A study of the application of bilingual education in a kindergarten based in Abu Dhabi

دراسة عن تطبيق ثنائية اللغة في مراحل الروضة في أبوظبي

by

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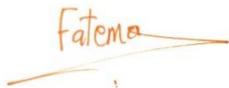
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Abstract:

The purpose of this study is to figure out the effectiveness of bilingual education in government kindergarten. This research focusses on the effectiveness of bilingual education on students' learning process and the evaluation procedure of both languages. In addition, it shows the importance of the parents' engagement in their children's learning. This study was carried out because Abu Dhabi applied a new education system in government schools which focusses on bilingual education and as citizens, we need to see the effectiveness of this new model system to know how to make it better in the future and support our children in their learning journey. The study was done in four months. Different data were collected during this period including, interviews, surveys, questionnaires and case study. These data tools were applied for all staff and students in a kindergarten based in Abu Dhabi. It has been found that bilingual education develops students' interaction and supports them to follow their own individual learning process. In addition, teacher's familiarity with bilingual education improves the students' cognitive skills and parents' engagement encourages students to learn and achieve higher grades.

دراسة عن تطبيق تعليم ثنائية اللغة في مراحل الروضة في أبوظبي

إن الهدف من هذه الدراسة هو إستكشاف و دراسة تأثير ثنائية اللغة على الروضة الحكومية. هذا البحث يركز على آثار ثنائية اللغة على مستوى تعلم الطلاب و الطالبات و كيفية التقييم لكلا اللغتين العربية و الإنجليزية. بالإضافة إلى أهمية مشاركة أولياء الأمور في تعليم و تدريس أبنائهم. سبب تطبيق هذه الدراسة هو أ أبوظبي قامت بتطبيق نظام تعليمي جديد في المدارس الحكومية و هذا النظام يركز على أهمية ثنائية اللغة لمواطني دولة الإمارات العربية المتحدة. إن الهدف من هذه الرسالة هو دراسة الآثار المترتبة على هذا النظام الجديد و كيف يتم تطويره للمستقبل و لدعم أطفالنا في رحلة التعلم الجديدة. مدة هذه الدراسة هي أربعة شهور و قم تم تجميع مصادر المعلومات بطرق عدة و التي تتضمن المقابلات، الاستبيانات، و دراسة حالات مختلفة في الصفوف. طبقت مصادر المعلومات لكل من المعلمات و الطلاب و الطالبات في الروضة. بناءا على هذه الدراسات، كانت النتيجة أن ثنائي اللغة تحسن تفاعل الطلاب و تدعمهم ليقومو بتطوير مستواهم التعليمي بأنفسهم. و كانت النتيجة أيضا أن تعود المعلم على ثنائي اللغة يساهم في تحسين المهارات الإدراكية للطلاب و أن تفاعل أولياء الأمور و مشاركتهم في التعليم تشجع الطلاب على الإنجاز و نيل أعلى الدرجات

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Acknowledgement

It was a hard first step to start with a new topic that hasn't been discussed before. However, many people helped me to reach this success. Starting with my husband, who helped me with finding the appropriate idea to start with. Thinking of our children, we need to choose the appropriate schools to let them expand their learning from the Kindergarten level. When my family moved to Abu Dhabi, the big confusion was about choosing a government or a private kindergarten to our children. So I decided to make a research about this topic.

A special thanks to the kindergarten's administration, staff and teachers which allow me to do my research based on this school. All the kindergarten's staff encouragement exceeded the word (thanks) level by their enthusiasm and positive support. They provided me with their own experiences and how the kindergarten reached this level of success. The community in this kindergarten inspired me to look for more succeeded achievements through the school environment. Starting with the principle; who supported me with all the information that I need to focus on and she praised me with a smile and she did her best to help me with this research. Thanks to the Academic Vice Principle to her special support and encouragement to my research. She graduated from Zayed University as Child Family Social Services- Family Science College. Her Master is Education leadership. Her previous job was a kindergarten teacher at the same place that she is in now and she was a teacher until 2011. She became the Head of Faculty (HOF) till 2014 and then she became the Academic Vice Principle. That's why she supported me as a teacher, a head of teachers and as an Academic Vice Principle.

The Arabic Head of Teachers (HOF) and the Native Head of Teachers (HOF) engaged me with the curriculum and with the various experiences from different teachers in both languages and several nationalities. They gave me the permission to visit classrooms and observe the local

and Native teachers to specify the students' response for both languages in the classroom atmosphere.

I also want to thank my Professor who guided me to this idea and chatted with me in order to gather a variety of information about my research before I start searching for it and during the research. Thanks to him for supporting me and encouraging me to have a better solid piece of my research.

This dissertation is my own work which I started it in September just to look at information and specify my topic in order to provide a good start with full charged knowledge about my research topic. I used some books, websites and research in my literature review in order to have a solid peace about my research topic to know what to focus on during my journey. I didn't plagiarise any information or copied a website without a reference.

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Introduction:

My dissertation is about the results of applying bilingual education in a kindergarten based in Abu Dhabi and how English affect the students' studies as an extra language have been added to Arabic. It is also about the parents' interaction about the new system. Moving to higher education, Abu Dhabi added the kindergarten's curriculum to the Education department in colleges and universities to have local graduates who teaches English in kindergarten as Abu Dhabi Education Council (ADEC) decided to move all the native speakers from kindergartens to upper grades to apply Emiratization. The reason of moving them not just because of Emiratization, but they also think that upper grades will get more benefits from native speakers in primary grades specially to use the language more in their studies.

Students learn two languages starting from KG 1 in Abu Dhabi. They have two subjects in Arabic which are Arabic and Islamic, and three subjects in English which are English, Math and Science. This research focuses on the results of using both languages for KG 1 and KG 2 levels and the effectiveness of the students' learning through the new system. It also includes the parents' interaction with the new system and how they help their kids to study for both languages at the same time.

Why I chose this topic?

When my family moved to Abu Dhabi, the big confusion for my husband and I was shall we choose a private or a government KG for our kids? and what's the difference between both of them as they all teach English? So I decided to do some research about this topic. We were

confused between government and private KGs because I was shocked when I moved to Abu

Dhabi because I saw the huge difference when English is applied in the KG curriculum. The

environment looks different and staff are both Arabic and Native starting from the administrations and ending with teachers. I thought it is too much to teach 5 different subjects to KG 1 and with two languages! But the Head of Teachers and the principal told me that the students are doing well in the new system. The reason that I chose this topic is that I will take my children to the government KG instead of the private one as they learn Arabic, Islamic and English whereas in the private KG they only learn English. In addition, I want my children to learn about UAE culture and heritage and not just the language. So I want to clarify the results of applying the English curriculum in the government KG and based on that I will decide where to put my children in KG in order to help them expand their learning in the appropriate environment. In addition, I want to know how parents can help their children at home to learn both languages at the same time? And how kids interact with both languages?

I chose specifically this kindergarten because of the mixture of different nationalities and experiences that the school administration and staff have. The school has a great community and the principal and all staff are welcoming and very helpful. This KG is special because the principal was a biology teacher and the vice principal has her Masters on bilingual education and education leadership and her degree is based on child family social services and family science college. In addition, the VP had three different positions at the same school. She started in the school by being a KG teacher and then she became the head of faculty and now she is the VP. Another reason for choosing this school is that I went to the KG for observing my students for their teaching practice course and I was impressed with the students' use of Arabic and English language and the creative environment that the school has inside and outside the classrooms. Moreover, this special thing in this school is that the library looks like the same as private schools' libraries. That is because the librarian provides bilingual and billitrate books and she has divided the library into four different

sections to encourage students to read. She also gives each 5 students a story bag to take home and bring them back within a week. So I noticed the huge encouragement of bilingual education in this kindergarten.

It is excellent to include bilingual education starting from Kindergarten, but I want to know how the students interact with learning Arabic and English languages at the same time? It is interesting to see the effectiveness of bilingualism starting from the early years of school to enhance the students' learning process from the beginning.

My specific research questions are;

1- What are the consequences of bilingual setting / education in the Government Kindergarten in Abu Dhabi?

2- How evaluations and assessments support students learning process in Kindergarten?

3- How the parents respond to bilingual education? And how they are involved with their children's learning process?

The questions above will help me understand the results of applying the English curriculum in KG from different points of view such as; principle, head of faculty, teachers, students learning process and parents' involvement. This way helps to provide a solid piece of knowledge to study the results that have been collected through the eight years from the new curriculum. It also helps to develop the course design in order to help students improve their use of English and have better communication skills with their first and second language. Moreover, knowing the results of the new system will support the students' skills and best practice in order to get benefit from the new curriculum and enjoy learning English since the KG level. In addition, figuring out the results will

support to develop the curriculum design through the students' learning and it will encourage the students to achieve all their needs successfully in kindergarten to get ready for the primary school.

Literature review:

This literature review gathers information about bilingual Education, bilingual interaction and bilingual strategies to have a successful bilingual education in the Kindergarten level. Furthermore, it includes the history of Abu Dhabi Education and Abu Dhabi Education Council which is the main council for all Abu Dhabi schools. Then it focusses on the application of the new model system in the government kindergarten which is bilingualism and how its' organized to meet all the students' needs and how the parents are involved with their children's learning process. Finally, it showcases the application of the new school model system in the kindergarten and how the curriculum is designed and the classrooms are oriented to meet all the new learning outcomes to develop students' learning process.

Bilingual education in Kindergarten:

Bialystok, 2001 defines bilingualism as it is any definition that raises issues of language proficiency which is difficult to measure whereas Sneddon, 2009 makes it clearer by specifying this meaning into "beginner bilinguals" who are children who have just started school, speaking another language at home and they are new to English (P29).

There are weak and strong forms of bilingual education in the children's language. The weak bilingualism is when the school transfers minority- language from children's home culture and language to majority culture and language or to educate them only in the monitory language. On the other hand, the strong bilingualism offers two enriching languages and cultures (Baker, 1996). Bilingual education is the most effective model to promote additive bilingualism (Thomas

and Collier, 2002). According to (Steiner Parker, & Hayes 2009), the younger age the child starts learning two languages, the better they acquire the language. The key for learning the language is to practice it all the time. So if the child communicates in Arabic and English, he can do both all the time, but if he speaks Arabic and focusses in Arabic only, he will forget English (Steiner Parker, & Hayes 2009).

According to Christian (1996), children from two different backgrounds are integrated with the goals of developing bilingualism and biliteracy in the target languages, academic achievement and cross- culture understanding" (P 223). Emergent bilingualism is the ongoing development of concepts and expertise for thinking, listening, speaking, reading and writing in two languages (Edelsky 1986; Moll, Seaz & Dworin 2001; Gort 2006, 2008; Escamilla 2006; Rayes 2006, 2008). Whitmore, Martens, Goodman & Owocki (2004) believes that these skills and practices will help young children to develop their communication skills by using their cultural and linguistic experiences to construct meaning with teachers, peers and others in their environment.

Bilingual strategies:

There are two strategies to apply bilingual education in Kindergarten. The first strategy is using the first language and second language at the same classroom at the same time which is called as "Dual Language". For example, the two teachers greet the students in two different languages which looks like translation classroom. According to Swain (1985), dual language gives students the opportunity to produce accurate sociolinguistic which is appropriate to their use of language and to develop both languages at the same time. In addition, Cummins and Swain (1986) add that it helps combat "the natural tendency of minority language speakers to shift to the majority language" (P108).

The other strategy is the "one- teacher/ one- language approach" which is called as "monolingualism". This strategy; on the other hand, is based on using one language per class. For example; English Arabic classes are separated. One at a time (Gort & Pontier, 2013). This strategy; however, focusses on the acquisition of one target language and conceptualized L1 and L2 development as separate and sequential rather than continuous and at the same time (Heller 1999).

Teachers have to be knowledgeable about bilingual development and they must have highly sophisticated linguistic and pedagogic skills in order to use the instructional languages strategically and effectively to support students' meaning- making (Christian, 1996; Valdes, 1997; Lindholm – Leary, 2001). Teachers' interaction model should be that teachers engage dialogue with students and facilitate rather than control the students' learning. This will help to encourage the development of higher- level cognitive skills and it is associated with higher student achievement as suggested by Doherty, Hilberg, Pinal & Tharp (2003); Levine & Lezotte 1995).

Teachers need to be trained on how to teach bilingual children. This is based on their personal experiences and training session that they take to improve their skill. If teachers don't have training for teaching bilingual education, English as a second language must be the first priority for parents, school and community (Lee & Oxelson, 2006). On the other hand, it has reported that if teachers are trained for such education, they should encourage literacy in the first language (L1) which will enrich children's cognitive and linguistic development instead of focusing only on the second language (L2) which is English (Schwartz, Mor- Sommerfeld & Leikin, 2010). Unfortunately, there is lack of bilingual- teacher- training programmes. Bilingual teachers have lack of understanding of how these kids learn. They are not sure about their language choices and uses and their strategic use of two languages. Furthermore, they don't know how to support young children' bilingual development and meaning- making (Gort & Pontier, 2013).

According to Baker (1996), there are many effective strategies that help teachers to teach bilingual students. One of the strategies is to use the students' native language for instructions, "alternating between languages to ensure clarity and understanding but without translating" (P. 187). To make bilingual education succeed for KG students, the main issue should be fixed which is expecting the challenges that teachers will face in bilingual education and find solutions for them as a team. This will help to increase "culture, linguistic and instructional concerns conducting in – depth interviews with two majorities – language teachers to come up with frameworks to solve this issue" (P189). Which means that teachers should have a background of the children's culture which includes L1 words, visual representations, gestures, movements, notions of social etiquette, values, etc (Lewis, 1987).

Hidalgo (1993) states that there are three levels of culture perception that teachers should be aware of. The first level is concrete which refers to the most visible and tangible characteristics. The behavioural culture is the second level. This is about "how we define our social roles, the languages we speak, the rituals we practice and the forms for our non- verbal communication" (P 100). Hidalgo (1993) claims that our behaviour reflects our values. The last level is symbolic which contains elements of values and beliefs and it is reflected on the behaviour level. So the teacher should know about all of these things to know how to provide materials and differentiate the teaching activities appropriately based on the students' culture. Classes have been observed to evaluate the culture and value importance in the curriculum and it has been found that teachers who integrate aspects of students' home culture and values into classrooms activities encouraged building trust and self- esteem as well as in promoting cultural diversity and pluralism (Lucas, Henze & Donato, 1990).

Bilingual interaction:

Bilingual interactions are "interactions that involve the use of two languages" (Gort 2013, P 224). This includes the nature of the teacher talk, strategies that the teacher uses to apply bilingual interaction with students and distribute two languages across different classrooms functions to create contexts for meaning in support of young learners' emergent bilingualism (P224). Students should improve their social interaction through bilingual education. According to social- interactionist perspectives, learners should have a chance to engage in meaningful linguistic interactions in each of the two target languages. Learners can also observe the authentic use of both languages in the context of natural communication in everyday activities to acquire the language use to encourage students' communication skills with each other (Lafford & Salaberry 2003; Gumperz & Cook – Gumperz 2005). According to Vygotsky (1978), sociocultural theory focuses from the individual learner to the social activity of dialogic interaction to work within a group and language learning in action. Sociocultural framework is about how children learn language as they interact with their culture and social group through social activities (Wertsch, 1998).

Gort & Pontier (2013) state that sheltering interaction supports the students' comprehension and engage them during the class time. Sheltering interaction is when teachers modify instructions in the second language without translating into the first language (Lindhomlm-Leary 2001). Teachers should optimize input in the target language by adjusting their speech and make it interesting, relevant and slightly challenging to let students enjoy talking by using their second language without any translation (P225). Teachers should speak the language clearly and slowly to let the students understand what the teacher want without translation. They should also simplify the language for them and repeat the same words over and over again (Gort & Pontier

2013). According to Echevarria, Short & Peterson (2011), there are many strategies that teachers can apply to prevent translating to students. One of the strategies is using visual reinforcement of concrete and abstract concepts such as using pictures, charts and realia and scaffold connections to prior knowledge. These sheltered strategies support the second language acquisition and provide access to the core curriculum for emergent bilingual learners (Howard, Sugarman, Christian, Lindholm- Leary & Rogers 2007).

If the purpose is having a stabilizer bilingual education, children's native language should be highly valued and their experience and language knowledge are considered as resources for thinking and learning. Moreover, they should have the opportunity to add a second language relying on the nation that teachers can promote their engagement in authentic interactions (Christian, 1996). The purpose of this interaction is supporting children's language and academic development "in the highly contextualized and scaffolding contexts of dual language classrooms" (P223). Valdes (1997) states that when children are with a native teacher who speaks their second language very well in the classroom, the teacher's role is to orchestrate the sociolinguistic, sociocultural and academic context in ways that support both groups of learners. This means that teachers have to respond to students' needs by making the content comprehensible to language learners and ensure to engage and challenge students' speaking at the same time.

Datta (2007) indicates that children learn better with visual media in community languages. She found this result after asking children to do a writing homework at home and bring it back to class for the reading class in the next day. Dual language books enhance students' learning in bilingual education so the child sees his use of both languages at the same time (Senddon, 2009).

There are some challenges that children face when they study bilingual education. One of the difficulty is that English text is written from left to right, whereas the Arabic text is written from right to left. In addition, the vowels are represented in relation to consonants. Furthermore, there are three different forms for each Arabic letter depending on whether it is initial, final or medial within a word (Bialystok, 2001). Problems have solutions. Thomas and Collier, (2002) states that the solution of this problem is to involve families and the community in the education of their children to empower and support them to achieve better goal in both languages (Gort & Pontier, 2013).

