

Curriculum Policies at Language Departments in British Schools in the UAE: From Theory into Practice

سياسات المناهج في أقسام اللغات في المدارس البريطانية:
من النظرية إلى التطبيق

by

MUNA OMAR HUSSEIN

**Dissertation submitted in partial fulfilment
of the requirements for the degree of
MASTER OF EDUCATION
at**

The British University in Dubai

May 2023

DECLARATION

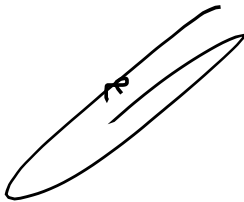
I warrant that the content of this research is the direct result of my own work and that any use made in it of published or unpublished copyright material falls within the limits permitted by international copyright conventions.

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

I hereby agree that the contents of this dissertation 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.

A handwritten signature in black ink, consisting of a stylized, elongated loop with a small mark in the center.

Signature of the student

ABSTRACT

Curriculum policies are a fundamental foundation for the establishment of educational framework from primary to secondary level. When there are sound policies guiding the curriculum, it is very easy to implement the curriculum in schools. An effective curriculum provides teachers, students, school leaders and community stakeholders with a measurable plan and structure to deliver quality education. The curriculum sets out the learning outcomes, standards, and core competencies that students need to demonstrate before they progress to the next level.

This study focuses on curriculum policies at British schools in the Emirate of Dubai, The United Arab Emirates. The primary purpose of this research is to provide insights into how curriculum policies govern school curriculums in language departments, particularly in Arabic language learning departments. The literature related to this study provides background knowledge on the past and current policy position in determining the effectiveness of language curricula in the UAE. A mixed methods approach was used in this study to measure the competence of the school administrators through quantitative and qualitative data. This has involved an investigation of 5 British schools in Dubai through interviews in order to get a clear picture of how the curriculum policies are being followed. The combined results of the quantitative and qualitative analysis show a gap between the policy and its actual implementation in language areas. The leadership of the school is therefore required to see to it that strong principles are applied and that such policies are continually monitored in the language departments of all British schools in Dubai.

Keywords: Curriculum Policies, Foreign Language learning, Arabic as a Foreign Language, teaching and Learning Effectiveness, Implementation of Curriculum Policies.

الملخص

إن مجال سياسات المناهج الدراسية هو أساس أساسي لإنشاء إطار تعليمي من المستوى الابتدائي وحتى المستوى الثانوي؛ فعندما تكون هناك سياسات سليمة ترشد المناهج، سيكون هناك من السهل تطبيق المنهج في المدارس بشكل فاعل. يوفر المنهج الفعال للمعلمين والطلاب وقادة المدارس خطة قابلة للقياس وهيكل لتقديم تعليم متميز يناسب جميع الطلاب ويطور مهاراتهم ومعارفهم. يحدد هذا المنهج نتائج التعلم والمعايير والكفاءات الأساسية التي يحتاجها الطلاب لتحقيق التقدم العلمي المنشود.

تركز هذه الدراسة على سياسات المناهج في المدارس البريطانية في إمارة دبي في الإمارات العربية المتحدة والغرض الأساسي من هذا البحث هو تقديم رؤى حول كيفية تحكم سياسات المناهج في المناهج المدرسية في أقسام اللغة، وخاصة في أقسام تعلم اللغة العربية. توفر الأدبيات المتعلقة بهذه الدراسة معلومات أساسية التي يحتاجها مدراء المدارس والمعلمون لتحديد فعالية مناهج اللغة في دولة الإمارات العربية المتحدة. تم استخدام البيانات الكمية والنوعية في هذه الدراسة لقياس كفاءة مديري المدارس من خلال تحقيق معمق في عدة مدارس بريطانية في دبي من خلال المقابلات من أجل الحصول على صورة واضحة لكيفية اتباع سياسات المناهج الدراسية. تظهر النتائج المجمع للتحليل الكمي والنوعي فجوة بين السياسة وتنفيذها الفعلي في المجالات اللغوية. لذلك، يتعين على قيادة المدرسة التأكد من تطبيق مبادئ وسياسات فاعلة وقوية وأن تخضع هذه السياسات للمراقبة المستمرة في أقسام اللغات في جميع المدارس البريطانية في دبي.

DEDICATION

I dedicate this dissertation to the remarkable individuals who have played an invaluable role in my academic and personal growth. Your unwavering support, encouragement, and belief in me have been the driving forces behind this achievement.

To my partner, for your unwavering patience, understanding, and belief in my abilities. Your support has been my anchor throughout this endeavor.

To my family, for their boundless love and encouragement, and for instilling in me the values of perseverance and diligence. Your sacrifices have paved the way for my education, and for that, I am eternally grateful.

To my friends, who have been a constant source of motivation and laughter during the most challenging times. Your friendship has enriched my life in countless ways.

To my professors and mentors, whose guidance and wisdom have expanded my horizons and deepened my understanding of the subject matter. Your dedication to teaching and mentorship has left an indelible mark on my academic journey.

To all those who have believed in me and cheered me on, I dedicate this work to you. Your belief in my potential has been the wind beneath my wings.

This dissertation is a testament to the collective efforts of all those who have touched my life. Your presence in my journey has made all the difference.

Thank you.

Muna

ACKNOWLEDGEMENTS

I would like to give appreciation to all the people who participated in making this dissertation a success. The encouragement and support I received from these individuals during this research surpassed my expectation, thus enabling me to complete the project. I would like to appreciate my supervisor, Dr. Emad Abu Ayyash, for the great role he played in helping me complete this dissertation. Without his valuable insights, completing this dissertation would have been a tall mountain to climb. I would also like to thank all of the research participants for taking the time to participate in this study. The responses they gave contributed greatly to the research findings. Finally, I would like to express my deepest gratitude to parents, husband and children who supported me throughout the journey even when times were difficult. Their belief in me has kept my spirits and motivation high during this process.

TABLE OF CONTENTS

Chapter 1: Introduction.....	1
1.1 Background of the Study.....	1
1.2 Importance of Learning Second Languages.....	2
1.3 Curriculum Policies for Second Language Learning in the United Arab Emirates	3
1.4 Statement of the Problem	3
1.5 Research Aim	4
1.6 Research Questions	4
1.7 Justification of the Study	5
Chapter 2: Literature Review	6
2.1 The Importance of the Educational Policy	6
2.2 Theoretical Framework	8
2.2.1 Curriculum Theory	8
2.2.2 Academic Nationalism Theory	9
2.2.3 Behaviorist Curriculum Theory	9
2.2.4 Humanist Curriculum Theory	9
2.3 Implementation of Curriculum Policies in the UAE Educational System	10
2.4. Teachers as Agents.....	11
2.5. The Elements of a Successful Curriculum Policy for ASL Departments	14
Chapter 3: Research Methodology	17
3.1 Research Paradigm	17
3.1.1. Overview of the Research Paradigm	17
3.2 Research Approach	19
3.3 Research Setting.....	20
3.4 Sampling.....	20
3.4.1 Purposive Sampling	20

3.4.2 Stratified Random Sampling.....	21
3.5 Participants	21
3.6 Research Instruments	22
3.6.1 Self-Administered Questionnaire	22
3.6.2 Structured Interviews.....	23
3.7 Data Analysis	23
3.7.1 Qualitative Data - Thematic Analysis.....	23
3.7.2 Quantitative Analysis – Descriptive Analysis	24
3.8 Validity and Reliability of Instruments	24
3.9 Research Ethics	25
Chapter 4: Findings and Discussion.....	26
4.1 Quantitative Data Analysis.....	26
4.1.1 Independent variables: Demographic	26
4.1.2 Independent Variables - Curriculum Policies.....	29
4.1.3 Independent Variables - Leadership and Management Practices	32
4.1.4 Independent Variables: Teacher Training and Development	36
4.1.5 Independent Variables: Resources and Materials	37
4.2 Qualitative Data Analysis – Interviews with 5 Middle and Senior Leaders in 5 British Schools in Dubai.	38
4.3 Discussion of Findings	41
4.3.1 Quantitative Results.....	41
4.3.2 Qualitative Results.....	45
Chapter 5: Conclusion, Recommendations, Limitations and Implication .	48
5.1 Conclusion.....	48
5.2 Implications	49
5.2.1 Lack of Policies	49
5.2.2 Lack of Policy Monitoring.....	49

5.2.3 Insufficient Teacher Training	50
5.3 Recommendations	50
5.4 Limitations	51
References	52
Appendices	58
Appendix (A) Questionnaire Questions:	58
Appendix (B) Interview Questions:	64
Appendix (C) Interview Consent form:	65

LIST OF TABLES

Table 1: Gender Distribution of Employees in Dubai British schools	26
Table 2: Employees' Job Position Description in Dubai British schools	27
Table 3: Employee Educational Level, Dubai British Schools.	28
Table 4: Type of Institution (Private, Public, or Semi-Governmental).	28
Table 5: Experience Level (Years of experience at the workplace).	29
Table 6: Q.1 There are curriculum policies in place that govern the language department's curriculum at my school.	30
Table 7: Q.2 The curriculum policies for the language department at my school are specific and clear.	31
Table 8: Q.3 The curriculum policies for the language department at my school align with the international education standards.	31
Table 9: Q.4 The curriculum policies for the language department at my school are flexible and they are adaptable to the local context	32
Table 10: Q.5 There is effective communication and collaboration at my school between the school leadership and teachers	33
Table 11: Q.6 The school leadership and management regularly monitor the implementation of the curriculum policy in the second language tutoring sessions	34
Table 12: Q.7 There are gaps between the curriculum policies and their actual implementation in the Arabic language section of my school.	35
Table 13: Q.8 The school and departmental leadership at my school support teacher autonomy and innovation.	36
Table 14: Q.9 There are adequate teacher training sessions provided by the language department of my school.	37
Table 15: Q.13 The language department of my school has sufficient textbooks and other supplementary materials for both the students and teachers to assist in Arabic language learning	38

Chapter 1: Introduction

1.1 Background of the Study

Over the past twenty years, interest in how learners acquire a second language has grown due to increased cross-cultural mixing, globalization, and intercontinental movements. In the United Arab Emirates, for example, “there were very few expatriates just before the year 2000, compared to the current number of expatriates two decades later” (Sarker and Rahman, 2020). This increase in the influx of expatriates into the country has led to cultural and linguistic mixing, “creating a need for proficiency in more than one language among workers and peers in the area, increasing engagement and effectiveness of communication in the workplace and social settings” (Epps & Demangeot 2013). This need for language learning is due in part to the importance of foreign language learning (particularly English) in the modern world.

There are a growing number of empirical studies that examine how learners acquire proficiency in a second language. There is also a plethora of theories that seek to explain how language learning occurs. However, there is a need for sound policies and frameworks that facilitate the learning of second languages in an efficient manner in the setting of the UAE, notably in Dubai where the study is primarily focused. Thus, any language learning program highly requires teaching its content through a comprehensive curriculum using content-based instruction “to give its learners extensive communicative opportunities to accurately and fluently develop both implicit and explicit knowledge that facilitates its acquisition” (Aini and Rikarda, 2020).

Against this backdrop, the researcher seeks to analyze curriculum policies at language departments in British schools in the UAE from theory to practice. Due to the country's rapid growth and diversity, various innovative educational systems, including international schools with the British curriculum, American Curriculum, International Baccalaureate curriculum, and Ministry of Education (MOE) Curriculum, have competed and the need for innovative teaching and learning methods using creative policies, standards and resources are highly recommended.

1.2 Importance of Learning Second Languages

Learning a second language “provides many advantages and opportunities for human brain development, career promotion, and social activities” (Jasim 2021). In addition to being pleasurable, learning languages play a vital role in self-confidence boosting and facilitates many aspects of daily life like forming new relationships, travel as well as different educational requirements. Learning foreign languages also helps “develop outstanding communication skills, both written and oral” (Weatherford 1986) and improves cultural understanding because it is considered the best preparation for overcoming the obstacle posed by a single language and culture. Additionally, exposure to different cultures helps people comprehend their own culture on a much deeper level. This also develops the intellectual capacity for the learners due to “the value of foreign language study in improving the cognitive functioning of the brain” (Weatherford 1986).

Second language acquisition requires many essential factors such as curriculum and resources, age, motivation, learning environment, and teaching strategies. These factors “determine the linguistic and non-linguistic outcomes of the learning experience” (Norris Holt 2020). Non-linguistic outcomes, which are closely tied to motivation, demonstrate a person's attitude toward cultural norms and beliefs, often in regard to the target language group, whereas linguistic results pertain to actual language knowledge and skill, as Ellis (1997) asserts that higher levels of proficiency and more positive attitudes are achieved by those who are driven to combine linguistic and non-linguistic consequences of the learning process.

While learning a language is highly influential with 4 individual elements including “the variables of intelligence, language aptitude, motivation, and situational anxiety” (Giles & Coupland 1991), it is important to have enough resources, curricula, policies, and effective learning strategies that have to be all together employed to provide the language learners with practically innovative learning experiences that meet their needs and promote their learning processes. Thus, any language learning program highly requires teaching its content through a comprehensive curriculum using a content-based instruction to give its learners extensive communicative opportunities to “accurately and fluently develop both implicit and explicit knowledge that facilitates its acquisition” (Ellis 1997).

