level of UAE standards.
- 6- Very weak: the quality of schools' performance is significantly below the expected level of UAE standards.

4.5 Comparison between the framework of inspection in Dubai and the inspection services in United Kingdom:

In accordance with the unified framework for inspection issued by KHDA in 2015, KHDA seeks to achieve the best results in Dubai schools, not only in the Arabic Language, but also in all subjects. In the light of KHDA role in improving the students' attainment in the Arabic language, KHDA undertook the responsibility to achieve the national agenda in general and the ones related to the Arabic language in particular which includes the standard of ensuring 90% of students in Grade 9 should achieve the desired growth and development in the Arabic language. The framework includes six standards and several performance indicators to measure students' development. These standards and indicators are based on the national document which is considered as the constitution of the Arabic Language in UAE. It is worth mentioning that these standards are the only tools to measure the students' progress in different types of schools, as it is mentioned earlier, the students in the British schools, American, Arabic and the other types of schools have to achieve the same outcomes regardless their age or their linguistic backgrounds. For instance, students in the British system start year one at the age of 5 years, on the other hand, students who are studying in an American or Arabic schools start grade one at the age of six years. This difference between the two systems requires different standards considering the individual differences in terms of age. For instance, if a student who is studying in an American or Arabic system wants to move to a British system, and this student was in grade one, in this case and according to the starting point of both these systems, the student will join grade three in the next year. As a result of this situation, he will miss full Academic year outcomes, which is the grade two. Hence the importance of the research call for the need to find a variety of standards and policies that should be appropriate to each educational system and

according to the environments of students and their linguistic needs. On the other hand, the school inspection services adopted in the United Kingdom educational system (SIS) pays particular attention to students' age, language background and abilities. It has been argued in ("SIS Documentation" 2018) that it should be taken into consideration the age of students, aptitudes and requirements of them including those students with unique instructive needs. Furthermore, there is an extra attention where the medium of instruction is not the English Language, with paying specific respect to the secured attributes of age. It is clear that there is a great attention in the role played by age in the ability of students and their productivity and educational achievement. Moreover, it is undeniable that the School Inspection Services (SIS) gives great importance to the backgrounds of students' culture and their linguistic environment at schools and home. (SIS) distributed inspection tasks according to certain divisions. Schools are divided into several types according to several standards, such as Cognita schools, Focus schools, Steiner schools, BSO schools, outstanding schools. On the same context, it is almost the same situation with the Office for Standards in Education (OFSTED) policy applied in UK. It is obvious that there is also a great consideration of age and its role played in influencing the student's development which will of course influence the attainment. By comparing the three policies in Dubai and Britain, it is clear that there are many similarities, strengths and weaknesses in these policies. But what the research seeks is that the British inspection policies pay a great attention to the age factor, because of its great impact on the students' ability and their cognition. It is also noted that British inspection policies take into account the differences between different educational systems. They divide schools according to specific regulations. As a result, the specificity of these schools is taken into account in terms of the ability of students to achieve more in languages or whether English is the mother tongue of students or not. In fact, this is what the KHDA policy lacks. As mentioned above, KHDA has one model of standards. These standards apply to all Arab students in different types of schools, regardless the different age at the starting point.

Chapter 5: conclusion

5.1 Summary of the study:

This chapter aims to discuss the findings of the research, as well as presenting the suggestions and recommendations reached. This study sought to shed light on the impacts of the KHDA policy on the development of the Arabic as a first language in Dubai schools. It aimed at examining to what extent the standards of these policies are compatible with Arabic students' needs in different curricula that Dubai schools offer. Both qualitative and quantitative methods were used in the process of collecting data. Interviews, questionnaire and samples of students writing were part of the procedures to collect required data and to draw up the research map. The research also highlighted the tools and features of the KHDA policy. Furthermore, it also conducted a comparison between policies adopted in the United Kingdom and the UAE.