Abu Dhabi Education Council (ADEC) history:

Abu Dhabi Education Council (ADEC) started in 2005 by Shaikh Khalifa Bin Zayed Al-Nahyan who is the president of the Armed Forces and the Ruler of Abu Dhabi. The chairman of ADEC is H.H Shaikh Mohammed Bin Zayed AL- Nahyan who is the Crown Prince of Abu Dhabi and the Vice- Chairman is his brother H.H Sheikh Mansour Bin Zayed Al- Nahyan who is the Minister of Presidential Affairs. This council supports the education development and the education institutions in Abu Dhabi. It implements innovative educational policies, plans and programs that aim to improve education and to support educational institutions to achieve their standards (ADEC, n.d.). Moreover, ADEC enhances a world class education system that supports all learners in reaching their full potential to compete in the global market (ADEC, n.d.). ADEC's mission is to encourage the UAE heritage and prepare learners to meet global challenges through the world class education production.

According to ADEC, n.d., ADEC has 7 foundational principles for the improving performance. Starting with teamwork, ADEC specifies teamwork as working together and

cooperate to improve the educational system, for learners. It has been agreed that teamwork emphasizes the communication skills between staff and teachers all around the ADEC system. The second principle is integrity which is identified as doing the right thing without caring about the circumstances that might happen because of certain actions. That is to encourage staff and teachers to do the right thing confidentially. Transparency is the third principle which values a lot to many staff and teachers. According to ADEC dictionary, transparency in education means that staff and teachers should be open, true and honest when they communicate with each other and when they apply certain actions. The fourth principle is respect. ADEC points out that everybody in or out the institution should respect and be respected to children, colleagues, parents and community in order to have a better education system. The fifth principle is accountability which is taking personal responsibilities for actions. Finally, compassion which is caring toward others. These six principles value to apply the improving performance in ADEC.

ADEC organization system:

ADEC has a specific organizational structure starting from the director general until the support service (see Appendix 1). The organizational structure follows the hierarchy organization system which starts with the head who divided the work to the rest workers. The organization structure includes Director General, DG Office, Regional Directions, Deputy Director General, Advisors' pool and then DDG Office. What matters the most in this research is the Deputy Director General because it describes the detailed organization for the P-12 policy, private schools and quality assurance, school operations, higher education and support services (organizational structure website, n.d.). To be more specific, this research focuses on the first column in the appendix which is about the P-12 Policy. Its shown that the policy starting from the pre-school

until grade 12 follows the same organization structure. As its shown in the diagram below, the organization structure starts with policy, planning & performance management. This structure includes the development and implementing the p-12 policy, for the strategic plan, monitoring education at the Emirate level and coordinate with internal and external stakeholders. The second structure is the curriculum which develops the subject curricula which is linked to the needs to the Emirate and setting the goals and expectations per program and cycle. Assessment is the third structure which is basically about developing framework and methodology standards per program and cycle and develop Emirate- level assessment tools, coordinate the administration of ADEC assessments and coordinate the administration of international assessments such as TIMSS, PISA, and PIRLS. The next structure is special education. Special education indicates special education from p-12 sections. It's about developing special education policy, curricula and tools to identify students who needs to have special education. After that comes the health wellness which focuses on promoting health and awareness from p-12 schools The last structure is professional standards which is about designing the professional standards for continuous education professional development program for p-12 school staff, teachers and managers.

Government Kindergarten Education system in Abu Dhabi:

ADEC cares about students first, and then focuses on the development of a modern-innovative and world- class system (ADEC, 2009). The education system in UAE has three main types of education which are; public schools, private schools and higher education. There are seven key initiatives which are for implementation focusing on projects and programs, education history, school calendar and holidays, P-12 education, private schools, higher education and testimonials.

Moving to the education system in the public schools, ADEC organized the core learning years as three cycles; elementary, preparatory and secondary cycles. The Kindergarten is to prepare children for cycle 1. The aim of public school education is to deliver a qualitative education and contribution to the UAE society and economy (ADEC, n.d.). KG is voluntary in Abu Dhabi. It is designed to prepare children to be successful in cycle 1 and beyond. According to the Kindergarten education in ADEC, KG program has two levels; Kindergarten 1 and Kindergarten 2. The age of students should be 4 years old in KG1 and 5 years old in KG2.

There is a daily schedule that ADEC follows in the KG program. The students have five different activities a day. The classes start with welcome and circle time, then they have reading time. After that they have the Arabic and Islamic education time. Then focused literacy and numeracy time. Then the gross motor time. After that comes the active learning time and finally the closing circle. KG program is divided into three terms; each term is about 12 weeks.

The new school model in Abu Dhabi government kindergartens:

There is a new school model which is applied in kindergarten not a long time ago. This model kindergarten as based on "whole child philosophy" (ADEC, n.d.). The approach that is used in KG is the bi-literate bilingual approach to enhance students develop their social skills, language, physical and academic skills through the KG level (ADEC, n.d.). The new school model aims to improve students' different skills by applying various approaches such as developing social, emotional, attitudinal innovation and problem solving skills in both Arabic and English. This new curriculum is designed to meet the needs of children in Abu Dhabi (ADEC, n.d.). "It provides a road map for parents, students, and teachers outlining the knowledge, skills and concepts that students will be expected to know and be able to do at each grade level" (ADEC, n.d.). In social

skills for example, KG students are expected to communicate with their peers, teachers and parents.

Teaching and learning in ADEC is that students should be able to think critically and communicate effectively and succinctly using high levels of knowledge. The learning outcomes are developed by ADEC. They focus on higher order thinking skills, analysis, synthesis and effective communication-essential skills for success in the 21st century. ADEC also planned for lifelong learning outcomes which establish the purpose of these goal is the students' future. These purposes are as the final outcomes for the students' learning process. The first purpose is that new model school develop a communicator, as it focuses on the social development by applying billitrate in Arabic and English in the Kindergarten level. Second, it develops a thinker and problem solver by focusing on the problem solving approach through teaching. Third, it improves a loyal citizen by enhancing students to learn about their country culture and heritage though different activities and involve the UAE traditions events in the KG. Fourth, it allows and encourage children to develop their positive relationships and improve their social skills through communicating with different people. Fifth, the new school model supports the child to be confident and healthy by letting him talk and bring healthy lunch box to school. And the final purpose is that children will improve their imagination and creativity through the new school model in the government KG.

About evaluation, every student has a report card which is given to parents at the beginning and at the end of each term. The report card includes three important things for individual student. The first thing is the approaches to learning which includes 1-4 scale as 1 is high and 4 is low. These approaches are about the observable and measurable skills, attitudes, values and character traits important to the learning process for KG students. It is classified into social, emotional,

attitudinal, innovation and problem solving. The second thing is the academic performance which contains the measurement against curriculum/ subject- specific expectations for KG students and it is evaluated as (A-E scale) as A is the highest and E is the lowest (ADEC, n.d.). The report card for KG1 is different than the report card for KG2. KG1 report card includes the approaches to learning only whereas KG2's has the approaches to learning and academic performance.

ADEC implements a National Assessment for KG students which is done to measure performances in the new school model which is called as Performance Indicators in Primary Schools (PIPS) which provides teachers with detailed information about the literacy and mathematics skills of students in KG until Grade 2.

Teachers use a variety of resources in order to achieve the ADEC learning outcomes which are outlined in the curriculum to insure that students are actively involved in their learning. The teaching style changes and it's not always the same. Sometimes teachers use textbooks and other times they use the outcomes based instruction. Sometimes they implement educational practices in line to have the best school system in Abu Dhabi. For example, for literacy classes in Arabic and English, teachers use big books, small books, audio CDs and teacher resource book. These include Science, Mathematics and Approaches to learning contexts and concepts. ADEC enhances reading in the school and at home. So the students have a chance in the class to develop their reading levels by English independent readers texts and they take the books home to practice reading as well (ADEC, n.d.).

Parents' involvement in the students' learning process:

Parents want the best to their children. Almost all parents want their children to learn their first language first which is Arabic as they can learn English later in the primary stage. Parents are

also worried of making their children confused with both languages if they learn both of them at the same time (Steiner, Parker & Hayes 2009. Steiner, Parker & Hayes (2009) add that people feel very strongly about bilingualism, no matter what their background is, that is because the language we speak have a huge impact in our personal and political identities. That's why some parents didn't like that they have native teachers to teach their children in their first learning years because they have other religions and different cultures. So they want their children to learn about the UAE culture and the Arabic language as it is the first language that they speak and it is the language of the Holy Quran in Islam. Other parents, however; have found that their children's existing language is ignored but they still advise them to focus only on learning one language which is English (Conteh et al, 2007 & Edwards, 2009).

It has been noticed that children's reading level improved after advising and training the parents of how they should support their children when they read. Teachers, as well, should be encouraged to enquire into the skills and knowledge of families to have some better communication skills with parents and to help them observe and develop their children's learning process and classroom practice (Sneddon, 2009).

According to ADEC (2012), parents are encouraged to support teachers in helping their children learn. They keep informed of their children's progress through regular meetings with principle, head of faculty and teachers. There is a policy that parents should follow to encourage their children learning. Parents should make sure to send their children to school every day and arrive on time and make sure that they complete their homework assessments and ask about their school day. They should also keep updated with changes at the school. There is a program which is called as (E- Citizen). This program is a memorandum of understanding which was signed between ADEC and the Abu Dhabi Systems & Information Centre (ADSIC) to develop computer

and technical skills among parents in order to help familiarize them with e-government services. This program supports parents to learn the technology in order to stay updated with their children's learning process.

The new school model application in a kindergarten based in Abu Dhabi:

I took the permission from ADEC before I started this dissertation (see appendix 2). The Kindergarten is one of the Abu Dhabi Education council (ADEC) which is located in Khalifa City. The principal of the school is Miss Salma. The school has two head of faculty; one is for the Arabic teachers and the other one is for the English teachers. These HOFs are team leaders, facilitators, managers and problem solvers. They are also for spreading the learning outcomes of each unit and give the teachers the choice to order learning outcomes as they prefer. The HOF implement two meetings a week; on Monday and Tuesday. Monday meetings are for professional development which includes ADEC outcomes, reading and writing skills workshops and other PDs are based on the teachers' needs. HOF know the teachers' needed PD by asking them to complete a survey at the beginning of each semester so they know what to focus on and what to apply in the PD meeting day. One of the Mondays is for the unit plan which based on the ADEC learning outcomes and how to cover all the learning outcomes as a group. So teachers negotiate and discuss the unit. They set together as a team to discuss about the learning outcomes, plans and assessments in order to follow the same directions but with different strategies and plan use. Head of faculty organizes each Monday for the team meeting which takes about two hours to gather what has been done in last week and what to do for the week after. The meeting on Tuesday is about planning. Teachers should plan their weekly classes and send them to the HOF to receive a feedback about the lesson plans.

The school has a special library which contains bilingual books. The librarian divided the library into four different corners which are (reading, creativity, majles and ICT corner). In addition, Miss Aamna Al Suwaidi created a website which called (Jadaty) which means my Grandmother. This website includes online stories and games that students can read and play at home. Furthermore, Miss Aamna has several bags that include a story, an iPad, homework and evidence. So the students should read the story and then play games about the story and then they should draw the story and let their parent take a photo of them when they do so and put it on the Grandmother's book. This strategy encourages parents to work and read with their children. All the books are in two languages; Arabic and English.

In classroom groups, students are divided by levelled by ability in the guided reading. For the other related to themes activities, students are mixed abilities in challenge activity and free choice centres which is called as (continues provision).

The evaluation system in the kindergarten is done as an ongoing evaluation. Teachers evaluate the students relying on notes that are taken through observing the children during the class time. The process starts by teaching students based on the outcome base curriculum and the teachers observe the students depending on the learning outcome. This evaluation is done through each unit weather its reading and writing in terms of linguistic aspect in both English and Arabic. This is done as a formative assessment. This formative assessment is called as CAT: Common Assessment Task which is done every four weeks at the end of each unit. After evaluation is done, teachers meet together in groups as grade level and discuss the students' results and see what to do better next time to let students improve their grades. The purpose is to unify the understanding of the learning outcome and how to develop the curriculum for next semester. The school has a

child portfolio for individual students which includes all evaluations (CAT, notes and writing journals to document the students' writing development in both languages). Its built for the teacher and to communicate with the parents to show them their learning process.

Parents are involved in their children's learning in the Kindergarten. Miss Salma makes different workshops for parents in the KG to enhance parents to be involved in their children's learning process. For example, the librarian asks students to act out stories and she invites parents to see their children acting. Teachers also send the News' letter at the beginning of each theme to parents to make them familiar with the theme and the objectives that their children will learn in three weeks. In addition, there is parents' meeting which is done three time a year to let parents come and ask about their children's level. For parents' meeting, parents are allowed to visit the classrooms and interview the teachers of their children. They often do the meeting on Monday when is the PD day to do a workshop for parents about their children's learning and to discuss individual learning process by showing the parents their children's portfolio.

Methodology:

Participants:

I worked with a kindergarten based in Abu Dhabi. So my participants were administration, staff, teachers and students. The participants are about 410 in total and I used the whole school in my research including administration, teachers, teacher assistants, students and parents.

Starting with the principal; She was a biology teacher and she is local. She supported me with the school rules and school outdoors activity to support both English and Arabic languages.

The Academic Vice Principal in this kindergarten graduated from Zayed University as Child family social services- family science college. Her Master is Education leadership. Her previous job was a KG teacher at the same KG until 2011 and she becomes the (HOF) till 2014 and then she became the Academic Vice Principal. That's why she supported me as a teacher, as a head of teachers and as an academic vice principal. The Academic Vice Principal works with the principal and with the head of teachers to organize the curriculum and planning with them. She also supports the learning outcomes and encourages the use of bilingualism inside the classrooms

The Arabic Head of Faculty (HOF) who graduated from Higher Colleges of Technology (HCT). Asma works with all the Arabic teachers who teach Arabic, Islamic and UAE national subjects. The Native Head of Faculty (HOF) engaged me with the curriculum and with the various experiences from different teachers in both languages and several nationalities. Both HOFs gave me the permission to visit the classrooms and observe the local and Native teachers to specify the students' response for both languages in the class atmosphere. They also help me with my questionnaires to specify the reasons and the results of including the English curriculum in the government KG.

The other participants in my research are the teachers. I visited all the classrooms which are taught by both Arabic and English teachers. The school has about 10 native teachers (one teacher per class) and 12 local teachers including the Islamic, Arabic, Emirates studies and library subject. I visited all of them to see the different strategies that the teachers use to build students' learning of language. I visited the Arabic classes because I want to see how students acquire Arabic as well. That is because I thought that students will be confused between Arabic and English if they learn both of them at the same time.

Moreover, teacher assistants (TA) were part of my research as they are responsible for the classroom environment and lesson materials' preparation. Teacher assistants are not for all the teachers as they don't have enough of them for the whole school. TAs are the ones who organizes the learning environment and process according to the preparation of materials, rewards, seating arrangements, bulletin boards and helping weak students to be on track with the rest of the class. TAs also help teachers with students who have special needs and take care of them for the whole day. They keep an eye on them and they help them when they struggle with activities or when they misbehave when the teachers teach. The based kindergarten has about 15 TAs around the whole school. These teacher assistants are for several reasons and the most important reason is to provide materials and a safe learning environment for students.

My next participants are students. I observed both KG 1 and KG 2 students and I focused on their interaction with Arabic and English. The school has about 287 students in total. As I noticed, students acquire both Arabic and English in every class. The reason of this research is to focus on the students' achievement so I included the students as basic participants in my research. The last participants are the parents. I added the parents as participants in my research to figure out their feedback about the new school system. I found the results of 2016 and 2017 survey in ADEC website about the kindergarten and I used them for my results to compare and contrast what happened within a year. In addition, in the results I added why the parents' numbers' increased and what the school did to increase the number?

Data collection tools:

A variety of data collection tools have been used during this research. First of all, I used questionnaires. Questionnaires are consisting of a written list of particular questions which makes

it easier to get the answer that are related to the topic directly (Denscombe, 2003). I used this tool to collect data from the Head of Faculty. The purpose of this questionnaire is to study the effectiveness of bilingualism in the kindergarten and the advantages and disadvantages of applying it through the KG system. The questionnaires include 10 different questions (see appendix 3). The questions focus on the use of the curriculum in both languages and how to achieve the learning outcomes in Arabic and English. In addition, Head of Faculty (HOF) questionnaire supports the effectiveness of teaching Arabic and English as a team and how to develop teaching as a group. The Head of Faculty job is to gather all the learning outcomes and be the team leader to spread out the learning outcomes for teachers and ask them to plan and send the plan back to her in every week. Moreover, the reason for this questionnaire is to put the lights on the difficulties that students face in both languages and how to solve the problem. All these questions will support me with clear idea of how bilingual education is applied in the kindergarten. I discussed with the HOF about my questions and she provided me with the answers and we discussed together about bilingual education application in the school.

The second data tool that I applied is the interview (see appendix 4). I interviewed the Vice Principal because she is responsible for bilingual education. She is local and she is the main guide for the Arabic and English Head of Faculty. The Vice Principal's job is to classify all the needed outcomes in both languages and divide them to the HOF to let them discuss with their teachers. The interview questions were about the school organization structure and the learning outcomes for bilingual education. In addition, the Vice Principal is responsible for the teachers' teaching style which she receives from ADEC and she is the one to send responsibilities to Teacher Assistants so I asked her about teaching style in the school to figure out about the school teaching system. I also interviewed the Vice Principal to know about students' evaluation and parents'

involvement in bilingual education. So I interviewed the Vice Principal and she gave me documents to see the guidelines of the school organization structure, the teaching style and the students' evaluation process.