1.3 Curriculum Policies for Second Language Learning in the United Arab Emirates

In the United Arab Emirates, “schools share different approaches to designing and implementing their curricula and educational policies” (Abuateyh 2022). With the high level of competition, there has been a real need to teach other several foreign languages in UAE schools with an adherence to the inclusion of the students cultural diversity in order "to attract all multilingual people and those who want to preserve their native languages in the face of the widespread use of English as the lingua franca in most international schools" (Belhiah & Elhami 2015).

Furthermore, Arabic is one of the important foreign languages that has a wide focus in the UAE due to being “the language of the Arab heritage and religion as well as the Arab's identities” (Findlow 2006) in addition to being “one of the national curriculum key subjects” (Hussein 2021) and learning it is an essential requirement to all students in schools as one of the main objectives of the UAE’s educational system is “to develop an awareness of learners about relationships between the Arabic language and Arabic or Islamic culture, enhance awareness of the need for the Arabic language across the world and improve both oral and written communication skills to strengthen the process of obtaining information and develop literacy level” (Moghazy 2020).

1.4 Statement of the Problem

One of the critical challenges language teachers face especially those who teach Arabic as a second language while teaching is “the difficulty to find appropriate curriculum that meets learners’ educational needs and other teaching materials” (Hussein 2021). This is added to the issue of the “shortage in the language teaching methodologies, strategies, and policies that could inform language teaching in classrooms” (Pufahl et al. 2001). While it is highly important to have “a well-articulated curriculum framework that motivates and guides the development of an effective system of foreign language education” (Pufahl et al. 2001), most of the international schools in the UAE either do not have these policies or they do not implement them effectively to inform meaningful teaching, learning and assessing foreign languages especially the Arabic language.

This highlights a critical issue in international British schools in the UAE despite the efforts they try to make to support the language learning through adapting and enacting the programs developed by the government “to foster teaching and learning of Arabic as a second language” (Moghazy 2020) in addition to increasing the classes for teaching it. Alkutich (2017) assures that the lack of adequate policies to guide the teaching and learning of Arabic as a second language is the primary cause of the problems that the schools have, which have impacted the learners of the language negatively and resulted in low levels of attainment for students in both primary and secondary stages.

This essential factor can be added to the lack of “adoption of online technologies” (Moghazy 2020) when teaching and learning foreign languages especially Arabic as well as the teachers’ subject knowledge level and the language teaching methods compared to the students’ needs and interests. This is due to the lack of curriculum policies and language teaching standards as well as the shortage of innovative resources, trainings and workshops for teachers; these factors highly affect the teaching and learning practices and makes them either a fun and purposeful process or a boring and unmeaningful one that wastes the learners’ time. This is evidenced in many modern language departments in the UAE as “teachers’ own subject matter knowledge influences their efforts to help students learn subject matter and affects students’ opportunities to learn” (Ball & McDiarmid 1989). These challenges, especially the lack of curricula and policies, create a big gap between what it is outlined in the theories and how they are applied and effectively implemented in day-to-day practices in MFL classrooms.

1.5 Research Aim

The purpose of this study is to highlight the main gaps that leaders and educationalists face when they practically implement curriculum policies in British school in the UAE especially in MFL departments.

1.6 Research Questions

1. What are the main gaps between the curriculum policies and their actual practices in MFL departments in British schools in the UAE?
2. What are the main factors that hinder the effective implementation of curriculum policies in language departments in British schools?

3. What is the role of the leadership and language teachers in ensuring effective development and implementation of curriculum policies in British schools in Dubai?
4. How can schools' leaders measure the effectiveness in MFL departments (especially in Arabic language classrooms) compared to what is theoretically intended in related curriculum policies)?

1.7 Justification of the Study

This study is essential as it offers an in-depth understanding of the difficulties experienced by administrators, instructors, and policymakers in successfully implementing curricular strategies in the MFL and Arabic language departments of British schools in the UAE. It also aims to assess if Arabic language instruction is necessary and whether it can support teaching and learning procedures in classrooms. The study intends to empower senior and middle leaders in British schools in Dubai by offering workable solutions to close the policy-practice gap and by assisting students and Arabic instructors in developing creative learning skills.

Chapter 2: Literature Review

This literature provides a context in which the research topic underlies. In order to provide a more comprehensive picture of the research, previous studies from other researchers will be carefully examined in the context of curricular policies and their implementation in schools generally and within the language departments, particularly in the UAE context of British schools. The literature dives into significant debate topics such as the importance of educational reform. In addition, the literature investigates curriculum policy theories, which serve as a basis for effective management decisions and classroom practices, resulting in integrated and effective educational programs and systems. The literature highlights the importance of educational and curriculum theories in bringing new ideas and perspectives on various aspects of educational policy to school leaders. Some of the theories that will be discussed involve curriculum theory; academic nationalism theory; behaviorist curriculum theory and humanist curriculum.

2.1 The Importance of the Educational Policy

As known, the term educational policy includes all values and principles that reform decision-making in any institution. It aims to solve all the problems and close the achievement gaps at different levels in order to successfully change the school's teaching practices. It is also considered a key aspect for improvement as it revolutionizes the educational system and contributes to the necessary changes in the daily practice of teaching and learning, as well as the systematic design and management of these processes and practices.

These policies tailor every aspect in each school, such as teaching and learning practices, inclusion, curriculum, and assessments, to improve the overall educational system in the school and successfully operationalize it. This involves the actual implementation of the written precepts into action just as Du Plessis (2020) assures that policy has to be translated from text to practice, from words on paper to actions.

Apple (2019) asserts that while policy studies encourage the development of innovative theories, approaches, and perspectives, school leaders should ensure that they are analyzed, developed, evaluated, and revised regularly and effectively to enable them to widely develop

the school and empower all members in it including senior and middle leaders in addition to teachers and learners. The author adds that “critical policy analysis is based on the understanding that it is absolutely crucial to understand the complex connections between education and the relations of dominance and subordination in the larger society” (Apple 2019).

However, Havinga, et al (2021) suggest that policies generally do not dictate what to do; rather, they create conditions that are necessary for the staff to find themselves obligated to adapt to. This would imply that the staff can vote for the change of the policy if it is unadaptable. According to Olsen (2020), education should begin with the student, which means that the teacher is responsible for making connections between the student and the curriculum. Thus, Olsen (2020) described the curriculum as an arrangement of deliberate activities.

Curriculum policies can be defined as "formal decisions made by government or education authorities that have a direct or significant effect on the curriculum, its development and implementation. These decisions are normally recorded in a range of official documents" (IBE-UNESCO 2023). They state "basic principles of design for curriculum and class content and education methods necessary for implementing the educational objectives in addition to regulating and shaping knowledge in the educational field" (Memon 2020). Curriculum policies also explicitly or implicitly endorse or support specific teaching and learning practices and guide classroom instruction through "increasing awareness of the importance of teachers' practices" (Zapp, 2019). However, other factors, such as ideology, personal values, public domain issues, and interests, have a substantial impact on curriculum decisions and choices; teachers, principals, and senior administrators are almost always involved in these reviews and decisions as they are the primary stakeholders who are responsible to shape the outcomes of education.

Curriculum policies are a highly vital component in any school system as they are the blueprint towards increase to access to education in an aim to achieve excellence and equality. They "strategically manage human capital in education to boost teacher and principal effectiveness in ways that dramatically improve instructional practice and student learning" (Ornstein, Pajak & Ornstein 2015).

They include all the strategies that organize, develop and support both leaders and teachers to teach, measure performance and effectiveness and redesign the curricula to meet all needs of learners and boost their achievement. This will particularly depend on both schools and

teachers as they should understand the curriculum policies and their standards and ensure that they are fully aligned with appropriate curricula and teaching methods so that they can be effectively implemented and used to develop any institution's educational system. In addition to that, various researchers highlight that curriculum policies govern the curriculum and enable it to function as life experiences and a tool for preparing students for life, as a system, as a plan for a specific subject area, as content, as a behavior or an opportunity, as a tool assisting instructors in making decisions about teaching, and as a belief system.

2.2 Theoretical Framework

While curriculum is the educational constitution that guides an educational system and defines the individuals that will be developed within a community, curriculum policies give vital indicators that affect the entire teaching and learning process, it is recommended to have a theory that serves and supports the curriculum policy and aims to give an explanation for the choices made by senior and middle leaders as well as teachers inside and outside of their communities to maintain the current state of effective teaching and learning. Accordingly, theories relating to curriculum policy naturally aid in providing helpful and essential support, reducing the quantity of ineffective teaching and learning and the frequent direct supervision by the school leadership, and increasing the effectiveness of work processes.

2.2.1 Curriculum Theory

The most common and significant theory that underpins all research on curriculum and its policies is the curriculum theory, which also establishes factors that “deal with ideological views and beliefs which form the infrastructure of curriculum within a systematic thinking” (Coşkun Yaşar & Aslan 2021). According to Schiro (2020), this theory reforms all studies related to curricula and their policies as it represents all "curriculum beliefs, educational value orientations, curriculum ideologies, curriculum orientations" (Coşkun Yaşar & Aslan 2021) which, according to Cheung & Wong (2002), can be organized into a series of components including curriculum objective, content, instructional strategies, and evaluation.

2.2.2 Academic Nationalism Theory

Academic rationalism, technology, cognitive processes, self-actualization, and social reconstruction-relevance theories were recognized by Coşkun and Aslan (2021). Academic rationalism is the most conventional educational approach, emphasizing pupils' devotion to cultural factors. So, it is essential that pupils have access to excellent ideas and objects. However, according to Coşkun and Aslan (2021), it mainly advocates for adherence to western cultures. In contrast, technology curriculum theory relies on predetermined objectives to guarantee systematic preparation and good instruction for this theory. The cognitive processes theory, on the other hand, asserts that the mental processes of students should be enhanced, and that the curriculum should place a greater emphasis on "how" than "what". The remaining two curriculum theories are "the self-actualization curriculum theory" and "the social reconstruction-relevance theory", both of which place social demands above individual needs.

2.2.3 Behaviorist Curriculum Theory

The behaviorist curriculum theory according to Coskun (2021) states that educators should decide what pupils are capable of doing based on measurable levels, and then measure the students' progress on these levels on a regular basis. According to the constructivist curriculum philosophy, teaching is meant to begin with the student's current knowledge. The students construct their own knowledge through independent study and then apply this information in relevant activities.

2.2.4 Humanist Curriculum Theory

According to Jilin and Jilin (2018), the goal of the humanist curriculum theory is to make a liberal education available to all students. Learning about the value of education, the strength of reason, and respect for established norms are emphasized. Taking into account the student's interests and requirements as well as the curriculum, he has stated that child study curriculum theory should be structured to accommodate the child's natural growth. Finally, social efficiency curriculum theory stresses the need of preparing students for their responsibilities in society and the world through the curriculum. Also, Ellis (1997) has classified the curriculum theories into "knowledge-centered (academic)", "learner-centered", and "society-centered" curriculum

theories with a fundamental perspective to "attend to students' individual goals and interests in the classroom" (Coşkun Yaşar & Aslan 2021). However, curriculum theorists believe that educational institutions have a responsibility to identify and address community issues.

2.3 Implementation of Curriculum Policies in the UAE Educational System

DeSantis et al., (2020) assert that it is essential for institutions to have executable curriculum policies since they facilitate communication between the school administration, instructors, students, and parents as well as presenting a constrained and well-defined set of criteria for narrowing down the vast number of curriculum options. However, many schools have been left without control or "guidance on how to make right consistent decisions" (Ulla 2018) due to not having effective and implementable policies that underpin the whole educational system. This is attributable to several factors, but the most significant is that some decision-makers perceive them as bureaucratic and overbearing.

This perception affects the whole school system and its improvement especially the quality of teaching and learning as the school improvement fundamentally depends on a high-impact policy environment through " understanding policies and their impact on the judgment of professionals, such as principals and district leaders, who understand teaching and learning in schools" (Angelle & Lomascolo 2020) and eventually, ensure effective implementation to improve the quality of education. In addition to that, executable and effectively implementable curriculum policies have a positive impact on teachers and their capability to evaluate and maintain effective instructional practices which finally reflect on students' attainment.

In the UAE, there is a variety of international curricula taught in both public and private schools. Private schools provide "a variety of curricula, including International Baccalaureate (IB), UAE's Ministry of Education, British, American, French, German, Indian, Pakistani, and Filipino curricula" (The UAE Strategy for Government Services). In addition to these specialized curricula, private schools are required to provide fundamental programs like as Islamic education, social studies, and Arabic as a second language.

With a total of 216 private schools and 17 curricula in the emirate of Dubai, curriculum policies are unquestionably essential as a crucial step in making an educated decision about what

is taught to encourage exceptional education practices and provide learners with unique possibilities to grow on several levels.