5.2 Key Findings:

Examining the impact of KHDA policy was the main focus of the conducted research. Therefore, the research analyzed the data collected in order to shed light on the targeted policy and highlighted its effectiveness then proposed a set of recommendations that might ensure high level of teaching Arabic as a first language in Dubai schools. According to the teachers' responses, the KHDA played a main role and still in the process of improving the overall teaching Arabic in Dubai schools. It has been stated that KHDA contributed to set the Arabic Language to its right path and gave the Arabic Language more importance especially in the non-Arabic schools. However, in terms of the standards adopted by the KHDA for the Arab students in the non-Arabic schools, the answers of teachers formed a clear trend. The tenor of teachers' views was about the urgent need to specify standards which take into account the linguistic environment of Arab students and their abilities. As teachers stated, it is unreasonable to use the same set of standards for all Arab students in different types of schools. Our research points out that the linguistic environment at schools plays a major role in the process of providing students with the required linguistic skills. Therefore, the demand of the teachers asserts the need to design different standards that meet students' needs and provide learners with relevant objectives. In other words, the teachers demand stems from the current situation of teaching Arabic in the non-Arabic schools. The Arab students in non-Arabic schools practice the Arabic Language only during the Arabic teaching sessions which is already limited. On contrast, Arab students in the Arabic schools practise the language in most of subjects such as Moral

Education, National Education and so on. As a result, teachers in non-Arabic schools find that it is unfair to use the same standards without taking into account their linguistic environment. It can be said that teachers' demands match one of the research objective which is considering the linguistic environment of Arab students in non-Arabic school. With regard to the suitability of teaching materials in different types of schools, it is agreed that Arab students in the Arabic schools can cope with the curriculum adopted by the KHDA, due to the compatibility of the students' age and their linguistic background with the standards required. As for the Arab students in the non-Arabic schools, it is observed that students have difficulty in the process of achieving the skills and targets required from them. This is due to a lack of linguistic immersion hindering their progression. Moreover, the books adopted by KHDA for all Arab students in all types of schools are designed to students who start grade one at the age of six years old. This means that Arab students in the British systems are younger than other students in terms of age. It is rational to argue that age appropriateness is one the fundamental factors which affects students' attainment. Based on these differences between schools, our research echoes the voice of teachers asking the KHDA to design and adopt different teaching materials that take into account linguistic environment at school and at home as well as their younger age. To conclude, it is obvious that the research findings match the research objectives, that's indicates a high level of satisfaction of researcher with the hope to consider the research recommendations by decision makers in order to overcome the highlighted hinders.

5.3 Limitations of the study:

Among the procedures that contributed to the delay in writing this research is the long correspondence with the KHDA, which lasted more than a month to provide the researcher with the data required. Therefore, the researcher contacted with friends who they have friendly relationship with inspectors in order to meet one of inspectors. As a result, an inspector has responded to the researcher's request but preferred not to be named. The researcher also could not obtain the approval of two Arab schools in order to get written samples of student's writings.

5.3 Recommendations and suggestions:

As the main focus of the research is to highlight the impact of the KHDA policy on teaching Arabic, the research conducted a set of interviews and a questionnaire in order to reflect teachers and experts' views on the research focus. As a result, the research proposes a set of recommendations and suggestions that might help in the process of making the targeted policy more effective, leading, we hope to the

improvement of students' progression and attainment. The first recommendation was the need to make comprehensive adjustments to the standards used in the process of measuring the progression and attainment of the Arab students in non-Arabic schools. Reflecting upon the same point, having more than one set of standards will enhance the performance of Arab students in the British and American schools. One of the recommendations and suggestions raised by teachers participated in the questionnaire is the need to increase the number of Arabic language sessions in non-Arabic schools, so that the number of sessions are nearly the same number of sessions in Arabic schools. According to them, the students will have more opportunity to practise the language which will lead to develop their overall level. Furthermore, teachers believe that raising the profile of Arabic Language among students and parents can make a significant difference in the current situation of the language. This raised importance can be achieved by adopting a set of decisions such as linking the final average of the graduated students in the Arabic Language with universities' recruitment. As a result, students have to focus on having a high grade in the Language, which will lead to develop the student's overall level. In terms of teaching materials and textbooks adopted by KHDA, the majority of the Arabic language teachers agreed to make major amendments to the books and teaching materials utilized in the process of teaching Arab students in the non-Arabic schools. Particularly, in the British Schools. Teachers stated that the differences between students in both types of schools require different teaching materials that can meet students' needs. Moreover, the books used are designed for students who start their first grade at the age of six years old, while, students in the British system start their first grade at the age of five years old. Therefore, students are younger than the age required to meet the standards targeted in the books.