The third tool that I used is the case study. Case study means "trying to illuminate a decision or set of decisions, why there were taken, how they were implemented and with what result" (Schramm, 1971). Case study is appropriate for answering how and why questions, but the research method should explain who, what, where, how and why. In this research, the case study is based on theory development design to test the theory of teaching English and Arabic at the same time in the government kinndergarten. It is called as the management information system (MIS) as Markus (1983) states. Case study can be both qualitative and quantitative evidence and this is by mixing the qualitative and quantitative evidence and it has a distinctive place in evaluation research (Cronbach & Associates, 1980; Patton, 2002; U.S. Government Accountability Office, 1990). And it could be a data collection or a design feature alone (Stoecker, 1991). My case study is quantitative as it is about gathering the students' numbers of the language use in Arabic and English classes for both KG 1 and KG 2.

A case study has been applied on students to see the effectiveness of students' language and interaction when they learn Arabic and English at the same course. It has been done as checklist for a month and it focusses on the morning message, the learning centre and the students' interaction with their friends (see appendix 5). The purpose of this case study is to observe students' interaction in both Arabic and English classes to figure out the use of Arabic and English language in the classroom. The students study both Arabic and English from KG1. The purpose of this case study is to follow up the students' learning process in each language and the effectiveness

of learning two languages at the same time. The process took about a month to figure out the students' level in different periods.

The fourth tool is the survey. I created two different surveys; one for teachers, and the other one is for teacher assistants. First of all, the teachers' survey is both qualitative and quantitative because I want to recognize how teachers build the students' learning through teaching English as a second language in the KG level. The teachers' survey was online and it has different themes which are; general information, professional development, lesson preparation, teaching style, classroom environment, classroom management, students' learning process and parents' involvement (See appendix 6(A). The reason of this survey is to study the effectiveness of bilingual education in the students' learning process.

This survey helped me gathering several strategies, experiences and teaching materials in order to answer my research questions. The second survey is for the teacher assistants and it was online as well (See appendix 6 (B). The reason of making the survey is to estimate the use of classroom environment and materials though bilingual education as the teacher assistants' job is to take care of the classroom climate. Moreover, teacher assistants deal with special needs students and with students who struggle with the language either its Arabic or English. So the survey helped me achieve the results and more knowledge about the bilingual education application in the government kindergarten.

For parents, I found two surveys which are done by ADEC about parents' satisfaction about this kindergarten. I used them because I want to see the effectiveness of the parents' engagement in the students' learning process. I compared and contrasted the results of 2015-2016 surveys to figure out the differences that the school did to achieve better goals with bilingual education.

Discussion of results:

This study has been done in about four months. The study focuses on applying the bilingual education in the kindergarten. Several questions have been asked at the beginning of the research to specify the reason of this research. The questions are;

1- How bilingual education affect students' learning process?

2- How evaluations and assessments support students learning process in the kindergarten?

3- How the parents respond to bilingual education? And how they are involved with their children's learning process?

In addition, the study includes a variety of data collection tools which have been used to collect data to answer certain questions. The data tools are survey, questionnaire, interview and observation checklist. Six findings have been gathered depending on the data tools analysis.

1- Students might develop the use of Arabic and English language in the learning centres:

The new bilingual teaching is depending on co-teaching. When I interviewed the Vice Principal; she explained that teachers should use three approaches to co- teach in the classroom. The co- teaching approaches are team teaching, one teach, one observe and parallel teaching (see the interview transcript appendix 7 (A)). The Vice Principal provided me with a copy of the presentation that explains all the approaches which the Head of Faculty used to show it and explain it to the teachers in their weekly meeting (see appendix 7 (B)). So the Arabic and English teachers teach students at the same time. As I noticed when I observed the students inside the classrooms, that teachers co- teach by one teach one observe in the morning message. The Arabic teacher starts

the morning message and then the English teacher starts hers. They teach this way to not let the students wait for translation. So when the Arabic teacher speaks, the students communicates with her in Arabic. The Arabic teacher takes the students' attendance and asks the students to give her the date and the day. Then the Arabic teacher observes the students and the English teacher tells the students about today's lesson and classifies the students into learning centres.

The students have the choice to choose which learning centre to sit in. There are six learning centres in each classroom; three have Arabic activities and the other three are in English. Each student should set in two learning centres in one class which is one is Arabic and one in English. In the learning centre, teachers use the team teach. When I observed the students during the learning centres, I noticed that they use the language more than when they are setting together on the carpet in the morning message. The reason is that because they acquire the language through the activities that are on the table to encourage them to communicate with each other and with the teacher regarding the language activity that they have on their table, either it's in Arabic or English. The students use the language when they see the content. Which means that they speak in Arabic if the activity has Arabic letters and they speak in English if words are in English. After observing the students for a month, I figured out that learning centres support students to acquire the language easier and faster because they are working in groups and they share their answers with their friends and the teacher is setting with them to observe their work at the same time (see appendix 7 (c)).

Moreover, teachers should observe individual students during the class time every day. The best way to observe students is as a group. Teachers observe students when they work on centres because the students set all together and sometimes the teachers specify students according to learning ability which makes evaluation easier for them. Teachers focus on the use of language when students work in centres because learning centres are for both Arabic and English and

students should be evaluated for both language use. According to the survey questions, it has been noticed that most teachers prefer to ask oral questions which is done in learning centres because the students feel more comfortable when they answer as a group. In addition, teachers find that using group incentives is always useful for KG students because it gives them the confidence to speak the language when they work in centres (see appendix 7 (D)).

In addition, when the Head of Faculty answered the questionnaire which is about the bilingual education application in KG, she pointed out that students use English for communicating with Non- native English speaking teachers and with the administration and staff. And they do that when they work in centres as I observed. So this helps to build the students' relationships in their second language as English is a global language for communication. She added that students have difficulties with recognizing different letters and where to start writing. For example, in the Arabic subject students should write from right to left while in English it should be from left to right. Moreover, the Head of Faculty said that students learn the language by nature depending on the language that the teacher uses to communicate with them (see appendix 7 (E)). Students get more attention when they work in centres so it is easier for them to develop their language because teachers help individual students better when it's time to work in centres. Centres are divided into different sections and grammar and writing is one of them, so the students can simplify both languages easier within a group.

Teacher assistants are the ones who prepare the resources for centres and for both Arabic and English subjects. Arabic and English are taught at the same time. According to the teacher assistants' survey results, one of the main responsibility is to prepare the resources for lessons according to the classroom teachers such as printing, photocopying, laminating and assembling. As it's shown in the (appendix 7 (F), teacher assistants always prepare the materials for the students

and that is because they observe and walk around the centres that don't have a teacher and sit with the students to check the language use and the resource organization to make sure that the students use the appropriate language. In addition, they give extra worksheets for students who finish to spend their time wisely and to keep using the language until its time to move to another group.

Relating the finding to the literature review, Baker, (1996) explains that the strong bilingualism offers two enriching languages and cultures which means that both languages should be used equally in the classroom. And that's what's done in the KG classrooms. That is because, the key for learning the language is to practice it all the time (Steiner Parker, & Hayes, 2009). In addition, (Edelsky 1986; Moll, Seaz & Dworin 2001; Gort 2006, 2008; Escamilla 2006; Rayes 2006, 2008) state that bilingualism is an ongoing development of concepts and expertise for thinking, listening, speaking, reading and writing in two languages. In this KG classrooms, centres have different activities such as; reading, writing, thinking, listening and speaking in both languages. So these help students to acquire both languages in an ongoing process. Moreover, dual language strategy is the best teaching to apply bilingual education in Kindergarten as claimed by Swain (1985). He adds that dual language encourages students to produce accurate sociolinguistic which is appropriate to their use of language and to develop both languages at the same time. Adding to this, Gort & Pontier (2013), state that interacting students with each other supports the students' comprehension and engage them during the class time.

2- Bilingual education seems to develop students' interaction and confidence:

In the kindergarten, students always set in groups in all classes and they work in groups almost all the time. So they interact with each other in the whole day. Groups are different in each class depending on the lesson, but the majority of teachers organize the groups as level of abilities such as gathering low level students together and so on. The reason of this organization is to evaluate the students easier as teachers should evaluate students in daily classes to follow their learning process. Other time, teachers ask students to choose the centre that they want to set in and the activities that they want to do and with whom they want to share. This enhances the interaction in the Kindergarten level when students choose whom to work with and when it is the teacher's choice to set in certain groups.

I almost observed all the KG 1 and KG 2 classes to see the power of the interaction pattern between students. I focused on the students' interaction in the morning message and in the group work when they communicate with each other without the teacher's control. It has been noticed that KG 2 students have higher social interaction skills than KG 1 students (see appendix 8 (A)). That is because the students got familiar with the KG system and they have got all the knowledge to deal with different group of people in order to learn the language. In addition, both KG1 and KG2 students reached the peak on interaction pattern in groups rather than interacting with each other in the morning message because the students feel free to talk with their friends in the group work whereas in the morning message, the students should follow the teacher's rule and answer one by one as a class which works as individual participation. Students speak more confident in groups because there is no wrong answer as a group and all of them are at the same level. In the morning message; on the other hand, students should speak individually and there is no group

work on the carpet which makes some students shy to answer questions as everyone sees them to give the correct answer which makes them nervous even if they know the correct answer.

Teacher assistants are responsible for the students' attendance and the appearance in every morning in the classroom. So when I gave the teacher assistants the survey to answer, they all pointed out the importance of taking the students' attendance starting from the KG to let the students know the importance of being on time (see appendix 8 (B)). Teacher assistants added that, they prepare the evaluation checklists for the teachers depending on the students' attendance to make evaluation easier for the teacher. Furthermore, teacher assistants are responsible for observing the groups when the students work on the activities. They support students to work together and they make sure that each has group has the equal number of students and activities to make all the students busy with the activities. If there is any problem in the group work, teacher assistants set and help the struggled students and support them to work with others if they work by themselves.

Teachers organize the classrooms in groups all the time for different reasons (see appendix 8 (C)). In has been noticed that the main reason is to encourage students to work together and to apply differentiation with students and activities. That means, to let students try different activities and to let the low level ability work with the high level ability and so on. Arabic and English teachers walk around the groups to check the students' understanding and to evaluate them when they work with their friends. They set with the students in groups to see how they work together and how to encourage they to collaborate and help each other if any students need help. Teachers always let students work in groups, but in different ways. For example, they apply group work in two different ways every day. The first application is asking students to choose their centres and the activities that they want to work on for the session. The students have the choice in the morning

class to generate their energy in things they like to do. Students are free to choose who to work with and which activity to do. In this situation, teachers walk around to check the students' collaboration and social interaction skills. The second application for the group work is the ability group. This application in done in literacy English class and in the Arabic reading class. Students are divided into levels to let the teachers evaluate individual students easier when they set with the groups for reading. For example, all the low ability students should work on pronunciation and all the middle level should work on writing capital letters at the beginning of each sentence and all high level students should practice more reading in shorter time. These two strategies enhance students to collaborate with different ability students.

Bilingual education not just increases the interaction pattern between students, it encourages the teachers' interaction pattern as well. According the Arabic and English Head of Faculty in the kindergarten, local and native teachers to work together in order to reach the learning outcomes of bilingual education as a team and to have a stronger leadership for bilingual learners (see appendix 8 (D)). Head of Faculty (HOF) are assigned to organize the weekly meetings for each language and they meet separately but they discuss the same content. For example, both HOFs have the same document of the learning outcomes of the unit which is divided into three weeks, one is in English and the other one is in Arabic (see appendix 8 (E)). This document also includes copy of worksheets which are used for evaluating students on certain points. For example, the formative assessment for reading in English is to point at the correct word and read it and students should focus on the letters b and p and so on. The reason of doing these meetings separately is that each language has different learning outcomes, but the unit is the same. Which means, in grammar for example, students should know how to write from left to right in English and starting the

sentence with capital letter, whereas in Arabic students should learn how to write from right to left and there is no capital letter at the beginning of the sentence.

Adding to that, the vice principals' responsible is to clarify the learning outcomes for both Arabic and English teachers (see appendix 8 (G)). As a local VP, she organizes the learning outcomes for both languages in one paper and she summarizes the learning outcomes for all units in both languages in a way to make the content relating to each other somehow. The VP provided me with this document to show me the similarities between the Arabic and English content in order to apply bilingual education in a better way. She claimed that although the content is the same, students learn different things in each language (see appendix 8 (F)). According to her, students develop different interaction patterns in each language because they are local and they communicate better in Arabic, but these learning outcomes make students communicate in both languages depending on the teacher who speaks, if she is the Arabic teacher they talk in Arabic, and if she is the English teacher they talk in English.

ADEC created a survey for parents to let them involved with their students' learning in 2015 and 2016. It has been noticed that parents' overall satisfaction of the school and its system increased with recommending the school for other parents and all the rates are very good for the bilingual education in the kindergarten (see appendix 8 (H)). In addition, it has been noticed that the quality of learning according to the teachers' teaching style and students' learning process has been increased in a year (see appendix 8 (I)). School improvement in curriculum, environment and leadership is updated every year in each school to develop the new learning system.

Linking this finding to the literature review, Whitmore, Martens, Goodman & Owocki (2004) state that thinking, listening, reading and writing in two languages encourage students to develop their communication skills by using their culture and linguistic experiences to contrast

meaning with teachers, peers and others in their environment. In addition, Gort (2013) identified bilingual interaction as the interaction that is used to involve two languages at the same time. So as long as students learn bilingual education, the should improve their social interaction through it by giving them a chance to be engaged in meaningful linguistic interactions in each language. For example, students should read English and Arabic vocabulary as a group to pronounce them correctly. Moreover, students should be observed by their teachers every day to determine the development of students' interaction in both languages. That is because sociocultural theory focuses from the individual learner to the social activity of dialogue interaction to work within a group and language learning in action (Vygotsky, 1978). Wertsch (1998) added that bilingual interaction should be about the sociocultural framework which focusses on how children learn language through interaction and social activities. Moving to ADEC, one of the new model system through bilingual education is to develop the students' communication skills because the system focusses on the social development by applying billitrate in Arabic and English in KG. In addition, it encourages students to develop their positive relationship and improve their social skills through communicating with different people in different languages (ADEC, n.d).

3- Bilingual education might support following the students' individual learning process in both Arabic and English languages:

When I entered the classes for the first time, I felt it is hard to include Arabic and English teachers in one class to teach at the same time. But when I finished the observation, I recognized that it would be better if each one teaches a different language at the same time and students get it easier. As you see in (appendix 9 (A)), students interact differently in each part including the morning message, the learning centres and the social interaction with friends. It has been noticed that students are evaluated individually in the learning centres and social interaction with friends

because in the morning message all students set on the carpet to listen to the teachers' instructions. In addition, as you see in appendix 9 (B) and (C), KG 1 and KG2 students are evaluated individually in Arabic and English in both terms and in both languages to see the differences between acquiring bilingual education in the kindergarten level. It has been noticed that Arabic the majority of the grade level of each languages is C in both terms. Comparing to KG 2, B is the major grade and it is in Arabic more than in English.

Teachers have various strategies to evaluate students individually. As KG level students, evaluations should be simple and useful at the same time to follow the students learning process. To me, it was hard to observe KG students individually when I entered the classes because they move all the time. After the survey results appeared, it has been found that teachers follow checklists to observe individual students during the class time (see appendix 9 (D)). Teachers set between the groups in every class to evaluate individual students in order to follow their learning process. Each student has a profile which includes a checklist of what each profile should include (see appendix 9 (E)). This profile follows students' individual learning process since the beginning of the year until the end of the academic year. It is used for comparing and contrasting students' grades and achievement at the end of each semester to know how to encourage them to do better in each semester. In addition, this profile is shown to parents in every meeting and when they come to ask about their children's level of each Arabic and English language. In the parents' meeting, teachers carry the students' profile to show parents their children's work inside the classroom. Parents are satisfied with their children's achievement and their academic achievement (see appendix 9 (F)).

Attendance is the other important thing for evaluating individual learning process. Attendance is taken by the teacher assistants at the beginning of each day (see appendix 9 (G)).

When teachers start the class, they take the attendance to get the students involved in the morning message by asking them who's absent? How many students do we have? And how many are absent? Which works as a review for Math and dates, numbers and days of the week. The point of letting teacher assistants taking the attendance in early morning is because they write on the students' profile who comes on time, whose late and who's absent during the whole semester.

After meeting with the Vice Principle about evaluating individual students to follow their learning process, she claims that students set in groups because they are evaluated during the class time (see appendix 9 (H)). She added that students do the Common Assessment Task (CAT) which is done at the end of each unit for both Arabic and English languages (see appendix 9 (I)). The units are the same for both languages, but the questions are different in each language. After the teachers mark the exam, them meet together to discuss the CAT moderation form to document all the information about individual students to know how to make them achieve better grades in the next unit and to evaluate their own teaching in order to produce the best bilingual education teaching and learning (see appendix 9 (J)).