However, many schools in the UAE (especially public schools) face crucial challenges "that lie ahead including transforming the attitudes and approaches of teachers, expanding the scope of the curriculum content and designing appropriate assessment strategies. Furthermore, local capacity must be expanded to ensure sustainability and suitability of curriculum reforms" (Pennington 2017). While the main challenge that any private school in the UAE face is due to either not having curriculum policies that reform the educational system at the school or having inexecutable policies that haven't been effectively implemented to support leaders, teachers and learners. This leads to working without structure and function in addition to the inability of these schools to provide the educational demands of students who are the central figure in the curriculum policy implementation process.

The implementation of curriculum policies in schools is influenced by a variety of factors. including "the learners, resource materials and facilities, the teacher, the school environment, culture and ideology, instructional supervision, school leadership and assessment" (Gautam Kumar Chaudhary 2015). These elements include putting the curriculum and its policy into practice and assisting learners in acquiring knowledge or experience as learners are the most significant and "central figure in the whole process" (Gautam Kumar Chaudhary 2015).

2.4. Teachers as Agents

The success of the implementation process highly relies on the "teachers who are more influential than textbooks as the primary source of information for students about global education" (Bourn 2021). They are always at the forefront of its implementation "to build both high-performing learners and an inclusive and transformative educational system" (Bongco & David 2020). Thus, teachers should understand the curriculum policies and operationalize them in their classrooms effectively. This effective employability to the policies gives opportunities to learners to participate actively in the learning process through collaborative and interactive activities with a focus on academic achievement.

Teachers can be considered the true agents of curriculum policies as they are fully responsible for "different curricular activities such as lesson planning, teaching and classroom

management, and learning assessment" (Bongco & David 2020) through contextualization where they are expected "to contextualize, indigenize, or localize the lessons as may be necessary to ensure that the learning would be responsive to the needs of the students" (Gov, 2013). Thus, there should be a paradigm shift and a transformation in the role and attitude of teachers from passive implementers of curricular policies to effective and active influencers who bring about the most significant classroom-level change.

Due to the complexity of teachers' levels of experience, this could be a significant challenge for senior leaders and principals in any school, as they should develop a stronger understanding of the policies, consistently apply appropriate pedagogical approaches, ensure curriculum policy is linked to current teaching methods, and make decisions on how to operationalize creatively in the classroom, reflecting better and more effective levels of learning. Teachers should be fully trained on how "to understand, act, and gradually transform the curriculum policy into day-to-day practices" (Gov, 2013). According to the recommendations from Mulawarman, (2021), schools should provide students with practical tools and the necessary infrastructure to support the education and learning process. In addition, priority should be given to programs that enhance teacher expertise through continuous training, particularly for teachers.

This requires a link between various channels at any educational institution including principals, both senior and middle leaders, and teachers to investigate the policies, elaborate them and transform them into ongoing effective practices with a "flow of communication that makes the curriculum policy implementation a continuous process not a one-shot event" (Abisaki 2015). Also, school leaders and decision-makers should be positive in dealing with curriculum policies as changing ones flexibly to Improve the standards of education at their schools and "develop learners into globally competitive and dynamic individuals" (Honig 2006).

There are many barriers to the effective implementation of curriculum policies in UAE schools; this can be due to many of these schools don't even have policies that deal specifically with curriculum and how it can be transformed into innovative practices in classrooms. This means that the curriculum decisions and processes should be made "to inform classroom instruction on what is actually taught, how and what teachers teach, or what students learn as a

result" (Antharjanam, 2021). Also, Kingdon 2011 claims that if a policy is not adopted from an idea to a decision, the intended implementation and results will not be evident.

The lack of coherence in the execution of guidelines for curriculum policy in schools is another problem for which both principals and senior leaders at the higher level and middle leaders and teachers as practitioners may be responsible. This may be because headteachers, who handle these policies as rigid standards, are unable to make adjustments once they're officially adopted. It may be because there is a lack of professional development and collegial collaboration to ensure that they can meet the demands of CP and "innovatively link policy standards to learners' individual contexts", (Naik et al.,2020).

To ensure that curriculum policies are being implemented actively and effectively, a policy development process should be established "to provide systematic evidence and participatory mechanisms and procedures for the formulation, adoption, and review of the curriculum policy and its effective implementation" (Bongco & David 2020). This overall process should be an ongoing process to give a clear evaluation on both classroom and school levels as well as within the community.

It is obvious that "learning a foreign language is an advantage and produces versatile students who can communicate in several different languages" (Hussein 2021) as they build crucial learning skills such as cognitive thinking, problem-solving, and critical thinking, which are important both personally and professionally. However, language departments at British schools in the UAE always face many challenges regarding curriculum implementation and delivery as well as curriculum policies especially Arabic as a second language ones where there has not been any curriculum adopted officially for many years. This has led to negative impacts on its teaching methods that have been transferred from other languages while Arabic has its own characteristics and greatness.

In the UAE, "learning Arabic as a second language for non-native Arabic speakers is compulsory for all learners up to grade 10 to appreciate the local culture and linguistic diversity" (KHDA 2019). Along with Social Studies and Islamic Education, the Arabic language is a key component of the national curriculum of the United Arab Emirates. On the contrary, teaching it is "a critical issue among linguists, educationalists, and the public" (Hussein 2021) due to the shortage of materials and resources needed as "there are various textbooks, supplemental

materials, and E-learning programs available to teach other languages such as English, all these resources are almost completely absent from Arabic programs" (Alkutich 2017). This is not the only issue as Alkutich (2017) has claimed the obstacles may be traced back to a lack of clear curriculum policies to direct the instruction of Arabic as a foreign language.

Curriculum policies work as the best solution for Arabic language departments in British schools in the UAE as they mainly serve the Arabic language classroom and its teachers because they draw its pathway to support these teachers with varied backgrounds, subject knowledge, and experience and "help students learn subject matter and affect their opportunities to learn" (Ball & McDiarmid 1989). So, they will conduct the most serious level of change among schools in the UAE as they guide and structure teaching and learning practices to "meet learners' objective needs, learners' subjective needs, that is, their affective needs, such as their interests, wishes, expectations, and preferences taking into consideration connecting all the content to real-life situations" (Hussein 2021).

Education policies continue to evolve in response to changing socio-cultural demands, as well as the needs of students, parents, and society. Planning and designing a curriculum policy for language departments is essential for any school in the UAE as it offers new insights, empowerment, opportunities, and possibilities to deal with its curriculum and related framework and "narrow the gap between theories and political decisions related and the process of implementation taking into consideration five significant elements: time, carefully planned implementation strategies, a firm commitment from all the partners, the changing needs of students, and necessary and appropriate consultation" (Balkar et al., 2019).

2.5. The Elements of a Successful Curriculum Policy for ASL Departments

A curriculum policy for Arabic language departments for schools in the UAE is determined by many fundamental elements with powerful political, social, and cultural influences; these aspects according to Ball and Braun (2012), include policy background, teachers as policy subjects, teachers as policy actors, policy language, ethics, requirements, and learning policies to assist both middle leaders and teachers translate the "policy texts into actions and the ideas into contextualized practices" (Abuateyh 2022).

One of the most important elements that can highly serve a curriculum policy for Arabic departments is culture; this integral part, including communities, traditions, and histories, allows for the coexistence of practices and activities within the context of educational institutions through "an extensive analysis to identify the necessary cultural contents related to the UAE to be included and integrated into the curriculum and its policy" (Offorma 2016).

The political aspect also has a significant impact on the creation of curricula, guiding their standards and content depending on the UAE framework for Arabic as a second language. However, this provides conflicting facts which assert that "the political influence in the planning and administration of curriculum development should be discouraged" (Edemenang, Deba & Abba 2022). They assured that educators should have complete freedom to effectively and competently supervise the creation of new curricula.

The ultimate authority and responsibility for carrying out ASL curriculum policy rests with decision-makers, professionals, and educators (including middle leaders and teachers of Arabic as a second language) as they are the bodies who should decide on the curriculum decisions and the actions of individuals and groups in British schools in the UAE as they participate in these collective decisions.

Hasbullah and Martanti (2022) insist that professional development is one of the major contributing factors that cannot be left out of consideration as it is crucial that teachers at all levels receive adequate preparation and training. In addition to that, "professional development policy framework and practical toolkit should be developed to the standard and implemented at the right time to improve the professional competencies of both primary and secondary school students. Thus, the policy process is more important than the available resources, and instructors who will apply the policy will be held accountable for the policy" (Geletu 2022).

Gurung and Prieto (2012), further add that culture and teachers are crucial aspects of the curriculum policy for any modern foreign language, they emphasize different components of the policy, the role of the language teacher, students' exposure to and understanding of multiple languages, knowledge of the intended language's country of origin, and linguistic awareness of the environment as central to the policy's success. This indicates that Arabic language curriculum policies can occur not only at a macro level but also at a micro level due to the

interaction that is required between individuals where teachers play a significant role in its connection with the implementation (Gurung & Prieto 2012).

To have a successfully implemented model for a curriculum policy for Arabic language departments in British schools in the UAE, there should be applicable guidelines and provisions that design, structure and manage the teaching and learning of ASL and "provide the educational needs of students" (Five Educational Learning Theories 2020) who learn this language efficiently and shape the construction and delivery of it. This input "operates the quality for learning as well as expectations and accountability" (Ulla 2018) and "ensure practical knowledge to improve the quality of teaching using different pedagogical techniques and styles" (Hammersley 2012).

Planning the content and the resources that should be covered and taught to the learners of ASL is important to be offered in the policy. This can be added to the modifications to the curriculum that can be made to facilitate learning and remove all the barriers that students in British schools may face when they try to build their knowledge and develop their skills in ASL, taking into consideration the requirements and specifications of GCSE for Arabic as an additional language to ensure that they are both "strongly connected and comprehensive" (UAE 2010). Curriculum policymakers should also emphasize including "refined 21st-century skills, lifelong learning, innovative pedagogies, and digital delivery" (Blackley & Sheffield 2015) as "the knowledge, skills, attitudes, characteristics, and values that are characterized in the curriculum policies will define the nature of ASL learning in future and analyzed along with the teaching and learning models to support successful outcomes for learners" (OECD 2018).

Because of the critical role that curriculum policies play in monitoring inputs, processes, and outcomes, they should always "seek to measure the added value of institutional practices to provide guidance on how to improve the effectiveness, efficiency, and fairness of existing practices" Tienken (2021). Thus, curriculum planning, implementation, and evaluation is a progressive process that aims to enable learners to make substantial progress in Arabic as a second language and to provide them with greater opportunities by improving current practices in pedagogy, curriculum, and assessment standards in British schools in the UAE.

Chapter 3: Research Methodology

3.1 Research Paradigm

Pragmatism is a flexible strategy that will permit the blending of qualitative and quantitative research methodologies in this study, making it appropriate for the mixed methodology of this research. Instead, of focusing on the superiority of one philosophy over another, pragmatism will emphasize the usefulness of the research approach. Generating workable ideas that can be used in actual situations is the ultimate aim of pragmatism in this context. To effectively respond to the research questions, the researcher will adopt a mixed-methods technique while acknowledging the pragmatism paradigm in this study.

3.1.1. Overview of the Research Paradigm

Research Question	Approach	Participants	Instruments	Tools
1- What are the main gaps between the curriculum policies and their actual practices in MFL departments in British schools in the UAE?	Mixed method Approach	MFL Teachers in British schools in Dubai city. Heads of modern foreign departments. Middle & Senior leaders	Survey Questionnaire Interviews with 5 middle and senior leaders	Microsoft form for the survey. One on one recorded interviews with middle and senior leaders.

2- What are the main factors that hinder the effective implementation of curriculum policies in language departments in British schools?	Mixed method Approach	MFL Teachers in British schools in Dubai city. Heads of modern foreign departments. Middle & Senior leaders	Survey Questionnaire Interviews with 5 middle and senior leaders	Microsoft form for the survey. One on one recorded interviews with middle and senior leaders.
3- How can leaders and teachers face the challenges of language departments and ensure effective implementation of curriculum policies?	Mixed method Approach	Heads of modern foreign departments. Middle & Senior leaders	Survey Questionnaire Interviews with 5 middle and senior leaders	Microsoft form for the survey. One on one recorded interviews with middle and senior leaders.
4. How can schools' leaders clearly measure the effectiveness in Arabic departments (regarding students'	Mixed method Approach	Heads of modern foreign departments. Middle &	Survey Questionnaire Interviews with 5 middle and senior	One on one recorded interviews with middle and senior leaders

progress & attainment)?		Senior leaders	leaders	
-------------------------------	--	----------------	---------	--

3.2 Research Approach

This research uses a mixed-method approach whereby both survey questionnaires and interviews will be employed as data collection instruments. For the quantitative approach, the data will be collected through the leadership team and MFL teachers. These are the sources from which data will be collected through a Likert-based type of questions in alignment with the variables of the study.

This study's emphasis on quantitative data is crucial because it enables the researcher to practically evaluate the efficacy of the curriculum policies at language departments. Moreover, using qualitative and quantitative methods in this study will allow a more thorough grasp of the research's goals and questions.