5.4 concluding note:

improving teaching Arabic in Dubai schools is not an easy mission. Also, the efforts exerted by the KHDA to develop teaching Arabic can not be denied. It is well known that KHDA has contributed significantly in the process of changing the reality of Arabic. But at the same time, these changes need to be periodically reviewed by all actors in the educational process in order to find solutions to the various difficulties facing the development of students' levels such as the issue raised by this research which is the usage of one-size-for all of standards to measure Arab students' progress and attainment in different types of schools. The researcher hopes that the decision maker will take into account the recommendations of the research, which reflect a wide range of teachers views in Dubai

References

- Sakho, M. (2012). Teaching Arabic as a Second Language in International School in Dubai A case study exploring new perspectives in learning materials design and development. [Accessed 2 December 2017].
- Alhumaid, K. (2007). PERSPECTIVES AND USAGE OF TECHNOLOGY OF ARABIC LANGUAGE TEACHERS IN THE UNITED ARAB EMIRATES. [Accessed 4 December 2017].
- Nazzal, N. (2015). "Arabic teachers' challenges when teaching in private schools". *GulfNews* [online]. [Accessed 2 December 2017]. Available at: <http://gulfnews.com/news/uae/education/arabic-teachers-challenges-when-teaching-in-private-schools-1.1504081>
- Faryadi, Q. (2007). Techniques of Teaching Arabic as a Foreign Language through Constructivist Paradigm: Malaysian Perspective. [Accessed 4 December 2017].
- Sulaiman, K. (2015). The Effects Of Information And Communication Technologies (ICT) On The Teachings/ Learning Of Arabic And Islamic Studies. *Ar-Raniry, International Journal of Islamic Studies*, vol. 2 (1), p. 1.
- Wilkins, S., Stephens Balakrishnan, M. & Huisman, J. (2012). Student satisfaction and student perceptions of quality at international branch campuses in the United Arab Emirates. *Journal of Higher Education Policy and Management*, vol. 34 (5), pp. 543-556.
- Azzam, Z. (2017). Dubai's Private School Fees Framework: A Critical Discussion. *Journal of Research in International Education*, vol. 16 (2), pp. 115-130.
- Wilkins, S. & Urbanovič, J. (2014). English as the Lingua Franca in Transnational Higher Education. *Journal of Studies in International Education*, vol. 18 (5), pp. 405-425.
- Thorne, C. (2011). The Impact of Educational Reforms on the Work of the School Principal in the United Arab Emirates. *Educational Management Administration & Leadership*, vol. 39 (2), pp. 172-185.
- Schechter, S. & Sherri, D. (2008). Value Added?. *Urban Education*, vol. 44 (1), pp. 59-87.
- Hollingsworth, H. & Buysse, V. (2009). Establishing Friendships in Early Childhood Inclusive Settings. *Journal of Early Intervention*, vol. 31 (4), pp. 287-307.
- He ,Shi, Luo, J. (2006). Parenting and children's cognitive development. *Gifted Education International*, vol. 22. [Accessed 8 January 2018].
- Sonnert, G. (2009). Parents Who Influence Their Children to Become Scientists. *Social Studies of Science*, vol. 39 (6), pp. 927-941.
- Shatnawi, M., Abuein, Q. & Mahafza, R. (2014). Classical to slang conversion for retrieving Arabic documents using slang queries. *Journal of Information Science*, vol. 40 (2), pp. 146-153.

