Exploring the Challenges of implementing the American English Language Curriculum in the Middle and High Schools of the International Schools in the United Arab Emirates

البحث في تحديات تطبيق المنهج الأمريكي للغة الإنجليزية للمرحلتين المتوسطة والثانوية في المدراس الدولية في دولة الإمارات العربية المتحدة

by

MURHAF KASSEM WAHB

Dissertation submitted in fulfilment

of the requirements for the degree of

MASTER OF EDUCATION

at

The British University in Dubai

May 2020

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Abstract

This study aims to explore the challenges of the American English curriculum and its implemntation in both middle and high schools in the international schools of the United Arab Emirates. Moreover, the researcher seeks the possible ways to overcome the challenges of the American English curriculum, explores the benefits of learning and the ways of assessing the students' ability in the American English curriculum highlighting the significance of this curriculum to improve the students' proficiency in the four areas of language reading, listening, speaking and writing. In addition, the aim here is to show the role of the English teachers' knowledge and competency in implementing the curriculum sharing their best practices in oder to deliver a quality learning to their students. The tools used to gather information for this research are a detailed interview (qualitative measure) with a school principal and questionnaires (survey – quantitative measure) to highlight the opinions of both middle and high school teachers to develop answers to the research questions.

Based on the analysis of the mixed-methodolgy of gathering data, the research findings show that the role of teachers is considered of a paramount importance as they are considered the main role players in teaching students and in implementing the curriculum. Moreover, this research study provides pieces of evidence that teachers' support, collaboration and communication must be improved, and finally, the application of 4Cs of the 21 century skills are part and parcel of this curriculum to evaluate and to assess students' real-life knowledge and to improve the quality of learning.

الملخص

تهدف هذه الدراسة إلى البحث في تحديات المنهج الأمريكي للغة الإنكليزية ومجالات تطبيقه في مدارس الإمارات العربية المتحدة الدولية في المرحلتين المتوسطة والثانوية. وينشدُ الباحث ههنا، الطّرق الممكنة للتغلب على تحديات المنهج الأمريكي للغة الإنكليزية ويبحث في فوائد التعليم وطرق تقييم مقدرات الطالب مبرزاً أهمية هذا المنهج في تحسين كفاءة الطالب في مهارات اللغة الاربعة، ألا وهي القراءة و الاستماع و المحادثة و الكتابة.

ومن ناحية أخرى فإن الهدف أيضاً هو استعراض مهارات معلمي اللغة الانكليزية وكفاءاتهم في تطبيق المنهج، مع الأخذ بعين الاعتبار تطوير الخبرات بناءً على أفضل الممارسات لتقديم الأفضل للطلبة.

إن الأدوات المستخدمة لجمع المعلومات في هذا الجانب من البحث، هي المقابلة التفصيلية التقييم النوعي مع مدير المدرسة، و الاستبيانات لمعرفة آراء مدرسي المرحلتين المتوسطة والثانوية على حد سواء و الحصول على أجوبة لأسئلة البحث.

وبناءً على تحليل الطريقة الهجينة (كمية ونوعية) في جمع البيانات تدلّ نتائج البحث على أن دور المعلمين له أهمية كبيرة باعتبارهم المحور الرئيس في عملية التعليم وتطبيق أساسيات المنهج، بالإضافة إلى تقديم أدلةً في هذا البحث تؤكد بأن دعم المعلمين، والتعاون و التواصل أمرمن الواجب تحسينه.

وأخيراً فإن تطبيق مهارت القرن الواحد والعشرين الأربعة وهي التفكير النقدي والتعاون والابداع والتواصل هي جزء لايتجزأ من هذا المنهج من أجل تقييم معرفة الطالب في الحياة العملية وتحسين جودة التعليم.

Dedication

Dedicated to the soul of my beloved father who showed me how success looks like through his toil and success. In addition, this dissertation is dedicated to both my daughter and to my wife, my wife who has offered me support and encouragement all the way.

Acknowledgment

Firstly, I would like to express my gratitude to my supervisor, Prof. Abdulai Abu Khari who supported and helped me with his advice and knowledge. Prof. Abdulai's valuable feedback on every facet of this dissertation meant a lot to me and motivated me to excert vigorous effort on my work.

Secondly, I would like to thank BUID for the support and the help with the resources I needed to finish my research. Besides, my special thanks to all the professors in the Masters programme for the vlauble knowledge they proffered me, I will call this knowledge *erudition* that honed my skills and made me well-prepared and qualified for this finale.

I also would like to thank the school principals, who granted me the great opportunity to conduct my research in their schools. And I cannot forget the English language teachers in the schools I have conducted my research in as well, for their time and effort, whilst they have participated in responding to the questionnaires with their important information.

My sincere thankfulness to my family memebers for the constant support and engouragement, as but for their standing by me, this work would not have been summoned into being.

Table of Content

Chapter 1: Introduction

1.1 Introduction

The global access reach and understanding of English are deemed to be in the today's modern world at its height, and in turn, English learning has always been a topic of academic as well as business researchers in its entirety. Since English has become the official language to more than 80 percent of the organizations operating all over the world, the academic content including reports, research articles, and scientific papers are majorly published in English (Parupalli, 2019). Pandarangga (2016), confirmed that English is rapidly increasing as a language to be taugth all over the world. Furthermore, since both the learners and facilitators (teachers) are new to the language, teaching English as a subsequent or alternate language in any country is considered a difficult task (Aditi, Wong, & Tuen, 2015).

Inasmuch as English language learning requires teachers to move far away from traditional teaching techniques, the requirement in the current context has become more focused on maintaining different teaching and learning approaches and techniques. Furthermore, the teaching approaches and techniques maintained for learners must be more concentrated on learners and their learning. Consequently, the assessment criteria require improvement as it should be focused on knowing more about what the learners know rather than focusing primarily on asking the learners to learn and to pass tests. Alternative assessment technique came into view in reaction against the observed paucity of the conventional types of assessments particularly their failure when administered to students of special needs. Additionally, the assessment technique helps carry out several tasks that facilitate learning with greater development of thinking skills to be used in real-life situations (Rahma & Denman, 2018). According to Brigham Young University (2020), the alternative assessment techniques are useful to know what capabilities the learners possess, rather than primarily focusing on what the learners do and do not do. With the use of alternative assessments, teachers are more likely to provide feedback to learners which can help progress and assess their efforts and towards improvement. Apart from the changes in learning processes, teachers ought to seek improvement because improvement has a great impact on their practices and also on any educational reforms that may occur. During the last decade, the focus on teachers and their role in the successful implementation of educational

reforms has been highlighted (Levitt, 2001). In his study, Allen (2002) also confirmed that the the teachers' beliefs are very important for the fact that their beliefs impact the overall educational reform and performance. In addition, other researchers have also shared a viewpoint that the teachers also play a vital role in determining the most efficient means to implement the educational changes and other reforms in the education system (Tremblay, Lalancette, & Roseveare, 2012).

The main objective of the researcher is to determine and to explore the challenges of implementing the American curriculum in both middle and high schools of the international schools in the United Arab Emirates, to identify the role of teachers in the design, development, and adaptation of curriculum, and finally, to find possible solutions to these challenges.

1.2 Background

1.2.1   Global Perspective

The overall demand for English learning has equally contributed to increase the demand for inventing effective and efficient teaching methods. Although drilling, repetition, and memorization were previously considered the most appropriate means to help learners to effectively know the language, nowadays, they are ineffective in teaching communication skills (Ridge, Kippels, & Farah, 2017). Heretofore, the dominance of the English language as a second language all over the world has resulted in increasing the demand for learning. Moreover, the English language is considered one of the most common ways to interact with other people (Rajathura, 2018). Many research studies help identify that new teaching approaches have helped the learners more, as these are more focused on the learners and the role of the teacher is more likely to be a facilitator who facilitates the learning process. Along with that, specifically by analyzing the United Arab Emirates' market, the growth of emphasis on employability and development of youth has led to an increase in changes and reforms in the education system in the public sector. The present schooling arrangement in the United Arab Emirates is more focused on providing skill-based education for the learners rather than rote learning (Ridge, Kippels, & Farah, 2017).

1.2.2 United Arab Emirates' Perspective

In the year 1953, official schooling was firstly introduced in the United Arab Emirates, at the time when Kuwaiti educational growth and work were successful to open the first school in Sharjah, more schools were opened all over the United Arab Emirates with major funding received from Bahrain, Kuwait, Qatar, Saudi Arabia and Egypt (Suliman, 2000). The plan was to implement the same educational system as was adopted in the countries that funded the United Arab Emirates. The United Arab Emirates Ministry of Education (MOE) was recognized, established, and served as the prime authority within the United Arab Emirates to oversee the development and provisions for education. The schools in the United Arab Emirates used different standards and separate curriculums that were borrowed from other countries. In 1979, the MOE introduced the National Curriculum Project to establish a single and common Emirati curriculum which was adopted nationally in the year 1985 (Ridge, 2009). After 1985, the curriculum in the United Arab Emirates was considered to represent the textbooks or the overall intended curriculum of the region but no focus was provided to develop a base and documentation for the possible skills and expertise that would be acquired from the curriculum. The development of curriculum led to higher satisfaction for teachers as they knew what to teach their learners and were able to bind the educational activities to contents from the books (Ridge, 2009; Ridge 2014).

The MOE consisted of the curriculum department which was primarily in charge of reviewing and approving the textbooks which are the main resource for UAE teachers. The department was also in charge of developing and designing examinations and different assessments to ensure that all schools follow a similar curriculum. In general, the curriculum is a set of sources that help define the changes in styles for teachers, and examinations; however, still, the case for UAE was never as per universal requirements (Ridge, Kippels, & Farah, 2017) because the education system of the United Arab Emirates was still more focused on learning and memorizing the content for the learners to pass the examinations. This approach of education demotivated the teachers to adopt unique teaching styles to better facilitate learning for the learners; rather, the teachers were more focused to make the learners memorize the content and pass exams. The analysis of curriculum and teaching approaches in the United Arab Emirates helped develop an understanding that there was a need to transform the approaches and attitudes of the teachers in the United Arab Emirates towards a more student-based curriculum and teaching. Along with

that, there was a dire need to expand the content and overall curriculum, and finally, to ensure different and unique assessment strategies to be adopted to shift the focus primarily from passing the exams by memorizing to more skill-based learning (Ridge, Kippels, & Farah, 2017). A research study by Mary Cullinan, (2016) also supported the views of Ridge, Kippelsm & Farah (2017) and confirmed on the idea that new technologies, theories, and ideologies are required to be adopted to ensure effective utilization of English Second Language. Moreover, she emphasized on the significance of English learning techniques for the former factors.

1.3 Problem Statement

There are specific challenges and issues encountered by the authorities in implementing the American English curriculum effectively. Primarily, many issues are present in how to implement the American English curriculum in a way that proper language and life skills are offered to middle and high school learners in international schools in the United Arab Emirates (Ridge, Kippels, & Farah, 2017). Apart from that, the environment, culture, linguistic capabilities and proficiency of teachers and knowledge of the American Common Core Standards are also considered as the likely challenges that can interrupt the overall implementation and adoption of the American English Language curriculum (Sara, 2014; Cullinan, 2016; Ridge, Kippels, & Farah, 2017). The researcher aims to identify and to analyze the potential challenges that can affect the implementation of the American English curriculum. The empirical evidence and observations would be used to specifically highlight the challenges that ineffective implementation can lead to the wrong use of standards that match specific skills and consequently the failure to design proficient lesson plans. Moreover, the objectives devised through ineffective and wrong break down of standards would not possibly lead to attaining the learning goals of particularly any educational institution and the UAE educational modern educational system in general.

1.4 Rationale

The researcher aims to explore and to scrutinize the challenges related to approaches and attitudes of teachers in UAE towards student teaching (a change is required), curriculum alignment to Common Core Standards, and taking on new and focused assessment strategies to focus more on skill-based learning.

1.5 Aim and Objectives of the Research

The prime aim of the researcher is categorized as to develop an understanding of the current approaches and attitudes of teachers in UAE for English learning, highlight the significance of expanding the curriculum in the UAE, and identifying the need for new assessment strategies to facilitate efficient learning.

Based on the aims, the researcher's objectives for the research are as follows;

The prime objectives of the research are

1 to understand and to evaluate the approaches of UAE teachers for English learning. Also, to work on highlighting the best practices adopted by international teachers to support the development of skills for teachers in the UAE.
2 to align the curriculum in relation to analyzing the UAE education sector.
3 to understand the most effective assessment technique that can be adopted by UAE teachers and academics to improve the overall learning experience.
4 to make recommendations for reforms to the MOE and to other relevant authorities following the findings of the research objectives.

1.6 Research Questions

The main research question for the research is

What is the impact of changing the teacher's approach, alignining the curriculum, and devising more focused assessment techniques to overcome the challenges in implementing the American English Language curriculum in international schools in UAE?