For the qualitative part, an interview is considered in this research as it will allow the researcher to gain a more profound knowledge of the circumstances around the teachers and students in the modern foreign language departments at British Schools, especially Arabic. This approach is appropriate as it explores the difficulties of implementing curriculum policies in many settings. The researcher will use thematic analysis to find out the main themes that make it possible to bring solid findings.

In synopsis, the qualitative interview method is appropriate for this research methodology because it enables a thorough investigation of the difficulties encountered by the language departments in British schools in Dubai. In adding the quantitative component, the researcher will give the qualitative results more context and validation and allow the researcher to make more conclusive judgments about the efficacy of the curriculum policies in MFL departments.

3.3 Research Setting

The British institutions in Dubai serve as the research's setting. This setting is crucial because it enables the researcher to gain insight into the particular context of the British schools in Dubai. Due to the school's diverse cultural, linguistic, and social backgrounds, this setting is unique and could clarify the difficulty in implementing the policies. In addition, the researcher will learn how these policies are applied in a particular topic area by concentrating on language departments, which is useful for comprehending the challenges in implementing these curricula.

The location of research is also important as it enables a comparison between the British schools in Dubai and other schools outside of the Dubai region in terms of their policies and practices. This comparison can highlight differences or similarities in the difficulties encountered by language departments and offer insightful information about how curriculum policies are being implemented in various settings. Therefore, this research's background is distinct and pertinent due to the location of the British schools in the UAE in general and Dubai in particular. Furthermore, the setting will thoroughly examine curriculum guidelines and how they are implemented in language departments, which can offer insightful advice for enhancing language instruction in international schools.

3.4 Sampling

The researcher will use random and purposive sampling techniques in this research. Purposive sampling will select a particular school and participants with relevant experience and expertise in language departments. In contrast, random sampling will be used to determine a representative sample of the teachers and other staff members from within these schools. The sample size will be established using a 5% margin of error, a 95% confidence interval, and a 250-person estimated population size.

3.4.1 Purposive Sampling

Purposive sampling will be used in this study to collect appropriate qualitative data. To gain in-depth insights into the language departments' challenges and the factors that influence how curriculum policies are implemented, purposive sampling enables the selection of

participants in the qualitative interviews who have specific knowledge and experience in the language departments.

3.4.2 Stratified Random Sampling

Stratified random sampling is suitable for collecting quantitative data in this research for several reasons. The study's initial focus is on the MFL departments of the British schools in Dubai, which will be classified into strata based on the pertinent factors, such as school departments and language sections, such as English, French and Arabic. By stratifying the population in this way, it is possible to choose participants typical of the entire population, which is crucial for extrapolating sample results to the whole population.

The second objective of this study's quantitative components is the effectiveness of the foreign language department's policies in terms of student performance and the pass rate. In addition, because participants exposed to language department policies will be chosen using stratified random sampling, the results are more pertinent to the research questions.

3.5 Participants

Open-ended interviews were carried out with five participants, including two heads of the languages department, a director of the MFL department, an assistant headteacher in charge of evaluating the quality of teaching and learning across school, and a school principal. All of these interviews were conducted in person, ensuring that all conversations were one-on-one in order to collect as much information as possible from the participants. All participants have at least seven years of experience directing the languages department at the selected schools or have held a senior leadership position for more than five years (inclusion requirements). To protect the confidentiality and anonymity of the research participants, the researcher will refer to them using symbols (X, Y, Z, A, and B). Participant (X) is the school's head of the Arabic department, participant (Y) is the head of the MFL department, participant (Z) is the school's director of MFL, participant (A) is an assistant head of school in charge of evaluating teaching and learning effectiveness, and participant (B) is the school's principal.

Participants have been chosen based on their level of competence, experience, and familiarity with the curricular policies and how they are applied in the language departments.

The selected staff represent various administrative levels and teaching sections / departments in all the British schools in Dubai. All participants are allowed to provide their informed permission after being made aware of the research's goals, their rights, and the confidentiality of their answers. The participants have been assured that their involvement is entirely optional and that doing so will have no repercussions.

To better execute the curricular policies that affect the language departments, recommendations will be made using the information gathered from the participants. The conclusions of the study will help the language education system of Dubai emirate and will enlighten decision-makers, teachers, and researchers about the problems or challenges and potential solutions associated with implementing curricular policies in MFL departments.

3.6 Research Instruments

The researcher will use interviews and questionnaires as research tools to gather data for this study. Regarding the sampling, as mentioned above, the questionnaires will be issued. The same will apply to the interviews, where the researcher will do visits to 5 British schools and conduct data collection.

3.6.1 Self-Administered Questionnaire

Self-administered questionnaires combined with in-person interviews are an effective method of gathering data with high participation. Questionnaires will facilitate the collection of quantitative data for this research. The questionnaire is structured according to the variables of this study. This will help the participants to see the relationship between the policy and the effectiveness of the modern foreign language departments in British schools.

The questionnaire will be designed to gather information on the perceptions of teachers, school leaders, and other relevant school administration members on the implementation of language department curriculum policies. The researcher will ensure that the questionnaire will be administered to a large sample size to ensure that the data composed is representative of the entire population.

Closed-ended questions will make up the questionnaire, making it simple to analyze and draw conclusions using statistics, the research questions and objectives will be observed and

used to guide the development of the study's questions, which will address issues such as how well the language department's curriculum policy work, how well its materials and resources are used, and how much support it gets from management and leadership. Microsoft forms is the tool for online surveys that the researcher will consider during this research as it make it convenient for the respondents to complete during filling. Participants will be given a link to the questionnaire, which they can access and complete wherever is most convenient for them. Participants will receive a follow-up email to remind them of the survey submission deadline and prod them to complete it.

3.6.2 Structured Interviews

As this study is a mixed-method research design, structured interviews will be used as a complementary technique to the qualitative approach's more detailed and exploratory nature. By using structured interviews to gather qualitative data on particular variables, the researcher will gain a broader understanding of the experiences and perspectives of the participants and how they relate to the research questions. Structured interviews involve pre-determined questions that are asked in the same order to all participants, permitting uniformity and comparability in responses.

Each question is clearly defined and organized based on the provided interview questions. The interview questions will concentrate on gaining specific information connected to the independent variables of curriculum policies, leadership and management practices, teacher training and development, and resources and materials. In some instances, structured interviews are often used in quantitative research to collect standardized data that can be easily analyzed and compared across participants.

3.7 Data Analysis

3.7.1 Qualitative Data - Thematic Analysis

All the excerpts from the interviews will be collected for reading, and the reading will be exercised multiple times in order to authenticate or validate the understanding of the results. The data will then be coded and put into categories with themes and trends. The research

questions and objectives will be used to identify the themes and patterns of the answers provided.

3.7.2 Quantitative Analysis – Descriptive Analysis

The analysis of quantitative data will be carried out using two major software for statistical data analysis, which are Excel and SPSS. Descriptive statistics will be employed to describe data, including frequency, mean, and standard deviation. To evaluate the hypothesis and look at relationships between variables, inductive statistics such as regression analysis and tests will be used.

Triangulation will be used in both qualitative and quantitative data analyses to guarantee the accuracy and dependability of the data. The results from the data analysis will be contrasted and compared with the researcher's analysis of any discrepancies to guarantee consistency. The findings of the analysis will be presented clearly and concisely using tables to assist the readers of this paper in understanding the data presented.

The research questions and objectives will be used as the guides of the data analysis, which aims to cast light on the MFL departments' challenges, particularly the Arabic language. They will also be used as guides for identifying the differences between the policies governing the curriculum and how they are implemented, as well as other relevant issues.

Conclusively, the data analysis will be guided by the research questions and objectives and will work to shed light on the difficulties faced by the language department, the discrepancies between the policies governing the curriculum, how they are implemented, and other relevant issues.

3.8 Validity and Reliability of Instruments

The researcher will ensure data validity and reliability by considering the following parameters.

1. Triangulation: The researcher will verify the data collected by doing document analysis and observation, as this will enhance the validity of the research by providing different perspectives on the research question.

2. Member Checking: After the interviews have been conducted, the respondents will be allowed or encouraged to read the information they provided during the interview.
3. Peer Debriefing: To confirm the accuracy and dependability of the research findings, the researcher will ask colleagues and subject matter authorities for their opinions.
4. Credibility: The researcher will ensure to build a relationship with the respondents simultaneously and remain within the objective's parameters.
5. Reliability: The procedure of collecting data and the whole study, in general, will be meticulously documented to enable it to be repeated by other researchers, and any alterations or revisions to the procedure will be noted.

3.9 Research Ethics

In line with the demands of ethical considerations in research, only the researcher will have access to the obtained data, which will be kept secure. Also, the participants will not be forced to respond to the questions in place, meaning they will have unlimited choice to volunteer to leave the interview off to stop filling the questionnaire without consequences bearing on them.

Chapter 4: Findings and Discussion

4.1 Quantitative Data Analysis

4.1.1 Independent variables: Demographic

4.1.1.1 Gender Distribution in Dubai British Schools

Table 1 shows that the majority of personnel in all British schools in Dubai are female. As seen in the table, 61 of the 104 respondents contacted by the researcher are females, while 42 are males. The results from the table show that women from the 104 surveys conducted in the British schools make up 58.7 percent of all school employees in British schools, while in those statics, men make up 40.4 percent of the population. Table 1 displays data from SPSS statistical analysis to show how equally gender is distributed in these schools. The study will also attempt to determine whether there is a relationship between gender distribution and the influence of curriculum policies established in schools.

Table 1: Gender Distribution of Employees in Dubai British schools

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1.0	1.0	1.0
Female	61	58.7	58.7	59.6
Male	42	40.4	40.4	100.0
Total	104	100.0	100.0	

4.1.1.2 Employee Job Position Description in Dubai British schools

As previously stated, the study's sample size is 104, and the population size is 141, which covers all members of staff across all British schools in Dubai. Twenty-eight department heads responded to the surveys, accounting for 26.9 percent of the total job holders in various areas of

work in the schools. Data was also gathered from school heads, and they were only 4 out of 104 members of staff who are represented by the sample size, representing 3.8 percent of the total people surveyed. Senior teachers make up 16.3 percentage of all staff members in British schools, according to survey data. Teachers make up the bulk of the staff as a whole, accounting for 52.9 percentage of the 104 respondents that took part in the data collection. This is shown in Table 2, where the employee database of the British schools and other schools in the emirate of Dubai that adopt the British Curriculum includes a total of 55 teachers. The researcher has made an investigation to determine the link between these varied job positions and the implementation of curriculum policies.

Table 2: Employees' Job Position Description in Dubai British schools

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Departmental Head	28	26.9	26.9	26.9
School Head \ Principal	4	3.8	3.8	30.8
Senior Teacher	17	16.3	16.3	47.1
Teacher	55	52.9	52.9	100.0
Total	104	100.0	100.0	

4.1.1.3 Employee Educational Level, Dubai British Schools

The majority of employees in Dubai British schools hold postgraduate qualifications as presented in table 3 where 54 out of 104 employees that were surveyed hold these qualifications. Thus, 54 percent of the school's employees according to the survey. From the data presented in table 3, 7 members of the staff hold doctorate degrees, and this is part of the 54 postgraduate degree holders, which means that 44 of these staff are more likely to be master's degree holders. However, the educational level of the members of the staff was analyzed to see if this has an influence on the implementation of a workable policy in the curriculum framework and implementation of this framework in the schools under discussion.

Table 3: Employee Educational Level, Dubai British Schools.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1.0	1.0	1.0
College diploma	20	19.2	19.2	20.2
Doctorate	7	6.7	6.7	26.9
High school	2	1.9	1.9	28.8
Postgraduate	54	51.9	51.9	80.8
Undergraduate	20	19.2	19.2	100.0
Total	104	100.0	100.0	

4.1.1.4 Type of the Institution (Private, Public, or Semi-Governmental)

The British Curriculum is basically functional in British private schools, semi-governmental and other public schools in Dubai. According to the survey, 85 schools constitute the total number of schools in Dubai, with 90 percent of these schools fully run by the British school administration body. Thus, out of the 85 schools, the British body has autonomous control over 77 schools including the creation, implementation, and modification of the curriculum policy. The administration of the curriculum policy falls under the purview of the British school administrative body in Dubai alone because only 3 percent of the schools that adopt the British curriculum are public schools. As a result, the British administration for academic studies in the UAE is responsible for whatever the policy is as it controls the majority of the schools.

Table 4: Type of Institution (Private, Public, or Semi-Governmental).

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Governmental	3	3.5	3.5	3.5
Private school / Entity	77	90.6	90.6	90.6
Semi-Governmental	5	5.9	5.9	100.0
Total	85	100.0	100.0	

4.1.1.5 Years of Experience at the Workplace

The majority of staff in Dubai British schools fall within a range of 2 to 7 years, making up a proportion of 34 percent of the overall population of the staff and this is a good experience level for the performance of schools both in administration and in the academic departments. The second largest proportion of staff is that of those with 8 to 13 years of experience, followed by those with 14 to 19 years and then those with 20 years and above. According to the survey conducted, it shows that most the entire chain of schools possesses well-experienced staff who even stretch up to 20 years, and these experiences are an expected Key indicator for the chain of schools' ability to ensure effective administration in all the branches, thus including the creation, implementation, and modification of curriculum policies.