- Tamis-LeMonda, C., Baumwell, L. & Cristofaro, T. (2012). Parent–child conversations during play. *First Language*, vol. 32 (4), pp. 413-438.
- Bokre, D. & Olden, A. (2006). Elementary Education in Eritrea: How Mother Tongue Language Policy Affects Pupils and Their Access to Information. *Alexandria: The Journal of National and International Library and Information Issues*, vol. 18 (2), pp. 81-95.
- Bernasek, L. & Canning, J. (2009). Influences on the Teaching of Arabic and Islamic Studies in UK Higher Education: Connections and disconnections. *Arts and Humanities in Higher Education*, vol. 8 (3), pp. 259-275.
- Alkhateeb, H. (2014). Reading Anxiety, Classroom Anxiety, Language Motivation, Reader Self-Perception, and Arabic Achievement of Arab-American Students Learning Arabic as a Second Language. *Psychological Reports*, vol. 115 (3), pp. 918-931.
- Carter, M. (2012). *The Study of Arabic*. SAGE, [Accessed 20 January 2018].
- Azmi, A. & Aljafari, E. (2015). Modern information retrieval in Arabic – catering to standard and colloquial Arabic users. *Journal of Information Science*, vol. 41 (4), pp. 506-517.
- Clarke, K. (2018). "Arabic in UAE schools — the needs and the challenges". *Khaleejtimes.com* [online]. [Accessed 3 February 2018]. Available at: <https://www.khaleejtimes.com/nation/education/should-arabic-become-a-compulsory-language-in-uae-schools>
- "Dubai private schools must address Arabic teaching shortcomings, inspectors warn (NEWS)". (2018). [Accessed 3 February 2018]. Available at: <https://www.edarabia.com/97947/dubai-private-schools-must-address-arabic-teaching-shortcomings-inspectors-warn/>
- Litz, D. & Scott, S. (2016). Transformational leadership in the educational system of the United Arab Emirates. *Educational Management Administration & Leadership*, vol. 45 (4), pp. 566-587.
- : Al Sumaiti, R. (2012). Parental Involvement in the Education of Their Children in Dubai. [Accessed 17 February 2018].
- "KHDA identifies 3 areas of concern in Arabic taught in schools". (2018). [Accessed 17 February 2018]. Available at: <http://gulfnews.com/news/uae/education/khda-identifies-3-areas-of-concern-in-arabic-taught-in-schools-1.1504075>
- : Altwaijri, A. (2017). TEACHING THE ARABIC LANGUAGE Challenges and remedial approaches. *Publications of the Islamic Educational, Scientific and Cultural Organization (ISESCO)*,. [Accessed 17 February 2018].
- Cole, M. (2008). The importance of parental involvement in language acquisition and activities and techniques to enhance the home-school connection. *Washington University School of Medicine Digital Commons @Becker*,. [Accessed 21 February 2018].

- Clark, C. (2007). Why it is important to involve parents in their children's literacy development. © *National Literacy Trust*,. [Accessed 21 February 2018].
- Alkutich, M. (2017). Examining Students perspectives on the Impact of Formative Assessment on Teaching and Learning; Abu Dhabi Private Schools as a Case Study. *International Journal of Science and Engineering Applications*, vol. 6 (9), pp. 254-262.
- "SIS Documentation". (2018). [Accessed 7 March 2018]. Available at: <https://www.schoolinspectionService.co.uk/sis-documentation/>
- "Cite a Website - Cite This For Me". (2018). [Accessed 9 March 2018]. Available at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/686670/School_inspection_handbook_section_5.pdf
- Alkutich, M. (2015). *Examining the Impact of School Inspection on Teaching and Learning; Dubai Private Schools as a Case Study*. the British University in Dubai.
- Al-Mamari, H. (2011). Arabic Diglossia And Arabic As A Foreign Language: The Perception Of Students In World. *Capstone Collection*,. [Accessed 20 March 2018].
- Palmer, J. (2007). ARABIC DIGLOSSIA: TEACHING ONLY THE STANDARD VARIETY IS A DISSERVICE TO STUDENTS. *Arizona Working Papers in SLA & Teaching*,. [Accessed 20 March 2018].
- "Dubai School Inspection Bureau (DSIB)". (2018). [Accessed 23 March 2018]. Available at: <https://www.khda.gov.ae/en/schoolinspection>
- School Inspection Framework*. (2016). [Accessed 24 March 2018]. Available at: <https://www.moe.gov.ae/Ar/ImportantLinks/Inspection/PublishingImages/frameworkbooken.pdf>
- Moore, F. (2016). Qualitative vs. Quantitative Design. [Accessed 26 March 2018].
- Queirós¹, Faria¹, Almeida²ⁱ, A. (2017). STRENGTHS AND LIMITATIONS OF QUALITATIVE AND QUANTITATIVE RESEARCH METHODS. *European Journal of Education Studies*, vol. 3 (9). [Accessed 26 March 2018].
- Marshall, M. (1996). Sampling for qualitative research. vol. 13 (6). [Accessed 27 March 2018].
- Hudson, A. (2002). Outline of a theory of diglossia. *International Journal of the Sociology of Language*, vol. 2002 (157), pp. 1-48.
- Ololube, N. (2014). School Inspection and Educational Supervision Teachers' Productivity and Effective Teacher Education Programs in Nigeria. *international journal of scientific research in education* [online]. [Accessed 9 May 2018]. Available at: https://www.researchgate.net/publication/283081835_School_Inspection_and_Educational_Supervision_Teachers'_Productivity_and_Effective_d
- Zaytoni, N. (2013). The Reality of the Arabic Language in Algeria. [online]. [Accessed 10 May 2018]. Available at: https://journals.najah.edu/media/journals/full_texts/6_9.pdf