The sub-categorized research questions for the study are as follows.

1 How can a change in teacher's approach (es) to teach English can limit the challenges to implement the American English Curriculum?
2 What is the possible outcome of aligning the American English language curriculum in the UAE?
3 What are the new and the beneficial assessment to shift to more student-based learning for the American English Language curriculum in the UAE?

1.7 Summary of Chapters

The chapter sets the foundations of the whole research and facilitates evaluating and determining the most relevant research aims and objectives. Moreover, the research questions are also devised based on the aim and objectives. The research chapter would provide a relevant and possible outline for the next chapters as it helps determine the research questions that are to be answered through the research literature, methodology, results, and findings and to build the conclusions based on the results.

Chapter 2 literature review would provide both intensive and extensive analysis of the theories and literature linked to the research topic. Besides, the chapter aims to form an empirical base (previous research studies) to facilitate devising the methodology. Chapter 3, methodology would be a development and an explanation of the path and the trail adopted by the researcher to conduct this research. It would also establishes a perception of the design, approaches, population, sampling, and the most relevant analysis techniques adopted by the researcher. Chapter 4 results and findings would represent the results from the analysis and also a discussion critiquing the outcomes of the research with the outcomes/ justifications provided by previous researchers (in the literature review). Finally, the conclusion and recommendation chapter would provide a conclusion to the results, findings and discussion. Moreover, recommendations for the policymakers and future researchers would be provided in the chapter.

1.8 Conclusion

The researcher aims to carry out research to determine and to evaluate the relevant challenges which create a hindrance to effective implementation of the English Language curriculum in the middle and high schools of the international schools in United Arab Emirates. Finally, the researcher smartly achieves the research objectives and reaches the conclusion.

Chapter 2: Literature Review

2.1 Introduction

The chapter expresses relevant literature that has been carried out in the recent past to develop a solid knowledge of the topic. In this chapter, the review of literature is on the approaches of curriculum and curriculum development. The implementation and evaluation of the curriculum are highlighted along with the reflection of the Common Core Standards and their challenges. All in all, a thorough reflection on the curriculum, its development, and its impact on the development of the system are discussed in this chapter with the help of different peer-reviewed resources.

2.2 Literature Review

2.2.1   Curriculum Approaches

The curriculum is a document or a blueprint that presents an instructional guide for learning and teaching to bring a positive learner behavior change. It is a set of structured ideas and activities developed by an educational institution to assist the students with their learning needs in order for them to reach their educational aims. According to Slattery, (2013), a curriculum is the course of study that an educational institute develops for its students so that they can develop their learning abilities and achieve their academic goals. In the study presented by Romiszowski (2016), it is discussed that the curriculums are important at every stage of a student as these are to be built so that a path for student's learning can be determined. A curriculum approach plays a major part in the development of a curriculum as it determines the ways the curriculum is created or designed. It is a method of dealing with the curriculum when creating, designing it and expecting outcomes from it. Furthermore, for a better understanding of curriculum development and design, the light must be shed on the four curriculum approaches which are behavioral approach, managerial approach, systems approach, and humanistic approach (Bilbao, Corpuz and Dayagbil, 2015).

2.2.2   Behavioural Approach

The behavioral approach is widely used in the development of a curriculum that was initiated with the idea of Fredrick Taylor that was focused on achieving efficiency. In this approach, the

curriculum is based on a blueprint that specifies the goals and objectives of the curriculum. The set of learning objectives is designed in a manner that they are arranged with the activities and the contents of the course (Bilbao, Corpuz and Dayagbil, 2015). Porter, (2018) confirmed that the behavioral approach of designing a curriculum showcases the learning objectives of the course and the activities in that course which are aligned in such a format that helps the learners in achieving those goals and objectives. The approach evaluates the learning outcomes of the course and the way these ourcimes are linked to the goals set in the beginning of the course. The educationists or the educational institution use the behavioral approach, to begin with, the educational plans that help in setting the objectives. After setting the desired goals, the process of evaluation begins as in this approach it is important to evaluate whether the activities that are set out for the students will help in achieving the goals or not (Porter, 2018). Also, Romiszowski (2016) indicated that the evaluation or the measurement of the activities is determined by the change in behavior. Similarly, Harden and Carr, (2017) stated that the change in behavior is the indication that the activities designed to meet the goals set out in the initial phase (Harden and Carr, 2017).

2.2.3 Managerial Approach

The managerial approach is developed by the head or the principal who also plays the role of the instructional leader. In this approach, the leader sets out all the policies and priorities, provides directions towards the change and plans for the curriculum and the instructions (Bilbao, Corpuz and Dayagbil, 2015). Romiszowski (2016) delineated the managerial approach that it is the one in which an instructional leader who is the general manager is responsible for the development of the curriculum and determines all the activities to be carried out within the educational institution. The rest of the administrative staff of the school is not much involved in the forming and development of the curriculum and does not involve itself in the implementation of the curriculum. The sole responsibility in this approach is of the general manager who continuously monitors and administers the resources and the restructuring of the curriculum to meet the learning objectives. According to Schell and Mathieu (2017), it is more of an authoritative approach in which the decision making power is within the hand of a leader who is responsible for the development of the policies and procedures, sets out priorities, establishes innovation, provides direction for change does planning and organizes the curriculum. We extrapolate from these activities that all the authorities are in the hand of one leader, and he or she has the responsibility to monitor the activities and to identify the need for change within the curriculum. A lot of schools follow this

approach as it removes the burden from the staff members; then the progress is dependent upon the decision of a leader (Slattery, 2013). In this approach, the curriculum supervisor's roles are to help the school in developing the goals of education, and the planning of the curriculum is done with the teachers, students, parents, and other stakeholders. In this approach, the program of the study is designed as per the grade levels. Through this approach, a greater chance is given to bring changes in the curriculum and adopt innovation in the curriculum (Bilbao, Corpuz, and Dayagbil, 2015).

2.2.4 Systems Approach

The systems approach is developed based on the Systems Theory in which the parts of the total school are examined to determine their relationship with each other. In this approach equal importance is given to the curriculum, administration, counseling, instruction, and evaluation. A systems approach can be represented with the help of an organizational chart which shows the links between each department and the flow of information within the organization or the institution (Slattery, 2013). Schell and Mathieu (2017) confirmed that a systems approach that determines the different levels at the school is an approach that is similar to the organizational chart. In this approach equal importance is given to different aspects i.e. all the elements are equally important for the growth and the learning of the students (Schell and Mathieu, 2017). In other words, it can be said that the educational institutions consider the curriculum to be an integral part of the learning system and equal importance is given to the administration for the counseling, instruction, and evaluation of the curriculum (Bilbao, Corpuz and Dayagbil, 2015).

2.2.5 Humanistic Approach

The base on which the humanistic approach is developed is linked to the progressive philosophy and the child-centered movement (Slattery, 2013). In this approach, there are two types of curriculums that are informal or hidden curriculum and the formal or planned curriculum. The main aim of this approach is to make sure that the chief focus is on the total development of the curriculum (Bilbao, Corpuz, and Dayagbil, 2015). Schell and Mathieu (2017) asserted that the humanistic approach is focused on the development of children as individuals.

2.3 Curriculum Development

Curriculum Development manages the course of action of curriculum materials to encourage execution (McKenney and Reeves, 2018). Educational plan development as educational plan arranging recognizes the three parts of the educational program: 'arranging or improvement, educational plan usage, and educational plan assessment'. Curriculum development improvement goes before educational program arranging. It includes all partners in the training of the learners and considers everything that will make the educational plan beneficiaries practical individuals from their general public. Due to which, the approach presenting indigenous language in the school educational program is supported. The attempt to show its usefulness through Grace Offorma's formative research, (2014) on the educating of elementary younger students in Yoruba (Six-Year Project). It is discovered that kids instructed in Yoruba performed better than those educated in English. Today, the three significant Nigerian dialects are educated in the schools either as a first language (Ll) or second language (L2). The pith was to make the Nigerian youngsters useful through the dialects. Shawer, (2017) confirmed that in building up an educational plan, various elements are considered; these elements are the components that can advance the educational plan execution if not focused on initially. The components incorporate the students, who are the educational program beneficiaries; the educators who are the educational plan implementers; the general public (culture) from where the students come and where they will work after learning, the way of thinking of training, on which the objectives of instruction pivot, brain research of realizing, which is the encapsulation of the standards for viable instructing and learning (strategies), the economy of the general public, which decides how hearty the educational plan is and its successful execution, assets, which are the stuff of powerful educational plan usage and without which educational plan advancement gets useless, and estimations of the general public, which is the essence of training (Alsubaie, 2016).

2.4 Curriculum Implementation

When the educational plan has been created and tried, and re-examined as fundamental, the curriculum is prepared for execution. It is significant that those associated with executing the course (typically instructors and analysts) just as students, decipher the educational program effectively because the composed word isn't constantly deciphered similarly by various individuals (Alsubaie, 2016). Several significant and continuous subprocesses are connected to or follow the

implementation of the educational program. Among these are planning of usage, in overhauling and directing educators and another instructive workforce, the arrangement of other help administrations, the arrangement of the essential offices, and presentation of the way toward illuminating the overall population about the new educational program and its execution (McKenney and Reeves, 2018).

2.5 Curriculum Monitoring and Evaluation

School-level PLC groups gather quantitative and subjective information during educational plan usage. This incorporates information from normal developmental evaluations made by PLCs and division basic appraisals, where material, notes on the fittingness of pacing, and the nature of accessible assets. Curriculum record input is given to the division educational plan improvement group for audit (Shawer, 2017). The substance contact keeps up this criticism for refinement during the yearly assessment. Schools and authorities will screen information and arrangement of the instructed and evaluated curriculum to guarantee usage and recognize proficient adapting needs. The liaison of the content and the Office of Teaching and Learning will team up with the Office of Growth and Innovation to give continuous expert learning as dictated by information and input (Echols, Neely and Dusick, 2018).

Checking and assessing the curriculum includes concentrating on instructing and learning: the presentation of students, the adequacy of educators, and henceforth the standard of accomplishment over the entire school. All staff is engaged with this procedure constantly, albeit certain associates convey explicit obligations regarding parts of the procedure (see underneath) and there is an orderly program for checking and assessing after some time which takes into account various degrees of examination and investigation for various regions of the educational plan at various occasions (Oermann, De Gagne and Phillips, 2017).

During the time spent educational program improvement, assessment depends on estimation and appraisal. The appraisal is done through gathering data to depict and to more readily comprehend the need. Through evaluating the surveyed data, estimation investigates the results of the educational program created (Oermann, De Gagne, and Phillips, 2017). Learner investment and enthusiasm during craftsmanship exercise can be watched, for instance, the time they spend on task (accomplishing the work they ought to do) as against being off assignment over some time

can be watched and results recorded. Assessment is taken a gander at here as the final products (item) (Echols, Neely and Dusick, 2018).

Echols, Neely, and Dusick (2018) indicated that assessing the curriculum implies rendering esteem judgment to a lot of experiences chosen for instructive purposes. The word's incentive inside assessment is sufficient to pass on a feeling that one is a passing judgment about a thing or a person. Assessment roll in from estimation to contrast the data with a standard to pass judgment on the worth or nature of the educational program and to assess an arrangement, a procedure, achievement or disappointment of a technique, etc. One doesn't have the upside of apparatuses to make estimations in such cases yet at the same time assessment is finished (Oermann, De Gagne and Phillips, 2017).

Assessment is worried about taking a glance at the qualities and shortcomings of the procedure, the productivity and adequacy of how it is attempted, and the incentive for the individuals who are included in this assessment. Moreover, the assessment ought to be founded on proof as opposed to simply insignificant suppositions (McKenney and Reeves, 2018). This proof can be quantitative (for example quantifiable, appraisal results, or physical proof, maintenance on courses). Assessment can likewise be subjective, for example, about the quality, the belief, or impression of a procedure such as the students' emotions, the educators' sentiments, or the response of the students to an educational plan (Oermann, De Gagne and Phillips, 2017).