Relating this finding to the literature review, students should be evaluated in bilingual education because they should be highly valued and their experience and language knowledge are considered as resources for thinking and learning in order to achieve the stabilized bilingual education (Christine, 1996). According to ADEC, n.d., every student has a card which is given to the parents at the beginning and at the end of each semester to follow their children's learning process. The evaluation purpose is to observe and measure the students' skills, attitudes, characters to achieve the learning process in KG. this evaluation is done because it classifies the students' social, emotional, attitudinal, innovation and problem solving skills and to examine the new school

model system on KG students to see the advantages and disadvantages of applying bilingual education in the government Kindergarten in Abu Dhabi (ADEC, n.d.).

4- Students seem to develop higher cognitive skills when the teacher is familiar with bilingual education teaching:

The kindergarten has various teachers with different nationalities and experiences. Each teacher has her own style of teaching and has her own strategies to teach in her classroom. The highest teaching experience is 20 years and the lowest is 2 years. According to the survey results, the highest number in experience is more than 9 years which seems that the kindergarten's teachers have lots of experiences and strategies to deal with KG students (see appendix 10 (A)). ADEC organizes Professional Development (PD) workshops in every semester and sometimes the KG organizes their own PD depending on the teachers' needs in every semester. PD are done once a week but sometimes it is once a month depending on time and depending on the available sessions that teachers should take according to the education teaching (see appendix 10 (B)). These workshops provide teachers with best ways of teaching and how to improve their own teaching in order to produce better bilingual education every semester. Regarding the survey that has been done about the workshops and the PD sessions, it has been noticed that the majority of teachers don't observe other teachers because the school doesn't ask them to do so (see appendix 10 (C)). Other teachers do it because they want to do it for themselves and they want to improve their teaching by observing other teachers.

As an evidence, as you see in appendix 10 (D), students' interaction in learning centres has been increased in both KG 1 and KG 2 through the month after the teachers attend the PD workshops about education development. In addition, their grades in both Arabic and English have been increased, especially for KG 2 (see appendix 10 (E)). To improve the student's achievement,

the Vice Principal hired a bigger number of teacher assistants to assist teachers and to develop the students' learning by enriching them with better environment and resources in order to enhance learning by doing (see appendix 10 (F)). There is a special form that describes the Teacher assistants' role and responsibilities (see appendix 10 (G)). Moreover, to prove the success, as its shown in appendix 10 (H), parents' satisfaction of quality of learning have been increased in a year.

Relating this finding to the literature review, Christine 1996; Valdes, 1997, & Lindholm – Leary, 2001 state that teachers have to be knowledgeable about bilingual development and they must have highly sophisticated linguistic and pedagogic skills in order to use the instructional languages strategically and effectively to support students' meaning – making. They add that teachers should engage and facilitate students rather than controlling them to support them develop higher level of cognitive skills and higher achievement (Doherty, Hilberg, Pinal & Tharp (2003); Levine & Lezotte (1995). In addition, teachers should be trained to apply literacy classes in both Arabic and English because students should expand their cognitive skills through both languages in order to acquire both languages successfully (Schwartz, Mor- Sommerfeld & Leikin, 2010). Baker (1996) explains that the key for having successful bilingual education in Kindergarten is expecting the challenges that teachers will face in bilingual education and find solutions for them as a team. That is include students; culture, behaviour, skills, use of language and ability. According to ADEC, n.d, teachers have an access to use a variety of resources in the classroom such as books, posters, stories, etc. so they have to change their way of teaching in order to let students not get bored and enjoy learning both languages.

5- **The more parents are engaged with their children's learning; the better education children acquire:**

Parents are the main power of their children. They are the success for their achievement and the key for their learning. The kindergarten supports parents' engagement in the students' bilingual education as it is a new model system in the government kindergarten. Parents have different points of view, but all of them agree that children need the first language which is Arabic more than English which is taught as a second language. They also believe that their children should be taught by local teachers only to support the UAE culture and religion which is Islam and to stick with heritage and UAE history. The kindergarten has a mixture of teachers in the school, native and local teachers to enhance bilingual education. So the Vice Principal invites parents to the parent's meeting which is done once in every semester to discuss the learning outcomes of bilingual education and the students' learning process (see appendix 11 (A)). Parents meet the teachers and see the profile that has all the documents, worksheets, homework and grades that their child get in all subjects. Some parents are worried of bilingual education because they think that their child will acquire English more than Arabic and vice versa. For example, as a mother I'm afraid that my child will like Arabic more than English or the opposite. On the other hand, the head of English faculty says the opposite (see appendix 11 (B)). She argued that parents are perfectly acceptable for bilingual education and they can follow their children's learning process better as they are involved in all meetings and they can see their child's work.

It has been noticed that all the school communicates with parents; the vice principle, the head of faculty, teachers and teacher assistants to engage parents in their children's learning process. Teachers; for example, make conferences for parents in order to teach them how to develop their children's level in certain points and in both languages to support their children at

home and be involved in their learning and to deal with specific problems (see appendix 11 (C)). According to the survey, almost conferences are done monthly to gather all the important things in one meeting. In addition, teachers send monthly, weekly or daily letters to parents to inform them about the focus of the week and the learning outcomes that the students will take during the week. It has been shown that teachers do it in different ways depending on how they plan their lessons (see appendix 11 (D)). Moreover, teachers call parents for good or bad behaviour to keep them updated with their children's attitude inside the classroom. Teachers have been asked about calling parents for good and bad behaviour. The results are in appendix 11 (E). It has been noticed that teachers call parents for good behaviour more than calling for bad behaviour. That is because they want parents to stay positive about their children's learning and because they notice that good behaviour makes students learn better and encourages them to acquire language with love and passion.

Sometimes, teachers ask the teacher assistants to communicate with parents when they are busy or when they want to take an appropriate appointment that fits both teachers and parents to discuss certain topics (see appendix 11 (F)). ADEC created a survey for parents to let them be involved with their children's learning process and to know their suggestions and opinions about the new model school system (see appendix 11 (G)). It has been noticed that the parents' number have been increased in a year which made the students' grades better in 2016 (see appendix 11 (H)). As it's shown in appendix 11 (I) and (J), students' grades increased in both Arabic and English in the second semester after the parents' engagement.

Relating this finding to the literature review, reading levels can be improved after advising and training parents of how should they support their children when they read (Sneddon, 2009). In addition, teachers should enquire into the skills and knowledge of families to have some better

communication skills with parents and to help them observe and develop their children's learning process and classroom practice.

Conclusion:

In conclusion, this research has been done to study the effectiveness of applying the bilingual education in the government KG, especially the Kindergarten that I observed. Various questions have been considered about the bilingual education system, the evaluation system in KG and parents' involvement and all of these things affect students' learning process in bilingual education. After collecting data from different tools, it has been discussed that students' learning process increases in bilingual education more than in one language teaching. That is because students get more attention in two different languages and they have two teachers teach them at the same time. Students need attention, and if it's available all other things go well. In addition, students get deep evaluation in KG level because they are treated as in preparatory school as they have exams and tasks to do for the whole year. In addition, they have formative assessment at the end of each unit and summative assessment at the end of the year to measure their level for the next grade. Adding to that, parents are the guide for their children's success especially in bilingual education. That is because the KG supports parents to be engaged with their children's learning especially with reading and writing. It has been found that number of parents' involvement increased and the students' levels increase as well regarding parents' engagement with the students' learning process. Finally, bilingual education supports both languages in reading and writing, but the students are more encouraged in speaking as they speak both languages fluently.

Limitations:

Some problems faced me when I did this research. The first problem that I faced was the survey answers from the teachers. It took about a month to collect the survey data as teachers delay doing the survey because they were busy. It was hard to get all the teachers' answers. The second problem that I faced is observing KG students in the classroom for the case study. It is very hard to observe a whole KG class because students move all the time. I suffered from the observation checklist that I should follow for my research. At the end I figured out that the easiest way is to focus on certain things that the teacher does as a class and collect numbers of students and study the students' interaction rather than focusing on their language skills. The third problem was that parents were busy to do the survey that I created to examine parents' engagement with their children's learning process. The school already suffers from parents' engagement as many of them don't have time to ask or help their children at home. The fourth problem is that I had only two month to do the study because I changed my topic recently as I found a better topic so there was lack of time for observation. So it was hard to get things done in school as I work in Higher Colleges of Technology and I have some classes to teach in there and I should observe KG students at the same time.

Recommendations:

There are solutions for all problems. There is a better way to do the survey which is going to the school and set a time for the survey and the teachers will do it at the same time. This way saves the researcher time and the teachers' time as well. For the students' observation, I should observe the students before I create the observation checklist. For example, I should visit the

classes just for general observation to know what to focus on and then I should create the observation based on what I saw. This way helps to save my time to let me focus more. For parents, instead of forcing them doing the survey, I met with some parents who were in the school and who came in the meeting already and I think that surveys should be as short as possible so the parents do them. The good thing is that ADEC gives parents a survey at the end of each academic yeas so I used the survey of the kindergarten and I compared the results between 2015 and 2016. For the last problem, I should think carefully before I choose the topic. That is because, it would be easier to study a research that is in the same place that I worked at. This will encourage me to have better time management and achieve my goals and collect my data better and faster.

ID: 2014201051

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Appendixes:

Appendix 1: ADEC organization system:
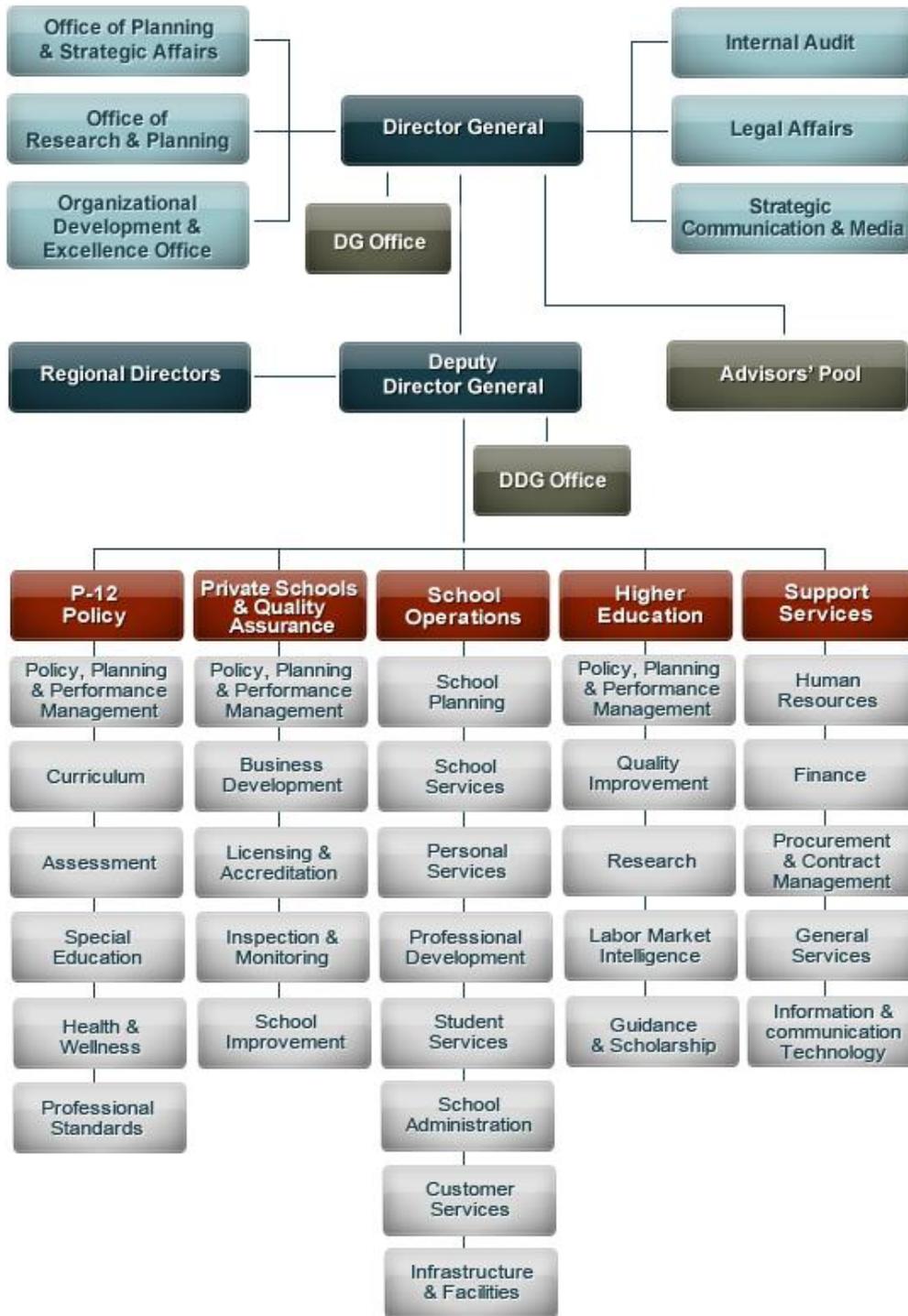
Appendix 2: ADEC Approval letter

مجـلـس أبـوظـبـي للتعـلـيـم
Abu Dhabi Education Council
Education first الـتـعـلـيـم أولا

Date: 5th April 2017	التاريخ: 5 أبريل 2017
Ref:	الرقم:
To: Public Schools Principals,	السادة/ مديري المدارس الحكومية
Subject: Letter of Permission	الموضوع: تسهيل مهمة باحثين
Dear Principals,	تحية طيبة وبعد،،،،
The Abu Dhabi Education Council would like to express its gratitude for your generous efforts & sincere cooperation in serving our dear students.	يطيبُ لمجلس أبوظبي للتعليم أن يتوجه لكم بخالص الشكر والتقدير لجهودكم الكريمة والتعاون الصادق لخدمة أبنائنا الطلبة.
You are kindly requested to allow the researcher/ **Fatema Mohammed Abdulrahman Al Mansoori**, to complete his research on:	ونود إعلامكم بموافقة مجلس أبو ظبي للتعليم على موضوع الدراسة التي سيجريها الباحث/فاطمة محمد عبد الرحمن المنصوري، بعنوان:
The results of applying the English curriculum in the government KG	**The results of applying the English curriculum in the government KG**
Please indicate your approval of this permission by facilitating his meetings with the sample groups at your respected schools.	لذا، يرجى التكرم بتسهيل مهمة الباحث ومساعدته على إجراء الدراسة المشار إليها.
For further information: please contact Mr Helmy Seada on 02/6150140	للاستفسار: يرجى الاتصال بالسيد/ حلمي سعدة على الهاتف 02/6150140
Thank you for your cooperation.	شاكرين لكم حسن تعاونكم
Sincerely yours,	وتفضلوا بقبول فائق الاحترام والتقدير،،،،

محمد سالم محمد الظاهري
المدير التنفيذي لقطاع العمليات المدرسية

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P.O.Box. 36005, Abu Dhabi - U.A.E., Tel: +971 2 615 0000, Fax: +971 2 615 0602, Email: info@adec.ac.ae

Appendix 3: The Head of Faculty Questionnaires:

1- How did you see the application of the English curriculum at Government KG?

2- What are the reasons of having two head of teachers in each KG? one Arabic and one English?

3- What about the students' use of English? What they use the English for?

4- What are the effectiveness of teaching KG 1 five subjects? Arabic, Islamic, Math, Science and English?

5- What are the results of using English in KG for eight years?

6- What is the most difficulty that the students face in KG in general? With what subject?

7- What about the teachers? You have English speakers and Arabic speakers who teach English, who has more effectiveness on children? Like who the students like the most?

8- What about the parents' interaction? How they feel about applying English as an extra subject for KG as they are still young?

9- Tell me about your school learning environment, how it helps children to be engaged in English?

10- What is the future plan for next generation?

Appendix 4: The vice principle interview questions:

1- What is the new organization structure of your school?

2- As long as you included two curriculums in the KG content, how do you divide the learning outcomes for both languages as they are both taught at the same time?

3- You have asked Arabic and English teachers to teach at the same time, what is the new teaching style that you created to achieve this goal?

4- Why you hired more Teacher assistants in your KG. And what do they do in the class exactly?

5- As I observed, students now how to speak and communicate in Arabic and English, but do you make sure that students understood what they study? How do you evaluate them?

6- How do parents know about their students' learning process?