Table 5: Experience Level (Years of experience at the workplace).

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 year or less	1	1.0	1.0	1.0
	14 - 19 years	26	25.0	25.0	26.0
	2 - 7 years	36	34.6	34.6	60.6
	20 years +	12	11.5	11.5	72.1
	8 - 13 years	29	27.9	27.9	100.0
	Total	104	100.0	100.0	

4.1.2 Independent Variables - Curriculum Policies

There are fewer staff members who believe there is a policy that oversees curriculum policies in their teaching programs than those who believe there is none. Table 6 shows that 26 percent of the workforce agrees, while 32 percent disagrees. Furthermore, 17.3 percent of staff strongly disagree with the premise that curriculum policies dictate the curriculum of the language department, while only 6.7 percent strongly agree. These remarks imply that British administrators are less involved in the handling of curriculum policies, which may be one of the main causes of the issues in this context.

Table 6: Q.1 There are curriculum policies in place that govern the language department's curriculum at my school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	1.0	1.0	1.0
	Agree	27	26.0	26.0	26.9
	Disagree	34	32.7	32.7	59.6
	Neutral	17	16.3	16.3	76.0
	Strongly agree	7	6.7	6.7	82.7
	Strongly disagree	18	17.3	17.3	100.0
	Total	104	100.0	100.0	

4.1.2.1 Curriculum Policies are Specific to the Language Departments

The survey results indicate that there is no clear understanding of whether or not the policy is specific and aimed at guiding the language department operations. Of the 64 respondents who were asked whether they agree with the assertion that curriculum policies are specific and clear to the language department, 50 percent of both those who agree and those who disagree hold the same yes and no response and this may be because respondents do not even know more about the existence of these policies in the first place. This means that some respondents do not answer questions on the basis of their full knowledge of what is being asked, but they answer out of assumptions. This is noted in the strongly agree and strongly disagree variables. That is to say that only 4 out of 32 respondents who generally disagreed are the ones who were confident that they strongly disagree.

Table 7: Q.2 The curriculum policies for the language department at my school are specific and clear.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1.0	1.0	1.0
Agree	32	30.8	30.8	31.7
Disagree	32	30.8	30.8	62.5
Neutral	19	18.3	18.3	80.8
Strongly agree	4	3.8	3.8	84.6
Strongly disagree	16	15.4	15.4	100.0
Total	104	100.0	100.0	

4.1.2.2 The Alignment of Curriculum Policies with International Standards

As presented in Table 8, there are 104 candidates who participated in the survey that the researcher distributed. Regarding the alignment of language department curriculum policies in Dubai British schools with the international education standards, a proportion of 29 out of 104 agreed with the assertion of the statement while 34 of 104 disagreed, with 15 of them standing neutral. These results imply that there is little acceptance of the fact that the curriculum aligns with international standards. Furthermore, 7.7 percent of the 104 respondents, thus 8 respondents, strongly agreed while 16.3 percent of these respondents, (17 respondents) strongly disagreed with the statement.

Table 8: Q.3 The curriculum policies for the language department at my school align with the international education standards.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1.0	1.0	1.0
Agree	29	27.9	27.9	28.8
Disagree	34	32.7	32.7	61.5
Neutral	15	14.4	14.4	76.0
Strongly agree	8	7.7	7.7	83.7
Strongly disagree	17	16.3	16.3	100.0
Total	104	100.0	100.0	

4.1.2.3 The Flexibility and Adaptability of the Curriculum Policy to The Local Context

A total of 104 respondents had their information collected for this hypothetical statement in the survey that was distributed to gather data. The presumption that the curriculum policies

for the language department are flexible and they are adaptable to local context was stated in the questionnaire and 37 percentage of the respondents agreed with the assumption of this statement while 26.9 percent disagree. Additionally, a proportion of 5.8 percent of the respondents strongly agreed that the curriculum policies were adaptable and flexible whereas 12.5 percent of respondents remained neutral. At the same time, 16.3 of the participants in the survey strongly disagreed with this assentation.

Table 9: Q.4 The curriculum policies for the language department at my school are flexible and they are adaptable to the local context

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1.0	1.0	1.0
Agree	39	37.5	37.5	38.5
Disagree	28	26.9	26.9	65.4
Neutral	13	12.5	12.5	77.9
Strongly agree	6	5.8	5.8	83.7
Strongly disagree	17	16.3	16.3	100.0
Total	104	100.0	100.0	

As can be seen from table 9, a sizeable majority of the respondents were not persuaded that the curriculum policies were adaptable and flexible to the local situation. It is a point of concern that a lack of trust in the curriculum policies is indicated as respondents who disagreed and strongly disagreed with the statement are very significant.

4.1.3 Independent Variables - Leadership and Management Practices

4.1.3.1 The Effectiveness of Communication and Collaboration Between the School Leadership and Teachers

Table 10 shows the results of the researcher's 104 responses. A 37 percent answer rate suggested that teachers and school officials interact and communicate effectively in their schools. Out of a total of 104 people who responded to the survey, 24 percent of them disagreed with this claim. However, the fact that just 7.7 percent of individuals strongly agreed with this opinion while 12.5 percent of participants strongly opposed raises questions. This is due to the

fact that those who strongly agree are more likely to be certain of their responses, therefore there is a substantial difference between the 37 percent of those who just agreed and the 7 percent of those who highly agreed, and this is a huge gap worth concerning about.

The information presented in table 10 clearly indicates that there is still a need for the leadership and teachers to further their communication and collaboration and potential barriers should be eliminated. In other words, the number of neutral responses and those who strongly disagree should be an alarming concern which shows that teachers are not satisfied by this assertion.

Table 10: Q.5 There is effective communication and collaboration at my school between the school leadership and teachers

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1.0	1.0	1.0
Agree	39	37.5	37.5	38.5
Disagree	25	24.0	24.0	62.5
Neutral	18	17.3	17.3	79.8
Strongly agree	8	7.7	7.7	87.5
Strongly disagree	13	12.5	12.5	100.0
Total	104	100.0	100.0	

4.1.3.2 The Implementation and Monitoring of the Curriculum Policy in the Second Language Tutoring Sessions

According to table 11, a response percentage of 33.7 percent of 104 replies showed that the school leadership and management regularly monitor the implementation of the curriculum policy in the second language learning classes while 24 percent of the 104 respondents who took part in the study disagreed with this statement. A response rate of at least more than 50 percent who agree to the statement would have been reached in order to justify that the staff is satisfied that the school management regularly monitors the implementation of curriculum policy in the schools. However, the response rate is 16.3 below this threshold.

Additionally, the total number of respondents who were neutral and those that disagreed made a proportional value of 27 percent, and this number of responses justifies that the school staff members are not satisfied generally with an assumption that the management monitors the implementation of the curriculum.

The data shown in table 11 makes it very evident that potential barriers that hinder the implementation of the curriculum policy in the second language tutoring sessions exist and that the leadership should take immediate action to establish a robust framework that ensures adequate monitoring of the implementation of these curriculum activities.

Table 11: Q.6 The school leadership and management regularly monitor the implementation of the curriculum policy in the second language tutoring sessions

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1.0	1.0	1.0
Agree	35	33.7	33.7	34.6
Disagree	25	24.0	24.0	58.7
Neutral	18	17.3	17.3	76.0
Strongly agree	11	10.6	10.6	86.5
Strongly disagree	14	13.5	13.5	100.0
Total	104	100.0	100.0	

4.1.3.3 Availability of Gaps between the Curriculum Policies and their Actual Implementation in the Arabic Language Departments.

Table 12 shows the statistical responses from the data collected from 104 participants concerning the availability of gaps between the curriculum policies and their actual implementation in the Arabic language departments of British schools in Dubai.

The data in Table 12 indicates that 31 out of the total participants, thus 29.8 percent agreed that there are gaps available. This response rate is equivalent to that of those who disagreed with the statement as well. In the same context 21 participants, which make up a proportion of 20.2 percent decided to be neutral, indicating that they neither agree nor disagree with the statement of whether there are gaps in the implementation of curriculum policies.

Additionally, participants who strongly agreed that there are gaps in the implementation of policies make up a 4.8 percent proportion while 14.4 percent of the participants were retained to those who strongly disagreed with the statement. With a total proportion of 80 percent, the majority of participants either disagreed or selected the neutral response. Contrarily, a combined 30 percent of participants agreed, compared to a combined 44.2 percent of participants who disagreed or strongly disagreed.

This statistical result provides a clear notion that there is a considerable proportion of participants who perceive gaps between the curriculum policies and their actual implementation in the Arabic language departments in the British schools in Dubai.

Table 12: Q.7 There are gaps between the curriculum policies and their actual implementation in the Arabic language section of my school.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1.0	1.0	1.0
Agree	31	29.8	29.8	30.8
Disagree	31	29.8	29.8	60.6
Neutral	21	20.2	20.2	80.8
Strongly agree	5	4.8	4.8	85.6
Strongly disagree	15	14.4	14.4	100.0
Total	104	100.0	100.0	

4.1.3.4 The Support of Teacher Autonomy and Innovation

In this section, the researcher's survey question statement sook to find out the opinions and experiences of the members of the staff in British schools on whether the school and departmental leaderships support teacher autonomy and innovation. After the survey had been made, results showed a 35.6 percent proportion of participants who agreed and 12.5 percent who strongly agreed, making a combined total of 48.1 percent.

Table 13: Q.8 The school and departmental leadership at my school support teacher autonomy and innovation.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1.0	1.0	1.0
Agree	37	35.6	35.6	36.5
Disagree	25	24.0	24.0	60.6
Neutral	19	18.3	18.3	78.8
Strongly agree	13	12.5	12.5	91.3
Strongly disagree	9	8.7	8.7	100.0
Total	104	100.0	100.0	

On the other hand, 18.3 percent of the participants showed neutrality and they neither supported the hypothetical question nor rejected it. Furthermore, 24 percent of the participants disagreed with the sentiment that school and departmental leadership at their schools' support teacher autonomy and innovation, while 8.7 percent indicated that they totally or strongly disagree with this assertion.

When compared to the 48.1 percent who agreed and strongly agreed, a combined total of 32.7 percent consisting of the 24 percent who disagreed and the 8.7 percent of participants who strongly disagreed brings in a mixed perception of the statement in question. This is so because, as previously mentioned, a sizeable portion of 18.3 participants remained neutral.

4.1.4 Independent Variables: Teacher Training and Development

4.1.4.1 The Adequacy of Teacher Training Sessions Provided by the Language Departments at Schools

The data presented in this variable "Teacher Training and Development" as an independent variable shows the perception of respondents who participated in the survey presented to them by the researcher concerning the adequacy of teacher training sessions provided by the management in British Schools in Dubai that use the British curriculum. From table 14, there is a 37.5 percent response rate from participants which shows the staff members

who are in agreement with the assertion while 5.8 percent strongly disagreed with this sentiment.

Table 14: Q.9 There are adequate teacher training sessions provided by the language department of my school.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	2.9	2.9	2.9
Agree	39	37.5	37.5	40.4
Disagree	25	24.0	24.0	64.4
Neutral	21	20.2	20.2	84.6
Strongly agree	6	5.8	5.8	90.4
Strongly disagree	10	9.6	9.6	100.0
Total	104	100.0	100.0	

As observed in table 14, there is a 24 percent response rate of the participants who disagreed, whereby 9.6 percent were in total disagreement. Twenty percent of the total participants who responded took a neutral position, making it difficult for the overall statistical analysis to justify the position of the statement that there are adequate teacher training sessions provided by the language departments in the schools.

4.1.5 Independent Variables: Resources and Materials

4.1.5.1 The Sufficiency of Textbooks, and Other Supplementary Materials for Both the Students and Teachers to Assist in Arabic Language Learning

The information provided in this independent variable "Resources and Materials" presents a collective collection of responses from 104 participants to the researcher's survey regarding the sufficiency of stationery such as textbooks and other supplementary materials for both the students and teachers to assist in Arabic language learning. This is in line with a question of whether the management of British schools in Dubai, which follow the British curriculum, provided adequate teacher materials in this context.

The staff members who agreed with the asserted statement are represented in table 15 by a 42.3 percent response rate, while those who disagree with it are represented by 26 percent of the total participants.

Table 15: Q.13 The language department of my school has sufficient textbooks and other supplementary materials for both the students and teachers to assist in Arabic language learning

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1.0	1.0	1.0
Agree	44	42.3	42.3	43.3
Disagree	27	26.0	26.0	69.2
Neutral	15	14.4	14.4	83.7
Strongly agree	6	5.8	5.8	89.4
Strongly disagree	11	10.6	10.6	100.0
Total	104	100.0	100.0	

The combination of 42.3 and 5.8 percent makes a total of 48.1, which when compared to a combined total of 51 percent for the neutral, the disagreed, and the strongly disagreed participants, falls short of the capacity to justify the statement that language departments have sufficient textbooks and other supplementary materials for both the students and teachers to assist in Arabic language learning.