2.6 The Common State Core Standards and Their Academic Challenges

In 2009, with an end goal to update government-funded school instruction, governors and state magistrates of training from over the United States framed the Common Core State Standards Initiative (CCSSI) (Kendall, 2011). The objective of this activity was to build up a mutual arrangement of national principles to guarantee that learners in each state would be held to a similar degree of outlooks that learners in different nations were, in a way that learners would pick up information and aptitudes to set them up for school and rivalry in a worldwide economy (Kendall, 2011). In proceeding to comprehend the advancement of the regular center models themselves, it is noticed that the CCSS were not spawned by state administrators all through the nation; rather they were conceived out of two Washington D.C. based associations, the National Governors Association for Best Practices (NGA), and the Council of Chief State School Officers (CCSSO)

(Eitel and Talbert, 2012). These two associations facilitated the CCSSI to set up willful national rudimentary and auxiliary school instruction standards in arithmetic and language expressions. Besides, a few associations gave counsel and direction concerning the heading and state of the CCSSI (Eitel and Talbert, 2012). These included: *Achieve*, *Inc.*, ACT, Inc., the College Board, the National Association of State Boards of Education, and the State Higher Education Executive Officers (Eitel and Talbert, 2012; NGA/CCSSO, 2010). Financial help for the CCSSI was given, however, not restricted to the Melinda and Bill Gates Foundation, and the Charles Stewart Mott Foundation (Eitel and Talbert, 2012). Preceding the formation of the CCSS in April of 2009, agents from 41 states met with the CCSSO and NGA delegates in Chicago and consented to draft a lot of normal standards for training. *Accomplish*, an organization established by the NGA, following the 1996 death of the national standards exertion, was dispatched by NGA and CCSSO (Mathis, 2010). The CCSI venture was optimized, as *Achieve* was to have a draft by summer 2009 and grade by grade standards before the year's over. Truly, the advancement of the topic had been in the hands of masters of explicit subjects working in colleges and schools (Mathis, 2010).

The *Accomplish* benchmarks are content measures (K-12 standards), indicating what is to be realized by learners at the different school levels (Mathis, 2010). As indicated by Rothman (2012), the work bunches were staffed solely by representatives of Achieve, testing organizations (ACT and the College Board), and expert responsibility gatherings, for example, America's Choice, and Student Achievement Partners (Rothman, 2012). Numerous professional and topic specialists whined they were kept separate from the improvement procedure (Mathis, 2010). This protest was tended to by the task execution, Dane Linn. As Mathis (2010) indicated, Linn expressed that they needed to draft principles dependent on the best research accessible about compelling math and understanding educational programs, instead of the assessments of any single association. Of more than 65 individuals were included in the common core design and review, just one was a study hall educator (K-12), and no school director was recorded to be a participant individual in the gathering to contribute to evolving the K-12 models (Mathis, 2010).

In building up a comprehension of the CCSS, the idea of the ELA standards is not a mere curriculum, yet an assortment of standards around which the reading curriculum ought to be focused (NGA/CCSSO, 2010). The assortment of standards isn't planned to advise educators and learners how to learn, rather it is an emphasis on what these learners should know and what these

learners can do i.e. what they ought to learn. It is the educators' choice to determine how to execute the benchmarks into their withstanding collection alongside the help from the guardians and school directors. Be that as it may, with contrasting perspectives about reading instruction, the construing of the CCSS, ELA may change from gathering to gathering (NGA/CCSSO, 2010).

The job of expert improvement in actualizing the CCSS is to assist instructors to get mindful of utilizing the standards successfully in homeroom rehearses. To accomplish an execution procedure that is helpful for educators' various situations, educators need support in figuring out how to control the mind-boggling archive of the CCSS. In doing so, educators must be permitted to team up and create information that can fit into their current system of getting guidelines and how they identify with guidance.

To carry through these benchmarks, Roskos and Neumann (2013) suggested that educators should (a) be aware of the reading standards for each grade level, (b) customarily plan for the reading standards (c) pinpoint standard ten; scope, quality, and intricacy of reading standards, (d) team up with fellow educators who teach the same grade level to associate and to apply the reading standards, (e) decide on a specific speed for learners to become to master reading from the first day of school, and (f) be present in any CCSS professional development workshops. Nonetheless, educators must understand that the skills of reading comprehension are expressly instructed, as past research in a reading indicates (Roskos and Neumann, 2013). Once more associating their previous experiences and beliefs of reading, educators should figure out what practices will enable their learners to accomplish the standards, thus, a joint effort with fellow educators who teach the same grade levels must happen. Discussions with fellow educators may encourage changes, as it might achieve more noteworthy access to assets and mastery, which may help settle on choices about the plenty of messages to seek after (Coburn, Pearson and Woulfin, 2011). Conley (2011) recommended that "handy information" is important to transform thoughts into a functional structure in the study hall. Coburn, Pearson, and Woulfin, (2011) took note that reciprocal actions enable educators to access scopes of constructions and methods of arranging the technological and functional aspects that go past their expertise and perspectives.

With the application of the CCSS, educators, guardians, and school directors should take note that the ELA has four areas: reading, writing, speaking and listening. In helping educators, guardians, and school directors, in their understanding of the standards, it is useful to take into consideration

that the reading standards either vertically or horizontally aligned within every grade level cultivate a general conception of how the standards are formed and what is required from each grade level to achieve. In building up a comprehension of the requirements for the grade-level application of vocabulary, for instance, that every educator would customarily encounter when teaching reading comprehension standards, are there in the language standards. McLaughlin and Overturk (2012) indicated that when contemplating the CCSS/ELA, it has been noticed that there is a move with more stress on the skills, for example, construction, reasoning, and analysis of literature. As a result, elementary educators who used to apply the rudimentary ELA in their teaching will face a real challenge in the curriculum, instruction, and assessment in the next levels. It seems that although the grade-level standards are given by the CCSS, the CCSS are still expansive and with little guidance to help the teachers use them.

2.7 Approaches to Curriculum Development

2.7.1 The Four-Step Approach

There are various ways to deal with educational program improvement, which are introduced by one's spotlight on the components of educational plan advancement and the degree of activity of the educational plan. Regardless of the methodology or structure or model, they all spread a similar degree expected to build up a practical educational program. Thomas et al, (2016) built up a four-advanced model of educational plan improvement.

The Four stages are the determination of targets, choice of learning encounters, the association of learning encounters, and assessment. Their understanding of the educational program advancement approach is that the designer should above all else select the targets which they accept impels different strides since each other advance has centered around fulfillment of the goals (Thomas et al., 2016).

Barsuk et al. (2016) approach to educational plan advancement likewise has four stages, much the same as Giles Et al. The only distinction between the two methodologies is that Tyler's Approach is a liner, demonstrating that one stage prompts another, while Giles Et al show the interrelatedness and association of the means. They believe that the targets figure out What occurs at different advances.

A Curriculum designer in responding to the inquiries would build up a decent educational program since he would have chosen the destinations, learning encounters, sorted out the learning encounters, and left on assessment. The questions are explicit and help the educational program engineer to be on target, continually concentrating on the destinations (Barsuk., 2016).

The approach has likewise four stages of managing choice) f targets, choice of substance, choice of learning encounters, and assessment. Even though the means are interrelated and reliant on one another, he didn't utter a word about the association of learning encounters. This Isa constraint to this model, since educational plan execution can't be accomplished without a successful association of the learning encounters (Barsuk, 2016).

2.7.2 The Five-Step Approach

The five-advance methodology presents a takeoff from the four-advance methodology as discussed in the four-step approach. Anderson, Smith, and Hammick (2016) recommended this sort of approach. The Additional progression is because of their accentuation on situational examination. See this as an extremely vital part of the educational program advancement process. Situational Analysis is the determination of the considerable number of components and issues associated with educational plan arranging and advancement. These Factors are distinguished and broke down to guarantee that the improvement of the educational plan will be sans hitch and that an advantageous and practical educational program is created. They Believe that setting out on situational investigation would encourage the choice of the goals that mirror the requirements of the general public (Anderson, Smith and Hammick, 2016).

So, the approach includes situational examination, determination of destinations, choice of substance, strategies, and assessment. The four-advance methodology defenders didn't utilize content yet learning encounters, to qualify the information, abilities, perspectives, and qualities introduced in the educational program for the students to soak up. Nicholls and Nicholls call it

manage the game plan of the educational program materials to be introduced to the students, which is equivalent to the association. It Deals with watching the standards of the compelling association, which incorporate sequencing, combination, progression, and extension. Their Approach is cyclic which delineates an adaptable procedure whereby the educational plan laborer can begin from any

point to build up the educational program. This presents an educational plan improvement as a persistent and on-going procedure (Anderson, Smith, and Hammick, 2016).

2.7.3 The Seven-Step Approach

Borich (2019) proposed in the study a way to deal with educational program improvement to have seven parts. It strongly accepts that the stages ought to be determined to abstain from confounding the educational plan designer. The educational program improvement should start with the situational investigation. It is further recognized that the components to be learned at the situational examination stage, which includes: the student, the instructor, the learning procedure, the nature of the accessible aggregated collection of information, the nature of the instructive framework and offices, the nature of the general public, and ecological effects on the student. The Data gathered from this investigation will furnish the educational plan designer with the fundamental subtleties to choose the educational program destinations. The Processor approach has the accompanying advances: Situational examination, determination of targets, choice of learning encounters, choice of substance, an association of learning encounters, an association of substance, and assessment. In contrast to Wheeler, the learning encounters and substance are composed independently (Borich, 2019).

2.8 Curriculum Development: Macro, Meso and Micro levels of Curriculum

2.8.1 Macro-Level Curriculum

At the macro level, initiative assumes a crucial job in the advancement in clinical instruction, i.e., by the development of skills or expert capacities of the alumni to meet the local, and worldwide network needs. At a macro level, we need an intelligent strategy, which makes the association between results, substance, and procedures. Cautious thought should be given to how parts of approach empower instead of compelling instructor organization and demonstrable skill, for instance guaranteeing that there are not strains inside strategy which can support the advancement of performative societies in schools. At the macro level, this implies vertical cognizance between the reason for a capability, capability leaves level results and results for courses and modules. Macro-level educational plan alludes to the aggregate of courses, practicum and entry-level positions that a student takes inside a course of study, i.e., the entirety of the courses that are taken

during secondary school, the entirety of the courses, practicum and temporary jobs that David takes in clinical school (Priestley, 2016).

2.8.2 Meso-Level Curriculum

At the meso-level instructors facilitate the educating learning program in various learning techniques and instructive programs. At a meso-level, arrangement advancement movement and materials should be deliberately planned so they bolster direct commitment with the enormous thoughts and messages in a high large-scale level approach (Priestley, 2016). A specific issue in Scotland has been the expansion of mid-level direction, by national offices and local specialists, which weakens and contorts these messages through a progressive reevaluation of strategy. This can make an execution hole among strategy and practice. At the meso level, this implies even intelligence among courses and between modules that make up a course. The meso school level is additionally alluded to as the institutional level (Kaseorg, 2017).

2.8.3 Micro-Level Curriculum

At the micro-level, educators ought to encourage the learning procedure, i.e., by instructing, tutoring, assess, survey. At the micro-level, instructors should be bolstered and resourced to take part in important educational program advancement forms. Where conceivable, definite choices about substance and strategies ought to be made at this level, as opposed to endorsed from above, yet they should be identified with curricular purposes and learning results (Kaseorg, 2017). At a micro level, educational program arrangement alludes to inward intelligibility between course/module components, that is the reason for course/module, learning results, showing systems, and evaluation techniques. The micro-level educational program alludes to a solitary course and incorporates the course objective, homeroom instructional practices, students, and educator cooperation's just as foreseen convictions about results and the procedure of assessment (Priestley, 2016).

Accordingly, learning results are best confined in a nonexclusive style, bolstered by extra expansive determination of proper substance and strategies, and away from significant procedures to encourage commitment with the arrangement. I would recommend the accompanying methodology, which assesses both the advantages and dangers related to embracing a learning results model (Kaseorg, 2017).

2.9 The suitability for all the students' needs and cultures

The instructive program is based on four essential elements that are capacity, structure, substance, and used techniques. For this program to be effective in its usage the four elements of this program must be well-constructed and coordinated (Matlakala and Maritz, 2019). According to Lui (2016) who agrees with the concept presented by (Matlakala and Maritz, 2019), the instructive program is helpful for the students as its help in focusing on different factors that assist in covering various aspect in terms of student learning. It is noted that each element must be well-linked with the other elements as a strong bond between these elements helps in developing a complete experience of the instructive program. However, the studies have given importance to factors like social association, correspondence, and procedures of training to form a link between the elements of the instructive program (Liu, 2016).

The designing or the construction of an educational program is deemed to be one of the most difficult tasks and at the same time, it is the most important task. At the time of designing, one should make sure that the program is designed in such a manner that it is directed to meet the goals and objectives of the program. To overcome the difficult task of designing a plan it should be in the form of a pattern so that it becomes comparatively easier to develop it. To start with it, one must consider the goals of general education and then add a few most common educational goals of the minority into the program (Matlakala and Maritz, 2019). According to Mahardika, (2018) whose study reflects similar points as that of Matlakala and Maritz, (2019), the educational plan must be constructed with a clear vision and should take into consideration general educational goals along with the educational goals of the minority (Mahardika, 2018).