Appendix 5: the students' observation checklist:

KG 1 students' observation from April to May:
Students' total number: 152

Students' interaction	Week 1	Week 2	Week 3	Week 4
The morning message	100	97	97	100
The learning centers	130	140	130	130
Social interaction with friends	110	120	120	120

KG 2 students' observation from April to May:
Students' total number: 135

Students' interaction	Week 1	Week 2	Week 3	Week 4
The morning message	120	120	120	120
The learning centers	130	132	130	133
Social interaction with friends	130	130	130	130

Appendix 6: (A):

The teachers; survey link:

https://docs.google.com/a/student.buid.ac.ae/forms/d/1UhDjRXaf78mX3AB5LruXDkkkJBVyBf5A0LDvjmNJOzM/edit?usp=drive_web

the descriptive answers for all the teachers:

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Workshops related to the Education teaching	18	1	4	2.33	.970
Education conferences	18	1	4	2.50	1.200
Observation visits to other schools	18	1	4	2.50	1.383
Participating in programs for professional development	18	1	4	2.56	1.294
Individual or collaborative research on a topic of interest to you professionally	18	1	4	3.22	1.215
Mentoring and/ or peer observation and coaching as part of a formal school arrangements	18	1	4	2.61	1.243
How do you see planning for KG students?	18	1	3	1.83	.514
How do you feel about teaching KG students?	18	1	2	1.67	.485
How do you feel about achieving the lesson learning outcomes with KG students?	18	1	3	2.17	.514
How do you make sure that the students understand the lesson?	18	1	3	1.94	.725
I use group incentives	18	1	3	1.50	.707
I call parents to report good behavior	18	1	2	1.39	.502

How you rate parents' nvolvement in the classroom?	18	1	3	2.11	.832
How often do you teach parents skills to enhance classroom learning at home?	18	1	3	2.56	.705
How often do you collaborate with parents on a home- school behavior plan and share goals for students?	18	1	3	2.61	.698
How often do you hold extra parent conferences for particular problems?	18	1	3	2.67	.594
How often do you send teacher- to parent communication letters?	18	1	3	2.06	.539
How do you care about individual students?	18	1	2	1.33	.485
How do you follow individual learning process?	18	1	2	1.61	.502
How do you make sure that students understand the lesson?	18	1	3	1.94	.873
What are the strategies that you use to check the students' understanding?	18	1	3	1.89	.758
Valid N (listwise)	18				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
How do you divide the students in activities?	18	1	3	1.39	.608
Why you use this interaction pattern?	18	1	4	2.00	1.188
What is the classroom seating arrangement?	18	1	2	1.17	.383
Why?	18	1	4	2.11	1.183
How confident are you in managing current behavior problems in your classroom?	18	1	3	1.78	.732
How useful you find coach positive social behavior such as helping, sharing and waiting?	18	1	2	1.17	.383
Dealing with discipline	18	1	2	1.33	.485
I find it useful to respond immediately to positive behavior	18	1	2	1.28	.461
I praise positive behavior	18	1	2	1.11	.323
I single out a child or a group of children for misbehavior	18	1	3	1.67	.686
I call parents to report bad behavior	18	1	3	1.72	.575
I use anger management strategy for self (deep breath and positive self-talk)	18	1	3	1.67	.767
I give clear positive directions	18	1	2	1.17	.383
I warn of consequences for misbehavior	18	1	3	1.50	.857
Take with parents about special activities to do with child at home	18	1	3	2.06	.725
Develop teacher- parent partnership	18	1	3	2.06	.802

Ask parents to share ways to incorporate thier cultural history/ stories/ traditions in the classroom	18	1	3	2.61	.608
How do you manage your time to teach all your course learning outcomes?	18	1	3	1.94	.938
How do you plan your lessons? and based on what you choose your lessons?	18	1	3	1.56	.856
What are the tools that you basically use in all lessons?	18	1	3	1.72	.895
What is the strategy that you use with teaching KG?	18	1	4	2.39	.979
How do you make sure that students understand the lesson?	18	1	3	2.22	.808
How does your environment support the students' learning?	18	1	3	1.56	.616
How do you make your environment creative as you teach KG?	18	1	2	1.61	.502
Valid N (listwise)	18				

ID: 2014201051

Appendix 6 (B):

The teacher assistants survey link:

https://docs.google.com/a/student.buid.ac.ae/forms/d/1Sg415C4ExsacirX12kBnw4cMnavxpnuJq0YQDTMf_Bs/edit

the descriptive answers for all the teacher assistants:

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Assessing the classroom teacher in preparing the appropriate environment inside and outside the classroom environment (ensuring health and safety guidelines and display preparations)	10	1	2	1.50	.527
Prepare the learning resources for lessons according to the classroom teacher (printing, photocopying, laminating and assembling)	10	1	2	1.10	.316
Communicate with parents when the teacher and administration ask to	10	1	3	1.70	.823
Commit to all directives obligated from the school administration including all assigned tasks (duties, cover classes, trips and students attendance)	10	1	2	1.30	.483
Commit to the allocated schedule from the administration including immediate morning presents in the classes	10	1	1	1.00	.000
Valid N (listwise)	10				

57

Appendix 7 (A): The Vice Principle interview transcript about the application of the co- teaching approaches inside the classrooms:

> **Me:** As I've heard from you before, you asked Arabic and English teachers to teach at the same time, what is the new teaching style that you created to achieve this goal?
>
> **Heba:** well, ADEC provided us with a document that has all the basics to teach in KG classroom. The main reason is to co-teach between English and Arabic teachers. There are three approaches to co-teach: team teaching, one teach, one observe and parallel teaching. This power point will show you how each approach is applied in our school. It is in Arabic and English as well.

(B): The co- teaching presentation for the Head of teachers to share with teachers during the weekly meeting:

Teaching in a KG
ADEC's Three Approaches to Co-Teaching

Why co-teach? for students → Develop a sense of belonging → Develop bi-literacy skills → Exposure to different teaching styles and practices → Provide students with a wide range of support → Expand students academic and social skills → Develop students own knowledge → Successful &Enjoyable Learning Experience

www.adec.ac.ae

(C): The students' observation results at the end of the month in working in learning centres for both KG1 and KG2:

Students' interaction in bilingual classrooms in KG 1

Legend: Morning message, Learning centers, Social interaction with friends

Students' interaction in bilingual classrooms in KG 2

Legend: Morning message, Learning centers, Social interaction with friends
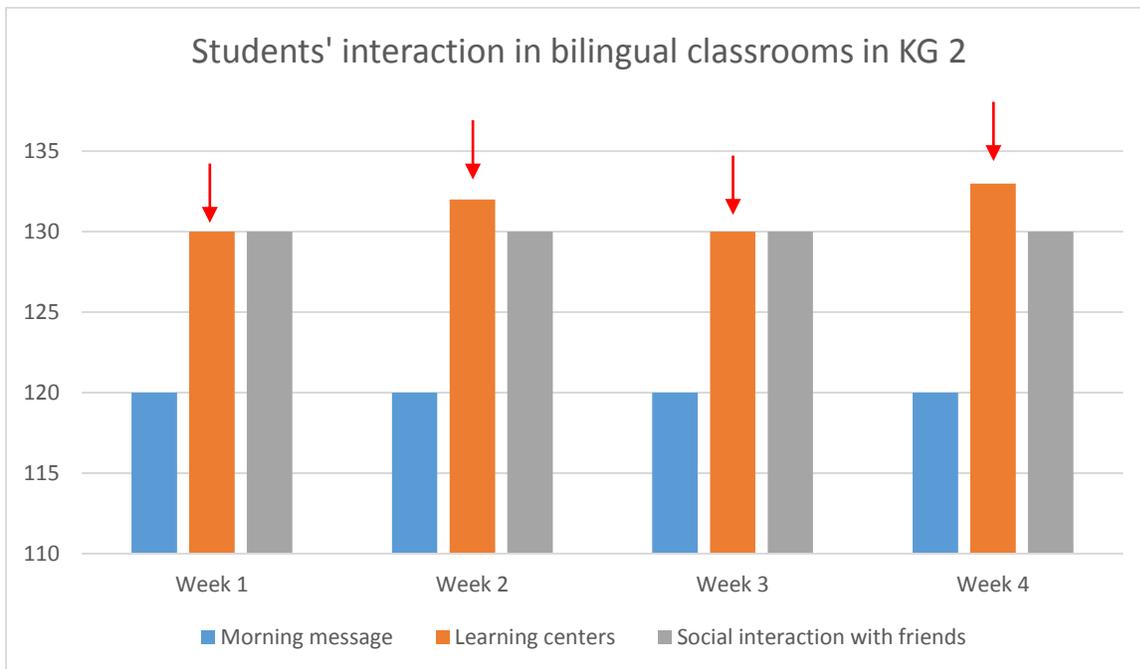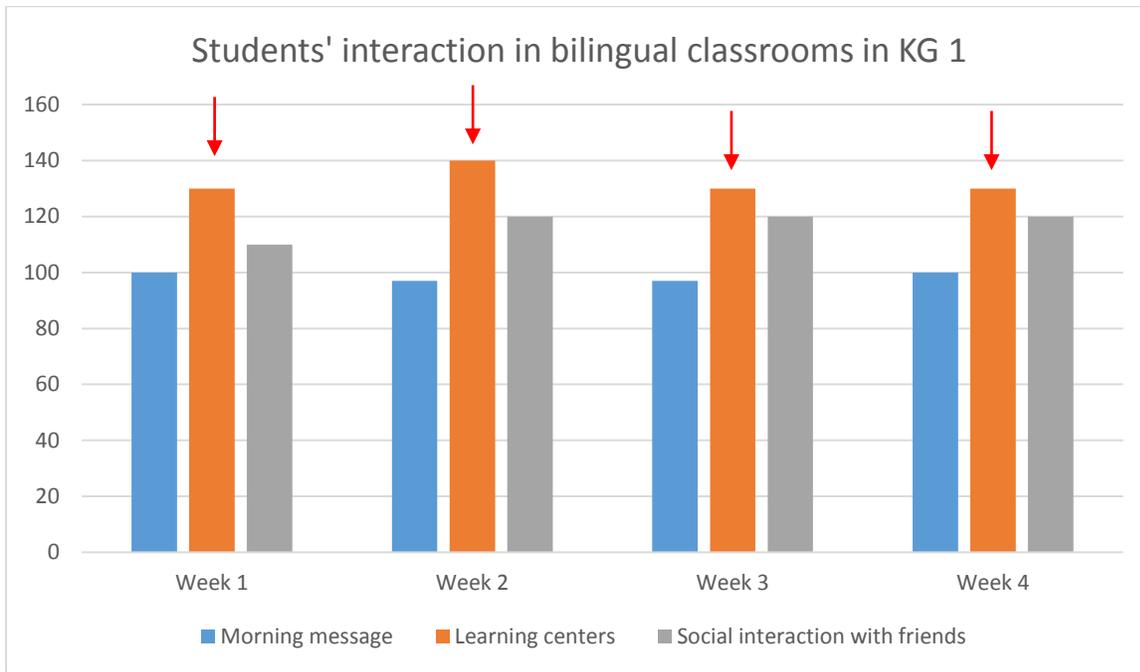
(D): The teachers' answers about seating in groups:

I use group incentives

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always useful	11	61.1	61.1	61.1
	Sometimes useful	5	27.8	27.8	88.9
	Not useful	2	11.1	11.1	100.0
	Total	18	100.0	100.0	

(E): The Head of Faculty answer about the students' use of English in the KG:

3- **What about the students' use of English? What they use the English for?** English is a part of the Government curriculum and is sanctioned to assist students' communication globally. Students communicate with their Non-Native English Speaking Teachers (NNEST's) and staff. It allows them to create sinewy relationships in their second language – an imperative personal skill in our increasing diverse society.

(F): The Teacher Assistants' survey answers about the preparation on the classroom resources for both Arabic and English.

Prepare the learning resources for lessons according to the classroom teacher (printing, photocopying, laminating and assembling)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	9	90.0	90.0	90.0
	Sometimes	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

Appendix 8 (A): KG 1 and KG 2 students' social interaction in the classroom:

Students' interaction in KG 1 and KG 2

	Frequency	Percent	Valid Percent	Cumulative Percent
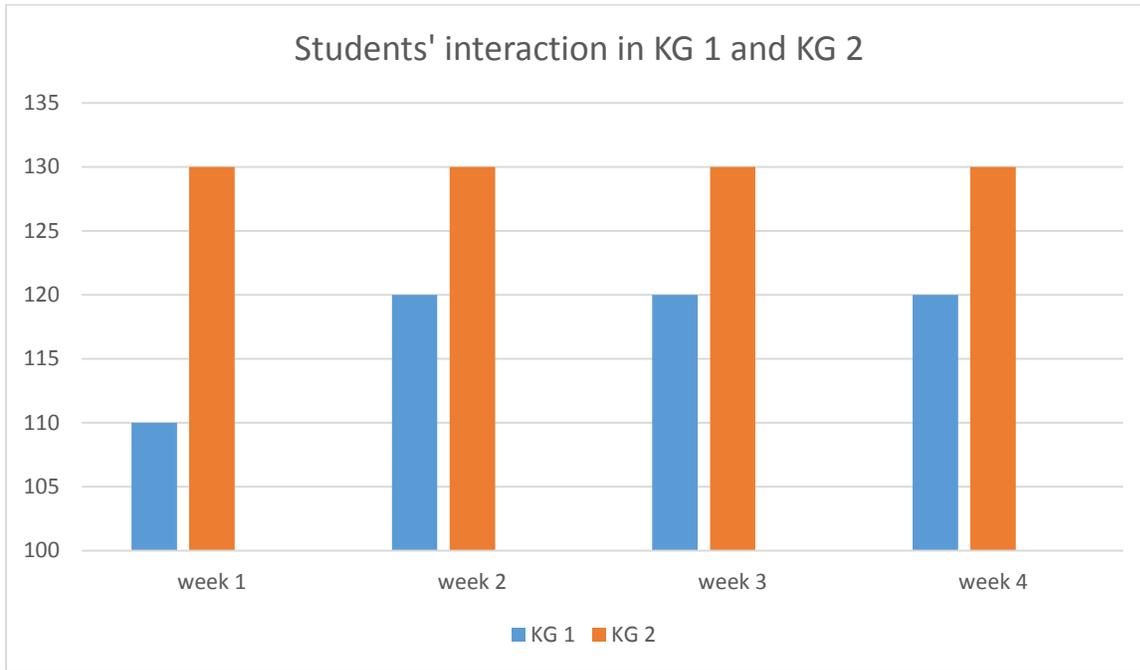
(B): The teacher assistants' survey answer regarding being on time in the morning to take the students' attendance:

Commit to the allocated schedule from the administration including immediate morning presents in the classes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	10	100.0	100.0	100.0

(C): Teacher's survey answers regarding the seating arrangement in the KG classrooms:

How do you divide the students in activities?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always in groups	12	66.7	66.7	66.7
	Sometimes in groups	5	27.8	27.8	94.4
	Sometimes in pairs	1	5.6	5.6	100.0
	Total	18	100.0	100.0	

Why you use this interaction pattern?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Differentiation	8	44.4	44.4	44.4
	Social interaction	6	33.3	33.3	77.8
	ADEC decision	4	22.2	22.2	100.0
	Total	18	100.0	100.0	

(D): The Head of Faculty answer regarding the reason of having two head of faculty in the kindergarten:

2- **What are the reasons of having two head of teachers in each KG? one Arabic and one English?** Communication is the main preeminent in wake of two Heads of Faculty. In order to implement strong academic leadership to educators of two contrastive languages, together we ensure they achieve the highest possible standards of excellence for bilingual learners.

(E): The unit plan of the Arabic and English HOF in the Kindergarten:

(F): The Vice principle answer regarding the Arabic and English curriculum content and how to apply bilingual education in the classroom:

Me: as long as you included two curriculums in the KG content, how do you divide the learning outcomes for both languages as they are both taught at the same time?

Heba: Arabic and English have the same units and themes, but students learn different things in each language. For example, as a Vice Principle, my job is to classify the learning outcomes for both languages and give the to the Head of Faculty to meet with all teachers and distribute it and discuss how to achieve the learning outcomes in weekly plans. I created this document which includes Arabic and English outcomes in Arabic and English language to link both languages together and to let Arabic teachers understand what the English teacher teach and vice versa. I create this curriculum plan once a month relating to the units that the students take. So both teachers are familiar with the content of both languages. As they teach together, their learning outcomes should be the same, but with a different language.