4.2 Qualitative Data Analysis – Interviews with 5 Middle and Senior Leaders in 5 British Schools in Dubai.

The researcher has used 8 open-ended questions to answer and collect information that shed the light about curriculum policies and how they are implemented and evaluated in the MFL classrooms in British schools in Dubai. A total of five respondents were interviewed in this study. Regarding the first question *“How would you describe the present curriculum policies in MFL departments in British schools in the UAE?”*, most participants (Participants (Z, A, and B) highlighted the importance of having curriculum policies for all departments in schools especially MFL departments as these policies give clear guidance and consistency to

both teachers and leaders as they offer a variety of standards, strategies and methods that highly support the language teachers in their day-to-day practices. Participant (X) who is a head of Arabic as a second language department has assured that curriculum policies are so important and helpful to teacher. However, the Arabic teachers don't use them effectively as they don't have a full understanding of how to include them in their planning or implement them in their daily practices innovatively. This indicates the importance of having clear communication and collaboration among schools' leaders and teachers to ensure clear guidance, consistency and effective implementation of the recommended policies and standards as teachers are the true agents of curriculum policies and they are completely responsible for "different curricular activities such as lesson planning, teaching and classroom management, and learning assessment" (Bongco & David 2020). So, Leaders should ensure that teachers understand the policies standards and how to implement them into their teaching practices.

When responding to the second question that aims to examine *"How adaptable and flexible are language departments in the UAE regarding curriculum standards and policies?"*, the participants had varied answers, for example, participant (X) reported that the standards related to curriculum in Arabic departments are rigid and have no adaptability and this affects the learners negatively as this is not what suits their needs. Furthermore, participant (Y) has assured that the curriculum policies and standards at their school are unadaptable, and teachers can't apply them into their teaching activities flexibly due to the bureaucracy of the school management who requires teachers and middle leaders to follow them entirely with any effective modifications or adaptation that aim at providing personalization to learners' needs and interests. Participants (Z) and (A) have also assured that the curriculum standards aim to develop students' skills and make them highly engaged and responsible for their learning. So, the teachers have the authority to make all adaptations and modifications that serve this purpose and help learners develop innovatively.

In addition to that, the answers of the third question, *"How do language department leaders and managers interact and collaborate with teachers to ensure that curriculum policies are successfully implemented?"*, were mixed showing a lack of knowledge of how to evaluate the curriculum policies that language teachers implement especially with participants (X) and (Y) who answered the question with inconsistency. This indicates that there is a lack of effective communication in their schools. This is a reason for the gap between what is theoretically written

in the policies and the actual practices of language teachers in classrooms. This gap extends to the evaluation of effectiveness which is the main responsibility of school leadership team. Thus, the schools' leaders should ensure that teachers understand the curriculum policies documents, strongly encourage staff to have autonomy and innovate by finding and incorporating new and innovative teaching methods across school and this should be regularly reviewed in departmental meetings and through teacher appraisals.

The purpose of question four is to examine “ *What are the gaps that both language teachers and leaders face when implementing curriculum policies in the MFL classroom?*”. Most participants have agreed with the idea that there are various gaps due to the challenges related to Arabic language characteristics as participant (X) who mentioned that learners find Arabic language not easy and requires a lot of work and support for them comparing to the English, which is dominant in international schools, and other foreign languages like French and Spanish, that they find easy to learn and more engaging. Participants (Y) and (Z) have mentioned that the lack of textbooks and complementary materials as well as sufficient resources for teaching MFL especially Arabic highly contributes to the gap related to the implementation of curriculum policies. However, participant (A) has disagreed with this, explaining that the main reason for this big gap is the teachers' lack of understanding to the policies' standards in addition to their lack of experience on how transform their policies into effective activities and innovative practices in the language classroom. Participant (B) agreed with participant (A) and assured that teachers' subject knowledge and the lack of professional development opportunities are the main gaps that hinder the effective implementation of curriculum policies because they are so important “to ensure that the teachers can meet the demands of curriculum policies and innovatively link policy standards to learners' individual contexts” (Naik et al.,2020). It is clearly evident that if the school leadership provides teachers with workshops and trainings that support teachers and enhance their teaching methods especially when they are related to implementation of policies in the MFL classroom, these policies will be effectively and creatively implemented in the learning. This highly helps teachers due to the complexity of their levels of experience and makes them develop a stronger understanding of the policies, apply appropriate pedagogical approaches, ensure curriculum policies are clearly linked to their current teaching methods and make decisions on how to

operationalize creatively in the class. This surely reflects on both teachers and learners through better and more effective levels of progress and attainment in the language classroom.

When responding to the fifth question, *“How do schools’ leaders monitor and assess the implementation of the curriculum policies to ensure effectiveness?”*, participants (X), (Y) and (Z) have assured that effectiveness of policies is regularly reviewed in departmental meetings and through teacher appraisals in addition to learning walks and observational visits to classrooms. While participant (A) has added that data help middle, and senior leaders assess the effective implementation of curriculum policies as the data is the most important tool that reflects students’ progress and attainment on a termly and yearly bases.

When the respondents have been asked *“ How do language leaders and teachers take into account the cultural aspects and the backgrounds of the students in their teaching approach?”*, all of them have assured that one of the most important aspects and priorities is making students aware of the cultural aspect in the UAE and this is in line with the vision of KHDA and its frameworks that seeks to engage learners with the culture of the UAE. Participant (X) and (Y) have indicated that the language departments at their schools consider different cultural backgrounds taking into account the socio-economic status of the learners. Also, participant (B) has explained that the school leaders work collaboratively with teachers to foster intercultural understanding through communicating in a variety of ways across school and consequently ongoing opportunities to learners to grow and develop in a multi-cultural society.

4.3 Discussion of Findings

4.3.1 Quantitative Results

The data presented for the distribution of gender showed that the majority of employees in these institutions were female, while male employees have a lesser population of 40 %. Given that women hold a disproportionately large and more powerful voice in these schools, it is women's obligation and accountability to demonstrate courage and confidence in order to ensure that the policies of the schools are improved, implemented, and upheld regardless of gender stereotypes that typically place men in positions of authority and responsibility in the functioning of the schools.

According to the survey results from the 104 participants who completed the questionnaire, 52% of the school's staff members are male and female teachers. Due to this perspective, teachers are the ones who must deal with issues related to the nature, framework, and application of policies in the classroom. This means that through working together and including the leadership in the development and execution of policy, teachers have a significant say in how the school policy should be.

The majority of staff members in Dubai British schools have postgraduate qualifications, which is 54 percent of the total population of the schools' staff. Given these statistics, the expected nature of the relationship between the improvement of curriculum policies and the staff members is very positive, given that the staff have a better understanding of policymaking in general. Therefore, 54% of the members of staff who are above the graduate level should translate to better creation, implementation, and monitoring of the policy in the schools.

Also, the findings obtained from the survey are that, of the 85 schools in Dubai which use the British curriculum, 90 percent of these schools are governed privately by the British curriculum policy administrators. This is an indication of greater autonomy in the administration and decision-making among the leaders and decision-makers of these schools. With this notion in mind, the key aspect of this finding is that the British administrative body has full accountability in the curriculum policy handling.

Furthermore, it is clearly evident that the level of experience is directly related to effective administration as well as implementation and monitoring of policies. This is an indicator that the schools have the potential and ability to ensure effective administration and handling of the curriculum policies when given their extensive experience.

The results of the data collected from employees show that there is no tangible agreement between these staff about the existence of a solid policy that governs the curricula in their teaching programs. This is indicated in Table 16: Q.1, where only 26% agree while 32 % do not agree. Moreover, the combination of these two responses only adds up to 58.7 %, which is not a convincing rate to ascertain clarity as to whether the policy exists. This result underlines the need for more studies to examine the absence of curriculum and language policies and they affect instruction and learning in British schools in Dubai as suggested by (Ornstein, Pajak &

Ornestein 2015) who assured that curriculum policies are a crucial component of language education.

The data from the question regarding the specificity of curriculum policies show that there is no clear understanding as to whether the policies are clear, or their clarity is not understood by all the staff in the language departments. Additionally, the rate of those who strongly agree is very low compared to those who strongly disagree with the sentiment of whether the policies are clear. However, this indicates that the specificity of the curriculum policies in the British schools is questionable and needs further examination.

The British schools that have curriculum policy does not seem to align with the international standards according to the data collected and analyzed. The 29 out of 104 rates of agreement that the policy aligns with the international standards is not an effective rate to conclude that the policy actually aligns with the standards, which is a cause of concern. Also, there is no solid confidence that the curriculum policy is flexible for the language department teachers, as many respondents disagree with the assertion. A total of 42% of respondents show that the policy is not flexible, while 12 % show discontent with the sentiment by remaining neutral; this concludes that the flexibility of curriculum policies is subject to questioning.

All the results above in regard to the curriculum policies show that they are not well fitting in the language departments. Hence, teachers are not satisfied with the idea that there are effective policies that oversee the daily operations of the language departments in the British schools in Dubai.

There is an indication in the study that there is a need for communication and collaboration in British schools. The results showed that only 37% of the total participants agreed to the sentiment that there is communication and collaboration. In comparison, only 7% strongly agreed to the same, which makes only a total of 44% of confirmation about effective communication and collaboration. This respondent rate indicates a gap between the policies of MFL departments (if there are any) and the teachers' actual experience and daily practices.

Similar to the above findings, there is a lack of monitoring of the implementation of curriculum policies in British schools as per the survey results. The results show that 33.7 % of the participants agreed with the assertion that there is monitoring of the implementation of the

policies, while a substantial 27% of the respondents were neutral and showed that they do not have confidence in this assertion.

The total number of participants, both of those who agreed and disagreed, is 47% of the total 104 participants who got surveyed. The other 36 % of this total number is for those who both agreed and strongly disagreed with the assertion that the curriculum policies in British schools support teacher autonomy. However, despite the notion that 47% of these responded positively, which is more than 10 % higher than 36 % of those who disagreed, a substantial 18 % of this survey population showed neutrality, implying that they are not convinced that the policies in the British schools' support teachers' autonomy. This brings an overall conclusion that there is insufficient support for teacher autonomy and innovation in the schools.

Also, 42% of the respondents agree with the claim that there is an adequate teacher training in the Dubai British schools. This includes the number of respondents who strongly agree with this assertion. On the other hand, 30 % of the total participants, thus, those who disagree and strongly disagree, plus 20 % of the neutral respondents, make a total of over 50 %, which is a substantial number of people who feel that there is no adequate training in the schools. Overall, this shows insufficient employee training practices in British schools in Dubai; hence, improvement is needed as Mulawarman (2021) asserts that there should be a priority to improve teacher expertise through constant training, especially in the curriculum policies implementation in classroom practices. This result implies that additional study is required to determine the causes of the lack of teacher training and the effects it has on instruction and student learning in British schools in Dubai.

The staff has varying opinions about the British school administration's provision of educational resources. This demonstrates that the resources available to schools are insufficient or scarce. Less than 48% of the population is satisfied with the school materials required, as Table 15: Q.13 in the data analysis section demonstrates. These opinions of the participants in this group can be contrasted with those who agree and strongly agree, as well as those who do not support and are therefore indifferent to the declaration, as mentioned earlier, to conclude that resources and educational materials should be introduced to the classrooms.

4.3.2 Qualitative Results

The qualitative results were extracted from 5 different British schools. The researcher obtained the excerpts from 5 respondents: the principal of a school, an assistant head (with a main role of evaluating the effectiveness of teaching and learning in all school departments), a director of MFL, a head of Arabic department, and a head of MFL. The data obtained from the respondents focused on the leadership team practices and their implementation and monitoring of the curriculum policy in the second language teaching lessons. This included the identification of gaps between the policies and the actual monitoring, as well as measuring of performance of these policies in the Arabic language sections of all the British curriculum-based schools in Dubai. The results obtained from the interviews collected were analyzed and produced the results below.

Regarding the nature of language department curriculum policies in British schools in Dubai, it has been clear that the majority of respondents asserted that there are no specific policies that guide the teaching staff in the language departments of the British schools. Also, the languages departments, including Arabic, follow the English language standards. This highly affects the schools' educational system as (Ulla 2018) who highlighted that schools have been generally left without control or guidance on how to make right consistent decisions due to not having robust and implementable policies that underpin the whole educational system.

Also, the majority of respondents confirmed that the policies are in part flexible to the Dubai and UAE context, but with concerns that they may somehow not fulfill the needs of the students. This adaptability and flexibility of the language department curriculum strategies varies according to the local context as the respondents expressed.

Participants also have expressed that each school has its own way of implementing policies and administering the curriculum actively. Therefore, teacher autonomy and innovation are largely determined by each individual school. This is the main responsibility of both schools' leaders and teacher as they both have "to provide systematic evidence and participatory mechanisms and procedures for the formulation, adoption, and review of the curriculum policy and its effective implementation" (Bongco & David 2020).

Additionally, schools' leaders and language teachers can monitor and assess language departments and their implementation of the curriculum policies to ensure effectiveness through

assessments of the teachers' work and the students' performance. This includes action plans and discussions with language teachers to ascertain the causes and effects of the outcomes at hand at that moment. Also, it is indicated that no specific criteria are being followed to ensure there is introductory teacher training at the school which negatively affects the MFL departments. However, the interviews show that there are various opportunities for ongoing professional development available to teachers in language departments especially CPDs from universities of the teachers' choice for postgraduate studies, but these ones are not related the curriculum policies implementation and evaluation in language classrooms.