According to Baporikar, (2018), the schools and the educational institutes as the time of developing and designing a program are more focused on those skills and knowledge that are considered to be important by individuals in the larger society. Due to this approach, most of the courses or programs that are constructed are similar and do not add much to bring reforms in the programs. It is revealed from the study that the main aim should not be towards a particular set of skills that are largely accepted but rather focus on the primary elements that include intellectual skills and factual knowledge. Similar to Baporikar (2018), Mahardika, (2018) in his study also claims that the educational institutes should give importance to the factual knowledge of the students so that they can develop themselves in a much better way in their professional life. The

new programs that are defined should be based on new concepts and should avoid redundant methods (Mahardika, 2018).

Buaklay et al., (2018) have criticized the programs as it is claimed in the study that the focus of the educational programs is limited to the development of particular occupational and practical skills without taking into consideration the human development of a student. The approach that is being currently used is not based on the approach of human development as it stresses more professional development and on the experiences that are widely accepted by professionals. Baporikar (2018), agrees with the concepts presented by Buaklay et al., (2018) in his study as he claims that the programs are only set for professional development and are based on past professional experience. It is important to deliver intellectual knowledge and skills in the students so that they can have a much better approach towards life (Baporikar, 2018). The idea is also supported by Mahardika (2018), as in the study the researcher focuses on the development of the educational programs based on intellectual skills and factual knowledge because such programs will help the students in meeting the learning outcomes in a better way and will improve their skill for personal and professional development (Mahardika, 2018).

While digestion focuses on the methods for the predominant society, social pluralism is expected to pressure the methods for the minority society. Social pluralism is supported as an instructive objective by the individuals who look for a pluralistic, multi-social society in which every ethnic, racial, or strict gathering adds to the bigger society inside the setting of its one of a kind social custom. The school's errand, in this way, is to perceive the minority culture and to help the understudy to work all the more viably inside that culture (Baporikar, 2018). Substantial accentuation is set on ethnic investigations and minority language programs, be that as it may, as called attention to before, these are generally offered inside the customary basic structure of the school and have just unrelated impact as far as minority improvement objectives. The essential helpful impacts are in the representative ramifications of the conventional acknowledgment of the minority gathering's presence by the school, and in the entrance to more extensive cultural assets and experience by the minority bunch individuals who are utilized to complete them. Such access can bring about the positive impacts of minority bunches on the working of the school.

At the current stage, the configuration or the designing of the educational programs is based on the methods of old and western cultures and traditions. A lot of researchers in the past have

discussed the basis of the development of the educational program and have highlighted that the method currently being used is not much suitable and should be transformed in the culturally diverse globe (Kaseorg, 2017). According to Barsuk et al. (2016), the concern reflected by Kaseorg (2017) is worth taking into consideration so the modern world requires modern techniques and programs to equip itself for a better future. At the basic level, this incorporates subjects, for example, the language expressions (reading, writing, spelling), math, science, social examinations, and craftsmanship. At the optional level, the classes become progressively particular with subjects, for example, history, writing, polynomial math, science, show, and French. On the off chance that an optional program incorporates a professional accentuation, the educational plan may reach out past the information classifications to incorporate an assortment of word related aptitude situated subjects, under general headings, for example, mechanical expressions, distributive instruction (business), home financial aspects, or farming (Barsuk et al., 2016).

In the improvement of a social structure for an instructive program, we should consider the relevant highlights of the settings wherein learning is to occur because the setting is a significant impact in the forming of any learning procedure. Of specific concern are the changed social and situational designs reflected in the learning encounters related to school versus network settings. It is safe to say that one is sort of setting more fitting than another for specific sorts of learning experiences. The highlights of formal versus casual training show that the social structure of the school is best prepared to help scholarly, subject-arranged learning, though the regular network setting is generally suitable for experience-based, process-situated learning (Matlakala and Maritz, 2019). Even though schools may draw in studsents in dynamic learning experiences and purposely take care of certain learning forms if that learning stays inside the segregated and one of a kind social setting of the study hall, it stays subject to the bends related with transference from a scholastic to a certifiable setting (Priestley, 2016). The procedure aptitudes most viably learned in a school setting are those required to proceed with school learning and to work in a scholastic arranged condition. Procedure aptitudes required to work in everyday life outside of the school setting can be most successfully rehearsed and learned in a more extensive network setting. The more characteristic the circumstance where learning happens, the more prominent the potential for coordination with the practical learning arrangement of the student, and the less the potential for contortion in the exchange of such figuring out how to future circumstances (Liu, 2016).

2.10   Chapter Summary

This chapter thoroughly overviews past literature and highlights theories and approaches related to curriculum development. The chapter presents approaches in the curriculum, curriculum development, implementation and monitoring and evaluation, and the common core standards of the curriculum. It further highlights the approaches to curriculum development which include the Four-Step Approach, the Five-Step Approach, and the Seven-Step Approach. The Macro, Meso, and Micro levels of Curriculum is reviewed in the light of past literature and is followed by the suitability of the curriculum for students needs and cultures.

Chapter 3: Methodology

3.1 Introduction

The research methodology chapter helps to derive the information regarding the possible pathway applied and adopted by the researcher to carry out the research. The chapter helps to allow the researcher to plan and solve the issues and problems as per the research objectives and research questions. It can also be stated that the chapter explains the possible implications for the research issues/problems. The researcher to develop a thorough understanding of the research problem also provides detail on the potential of the research along with justifications regarding the possible ways to reach to the solutions to the research problem (Mamun, Bishwajit, & Hafsa, 2014). The research methodology helps to derive the information regarding the possible ways and techniques adopted by the researcher to reach an answer to the research questions. The research aims to derive the information related to current approaches towards English learning within the UAE. Following the broad aim the research objectives of the study help to derive the significance of the strategies to implement American English curriculum, to develop an understanding of the experience of teachers as well as the school in the implementation of the curriculum, and finally providing a recommendation concerning devising a more efficient strategy.

The outcomes of the research would be beneficial to provide recommendations to teachers as well as principals/schools. The teachers can be benefited in a way that the outcomes would offer an opportunity to prepare and devise a mindset that supports the adoption of a new curriculum and also to contribute to the overall process of change. The prime benefit of the implementation (of American English Language Curriculum) within the Middle and High Schools in the UAE would facilitate and motivate the children/ students to acquire skills and an effective understanding of the English language as per their specific needs as well as capabilities.

The study is expected to contribute significantly to the overall learning and also to the field of education. The identification and analysis of implementation challenges will help to better understand the factors that can hinder the application and also facilitate in providing solutions on possible means to overcome/ avoid such challenges. The teachers can benefit to develop an understanding of the most up to date information and study materials that can also facilitate to

improve their teaching styles and to adopt more student-centered approaches to teaching. The effective adoption and implementation of the American English curriculum would provide a major opportunity for teachers to contribute to the development and implementation of the curriculum and also to ensure that their students are provided with an opportunity to learn English as per their capabilities and interests.

3.2 Research Design

A research design helps to derive the overall strategy to integrate and choose the components to be applicable and adopted by the researcher. There is a need to maintain a logical as well as a coherent form of inclusions as these can be justifiable with the research problem and questions (Myers, Well, & Lorch, 2010).

There are 3 major types of research methods including qualitative, quantitative, and mixed methods. The use of the qualitative method helps to derive a more in-depth analysis of the subject topic as the instruments used include interviews that can help to gain an understanding of the viewpoint of the respondents (Beck, 2013). Moreover, quantitative research helps to carry out a more systematic as well as a logical approach to answering the research questions. The quantitative research makes use of the numerical data primarily gathered/ collected through a survey questionnaire. The adoption of quantitative research helps to derive research that is justifiable with the help of statistical and graphical representation (Benjamin, et al., 2018). Finally, the use of mixed-method can provide an opportunity for the researcher to collect data with a mix of qualitative and quantitative sources. The advantages of the adoption of mixed methods include providing a more strengthened data collection and analysis procedures. The major and specific benefit is that it allows collecting data with a combination of qualitative and quantitative techniques that allow the researcher to set off individual weaknesses of the quantitative and qualitative approaches. The outcomes gathered with the help of mixed methods are considered to be more effective and efficient in terms of validity and reliability (Palinkas, Horwitz, Green, Wisdom, Duan, & Hoagwood, 2015).

The researcher aims to carry out a mixed-method approach to the study. The use of a mixed-method approach would allow being more focused on justifiable (quantitative methods) and carrying a more in-depth analysis (qualitative method) of the subject topic and opinions of the

principals (Palinkas, Horwitz, Green, Wisdom, Duan, & Hoagwood, 2015). The quantitative research helps to offer a systematic and more focused investigation of the subject topic and also help to provide quantifiable data collection and analysis. On the other hand, a qualitative research study approach helps the researcher to collect and analyze non-numeric data sources and also a method used by scientific researchers (Silverman, 2016). It can be stated that the prime difference between qualitative and quantitative research is the use of data collection, analysis, and interpretation and also the focus on detail and observations/ opinions of the respondents and overall analysis.

The research design for the current study involves the use of questionnaires and interviews (i.e. mixed-method research). The researcher aims to collect responses from teachers as well as the principals of UAE schools. The Likert Scale questionnaire is to be developed/ designed and the respondents for the questionnaire are the 32 teachers from the English department. The interviews are also to be carried out with the principal to gain a more in-depth understanding of the approach and thinking of the upper management of schools. The responses to the questionnaire are likely to be tested using Microsoft Excel as it offers a detailed analysis of data using statistical techniques including the use of tables and charts. Moreover, the outcomes gathered from the interview would be compared and contrasted with the outcomes from the questionnaire to highlight the commitment and cohesiveness of the teachers and the principal. The prime objective of carrying and adopting mixed method research is because the researcher aims to carry out a detailed analysis of the teacher's viewpoint regarding the issues and challenges, possible ways to expand the curriculum choices, and finally to develop an understanding of the new techniques required to improve the level of a shift within the curriculum within the UAE. The researcher aims to carry out a detailed survey questionnaire as well as an interview with the school principal will also be required to gather a more detailed and in-depth understanding of the subject topic. Based on the assessment it can be concluded that the application of the mixed methods can help to derive the solutions/ answers to the research questions in the best possible manner (Beck, 2013).

3.2.1   Population and Sampling

The population will be the teachers (32 teachers) of the English Department of an International School in Umm Al Quwain due to the difficulty to reach different schools to select samples, and

therefore the survey questionnaires will be distributed to 32 teachers. The researcher uses a convenience sampling technique. The use of convenience sampling allows the researcher to collect the data from the sample that is more easily available/ in reach. It is a non-probability sampling technique as it allowed the researcher to get the questionnaire filled by the respondents at a single meeting that is visiting the institute (Zikmund, Carr, & Griffin, 2013). Additionally, the researcher will ensure that both male and female educators will be included in the samples and these samples will be very convenient for the research. The inclusion of both the gender types would allow gaining a mix of the opinion of the potential sample derived for the research purposes. At the same time, the research will interview with the school principal to collect as much data as possible to support the findings of the research. The total number of participants for the research questionnaire is thirty-two (32) whereas; a single interview is carried out with the principle of the school. The research study allows the researcher to collect all the data from a single institute as it allowed taking a more convenient approach and a less time consuming one to ensure that data is collected, stored, analyzed, and interpreted in the best possible manner (Hibberts, Johnson, & Hudson, 2012).

3.2.2 Data collection methods

Data collection research is considered as the process designed to collect the information required to carry out the research. The data collection needs to be done in the best possible manner and there is a requirement to adopt the most relevant and appropriate sources for collecting the data (Drost, 2011). It is also important to make sure that the data collected can reach an interpretation to reflect on the answers to the research questions and also to the problem of the research. There are two possible sources of data including the primary and secondary data sources. Primary data sources are known as first-hand data sources that are devised for a specific research study to reach the answers to research questions (Gray, 2019). The main primary sources include the survey questionnaire which is currently adopted by the researcher to get to the answers to the questions mentioned in the survey (Hair, 2015). The survey was most effectively carried out with the help of a valid questionnaire as it was developed keeping the questions of the research in mind.

3.2.3 Survey Questionnaire

The questionnaire for the research is used to collect opinions and viewpoints of the teachers to gain knowledge about the American English curriculum and the challenges associated with the implementation. The questionnaire is to be subdivided into two sections. One of the sections would contain questions for teachers to collect their viewpoints regarding the prime challenges they faced in the implementation of the American English curriculum. The research aims to develop the questionnaire based on the research objectives and questions of the research. The main reason to build more focused questionnaire questions is to effectively reach to the answers of the research questions (Drost, 2011; Gray, 2019). The section of the research questionnaire is expected to contain questions with 5 Likert Scale options to facilitate the teachers to share their opinion by selecting the option on the scale that best fits their viewpoint (Sullivan & Artino Jr, 2013). The questions relating to the educators/ teacher's satisfaction, difficulty of using and adopting the American English Language curriculum, and convenience are inquired in section. The other section of the research contains the details for demographics including the questions regarding the age, gender, and the grades the teachers taught. Several options were derived for each demographic question as it provided the respondents to select the one which best suited their opinions. The adoption of the research questionnaire is to ensure that the overall viewpoint of the teachers is effectively collected as it is beneficial to ask the opinions of several teachers on a single or similar question(s). This allows the researcher to effectively know the position of the responses.