Benkharafa, M. (2013). The Present Situation of the Arabic Language and the Arab World Commitment to Arabization. *Theory and Practice in Language Studies*, vol. 3 (2).

Miller, C. (2007). Linguistic policies and Language Issues in the Middle East. [online]. [Accessed 12 May 2018]. Available at:

<http://file:///C:/Users/HPSPEC~1/AppData/Local/Temp/Standing%20for%20the%20Standard%20Arabic.pdf>

"KHDA: 'Living Arabic' unites Arabic teachers in Dubai - Teach Middle East Magazine". (2018). [Accessed 13 May 2018]. Available at: <http://teachmiddleeastmag.com/khda-living-arabic-unites-arabic-teachers-dubai/>

"What Works". (2018). [Accessed 14 May 2018]. Available at: <http://www.whatworks.ae/en/events>

David A., S. (1989). The Natural Order Hypothesis vs. Foreign Language Teaching. [online]. [Accessed 18 May 2018]. Available at: <http://hdl.handle.net/2433/87949>

Abukhattala, I. (2012). Krashen's Five Proposals on Language Learning: Are They Valid in Libyan EFL Classes. *English Language Teaching*, vol. 6 (1).

Castello, D. (2015). First Language Acquisition and Classroom Language Learning: Similarities and Differences. [online]. [Accessed 23 May 2018]. Available at:

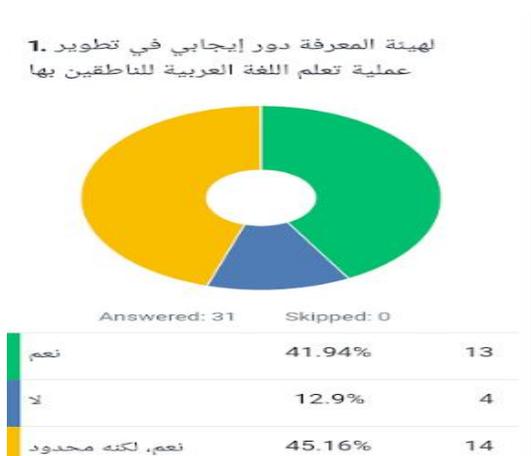
<https://www.birmingham.ac.uk/Documents/college-artslaw/cels/essays/secondlanguage/First-Language-Acquisition-and-Classroom-Language-Learning-Similarities-and-Differences.pdf>

Abawi, K. (2013). Data Collection Instruments (Questionnaire & Interview). [online]. [Accessed 28 May 2018]. Available at: <https://www.gfmer.ch/SRH-Course-2012/Geneva-Workshop/pdf/Data-collection-instruments-Abawi-2013.pdf>

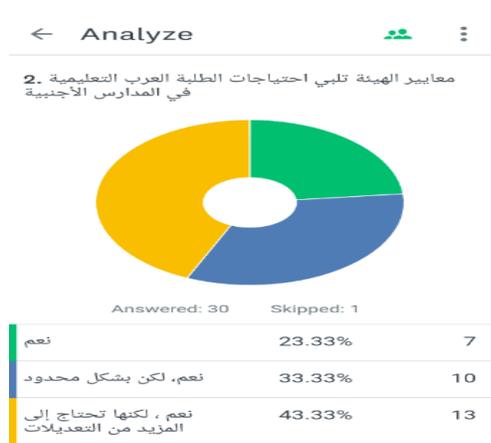
Appendices:

Appendix A:

(1)



(2)



(3)



Translation of the appendix A

(1): the question: KHDA has a positive role in the process of teaching Arabic as a first language?

The answer:

Yes: 41.94 %.

No: 12.9%.

Yes: but still limited: 45.16%.

(2): the question: the standards adopted by KHDA meet Arab students' needs in the non-Arabic Schools?

The answer:

Yes: 23.33 %.