The respondents highlighted that there are shortages with gadgets and facilities used in the language classroom which can affect the learning negatively due high reliance on technology in day-to-day practices especially in the Arabic language classrooms where there are not enough textbooks and complementary materials available for both teachers and learners. Additionally, there are inadequate books or materials that can match the local context in some British schools, and this is the biggest issue that the Arabic departments face although according to (Bongco & David 2020), it is emphasized the value of using contextually appropriate materials when teaching languages is highly important. Consequently, this leads to the high need of curriculum policies. This also highlights that the school should ensure the availability of literature that fits the local context to ensure that the students familiarize themselves with their environment, thus enabling them to improve their understanding.

In addition to that, the answers of the interviews have shown that the language departments consider the inclusion of different socio-cultural backgrounds in their teaching approaches and activities. Furthermore, language departments ensure the inclusion and representation of diverse cultures and languages in their teaching materials and approaches as Sharma (2021) and (KHDA 2019) highlighted that it is the significancy to include of cultural in curriculum policymaking where learners can get innovative learning experiences with a multi-cultural context. Schools appear to have policies in place to ensure the incorporation of multiple cultures and languages in their lesson plans and instructional strategies. However, the emphasis on Arabic culture in some schools' Arabic programs may point to the need for more concerted attempts to diversify. The interviewees offered little information about the precise standards and procedures used to guarantee inclusion, although it appears that some schools have a related policy and that teachers place an emphasis on celebrating many cultures and languages.

The participants claimed that language departments use a variety of techniques to assist students who are having challenges learning Arabic. These techniques consist of action plans, weekly meetings, and shared educational platforms. In addition, the other finding suggests that some schools provide afterschool activities for selected students such as Arabic in the ECA. The results as a whole show that language departments in British schools in Dubai are proactive in helping pupils learn Arabic language creatively.

The data demonstrates that language departments employ diagnostic and midterm exams to gauge the development and proficiency of students in Arabic language classes. Additionally, some schools conduct baseline assessments and rely on internal data for assessment. Finally, personalized discussions with students help determine where they need to improve. The interviewees were unable to go into great detail regarding the precise assessment techniques they employed, but the data indicates that language departments had efficient systems in place for keeping track of and reporting on student development in all language skills.

The data derived from the interviews indicate that language departments, parents, or families should continue to work together to support students' Arabic language development which is in line with DeSantis et al. (2020) who assert that the curriculum policy should be able to create links and engagements between parents and the school administration and teachers.

Chapter 5: Conclusion, Recommendations, Limitations and Implication

5.1 Conclusion

The language learning programs highly require teaching their content through a comprehensive curriculum using content-based instruction to give their learners extensive communicative opportunities to accurately and fluently and develop both implicit and explicit knowledge that facilitates their acquisition. Thus, the need for innovative teaching and learning methods using creative policies, standards and resources are highly recommended. In the United Arab Emirates, there are ongoing efforts to develop methods and strategies to teach MFL subjects especially Arabic as a second language. However, it was evident that the implementation of curriculum policies is one of the institutions' greatest challenges.

These challenges start with having insufficient working curriculum policies in Dubai, particularly in the British schools. Additionally, there are many gaps between the curriculum policies and how they are actually implemented in the language departments especially Arabic due to the lack of understanding of these policies and how to apply them into actual teaching practices as well as the barriers related to the lack of effective communication and collaboration among school leaders and language teachers. Also, the shortage of professional development and trainings opportunities for language teachers can be considered an important gap that negatively affects the implementation of curriculum policies.

This study has brought to light a number of potential solutions, one of which is the recommendation for the construction of a comprehensive language learning curriculum policy with clear goals for schools' leaders and language teachers considering teachers' essential role in creating and designing the curriculum policies in addition to implementing and reviewing them regularly. Furthermore, one of the significant elements of a successful curriculum policy for language departments is emphasizing the importance of professional development and teacher preparation; this factor positively impacts the effectiveness of language departments as it helps teachers incorporate 21st-century skills and lifelong learning, creative pedagogies, and digital delivery when implementing the curriculum policies into their teaching practices.

The study has also demonstrated factors that positively impacted the effectiveness of language departments including effective communication and collaboration between school leadership and teachers, enough resources and materials, and student motivation and engagement. In addition to that, the study has discovered that one of the most important elements of a successful curriculum policy is having defined, adaptable curriculum policies aligned with global education standards and flexible enough to be applied to local circumstances.

In conclusion, the development of school policies is an important assignment that must be completed for a variety of reasons. However, the knowledge of the reasons behind the development of the policy and the outcomes that are desired is the most essential component of the process. Once the main indicators of success have been precisely outlined, educational institutions have the responsibility of ensuring that curriculum policy is not treated as a product that is produced as a matter of routine but rather as an essential component of educational requirements. It will make sure that curriculum policy for MFL departments in British schools especially Arabic is considered as an important process that should be consistent, continuous, and significant to a range of educational stakeholders. This will guarantee that it is viewed as accordingly.

5.2 Implications

5.2.1 Lack of Policies

The lack of specific policies that guide the staff in tutoring implies that there is a need for the development, implementation, and monitoring of these policies. Failure to develop and implement robust and effective policies that guide the modern foreign language departments limits the competitiveness of the teachers and students as they have no direction and objectives in place that can take them to another level in a globally competitive environment.

5.2.2 Lack of Policy Monitoring

Lack of policy monitoring in British schools implies less progress in the effectiveness of daily operational, teaching, and learning practices with the schools. This ultimately escalates to disorder and staff dissatisfaction because there is a lack of policy knowledge and control. In addition, staff motivation decreases, as well as less fear of the consequences of rules.

Failure of the British schools to monitor the implementation of policies restricts the provision of essential information from the teachers and students to the leadership team which ultimately increases the knowledge gap between the actual teaching activities and the leadership's priorities of what must be done in those classrooms where the teachers and students operate. It limits the knowledge of the extent to which objectives are being achieved and not, thus depriving the management of identifying the warnings of current and future learning and teaching challenges in the language departments.

5.2.3 Insufficient Teacher Training

The fact that there is no sufficient teacher training at the schools is a clear suggestion that agents should be made in ensuring the adoption of teacher training practices. The unavailability of sufficient teacher training goes with drastic negative impacts such as short and long-term stagnation of the level of quality of their work as there are ongoing changes in the education field due to technological, and economic developments. The other implication associated with a lack of teacher training and development is that the teachers will not be able to broaden their skills and understanding of trending standards and policies, resulting a lack of confidence in their teaching ability.

5.3 Recommendations

On the basis of the data and findings of the study, it is recommended that school administrators work diligently to improve curriculum policies in schools where the policies are in existence. In addition to ensuring the effective implementation and monitoring of these policies, they should also ensure that language teachers are involved in the policy formation and design. In addition, it is the responsibility of the school leadership team to ensure that the curriculum policies align with the prescribed standards to ensure that the students are progressing at the same rate as students in other international schools. This improves the competitiveness and up-to-date skills of pupils in Dubai British schools, where there is insufficient evidence of the curriculum policies for MFL departments' alignment with international standards.

Additionally, school leaders at British schools in Dubai should implement a robust and adaptable curriculum, as there is no consensus that the curriculum policy is adaptable for

language department teachers. After the development and adoption of policies, it is the responsibility of decision-makers and school leaders to monitor the policies' implementation regularly.

Support for teacher autonomy and innovation is essential in British schools; when there is insufficient support for teacher autonomy and innovation in schools, the schools' short- and long-term growth and competitiveness are negatively impacted. This increases the importance of communication and collaboration between school leaders and teachers. This would make the design, implementation, and evaluation of curriculum policies effective due to the clarity related to how to put theoretical policies into practice.

5.4 Limitations

The researcher has identified a few limitations that could make it difficult to implement efficient curriculum policies at MFL departments in Dubai. Firstly, the scope of this study is limited to Dubai emirate only, which makes it difficult to expand the knowledge of the research to British schools in other emirates outside of the United Arab Emirates as a whole. This implies that it will be difficult to generalize the circumstances and apply the findings from this study beyond the specified scope of the study. Secondly, due to their profit-oriented nature and objectives of private sector, some schools choose the least expensive methods for employing teachers and learning assistants. As a result, they may include some deceptive information in their policies that they cannot actually afford to apply. This lack of sincerity has a bad effect on the school's moral standing and breeds mistrust among staff, parents, and students.

Also, the participants may provide a biased response that does not reflect what they think, understand, or perceive in their minds. This can be added to the possibility of inadequacy of resources for the research. This might have limited the researcher to provide a thorough investigation of some schools with very essential data, this is due to a lack of transportation resources to get to these schools. These resources include the application of some premium digital software that is useful for the analysis of data. Additionally, the limited time and the response rate of research participants is one of the limitations of this research as participants' delay in providing timely measured questions limit the timely delivery of the findings.

References

- Abisaki. (2015). Education for Development: Towards a Holistic Approach to Curriculum Implementation in Kenya. *Journal of Research in Humanities and Social Science*, vol. 3(6), pp. 59–63 [online]. Available at: <http://www.questjournals.org/jrhss/papers/vol3-issue6/K365963.pdf>.
- Abuateyh, N. (2022). Language policy from theory into practice. P.9
- Aini, N., Sari, E.M.P. and Rikarda, W.A., 2020. E-module design with content-based instruction in reading for academic purpose. *Ilmu Pendidikan: Jurnal Kajian Teori Dan Praktik Kependidikan*, 5(2), pp.73-82.
- Alkutich, M. (2017). Curriculum delivery constraints of Arabic language as a foreign language in the UAE. *International Journal of Science and Engineering Applications*, 6(9), 241-247.
- Angelle, P. S. & Lomascolo, D. J. (2020). Principal voice for successful policy implementation: Lessons learned from teacher tenure. *Research in Educational Administration and Leadership*, vol. 5(1), pp. 234–273.
- Antharjanam, N.S., 2021. The Revised Taxonomy Structure Based on Cognitive Process and Knowledge Dimension. *Elementary Education Online*, 20(5), pp.5616-5616.
- Apple, M.W., 2019. On doing critical policy analysis. *Educational Policy*, 33(1), pp.276-287.
- Balkar, B., Öztuzcu, R. and Aksab, S., 2019. Inferences on Turkish Education Policies in the Light of International Education Policy Studies Following the Compulsory Education Reform. *Educational Considerations*, 45(1), p.9.
- Ball, S. J., Maguire, M. & Braun, A. (2011). *How Schools Do Policy. How Schools Do Policy*.
- Ball, D. L. & McDiarmid, G. W. (1989). The Subject Matter Preparation of Teacher. Issue Paper 89-4, (November), pp. 1–29.
- Belhiah, H. & Elhami, M. (2015). English as a medium of instruction in the Gulf: When students and teachers speak. *Language Policy*, vol. 14(1), pp. 3–23.

- Blackley, S. & Sheffield, R. (2015). Digital andragogy: A richer blend of initial teacher education in the 21st century, vol. 5.
- Bongco, R. T. & David, A. P. (2020). Filipino teachers' experiences as curriculum policy implementers in the evolving K to 12 landscapes. *Issues in Educational Research*, vol. 30(1), pp. 19–34.
- Bourn, D. (2021). Teachers as Agents of Social Change. *Education for Social Change*, vol. 7(3), pp. 63–77.
- Cheung, D. & Wong, H. W. (2010). Measuring Teacher Beliefs about alternative Curriculum Designs, vol. 13(2).
- Coşkun Yaşar, G. and Aslan, B., 2021. Curriculum theory: A review study. *International Journal of Curriculum and Instructional Studies (IJOCIS)*, 11(2).
- DeSantis, A.J., Barry, T.M., Donnelly, S., Houdyshell, K. and Sanchez, J.E., 2020. Focus on Surgeons: A Cadaver-Based Curriculum for Anatomy and Pathophysiology Specific to Medical Students Pursuing Careers in Surgery. *Journal of the American College of Surgeons*, 231(4), p.e194.
- Du Plessis, A.E., 2020. Out-of-Field Teaching and Education Policy: International Micro-Education Policy. Springer Nature.
- Ellis, R. (1997). *The study of second language acquisition*. Oxford University Press.
- Epps, A. & Demangeot, C. (2013). The rainbow of diversity versus the rain of fragmentation. *Emerald Group Publishing Limited*, vol. 15, pp. 307–320.
- Findlow, S. (2006). Higher education and linguistic dualism in the Arab Gulf, vol. 27.
- Gautam Kumar Chaudhary. (2015). Factors affecting curriculum implementation for students. *International Journal of Applied Research*, vol. 1(12), pp. 984–986.
- Geletu, G.M., 2022. Critical review of primary and secondary schools' teachers' professional development policy framework and practical toolkit in Ethiopia: implications for improvements. *The Educational Review, USA*, 6(5), pp.158-166.
- Giles, H. & Coupland, N. (1991). *Language: Contexts and consequences*.