3.2.4 Interview

The researcher aims to carry out more comparative research and therefore also uses an interview to gather information from the principle concerning evaluate the importance of the change in curriculum and the challenges linked to the transition. The interview questions are different in context but ultimately help to compare and contrast the outcomes from the survey questionnaire (Englander, 2012). A one on one interview with the principal of the institution is carried out. The questions primarily help to derive the important aspects linked to the importance of the teacher's perspective, their skillsets, and their contribution to the process. Also, the researcher uses the questions to inquire regarding the possible challenges and the potential means to overcome the challenges (King, Horrocks, & Brooks, 2018). The researcher aims to strengthen the outcomes

derived from the survey questionnaire and provide a more focused analysis of the research problem.

3.3 Research Approach

The major difference between the research design and research approach is that specifically, the design (research design) of the research helps to derive the information about the overall procedures and processes carried out by the researcher for the study. On the other hand, the research method or approach to the research helps to derive the information about the plan of the researcher to collect the data and reach the answers to the research questions (Maxwell, 2012). The data collection techniques are majorly discussed under the heading of the research approach. The research approach for the current research constitutes the plans and procedures adopted by the researcher for the collection and analysis of data. As provided with proper justification the researcher aims to carry out a mixed approach to data collection. It is known that the use of the approach is the best fit for the current study (Bell, Bryman, & Harley, 2018). It allows the researcher to collect data from teachers as well as from the principal and compare and contrast the outcomes to reach the difference in approach and believes of the management. Moreover, the data from qualitative sources (i.e. interview) would help to explore the subject topic in more detail as the responses from the principal will include explanations and discussions for specific questions (Doyle, Brady, & Byrne, 2009).

The application of data analysis techniques of the research approach includes inductive and deductive approaches. The inductive approach is considered as a method that allows the research to carry out research based on some observation(s) and to carry out an analysis to develop a theory. The outcomes of inductive reasoning can lead to the development of theories that are generalized to the globe at large (Klauer & Phye, 2008). On the other hand, the deductive approach helps to carry out a logical and systematic flow of data and information to reach the outcomes. The analysis helps to identify that a deductive approach is widely used in academic and business research as such research studies aim to conclude on a viewpoint/ phenomenon which is already backed by theory. The deductive approach helps to devise a more systematic and logical approach to reach conclusions based on analysis (Eglington & Kang, 2018). The approach adopted for the current study specifically for data collection is mixed as the researcher aims to collect and analyze data from numeric (questionnaire) and non-numeric (interview)

sources of data to reach to more in-depth and accurate outcomes. Moreover, the data analysis approach adopted for the current research is the deductive approach. The research approach helps to highlight that the researcher wants to carry out a systematic analysis for exploring the challenges of implementing the American English Language curriculum in middle and high schools of the international schools in the UAE.

The adoption of the above-mentioned research approach is effectively devised as per the requirements of the research. The researcher aims to drive the outcomes on the possible impact of teachers on the developmental and implication process of the new curriculum as well as to know the different challenges to the overall implementation. The researcher also provides detail about the willingness to evaluate the application outcomes as well as the impact on student's learning. The researcher, therefore, wants to use a mixed method of research to ensure that results are derived with the use of most relevant and effective tools and techniques for data collection as well as for the data analysis.

3.4 The validity of collected data

The researcher makes use of the ethical considerations in the best possible manner, the researcher uses the data collected from the most reliable and relevant people. Collection of the survey responses from the teachers whereas, the interviews are conducted from principles. The data is effectively punched into excel and further analysis is carried out using Microsoft Excel using frequency distribution and graphs to highlight the responses and their majority of selection for each of the 19 questions. The survey questionnaire is devised to collect the quantitative data from the teachers (total 32 teachers) whereas, the interview by the researcher (one on one interview) are done to ensure avoiding possible errors and issues. The collection of data through the questionnaire collected by the researcher himself whereas, the data is punched into Excel from a piece of paper to a manually maintained excel file. Also, the researcher ensures that the interview responses are effective jotted down so that nothing is missed or omitted during the interview time. A total of 19 questions somewhat different from the questionnaire questions help to derive a more focused interview session and to know what the principals think about the relevance of experience and other major factors during the overall transition (i.e. a shift of the curriculum). The questionnaire, as well as the interview questions, is devised after a thorough understanding of the problem statement and the research questions that are needed to be

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answered (Schwab, 2013). The survey questions derived from the research questions of the study are beneficial to focus on the desired outcomes and also to ensure that possible answers to the research questions are effectively delivered from the analysis of the data.

3.5 Ethical considerations

The research aims to research with a specific focus on maintaining good ethical connections. The researcher adopts all the possible means to carry out all the activities of the research in a positive way (Ketefian, 2015). The ethical considerations regarding the questionnaire are well understood as the researcher aims to keep the data gathered from teachers and the principal confidentially. The information from the teachers with the help of questionnaire responses is not expected to be shared with the principal and vice versa. Moreover, the questionnaire responses are properly tested for reliability and validity to ensure that ethical standards are met. The research study is also carried out by him with no major help taken from friends and family. Academic integrity issues are also effectively managed by the researcher (Connelly, 2014). The questionnaire was distributed in front of the researcher and the respondent's queries were effectively managed. Moreover, the researcher clarifies and explains the reason for the questionnaire collection before initially distributing the questionnaire to the teachers.

Chapter 4: Data Analysis and Findings

3.6 Introduction

The chapter helps to provide a detail of the data collected in the form of tables, charts, and discussion. The chapter aims to identify the answers to the questions including the role of teachers approach to limit the challenges of curriculum implementation, the possible outcomes for the students from application and implementation of the American English Language curriculum, and finally to determine the assessment techniques to benefit the learning process. For this purpose, the researcher carries out a detailed analysis of the questionnaire as well as the responses from interviews and presents them separately under the subheadings mentioned. The chapter helps to provide the data analysis with the respective interpretation that is valuable and important to highlight the answers to the research questions. The separate sections for the results from questionnaires and interviews are provided and are critically analyzed to reach the findings. The analysis is carried out to determine the answers to the research questions gathered in the form of questionnaire responses and interview scripts. The research uses the tables and charts to represent the data collected and providing detailed interpretations of the results from the questionnaire. The data is obtained from teachers from the English department of four international schools in the United Arab Emirates selected as the prime respondents of the questionnaire. Along with that, the interview scripts are also explained in detail so that the audience is told about the viewpoint of the interviewee that is the principal of the school in Umm Al Quwain.

The interpretations and discussions carried out in the sections below are derived to reach to the solutions for the problem that is to highlight the challenges of implementation of the English curriculum within the school situated in UAE. The questions concerning knowing the teacher's capabilities are major since the researcher aims to answer the question of whether the teachers within the UAE are capable of successful implementation of the American English curriculum and also to highlight the improvements and options to improve the overall process.

3.7 Data analysis

The prime advantage of carrying out the data analysis is to ensure that the research questions are most efficiently answered. The comparative analysis and compare and contrast of the interpretations and outcomes from questionnaires and interviews are done to reach a more accurate outcome for the research. The data analysis for the survey questionnaire is done on Ms. Excel whereas; the interview scripts are also saved in Ms. Excel to make sure that they remain present with the researcher even if the handwritten scripts are misplaced in any condition. The analysis is provided in the form of tables and charts and based on the assessment of the questions and interview scripts the researcher provides detail for the findings, discussions based on the comparison and contrast of the data findings, and the implementation of the research. The research questions linked to the role of teachers and their approaches to focus and avoid the challenges of implementing this curriculum, possible benefits of American English Curriculum to the student's f UAE, and finally, the assessment of techniques is determined by asking the respondents both for the questionnaire and interview.

3.8 Tables and charts

1.1.1 Survey Questionnaire

The extracts and findings from the questionnaire responses are provided in form of pie charts (presented to discuss the demographic information) whereas; histograms are provided for individual questions to represent the total number of responses that selected the options. The participants of the questionnaire are 32 teachers from the English department of four international schools in the United Arab Emirates out of which the majority are female. The demographics are provided as under;

Gender

Female	18
Male	14
Total	**32**

Table 4 1: Gender of Respondents
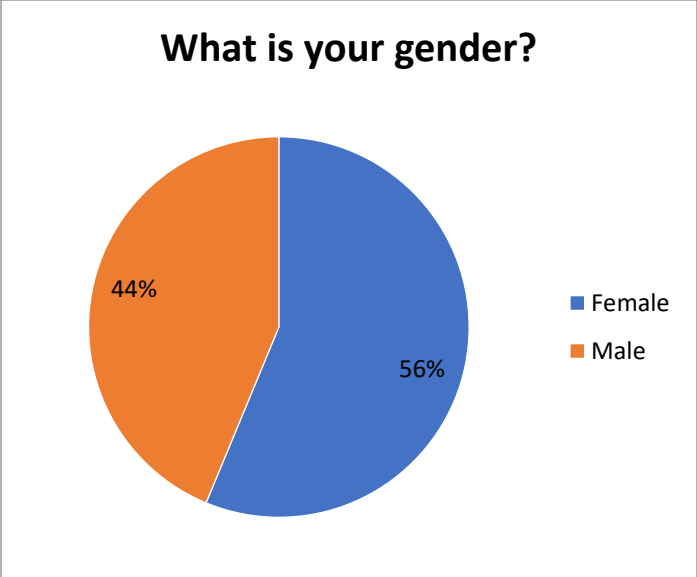
Figure 4 1: Gender of Respondents

The demographic information regarding the respondent's gender (from the English Department of the schools) helps to derive the interpretation that out of the total 32 respondents a total of 44% (i.e. 14 respondents) were male participants whereas; the remaining were female participants. The proportion of female teachers in the four international schools is higher compared to male teachers.

Age

Age	
20 - 30	6
30 - 40	15
40 - 50	11
Total	**32**

Table 4 2: Age of Respondents

Figure 4 2: Age of Respondents

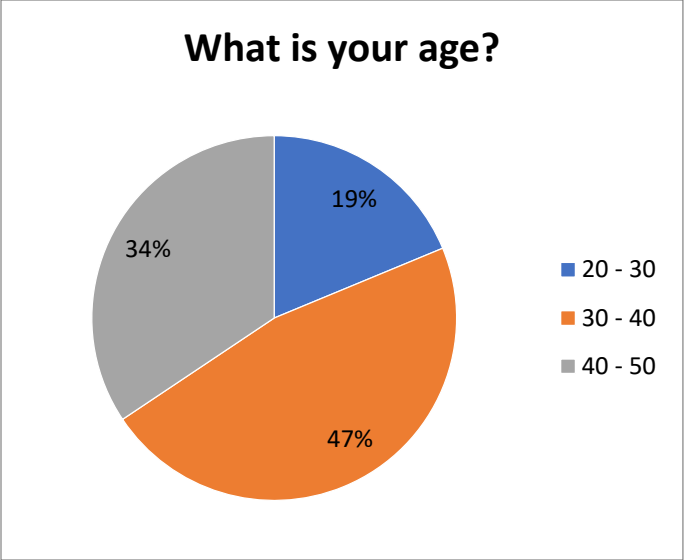The analysis of the pie chart for the age of teachers helps to extract an understanding that a total of 47% of the respondents were from the age group 30 – 40 (i.e. 15 respondents). Along with that, the majority of teachers following the age group of 30-40 were of the age group of 40 -50 years (i.e. 11 respondents), and finally, 19% that is a total of 6 teachers belonged to the age group of 20 – 30 years of age. The results help to develop a basic understanding that the majority of teachers are from the age group of 30-50 years whereas, the lowest number of teachers belong to the age group of 20-30 years.