(G): The curriculum plan for both Arabic and English HOF from the VP:

KG2 Arabic / English Matching Document وتيقه (نقاط التقاء مخرجات اللغة العربية واللغة الانجليزية) روضة ثانية

(H): The parents' satisfaction of Al Rudwan KG:
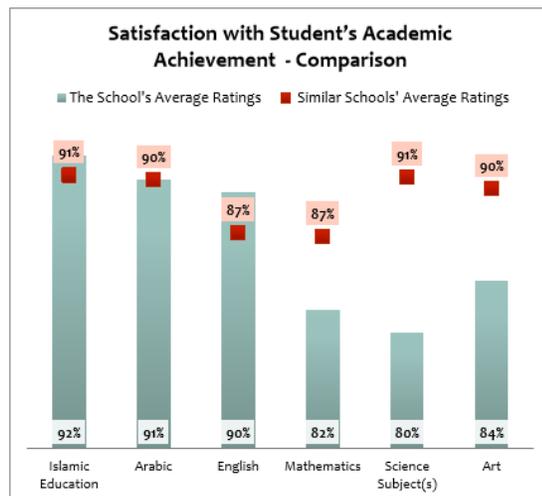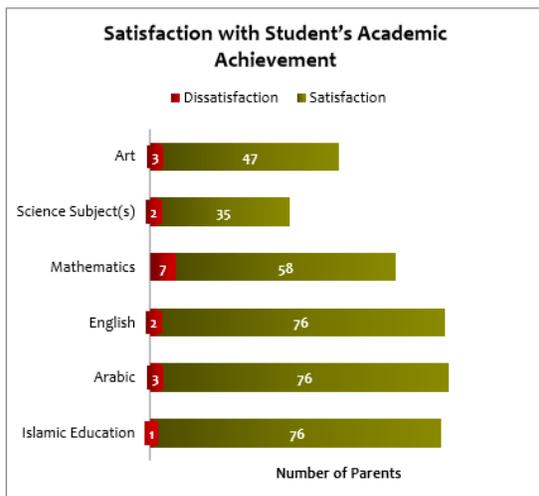
(I): The parents' satisfaction of quality of learning:

2015:

2016:
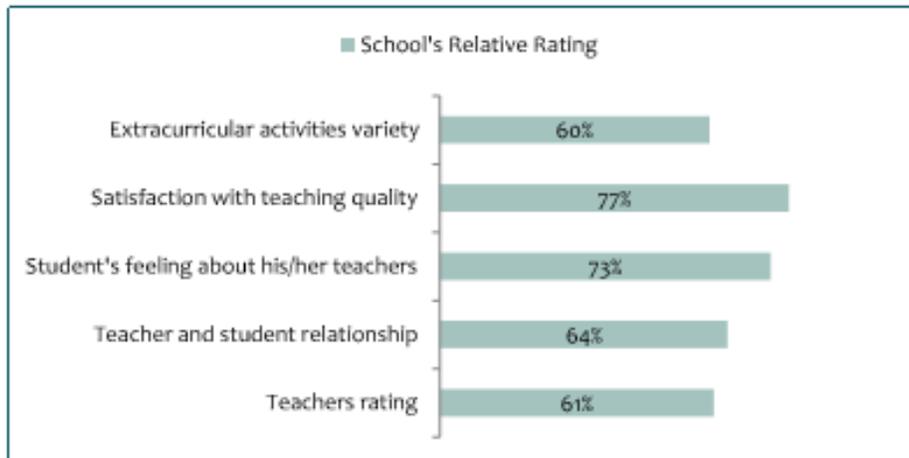
Appendix 9 (A): students' interaction in morning message and social interaction in both KG 1 and KG 2:

Students' interaction in bilingual classrooms in KG 1

Legend: Morning message, Learning centers, Social interaction with friends

Students' interaction in bilingual classrooms in KG 2

Legend: Morning message, Learning centers, Social interaction with friends
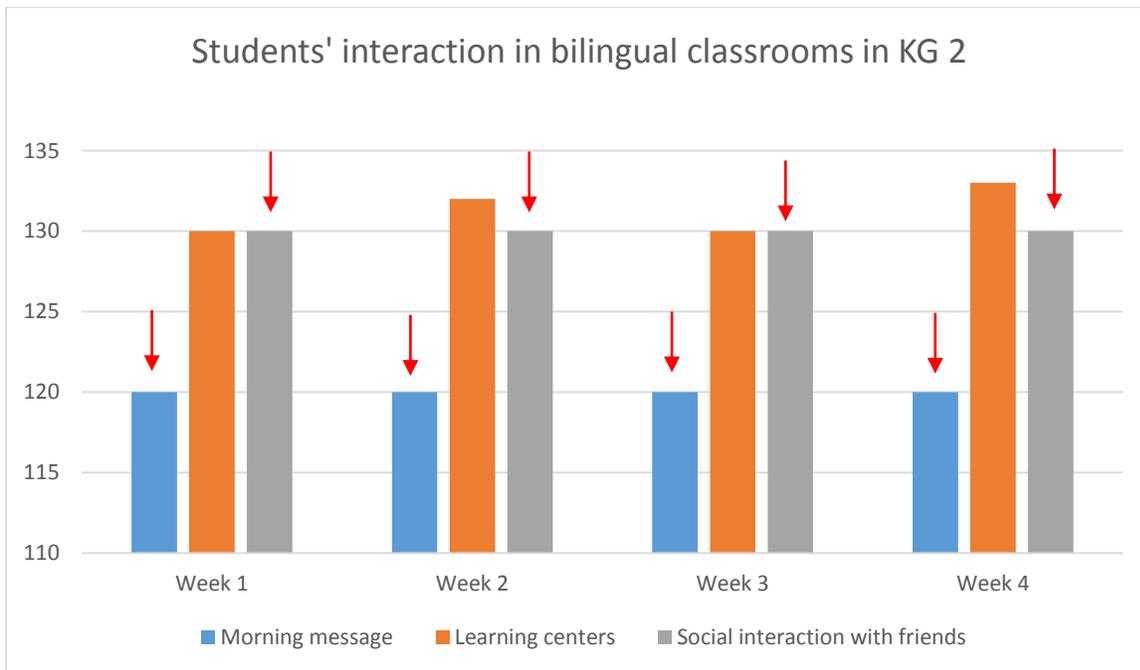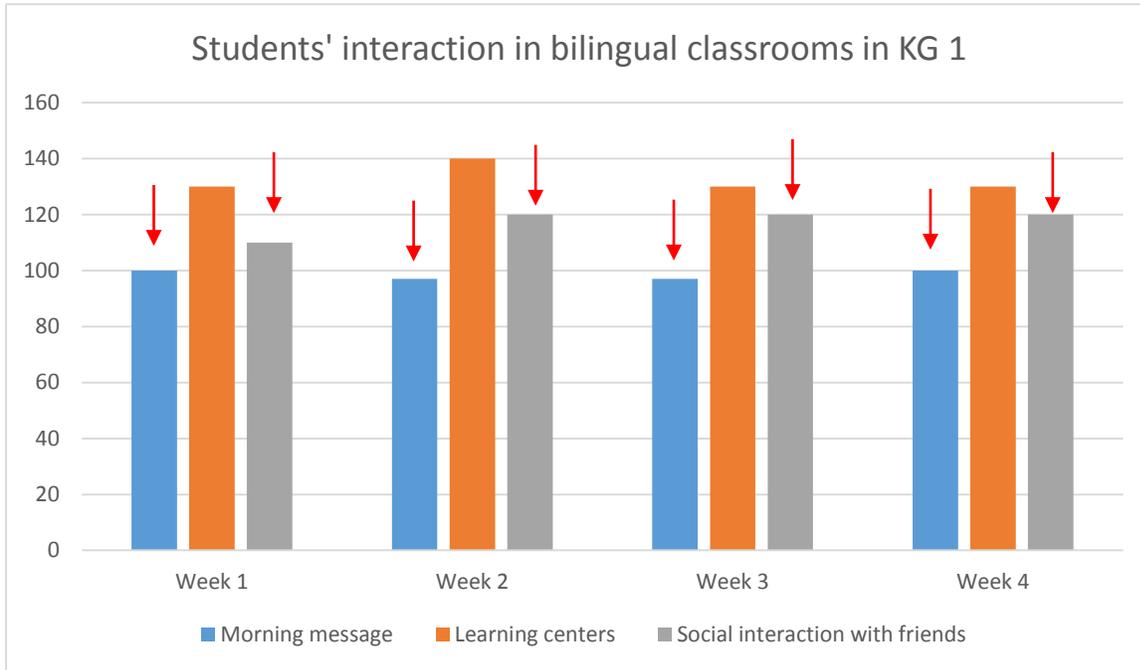
(B): The students' grades in Arabic and English in term 1:

Arabic results in Term 1

KG 1 — KG 2

English results in Term 1

KG 1 — KG 2
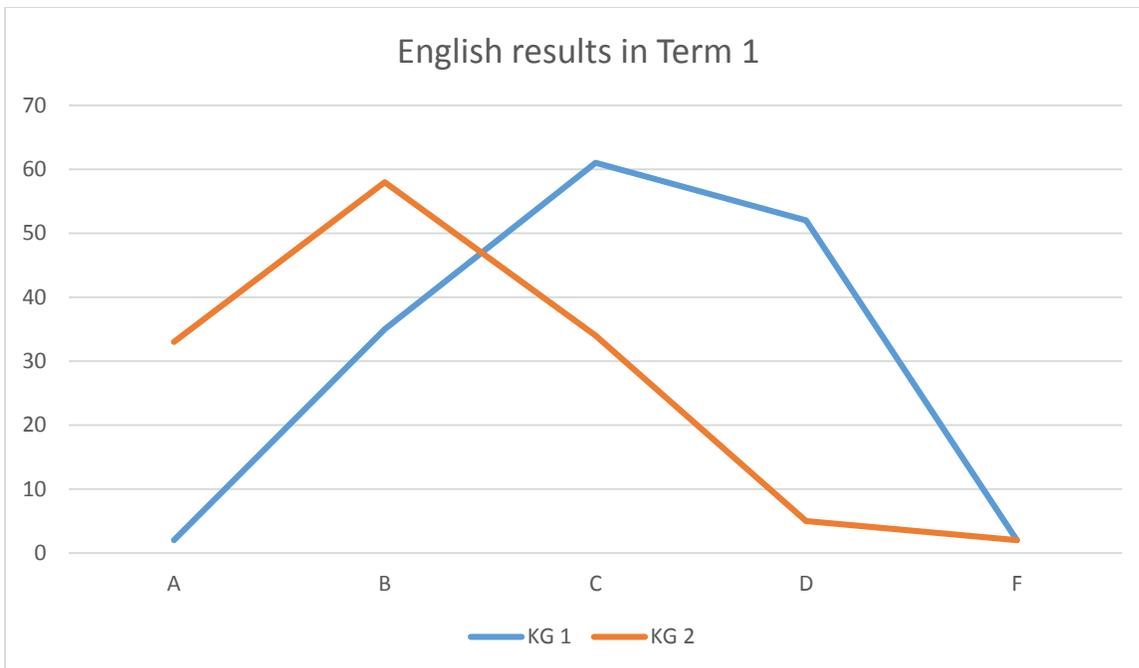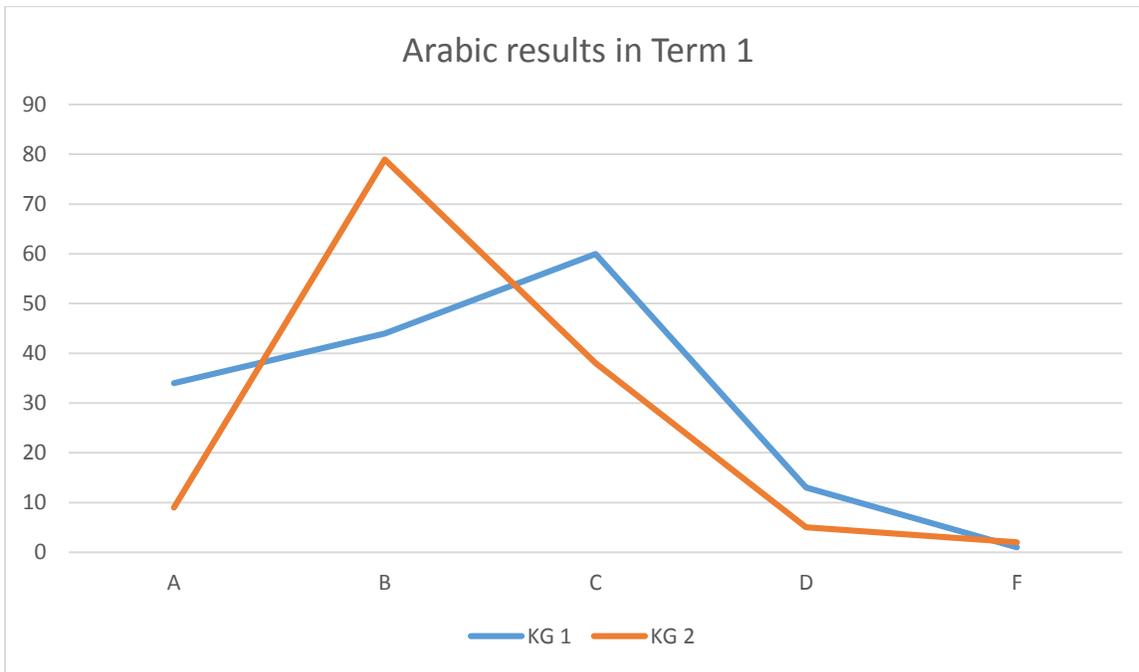
(C): Arabic and English results in term 2:

Arabic results in Term 2

English results in Term 2
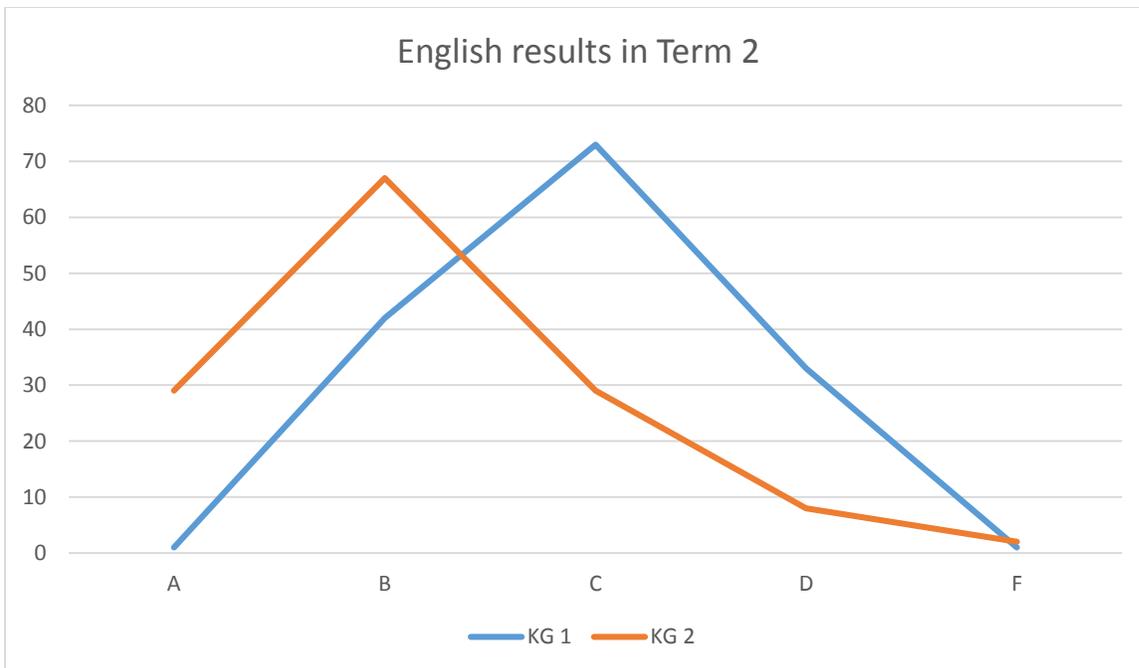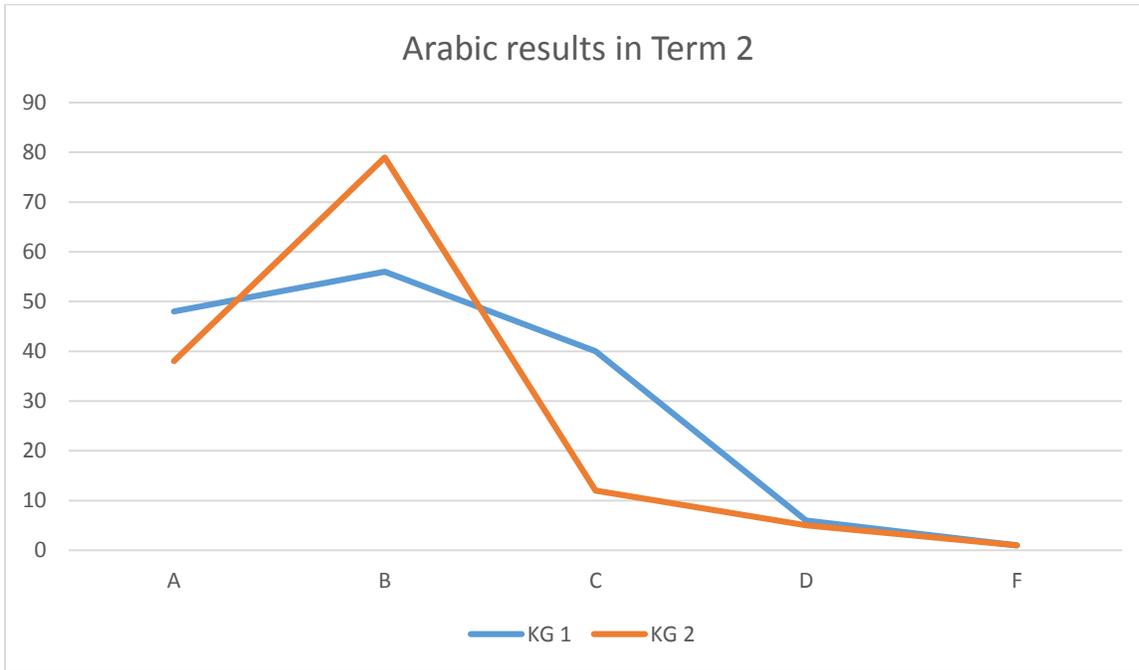
(D): Teachers' answers through following individual learning process:

How do you care about individual students?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Observation checklist	12	66.7	66.7	66.7
	Individual worksheet	6	33.3	33.3	100.0
	Total	18	100.0	100.0	

(E): The students' profile checklist:

ملف الرحلة التعليمية روضة الرضوان 16-17
Portfolio Al Rudwan KG 2016/2017

اسم الطفل : Child Name ------------------------------

الصف : Class --------------------

١. تهدف ملفات الأطفال إلى الحصول على صورة حول سير الرحلة التعليمية للطفل في رضو الرضوان.
٢. يتضمن ملف الطفل أدلة حول تطور الطفل انجازاته.
٣. يتضمن ملف الطفل ملاحظات المعلمة حول عمل الطفل الذي تم وضعه في الملف.
٤. يتمثل الهدف ملف الطفل في إبلاغ أولياء الأمور عن تقدم طفلهم الأكاديمي والاجتماعي وإبلاغك كمعلمة بخطوات التعلم التالية للطفل.
٥. المعلومات ذات صلة بمناهج مجلس أبو ظبي للتعليم لرياض الأطفال.

1. The purpose of the portfolio is to build a picture of the learning journey taken by each individual child throughout the year.
2. The Portfolio is to contain documentation of the students' progress and attainment
3. The portfolio will be a presentation for parents to inform them of their child's learning process and the next steps for their learning
4. The information collected for the portfolio should be relevant to the ADEC School Model KG curriculum
5. The portfolio should contain annotated notes by the teacher about pieces of work that you have chosen to include in their folder.