- Gov, P. (2013). Official Gazette, 15 May Republic Act No. 10533 [online]. Available at: <https://www.officialgazette.gov.ph/2013/05/15/republic-act-no-10533/>.
- Green, B.J., 2023. How China's System of Higher Education Works: Pragmatic Instrumentalism, Centralized-Decentralization, and Rational Chaos. Taylor & Francis.
- Gurung, R.A. and Prieto, L.R. eds., 2020. Getting culture: Incorporating diversity across the curriculum. Stylus Publishing, LLC.
- Hammersley, M. (2012). *Educational Research, Policymaking and Practice*. London: Paul Chapman Publishing.
- Hasbullah, H. and Martanti, B.H., 2022. The Impact of Professional Development Policy on Teachinh Process Implemented in English Department of Qamarul Huda Badaruddin University. *Journal Cakrawala Ilmiah*, 1(12), pp.3381-3390.
- Havinga, J., Bancroft, K. and Rae, A., 2021. Deciding to stop work or deciding how work is done. *Safety science*, 141, p.105334.
- Honig, M. I. (2006). *New Directions in Education Policy Implementation: Confronting Complexity*.
- Hussein, M. (2021). Curriculum Design of Arabic as a Modern Foreign Language for Secondary Stage.
- IBE-UNESCO. (2023) [online]. Available at: <http://www.ibe.unesco.org/en/glossary-curriculum-terminology/c/curriculum-policy#:~:text=Formal decisions made by government,a range of official documents>.
- Ibrahim, U., Edemenang, C.E., Deba, A.A., Adam, M. and Abba, I.S.D., 2021. Education Administrators' Perceived Political Influence on Curriculum Development in Tertiary Institutions of Bauchi State, Nigeria. *Kashere Journal of Education*, 2(2), pp.80-88.
- Jasim, Y. (2021). Benefits of Learning a Second Language. *SSRN Electronic Journal*, pp. 1–4.
- Jilin, L. and Jilin, L., 2018. Develop Contextualized Curriculum to Benefit More Children. *Constructing a Paradigm for Children's Contextualized Learning*, pp.81-99.
- KHDA. (2019). School Inspection Framework. DSIB, pp. 1–130.

- Kingdon, W. J. (2011). Epilogue: Agendas, Alternatives and Public Policies, pp. 231–247.
- Ikutich, M. (2017). Curriculum delivery constraints of Arabic language as a foreign language in the UAE. *International Journal of Science and Engineering Applications*, 6(9), 241-247. <https://doi.org/10.7753/IJSEA0609.1001>
- Mahzari, M., Hussein, M.S.M., Ethleb, H. and Omar, A., 2021. Learning Arabic as a Second Language: An Exploration of the Efficacy of Arabic Subtitles by Netflix Viewers. *The Iranian EFL Journal*, 11(3), pp.174-197.
- Memon, A. (2020). https://www.slideshare.net/AfsheenMemon2/curriculum-policy-ppt?from_action=save [online]. Available at: https://www.slideshare.net/AfsheenMemon2/curriculum-policy-ppt?from_action=save.
- Moghazy, M. (2020). Teaching Arabic as a second language in Dubai. The influence of technology and innovation.
- Moghazy, M. A. (2020). Teaching and Learning Arabic as a Second Language Online: A Case Study of Dubai during COVID-19 Pandemic. *University of Illinois at Urbana-Champaign*, p. 188.
- Mulawarman, W.G., 2021. Overcoming Obstacles in Implementing 2013 Curriculum Policy. *Cypriot Journal of Educational Sciences*, 16(3), pp.967-980.
- Naik, G., Narasinga Rao, K.N. and Baje, A., 2020. ICT Intervention Challenges in Education in Rural India. In *ICT Analysis and Applications: Proceedings of ICT4SD 2019*, Volume 2 (pp. 183-197). Springer Singapore.
- Norris Holt, J. (2020). Motivation as a Contributing factor in Second Language Acquisition. *The Asian Conference on Education / ACE 2020 Surviving & Thriving: Education in Times of Change*. Tokyo, Japan / March 29-31, 2020, pp. 285–289 [online]. Available at: https://www.ajcr.org/_files/ugd/c51627_bd738f10144146449ab4e8c0a2e2f803.pdf#page=285.

- OECD. (2018). The future of education and skills: education 2030. OECD Education Working Papers, pp. 1–23 [online]. Available at: [http://www.oecd.org/education/2030/E2030PositionPaper\(05.04.2018\).pdf](http://www.oecd.org/education/2030/E2030PositionPaper(05.04.2018).pdf).
- Offorma, G. C. (2016). Integrating components of culture in curriculum planning. *International Journal of Curriculum and Instruction*, vol. 8(1), pp. 1–8.
- Olsen, K., 2020. Effects of Block Scheduling vs Traditional Period Scheduling on the Academic Achievement of Middle School Students.
- Ornstein, A. C., Pajak, E. F. & Ornestein, S. B. (2015). *Contemporary Issues in Curriculum*.
- Pennington, R. (2017). Issues “still to be addressed” in public school curriculum reform [online]. Available at: <https://www.thenationalnews.com/uae/issues-still-to-be-addressed-in-public-school-curriculum-reform-1.71314>.
- Pufahl, I., Rhodes, N. C., Christian, D. & Start, A. E. (2001). What We Can Learn from Foreign Language Teaching in Other Countries What Works in Other Countries. *Language and Education*, (September).
- Sarker, A.E. and Rahman, M.H., 2020. Social engineering and Emiratization in the United Arab Emirates. *Public Administration and Policy*, 23(2), pp.173-186.
- Schiro, M. S. (2020). Eğitim programı kuramları: latışmalı grüşler ve süregelen sorunlar (F. Mızıkacı,
- Sharma, H., Alsharid, M., Noble, A. & Druker, L. (2021). *A Course-Focused Dual Curriculum*, vol. 42.
- The UAE Strategy for Government Services. (n.d.) [online]. Available at: <https://u.ae/en/information-and-services/education/school-education-k-12/joining-k-12-education/curricula-and-language-of-instruction-#:~:text=The government schools follow the, teaching technical or scientific subjects>.
- Tienken, C.H., 2021. Evaluating the Different SIDES of Education Policies: A Practical Policy Analysis Framework for School Leaders. In *The Risky Business of Education Policy* (pp. 142-158). Routledge.

- UAE Ministry of Education. (2022) [online]. Available at:
<https://www.moe.gov.ae/En/AboutTheMinistry/Pages/VisionMission.aspx>.
- UAE. (2010). General Rules for the Provision of Special Education Programs and Services (Public & Private Schools), pp. 1–92 [online]. Available at:
<https://www.moe.gov.ae/English/SiteDocuments/Rules/SNrulesEn.pdf>.
- Ulla, S. M. (2018). Importance of Policies in School Education Ecosystem [online]. Available at: <https://www.linkedin.com/pulse/importance-policies-school-education-ecosystem-sami-ulla-m>.
- Weatherford, H. J. (1986). Personal benefits of foreign language study. Eric Clearinghouse, p. 4 [online]. Available at: <http://eric.ed.gov/?id=ED276305>.
- Yang, W., Tesar, M. and Li, H., 2022. Childhood, curriculum, and culture in diverse contexts. ECNU Review of Education, 5(2), pp.209-218.
- Zapp, M., 2019. Empowerment for individual agency: an analysis of international organizations' curriculum recommendations. Globalisation, Societies and Education, 17(2), pp.231-260.

Appendices

Appendix (A) Questionnaire Questions:

Below is the questionnaire that has been used in this study.

Questionnaire

Part A – Demographic Information

***Please** - Kindly tick appropriately on each suitable box by providing background details to help validate your responses. Thank you.

1. Gender	2. Position Description	3. Years in position
Male ☐	Teacher ☐	1 year or less ☐
Female ☐	Senior Teacher ☐	2 – 7 years ☐
	Departmental Head ☐	8 – 13 years ☐
	School Head/Principal ☐	14 – 19 years ☐
		20 years + ☐

4. Education	5. Type of organization
High school ☐	Governmental ☐
College diploma ☐	Semi-Governmental ☐
Undergraduate ☐	Private School/Entity ☐
Post-graduate ☐	
Doctorate ☐	

Part B – Independent Variables *[Factors that have influence over the challenges faced in the language departments of British Schools in the United Arab Emirates].*

***Please** - *Kindly tick the scale value that most closely reflects your level of agreement with the statements*

Construct(s)	Scale				
	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)
Independent Variables					
Curriculum Policies					
Q.1 There are curriculum policies in place that govern the language department's curriculum at my school.					
Q.2 The curriculum policies for the language department at my school are specific and clear.					
Q.3 The curriculum policies for the language department at my school align with the international education standards.					
Q.4 The curriculum policies for the language department at my school are flexible and they are adaptable to local context.					
Leadership and Management Practices					
Q.5 There is effective communication and collaboration at my school between the school leadership and teachers.					

Q.6 The school leadership and management regularly monitor the implementation of the curriculum policy in the second language tutoring sessions.					
Q.7 There are gaps between the curriculum policies and their actual implementation in Arabic language section of my school.					
Q.8 The school and departmental leadership at my school supports teacher autonomy and innovation.					
Teacher Training and Development					
Q.9 There are adequate teacher training sessions provided by the language department of my school.					
Q.10 There are ongoing professional development opportunities provided to the language teachers by the language department of my school.					
Q.11 The department of languages at my school support collaboration and information sharing about new technologies and techniques that enhance student learning of languages.					

Q.12 My department permits teachers to develop new concepts and areas of study, as well as to facilitate the outsourcing of the training of such new linguistic disciplines to the teachers.					
Resources and Materials					
Q.13 The language department of my school has sufficient textbooks, and other supplementary materials for both the students and teachers to assist in Arabic language learning.					
Q.14 The textbooks that the language department of my school provides are appropriate for delivering effective learning concepts of Arabic language.					
Q.15 The department of languages at my school provides access to technology and digital resources.					
Q.16 The language department of my school has adequate infrastructure and all the facilities that support learning and tutoring.					
Demographic background of the students					

Q.17 The students in my department have the motivation to learn Arabic language and they are well engaged.					
Q.18 The students in the language department of my school are from different cultural backgrounds with differences in their socio-economic upbringings.					
Q.19 Students my school's department of languages have a background knowledge of Arabic language, and they have a prior knowledge and experience of the language prior to attending classes.					
Q.20 There is a trending correlation in the students' age/ grade levels and their ability and willingness to learn and understand.					

Part C – Dependent Variables [Outcomes of the root causes affecting the language departments of British Schools in the United Arab Emirates].

**Kindly tick the scale value that most closely reflects your level of agreement with the statements.*

Constructs	Scale				
	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)
Dependent Variables					
The Effectiveness of the language Department					

Q.21 The language department has made significant progress and growth in terms of the quality of tutorials that they provide to students.					
Q.22 The turnover rate of the teachers in the language department of my school is very high.					
Attainment and Pass Rates of students in Arabic Classrooms					
Q.23 More than eighty percent of my students in the language department receive grades higher than seventy percent.					
Q.24 Fifty percent of the students in the language department of my school pass Arabic language examinations.					
Q.25 Fifty percent of the students in the language department of my school fail Arabic language examinations.					
Q.26 More than eighty percent students fail Arabic language examinations.					

Appendix (B) Interview Questions:

Below are the interview questions that have been used in this study.

Interviews Questions

1. How would you describe the present language department curriculum policies in British schools in the UAE?
2. How adaptable and flexible are language department curriculum strategies to the UAE context?
3. How do language department leaders and managers interact and collaborate with teachers to ensure that curriculum policies are successfully implemented?
4. What are the main factors that hinder the effective implementation of curriculum policies in language departments in British schools?
5. How do language departments monitor and assess the implementation of the curriculum policies to ensure effectiveness?
6. What opportunities for ongoing professional development are available to teachers in language departments?
7. What textbooks and complementary materials are available for language departments, and how appropriate are they for the local context?
8. How do language departments take into account the socio-economic status and cultural background of students in their teaching approach?

Appendix (C) Interview Consent form:

Curriculum Policies at Language Departments in British Schools in the UAE: From Theory to Practice

Data Collection Instrument

(Interviews)

Dear Participant

I invite you to take part in our research project, which will make an investigation on how curriculum policies are implemented in the language departments at British schools in the United Arab Emirates. This study intends to shed light on the difficulties faced by language departments and analyse the gaps between the curriculum policies and actual practices as language education is a major component of global education.

This interview seeks to understand your thoughts, knowledge and experiences with regard to how language departments have implemented their language policies. Your participation will contribute significantly to our understanding of the elements that either help or hinder the language departments of British schools in the UAE, from effectively implementing curricular policies.

Your participation is completely optional and your answers will be kept completely private. The information which you will provide will only be used for this study anonymously and not anywhere else. The time to be taken for this interview will be between 15 to 15 minutes.

Your involvement in this study will advance our knowledge of how curricular policies are implemented in language departments. Policymakers, school administrators, and educators will all benefit from the research's conclusions. I appreciate your participation in this interview.

Sincerely,

Muna Hussein