Grades in which the teachers serve/teach

Grades 5-6	11
Grades 7-8	5
Grades 9-10	8
Grades 11-12	8
Total	**32**

Table 4 3: Grades in which the teachers serve/teach

The results from the table show that a majority of teachers taught in the Grade 5-6 (i.e. 11 teachers) followed by, 8 teachers teaching within the 9-10 and 11-12 grades, and finally, 5 teachers teaching in 7-8 grade. The research data also helps to provide a detail that there are teachers among the above who teach in different grades as well. There were a total of 4 teachers

who taught in grade 5 and also in grade 7-8 tow teachers who taught in grade 9-10 along with his services provided to grade 5-6 and 6-7. Moreover, there was evidence that teachers teaching in 7-8 grades also taught to students from 9-10 and 11-12 and so on.
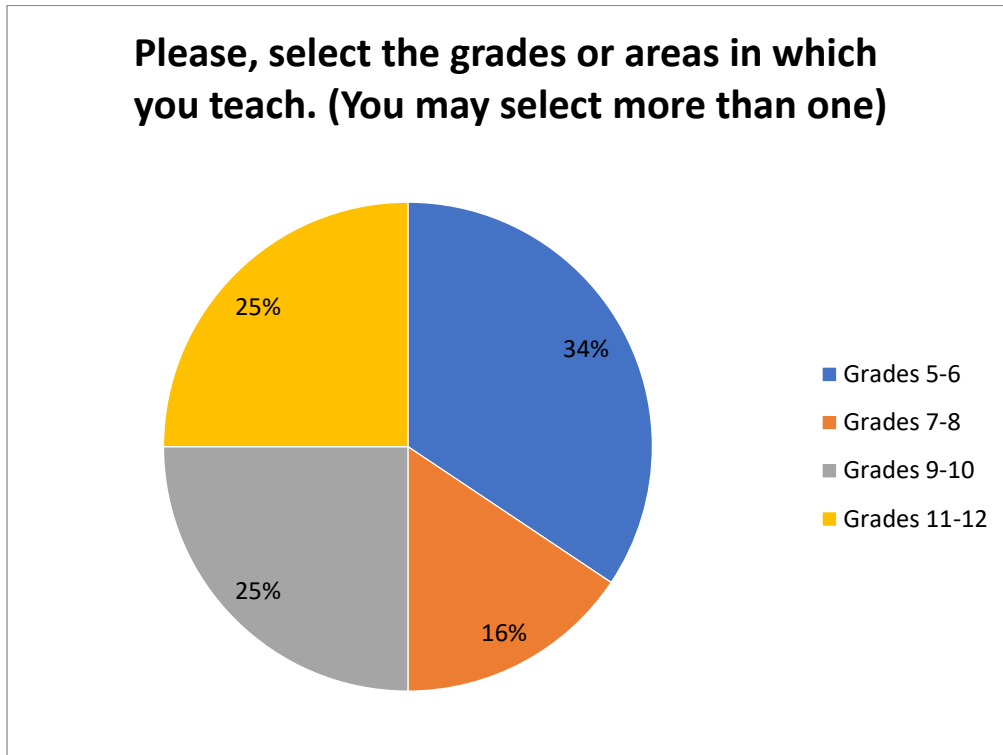
Figure 4 3: Grades in which the teachers serve/teach

The detailed analysis of the investigative questions based on the responses from the teachers is also provided with description/ interpretation as under;

Strongly disagree	0
Disagree	0
Neutral	3
Agree	16
Strongly Agree	13
Total	**32**

Table 4 4: As a teacher of English at this school, you have a good understanding of the English American Curriculum

As a teacher of English at this school, you have a good understanding of the American English Curriculum.

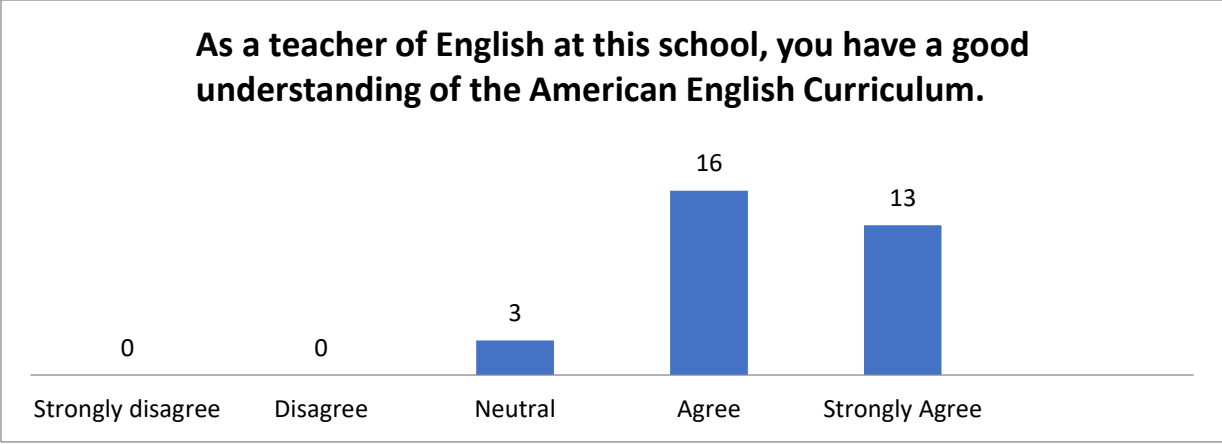|	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
Value	0	0	3	16	13

Figure 4 4: As a teacher of English at this school, you have a good understanding of the American English Curriculum

The results of the question regarding the understanding of the teachers for the English American Curriculum helps to derive the outcome that the majority of the teachers (16 agree whereas 13 strongly agree) about a good understanding of the English American Curriculum. The results show that the total number of respondents showing a positive response regarding the understanding of the curriculum is higher compared to the ones who disagree or remain neutral. Also, it is noticeable that a total of 3 teachers remained neutral. The results also help to determine that none of the teachers were present with no/low level of understanding of the curriculum.

Strongly disagree	0
Disagree	0
Neutral	6
Agree	15
Strongly Agree	11
Total	**32**

Table 4 5: As a teacher of English at this school, you have the adequate skills to implement this curriculum.

The table above shows that out of the total 32 respondents a majority of teachers shared having adequate skills to implement the curriculum. The proportion of the respondents has decreased for having the adequate skills (that can help to implement the American English Curriculum in best

manner) for implementation of curriculum showing that it is not necessary that a teacher who has a good understanding of the English American Curriculum must have the skills for implementation of the curriculum. It is stated because the proportion of teachers opting to remain neutral has increased from 3 (from the previous question) to 6.
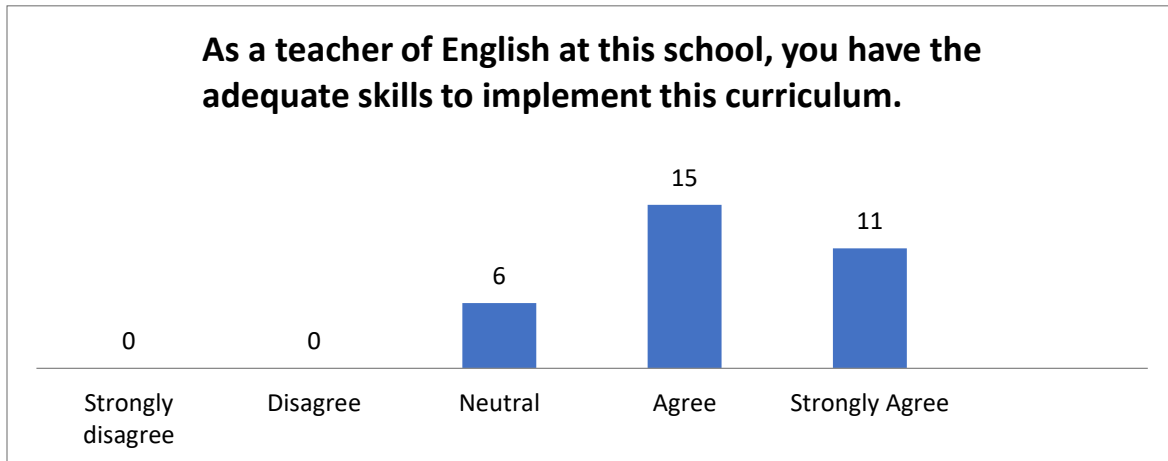
Figure 4 5: As a teacher of English at this school, you have the adequate skills to implement this curriculum.

The results help to determine that a majority of teachers have the adequate skills to implement the Curriculum within their schools.

Strongly disagree	0
Disagree	0
Neutral	8
Agree	14
Strongly Agree	10
Total	32

Table 4 6: As a teacher of English at this school, you can employ the Common Core State Standards properly when you design your curriculum.

The answers to the use and employment of Common Core State Standards within the curriculum the respondents majorly agreed to their understanding that they can properly employ the standards within the design of the curriculum.

As a teacher of English at this school, you can employ the Common Core State Standards properly when you design your curriculum.

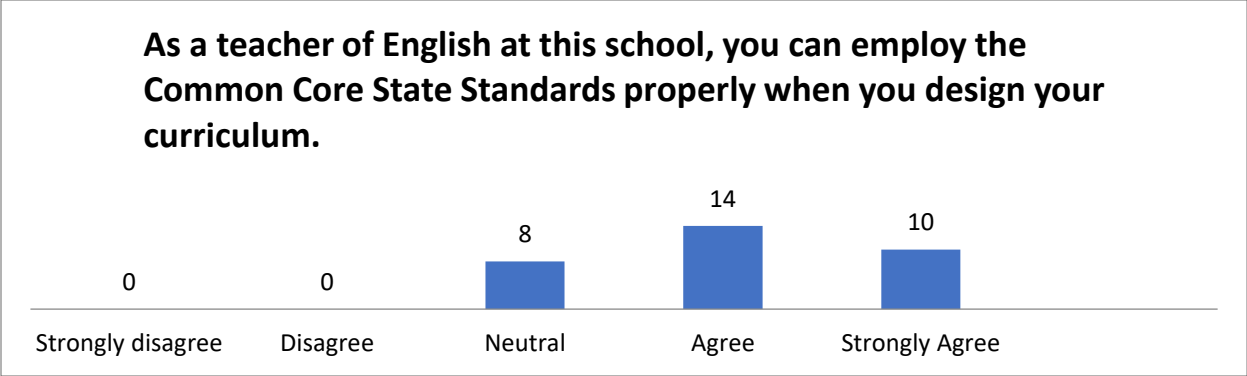|	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
Value	0	0	8	14	10

Figure 4 6: a teacher of English at this school, you can employ the Common Core State Standards properly when you design your curriculum.

The figure above helps to derive the information that out of the total 32 teachers 24 were of the viewpoint that they can apply the Common Core State Standards properly in the design of the new curriculum. It is also noticeable that the number of teachers who remained neutral in their decision totaled 8.

Strongly disagree	0
Disagree	2
Neutral	5
Agree	14
Strongly Agree	11
Total	**32**

Table 4 7: As a teacher of English at this school, you can unpack the Common Core State Standards and break them down into objectives that lead to effective learning outcomes.

The results regarding the question for knowing and understanding the Common Core State Standards help to develop an understanding that there are teachers who do not find themself are capable of applying and using the Common Core State Standards in the best possible manner.

The results also show that part of two teachers disagreeing about their competence 5 other teachers do not share their agreement or disagreement and preferred staying neutral.
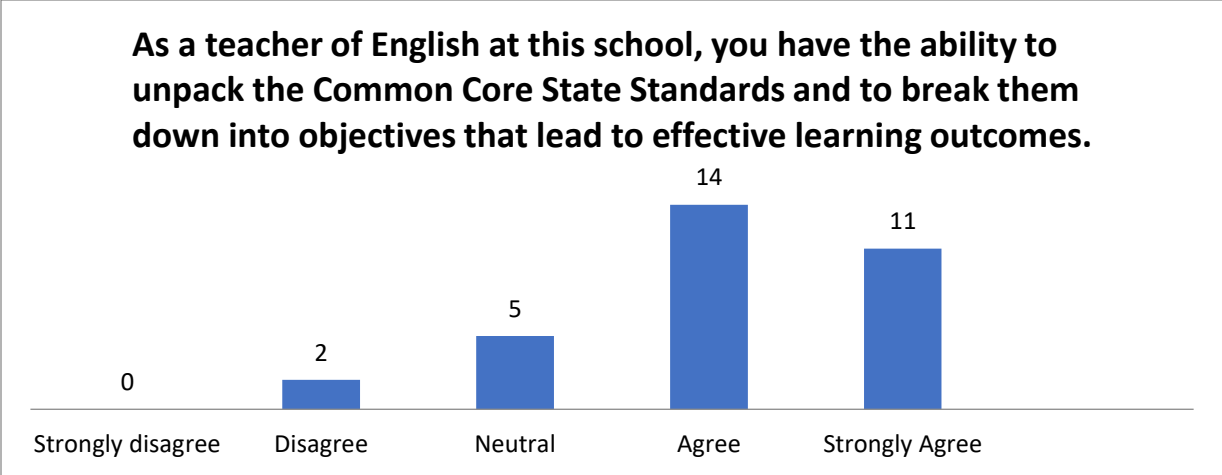
Figure 4 7: As a teacher of English at this school, you can unpack the Common Core State Standards and break them down into objectives that lead to effective learning outcomes.

Strongly disagree	**0**
Disagree	0
Neutral	1
Agree	16
Strongly Agree	15

Table 4 8: As a teacher of English at this school, you believe that sharing best practices is the best tool to implement a curriculum.

The responses on the effectiveness of applying and sharing the best practices help to determine that teachers considered sharing the best practices to be the most effective way to implement the American English Curriculum within the UAE. The results show that out of the 32 respondents a total of 31 agreed or strongly agreed whereas; one showed a neutral approach for the question.

As a teacher of English at this school, you believe that sharing best practices is a best tool to implement a curriculum.