يرجى تضمن الملف للقائمة أدناه كل فصل

Please include the following in each portfolio termly:

	Work Samples	T1	T2	T3	نماذج الاعمال:	
1.	Self portrait (termly)				صورة شخصية – رسم الطفل- (لكل فصل)	1.
2.	Name writing (ongoing throughout the year)				نموذج من كتابة الأسم (بشكل مستمر خلال السنة الدراسية).	2.
3.	1 English writing sample (termly)				نموذج كتابة واحد باللغة الإنجليزية (لكل فصل)	3.
4.	1 Arabic writing sample (termly)				نموذج كتابة واحد باللغة العربية (لكل فصل).	4.
5.	Science work sample (termly)				نموذج عمل لمادة العلوم. (لكل فصل).	5.
6.	Math Work Sample (termly)				نموذج عمل لمادة الرياضيات (لكل فصل).	6.
7.	1 student reflection (picture/ words- termly)				نموذج واحد عن انطباع الطفل (صور-كلمات) لكل فصل	7.
8.	One project about the theme or the common task				مشروع الوحدة أو مهمة التقييم المشتركة لكل وحدة	8.
10.	Proforma attached to work samples (Appendix A)				نموذج التعليق على عمل الطفل	10.
11.	Observation notes				الملاحظات	11.
12.	Baseline Data with reference notes				الاختبار المبدئي	12.
13.	Copies of ESIS reports				نسخ من التقارير الفصلية (الايسس)	13.

(F): The parents' satisfaction with students' academic achievement:

2015:
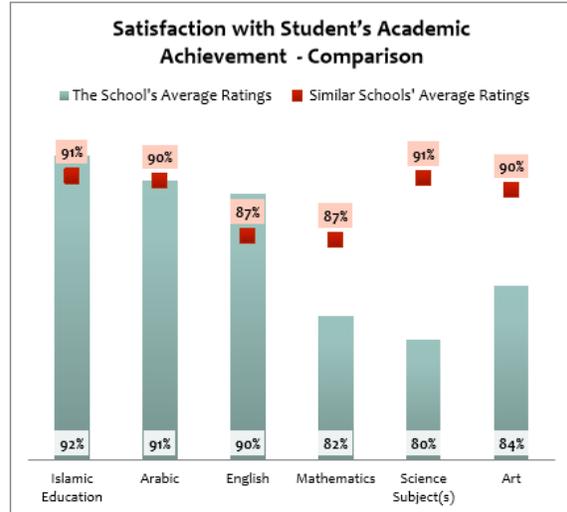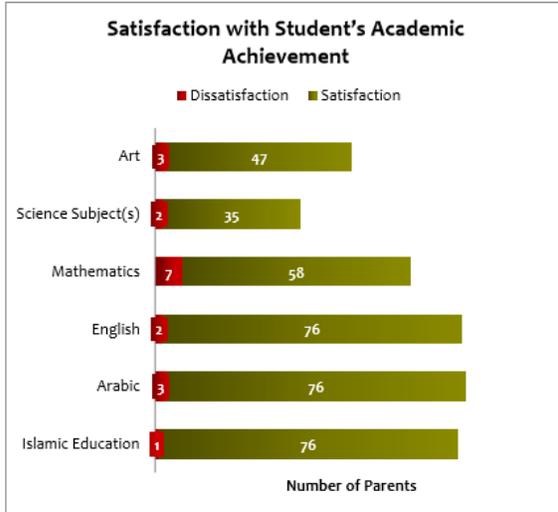
2016:

Q Code	Topics	N	Average score out of 5	School's Relative Rating	
7	Students performance in Islamic education course	31	4.26	30%	Weak
8	Students performance in Arabic course	31	4.23	40%	Moderate
9	Students performance in English course	30	4.13	51%	Moderate
10	Students performance in mathematics course	28	3.86	28%	Weak
11	Students performance in science courses	20	3.60	21%	Weak
12	Students performance in art courses	28	4.00	27%	Weak
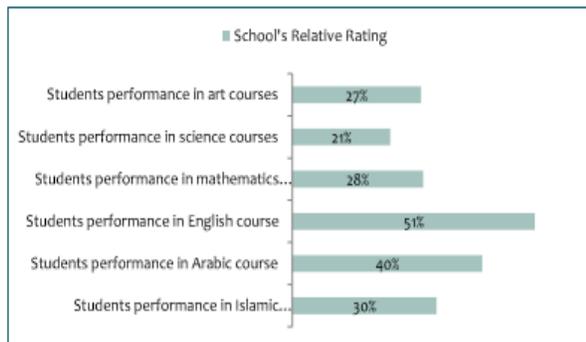
(G): Teacher assistants' responses regarding the importance of being on time in the morning:

Commit to the allocated schedule from the administration including immediate morning presents in the classes

Mean = 1
Std. Dev. = 0
N = 10

Commit to the allocated schedule from the administration including
immediate morning presents in the classes
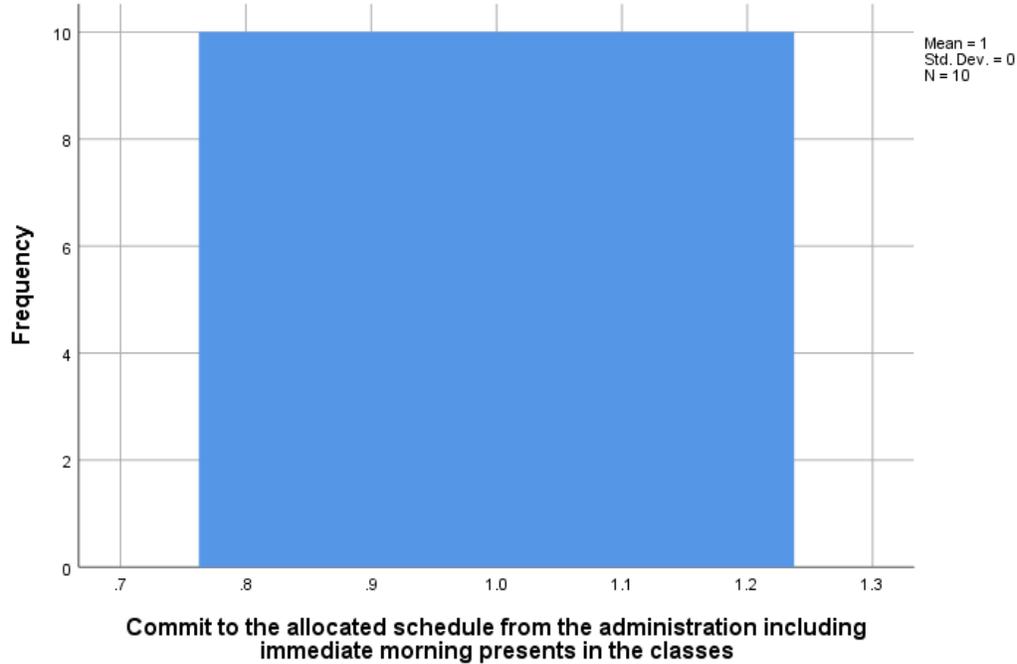
(H): the vice principle interview about evaluating individual students:

Me: As I observed, students now how to speak and communicate in Arabic and English, but do you make sure that students understood what they study? How do you evaluate them?

Heba: teachers evaluate students during the class time, that's why students set in groups and teacher walk around to evaluate the students. Teachers have a profile for individual students which includes this list of things. This profile should include teacher's checklist about the students; work inside the classroom and in Homework as well. The same file includes the students' work in Arabic and English subjects. Another way to evaluate students is the common assessment task (CAT) exam which is done at the end of each unit. This exam includes Arabic and English questions as you can see in the sample here. So the students should do the exam and then the teachers meet after they finish marking the exam. As you notice, the unit is about transportation for both Arabic and English subjects because the themes are the same. After grading the students, teachers meet to discuss the students' grades and decide what to do better for the next unit which each student. We call this as CAT moderation form to document all the information for individual students to follow their learning process.

(I): The CAT sample exam:

Name: _____   Date: _____14-18 May 2017_____

Term 3 Transportation Unit   Write about the transportation from your book.

KRRM2 Term 3	give simple interpretations of pictures and illustrations from fiction and nonfiction texts	recall details from pictures and illustrations in different texts	identify pictures and illustrations in different texts	Other comments:
KWC2 Term 3	write recognizable simple sentences with ending punctuation	write a recognizable simple sentence with some evidence of ending punctuating	write at least one recognizable word related to a story or a picture	

(J): The CAT moderation form for team discussion about the summative assessment for each unit:

Abu Dhabi Education Council

Al Radhwan KG
Abu Dhabi

Education First التعليم اولا

مجـلـس أبـوظـبـي للـتعـلـيـم

روضة الرضوان
أبوظبي

Common Assessment Task (C.A.T) Moderation form

In AlRudwan we are aiming to have consistent evaluation practices; which provides transparent and reliable assessment for our children. The main goal of this form; is to reflect upon classroom teaching and learning. Moderation is vital to improving student learning and extending our professional assessment practices.	نسعى في روضة الرضوان للحصول على ممارسات تقييمية متسقة ، بهدف الوصول إلى تقييم موثوق ومنصف للأطفال . أهم أهداف هذه الاستمارة : اتاحة الفرصة للمعلمات للتأمل في ممارساتهم التعليمية وتحسين فرص التعلم للأطفال

Teacher Name: اسم المعلمة: Date: التاريخ: Unit: اسم الوحدة :

المخرجات المستهدفة في مهمة التقييم الموحدة :

Targeted outcomes in the CAT:

Number of students in each level: يرجى حصر عدد الأطفال في كل مستوى:

Not Taught	لم يدرس	Emerging	مبتدئ	Developing	متطور	Mastered	متمكن	Outcome	المخرج

Not Taught	لم يدرس	Emerging	مبتدئ	Developing	متطور	Mastered	متمكن	Outcome	المخرج

Not Taught	لم يدرس	Emerging	مبتدئ	Developing	متطور	Mastered	متمكن	Outcome	المخرج

From your discussion with your colleagues complete the following: من خلال مناقشتك مع زميلاتك حول آليات ونتائج التقييم، يرجى استكمال مايلي:

Did I over grade my students?	هل قمت بتقييم أطفالي بشكل مبالغ؟
Why?	لماذا؟
Did I under graded my students?	هل قمت بتقييم أطفالي بشكل غير منصف؟
Why?	لماذا؟
Next Steps	الخطوات التالية :

20-2-2017

Appendix 10 (A): The teachers' survey results of years of experiences:

Years or experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2 years	3	16.7	16.7	16.7
	More than 5 years	2	11.1	11.1	27.8
	More than 10 years	9	50.0	50.0	77.8
	More than 20 years	4	22.2	22.2	100.0
	Total	18	100.0	100.0	

(B): The teachers' responses according to the available education teaching workshops in the kindergarten:

Workshops related to the Education teaching

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Once	5	27.8	27.8	27.8
	Twice	3	16.7	16.7	44.4
	Triple	9	50.0	50.0	94.4
	None	1	5.6	5.6	100.0
	Total	18	100.0	100.0	

(C): The teachers' responses regarding the peer observation:

Mentoring and/ or peer observation and coaching as part of a formal school arrangements

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Once	4	22.2	22.2	22.2
	Twice	6	33.3	33.3	55.6
	Triple	1	5.6	5.6	61.1
	None	7	38.9	38.9	100.0
	Total	18	100.0	100.0	

(D): The students' interaction in KG 1 and KG 2:

Students' interaction in bilingual classrooms in KG 1

Students' interaction in bilingual classrooms in KG 2
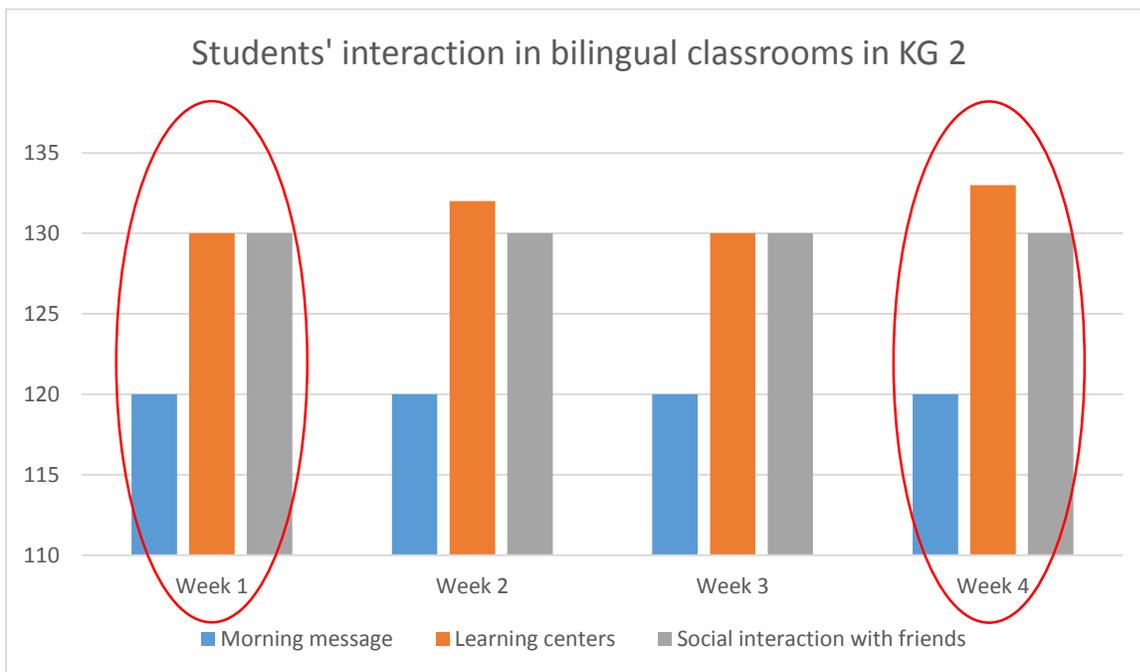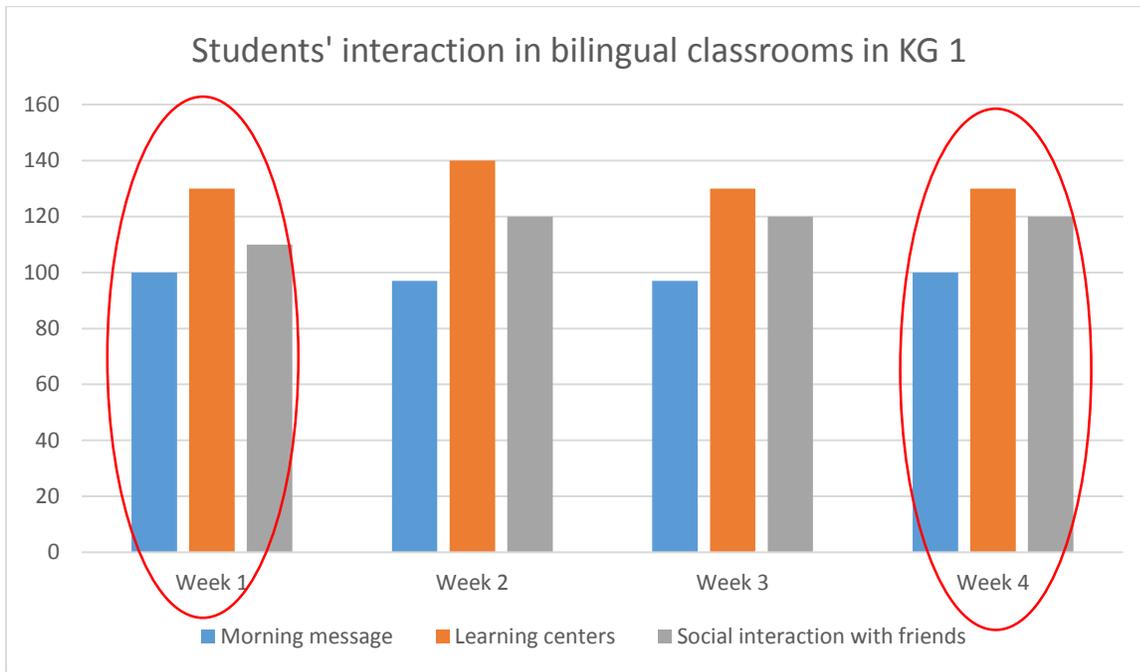
(E): KG 1 and KG 2 comparison grades in Arabic and English:

KG 1 results in Term 2

KG 2 results in Term 2
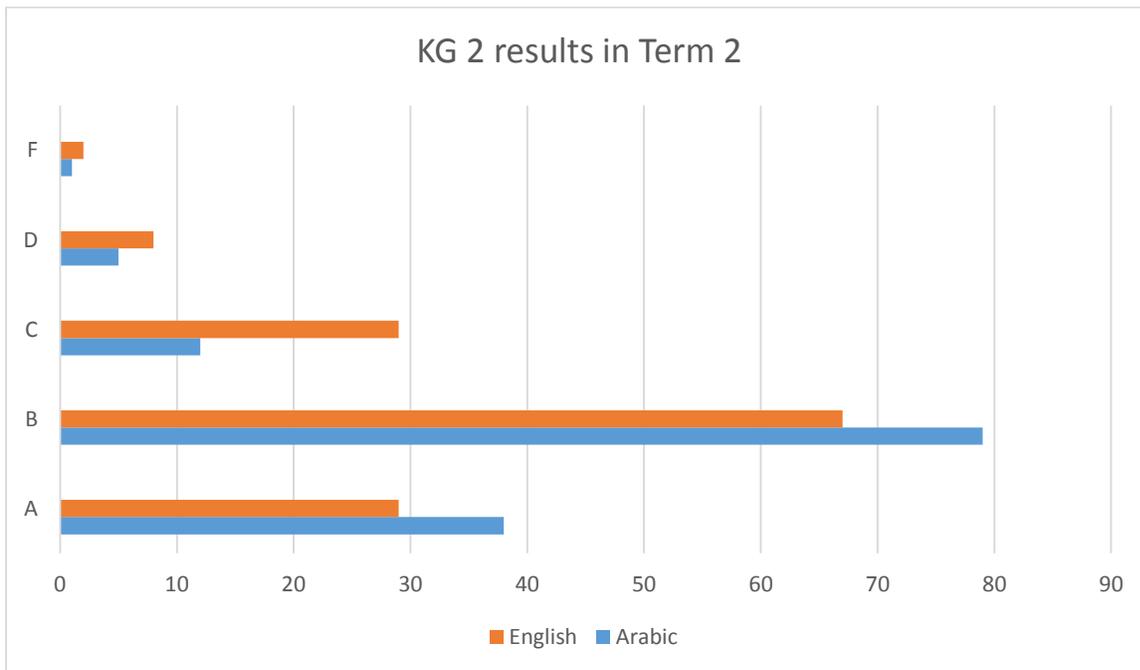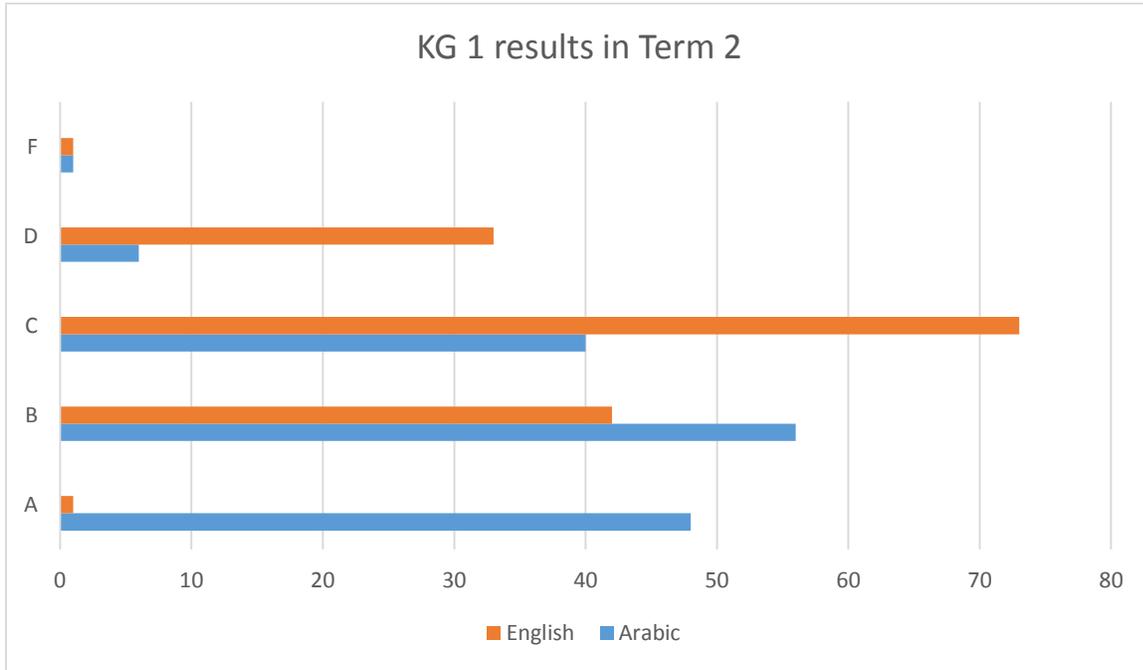
(F): The Vice Principle response of hiring more teacher assistants in the KG:

> **Me:** You said that you added the teacher assistants in your KG. Why? And what do they do in the class exactly?
>
> **Heba:** here is a document which shows you what is their job exactly. ADEC provided us with the agenda and we created this list specifically to our school to make it clearer for our teacher assistants to understand. As you can see here, teacher assistants have five main responsibilities which are; preparing the environment, preparing the learning resources, communicating with parents, committing to all duties that she's asked for and committing to all schedule and morning attendance. These are the rules in general. Depending on the teacher, she may ask for more things such as explaining to children or dealing with special needs students in the classroom.

(G): The Teacher Assistants roles and responsibilities in the kindergarten:

مهام ومسؤوليات مساعدات الصفوف في روضة الرضوان
Teachers Assistance Roles and Responsibilities in Al-Radwan KG

على مساعدات الصفوف في روضة الرضوان الالتزام بأبرز المسؤوليات التالية :
Teachers Assistance in AL-Radwan KG have to commit to the basic following responsibilities:

- Assisting the classroom teacher in preparing the appropriate environment inside and outside the classroom environment (ensuring health and safety guidelines and display preparation)	1. مساعدة معلم الصف في تهيئة البيئة الصفية المناسبة للطلبة داخل وخارج الصف (ضمان توافر شروط الأمن والسلامة ، وتجهيز لوح عرض أعمال الأطفال)
- Prepare the learning resources for lessons according to the classroom teacher (printing, photocopying, laminating and assembling)	2. إعداد الوسائل التعليمية الخاصة بالدرس المقدم في الصف بحسب توجيهات معلم الصف (الطباعة ، التصوير ، تغليف، تصنيع وابتكار)
- Communicate with parents when the teacher and administration ask to	3. في حالة تم تحديد جدول لمساعد المعلم ، داخل الصفوف الدراسية ، عليه الالتزام بالتعاون مع المعلم في دعم السلوكيات الإيجابية للطلبة ، وتنمية السمات الإيجابية في شخصية الطالب والتحصيل الإيجابي له
- Commit to all directives obligated from the school administration including all assigned tasks (duties, cover classes, trips and students attendance)	4. التواصل مع أولياء الأمور في حال طلب منه من قبل المعلم والإدارة
- Commit to the allocated schedule from the administration including immediate morning presents in the classes	5. الالتزام بكافة الأوامر الملزمة من قبل إدارة الروضة، وما يتم اسناده من مهام (يشمل : المناوبات، الاحتياط ، الرحلات ، الأنشطة، حضور وغياب الطلبة)
	6. الالتزام بالجدول الملزم من قبل الإدارة ، والتوجه مباشرة صباحا للصفوف المحددة

Teacher Assistance Name:.. :اسم مساعد الصف
Signature:.. : التوقيع
Date:... :التاريخ

مديرة الروضة
سلمى فرج المحيربي

(H): Parents' satisfaction regarding quality of learning in 2015- 2016

2015:   2016:
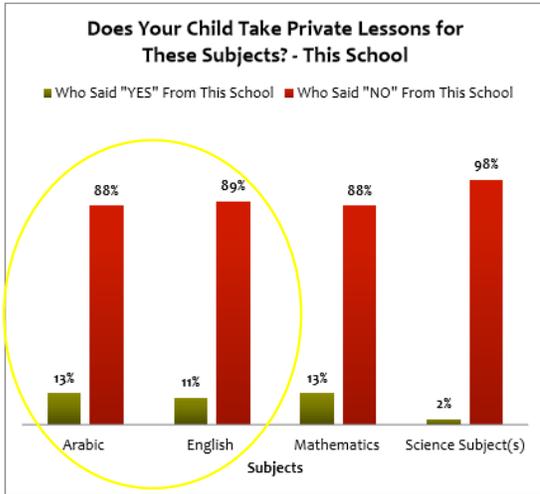
Private Lessons:

The following table lists the percentage of parents who reported that their children required private tutorials in the following subjects:

Q Code	Topics	N	Percentage of Parents
41	Needs for private lessons in Arabic	20	5%
42	Needs for private lessons in English	20	5%
43	Needs for private lessons in Mathematics	19	5%
44	Needs for private lessons in science courses	15	0%

Appendix 11 (A): The Vice Principle answer though parents' engagement in the students' learning

> **Me:** And how do parents know about their students' learning process?
>
> **Heba:** when we have a parent meeting, we show them this file to see how their kids do during the semester and we advise them to make their kids improve their level either in Arabic or English subject.

(B): The Head of Faculty answer regarding parents' involvement:

> 8- **What about the parents' interaction? How they feel about applying English as an extra subject for KG as they are still young?** Parents are perfectly acceptable of this bilingual balance. The parents agree overwhelmingly, that the benefits for children being multilingual are well worth the efforts. Furthermore, parents can see that their children can draw the line between their native language and the English language (i.e. understand the main differences and similarities) parents are amassed excepting the English being taught in KG.

(C): Teachers' conferences for parents:

How often do you hold extra parent conferences for particular problems?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Daily	1	5.6	5.6	5.6
	Weekly	4	22.2	22.2	27.8
	Monthly	13	72.2	72.2	100.0
	Total	18	100.0	100.0	

(D): Teachers' and parents' involvement and home school behaviour

How often do you collaborate with parents on a home- school behavior plan and share goals for students?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Daily	2	11.1	11.1	11.1
	Weekly	3	16.7	16.7	27.8
	Monthly	13	72.2	72.2	100.0
	Total	18	100.0	100.0	

(E): Teachers' involvement with parents through good and bad behaviour:

I call parents to report good behavior

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always useful	11	61.1	61.1	61.1
	Sometimes useful	7	38.9	38.9	100.0
	Total	18	100.0	100.0	

I call parents to report bad behaviour

|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always useful	6	33.3	33.3	33.3
	Sometimes useful	11	61.1	61.1	94.4
	Not useful	1	5.6	5.6	100.0
	Total	18	100.0	100.0	

(F): Teacher assistants' responses with parents

Communicate with parents when the teacher and administration ask to

|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	5	50.0	50.0	50.0
	Sometimes	3	30.0	30.0	80.0
	Rarely	2	20.0	20.0	100.0
	Total	10	100.0	100.0	

(G): Parents' engagement with the school:

2015:   2016:
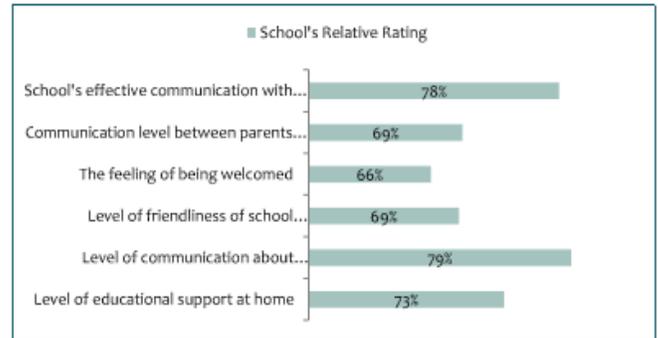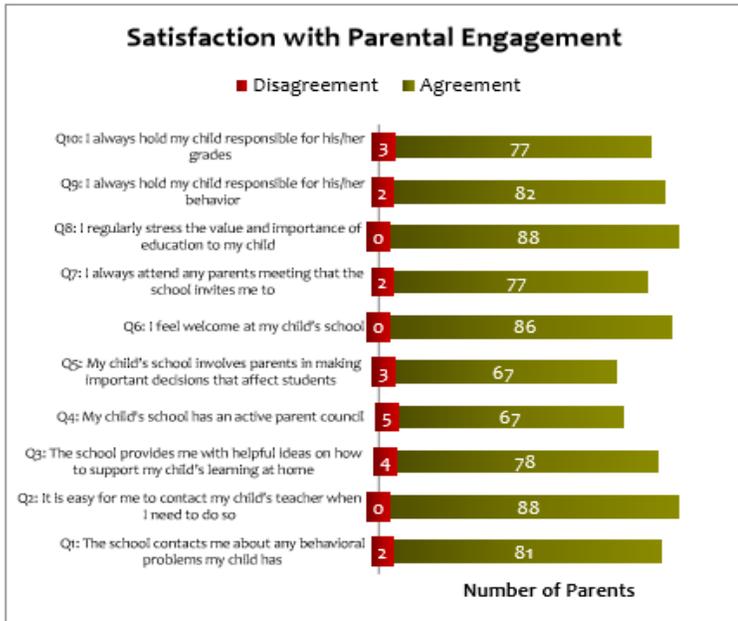
(H): The students' grades in Arabic before and after the parents' engagement:

Arabic results in Term 1

Arabic results in Term 2
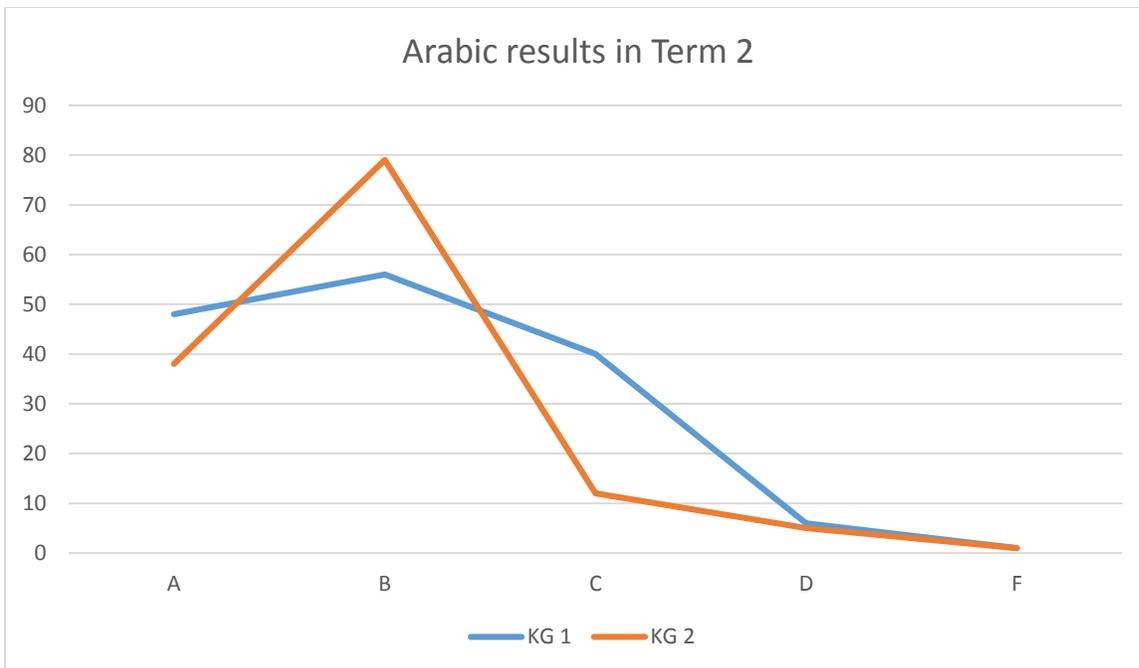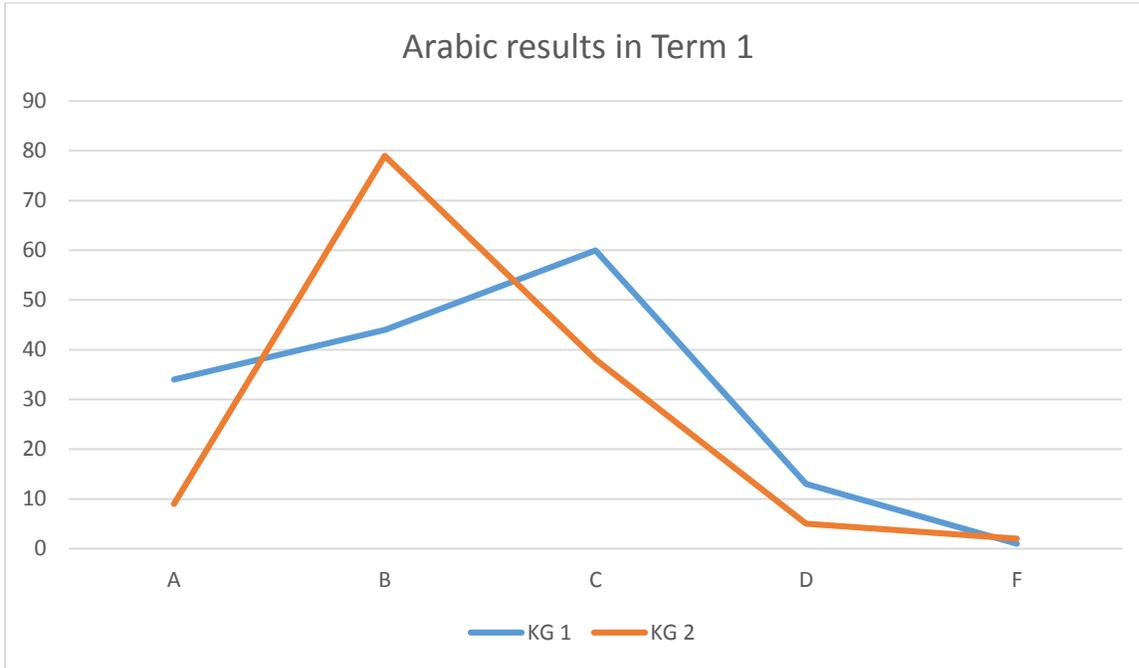
(I): The students' grades in English before and after the parents' engagement:

English results in Term 1

English results in Term 2