Yes: but still limited: 33.33%.

Yes: but needs major amendments: 43.33%.

(2) the question: the curriculum and teaching materials adopted by KHDA meet students' needs in the non-Arabic Schools?

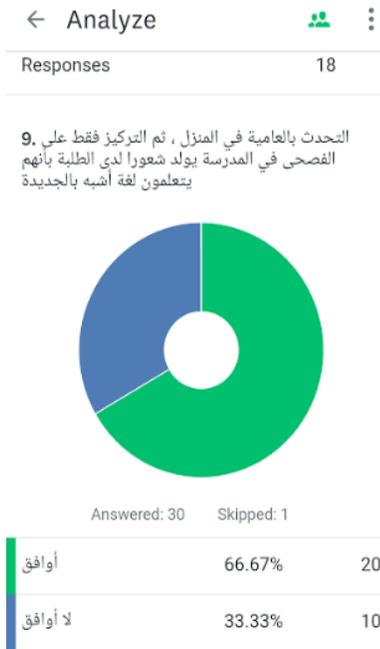
The answer:

Yes: 19.35 %.

No: 45.16%.

Yes: but still limited: 35.48%.

(4)



(5)



(4): Using colloquial at home then standard Arabic at school can sometimes make students feel that they are learning a new language?

The answer:

Yes: 66.67 %.

No: 33.33%.

(5): The Arabic teachers in the non-Arabic schools are more able to use modern teaching methods than the Arabic teachers in the Arabic schools.

The answer:

Yes: 73.33 %.

No: 26.67%.

Appendix B



3/15/2018

Knowledge and Human Development Authority Dubai, UAE

This is to certify that Ms. Alaaeddin Mehry Al ahmad with Student ID number 2016101143 is a registered part-time student in the Master of Education offered by The British University in Dubai since April 2017.

Ms. Al ahmad is currently collecting data for her research (The impact of KHDA policy on teaching Arabic as a first Language in Dubai Schools).

She is required to gather data through conducting Interviews that will help her in writing the final research. Your permission to conduct her research in your organisation is hereby requested. Further support provided to her in this regard will be highly appreciated.

Any information given will be used solely for academic purposes.

This letter is issued on Ms. Al ahmad's request.

Yours sincerely,




Dr. Amer Alaya
Head of Academic and Student Administration

PO Box 348025 - Block 11, Dubai International Academic City, Dubai, U.A.E. | T +971 4 279 1400 | F +971 4 279 1480
 [FB.com/BUAD.Team](https://www.facebook.com/BUAD.Team)  [#BUAD_Team](https://twitter.com/BUAD_Team)  [youtube.com/BUADed2in](https://www.youtube.com/BUADed2in)  [@BUAD_Team](https://www.instagram.com/BUAD_Team)  [BUAD](https://www.linkedin.com/company/BUAD)

Appendix C: Samples of students' writings in Arabic School (X).



أكتب موضوعاً أحدث فيه عن النشاطات التي قمتُ بها في الإجازة
الماضية ذاكراً الأماكن التي زرناها والأشياء التي تعلمتها.

في الإجازة الماضية أنا وجيلتي قررنا أن نذهب إلى لبنان،
لنزرر جدي. وبعد أن وصلنا إلى بيروت الكبيرة، في أول يوم بعد
أن وصلنا أنا وخالتي إلى الميناء، نذهب في وقتٍ طويل
أنا كنت سعيدة كثير، وكان الوقت ممتعاً جداً.
كانت خالتي سعيدة جداً لأن نحن ذهبنا إلى بيروت
في اليوم التالي ذهبنا إلى دارية لتلعب في الكمال
الذي يرضي، كنت خائفة جداً ولكن كنت سعيدة
جداً. كنت متعبة لأننا لم ننام جيداً بعد هذا
إلى بيت جدي. بعد ذلك ذهبنا إلى بيروت، ثم قررنا أن
نذهب إلى الميناء للمناجاة، كنا أنا وأخي سعيداً
جداً.

في اليوم الثالث جالي من أين جالي أتوا إلى البيت،
التي روي وعياني، في آخر يوم في بيروت أنا وخالتي
ذهبنا إلى الميناء، جدي بيتنا،
بعد ما أتني أبي، وهاجتنا وقال أن نحن سنظل في
لبان مرة ثانية.