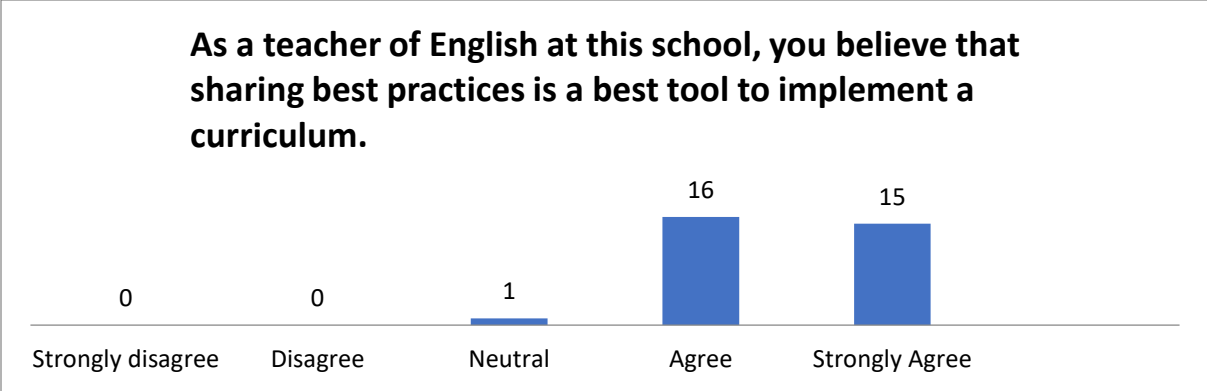|			16	15
0	0	1		
Strongly disagree	Disagree	Neutral	Agree	Strongly Agree

Figure 4 8: As a teacher of English at this school, you believe that sharing best practices is the best tool to implement a curriculum.

The graphical representation helps to improve the understanding of the explanations provided above.

Strongly disagree	0
Disagree	0
Neutral	1
Agree	13
Strongly Agree	18
Total	**32**

Table 4 9: As a teacher of English at this school, you are confident that sharing the best practices with your colleagues is one of the solutions to implement the curriculum successfully.

The table above helps to determine that the teachers are of the view that sharing best practices among the colleagues is the most efficient and proactive way to implement the curriculum in the school.

Figure 4 9: As a teacher of English at this school, you are confident that sharing the best practices with your colleagues is one of the solutions to implement curriculum successfully

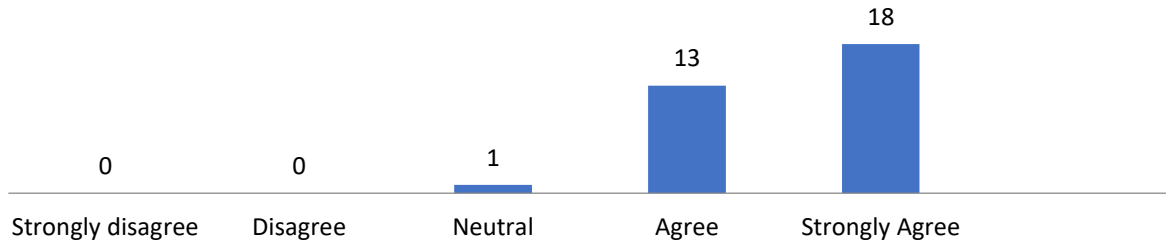| Strongly disagree	2
Disagree	2
Neutral	7
Agree	13
Strongly Agree	8
Total	**32**

Table 4 10: The school provides you with the opportunity to share their best practices through model lessons.
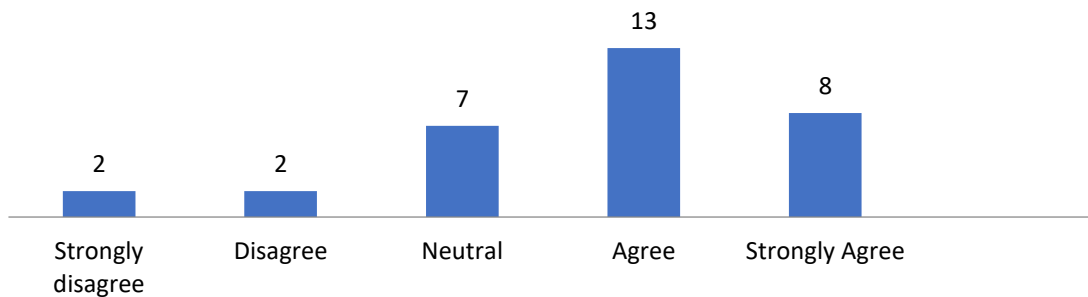
Figure 4 10: The school provides you with the opportunity to share their best practices through model lessons.

Strongly disagree	0
Disagree	0
Neutral	3
Agree	20
Strongly Agree	9
Total	**32**

Table 4 11: As a teacher of English at this school, you have sound knowledge of strategies known to be effective for English teaching.

The results from the question that helps to derive the information about the competence of the teachers help to identify that majority of the teachers in the school find themselves known about the different strategies that can be beneficial to effectively implement the English teaching and learning for students.

As a teacher of English at this school, you have sound knowledge of strategies known to be effective for the English teaching.
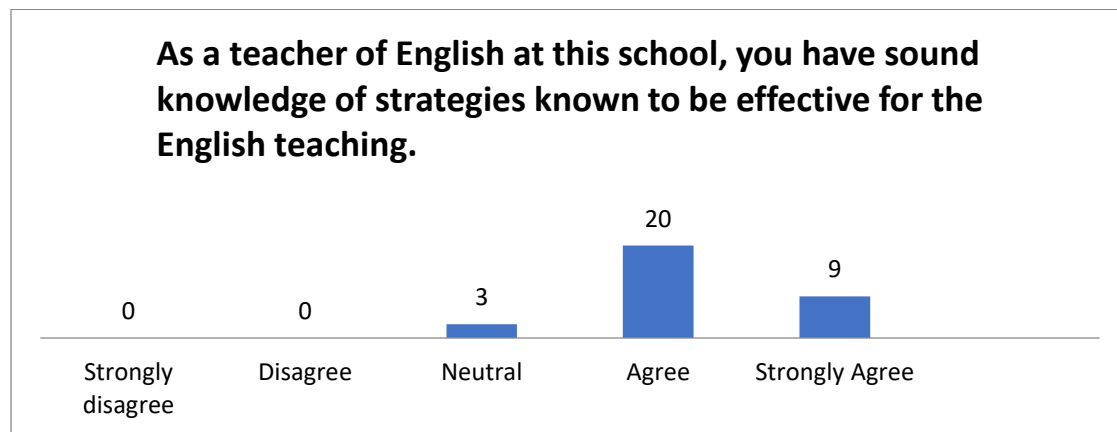
Figure 4 11: As a teacher of English at this school, you have sound knowledge of strategies known to be effective for English teaching.

Strongly disagree	**0**
Disagree	**0**
Neutral	5

Agree	19
Strongly Agree	8
Total	32

Table 4 12: As a teacher of English at this school, you are well-aware of challenges enfolded in the curriculum.

The challenges to the implementation and development of the curriculum are well understood by the educators as the table above show that a majority of teachers shared an acceptance of the point that they are known about the different challenges linked/ associated with the implementation, development, and addressing the need to implement the curriculum.
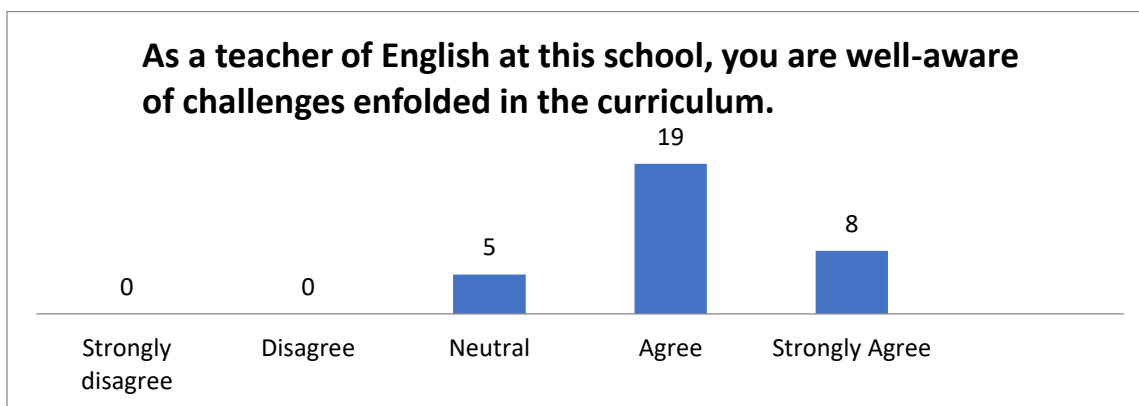
Figure 4 12: As a teacher of English at this school, you are well-aware of challenges enfolded in the curriculum.

Strongly disagree	**0**
Disagree	0
Neutral	4
Agree	24
Strongly Agree	4
Total	32

Table 4 13: As a teacher of English, you have the property to overcome challenges to deliver the curriculum successfully to your students.

The results of the question help to share that the majority of teachers are confident and efficient enough to overcome the challenges and to ensure that the implementation of the curriculum is effectively managed for the students.

As a teacher of English, you have the property to overcome challenges in order to deliver the curriculum successfully to your students.

			24	
0	0	4		4
Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
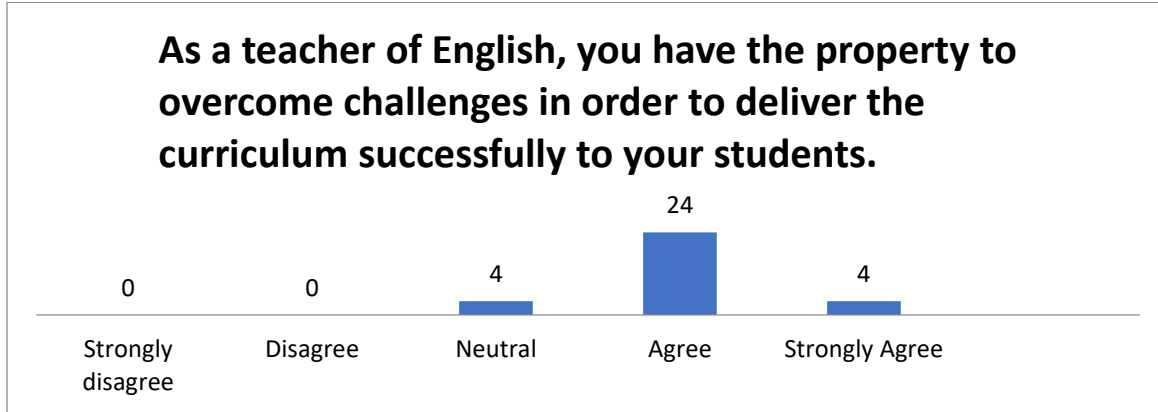
Figure 4 13: As a teacher of English, you have the property to overcome challenges to deliver the curriculum successfully to your students.

Strongly disagree	**0**
Disagree	0
Neutral	14
Agree	14
Strongly Agree	4
Total	**32**

Table 4 14: As a teacher of English at this school, you are very well-equipped to overcome the challenges in the curriculum.

Teachers do not find themselves in the best position to be well equipped as the management is more responsible for the decision making concerning the implementation and development of the curriculum in the school. The teachers when asked discussed that they are asked to share their inputs and be a part of the process but the final decision rests with the management of the school.

As a teacher of English at this school, you are very well-equipped to overcome the challenges in the curriculum.
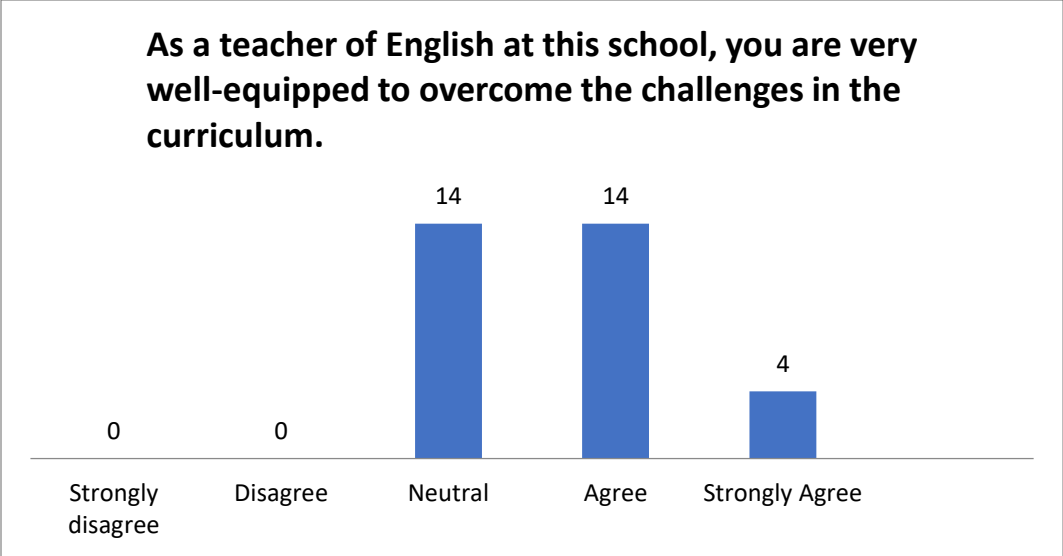
Figure 4 14: As a teacher of English at this school, you are very well-equipped to overcome the challenges in the curriculum.