أكتب موضوعاً أحدث فيه عن النشاطات التي قمتُ بها في الإجازة
الماضية ذاكراً الأماكن التي زرناها والأشياء التي تعلمتها.

في الإجازة ذهبت إلى اسبانيا، رأيت أجمل لادي
في العالم ولعبت الذي اسمه ميسي ولعبت
معاً ونجحنا، ولقد علمنا الكمال من اللها
الديسانيا، ولقد علمنا الكثير من الحركات
في كرة القدم، ولقد أخذنا ما كنا في
اللعبة وأخذنا جميع أصنافها، وحاولنا
العبيد، وأنعم المزيد وأصبحنا أفضل
في يوم جدي، ذهبت إلى عالم الكمال
هي دبي، ولعبت في الألعاب الرائجة التي
نوجد فيها، ولكن لم أذهب إلى واحدة لأنني
كنت خائفاً وبعد ذلك ذهبت إلى القرية
العالمية، وأكلت العسل في بلدة اليمن، وأكلت
تلاوة من بلدة مهر، وبعد أن انتهيت ذهبت
إلى بيت صديقي، لعبت معاً وأكلت طعام
لذيذ، وفتت كنيه، وبعد ذلك استنقذت
بإعجاب مع خريطة طوال اليوم، ونم أخذتني
أصلي إلى البيت، ولعبت لعبة طوال اليوم
والفن في وقت، ونظمت إلى صديقي، لا لعب
كثرة القدم من منزلي، وأنا سعيدة، و
إلى المنزل سعيد، أرفقت يوماً جميلاً سعيداً.

Appendix D: Samples of students' writings in non-Arabic School.

L2

اكتب موضوعاً اتحدث فيه عن النشاطات التي قمت بها في الإجازة الماضية ذكراً الأماكن التي زرناها والأشياء التي تعلمتها.

انا سوف اذهب على انجلترا وسوف الاني
 مع ولد عمي ووالدتي و
 X بوكس و على X بوكس نينا بنج
 2. kate و سوف نذهب على كلب وكلبي
 ونلعب في حديقة القرد
 بعد ذلك سوف نذهب على الحدائق
 وبعد ذلك سوف نذهب على البيت

L2

اكتب موضوعاً اتحدث فيه عن النشاطات التي قمت بها في الإجازة الماضية ذكراً الأماكن التي زرناها والأشياء التي تعلمتها.

In the summer I went to St. Moritz in Switzerland and we went skiing with my friends. There were a road and Sage and Leah and Laura and Zaid. We had a lot of fun because when we went skiing we did jump and went to the snow park. It was so cold it was -23° at night and in the afternoon it was -17° so it was so cold and had hot chocolate every day. It was the best! It was one of the best holidays ever. I loved it. We also played hide and seek with these people in the hotel. I was by far the best holiday ever!

L1

اكتب موضوعاً اتحدث فيه عن النشاطات التي قمت بها في الإجازة الماضية ذكراً الأماكن التي زرناها والأشياء التي تعلمتها.

في الإجازة أنا فعلت تزلج
 في سويسرا وهو كنت سعيد
 وأنا أذهب مع صديقيين
 في اسم كالم هو كان جيد
 وفي التزلج متعة كثيرين
 وأنا أشرب كل يوم واليسم
 معن الاصدقاء هو كان رعدو
 سيف وبيت و لوم و زيد

N2

اكتب موضوعاً اتحدث فيه عن النشاطات التي قمت بها في الإجازة الماضية ذكراً الأماكن التي زرناها والأشياء التي تعلمتها.

In the holiday I travelled to Africa and I played in the sand, I made a sand castle. After that I went to the zoo and saw the lion, he made a lion show with a worker. The lion ran very quickly! I saw a big elephant and he blew water out of his nose. After a short while I went to visit the monkeys and I gave him some bananas. He peeled the bananas from the bottom and ate them very quickly. The monkey was jumping on the trees and was playing with his friends. After I finished I went to the rabbits area and they were eating leaves and vegetables. After a while it was night time so I went home to sleep. The next day I went to visit my friends in motion gates and I played with them on the bullet train ride. We did a flip in the air and my hair was blowing all over my face when I went off. I felt very dizzy and I fell. Later I ate pasta and meat balls and it was very tasty. Then I had a sleepover with my friends.