Strongly disagree	**0**
Disagree	3
Neutral	8
Agree	17
Strongly Agree	4
Total	32

Table 4 15: The school based-system always provides you with the necessary resources to promote the English American Curriculum to face challenges.

The teachers of the school show a mixed trend when asked about the resources the management provides them to facilitate the English American Curriculum to avoid or overcome the respective challenges. The table above helps to determine that 3 respondents stated against the fact whereas, a lot of the respondents showed a neutral viewpoint which is beneficial to understand that the teachers of the school are not provided with the resources to effectively manage the issues related to curriculum development in the best possible manner.

The school based-system always provides you with the necessary resources to promote the English American Curriculum in order to face challenges.

Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
0	3	8	17	4
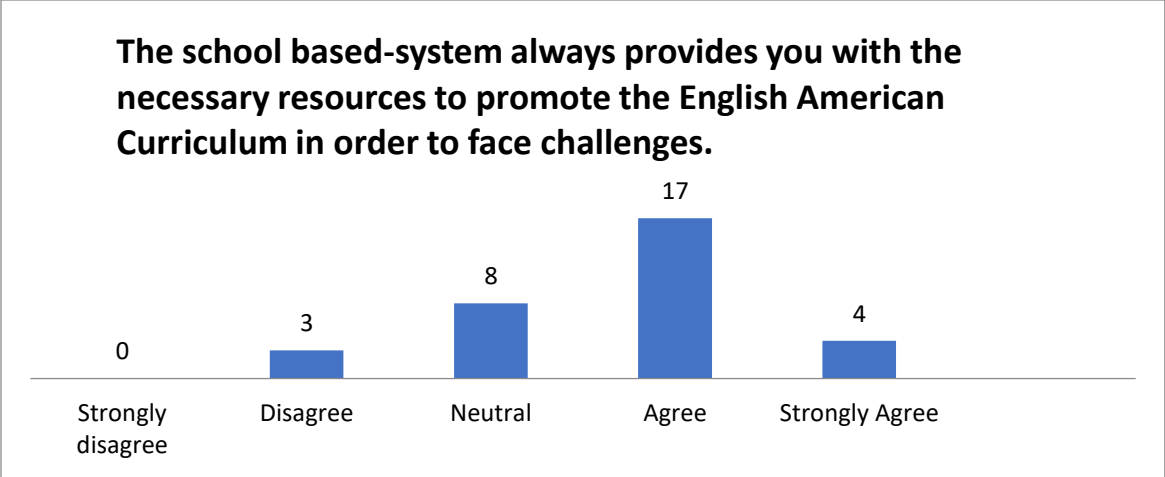
Figure 4 15: The school based-system always provides you with the necessary resources to promote the English American Curriculum to face challenges.

Strongly disagree	**2**
Disagree	3
Neutral	8
Agree	14
Strongly Agree	5
Total	32

Table 4 16: As a teacher of English at this school, you have the opportunity to receive professional curriculum support from both the administration and from the curriculum developers to overcome the challenges in the curriculum.

The analysis of the question for determining the support of the management and the policymakers for teachers help to raise a concern that the teachers are not happy and satisfied with the efforts and support of the policymakers for professional support to devise effective means to overcome the challenges during the application as well as implementation processes.

As a teacher of English at this school, you have the opportunity to receive professional curriculum support from both the administration and from the curriculum developers to overcome the challenges in the curriculum.
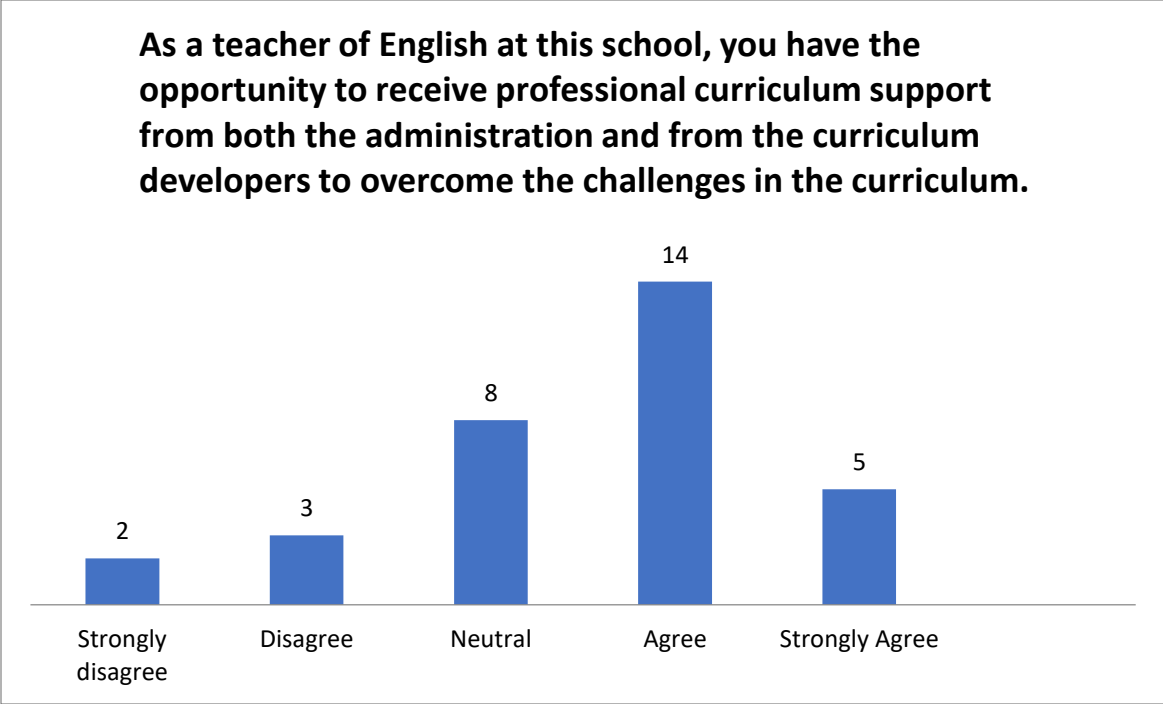
Figure 4 16: As a teacher of English at this school, you have the opportunity to receive professional curriculum support from both the administration and from the curriculum developers to overcome the challenges in the curriculum.

The details help to provide a recommendation that the management must be more focused to provide the teachers with an opportunity to effectively maintain a stance and work forward to support the management overcome the issues and challenges in the implementation of the curriculum.

Strongly disagree	0
Disagree	0
Neutral	10
Agree	17
Strongly Agree	5
Total	32

Table 4 17: The school's ethos positively influences your teaching the English American Curriculum.

The effectiveness of the ethos for the school helps to derive the information that the teachers are not much accepting the point that the ethos is supportive for them in teaching and making students learn the American English Curriculum. The results help to show that a total of 10 teachers remained neutral and did not agree or disagree with the question which helps to raise the concerns of the teachers regarding the role of the school management towards their approach in implementation and teaching styles for American English Curriculum.
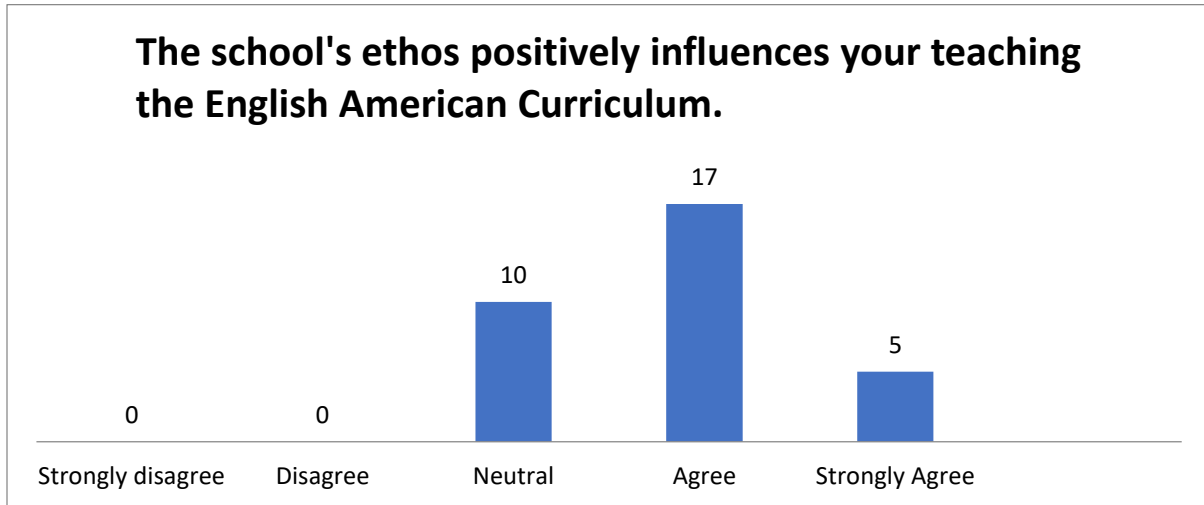
Figure 4 17: The school's ethos positively influences your teaching the English American Curriculum.

Strongly disagree	0
Disagree	0
Neutral	2
Agree	18
Strongly Agree	12
Total	32

Table 4 18: You believe that the best solution for designing a good curriculum starts with the knowledge of the Common Core State Standards

The views of the respondents are indicative of the importance of proper knowledge of Common Core State Standards (California Standards). The majority of the teachers supported the view that

the basis must be known to effectively manage the overall implementation and improve the learning for students.

You belive that the best solution for designing a good curiculum starts with the knowledge of the Common Core State Standards.

Response	Count
Strongly disagree	0
Disagree	0
Neutral	2
Agree	18
Strongly Agree	12
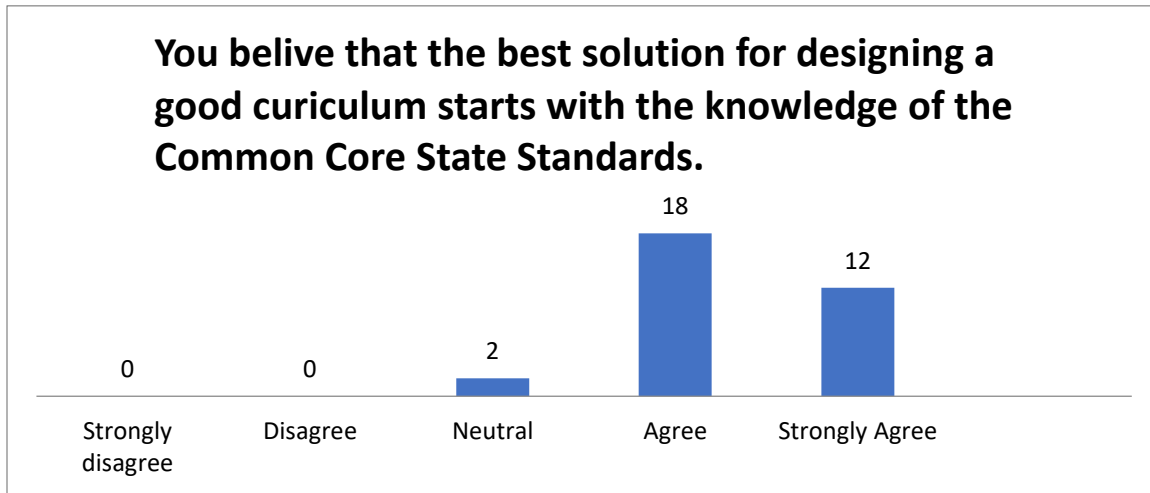
Figure 4 18: You believe that the best solution for designing a good curriculum starts with the knowledge of the Common Core State Standards.

Strongly disagree	**0**
Disagree	2
Neutral	1
Agree	16
Strongly Agree	13
Total	32

Table 4 19: You believe that receiving intensive training on how you use the Common Core State Standards is a part of the Curriculum design solutions.

The final assessment is carried out to determine whether the educators/ teachers believe that the curriculum development constitutes of intensive training offered to them to define and use Common Core State Standards and they show that there is a majority of teachers who accept the viewpoint whereas, there are only two teachers who did not find the intensive training to be a part of the curriculum design solution.

You believe that receiving intensive training on how you use the Common Core State Standards is a part of the Curriculum design solutions.

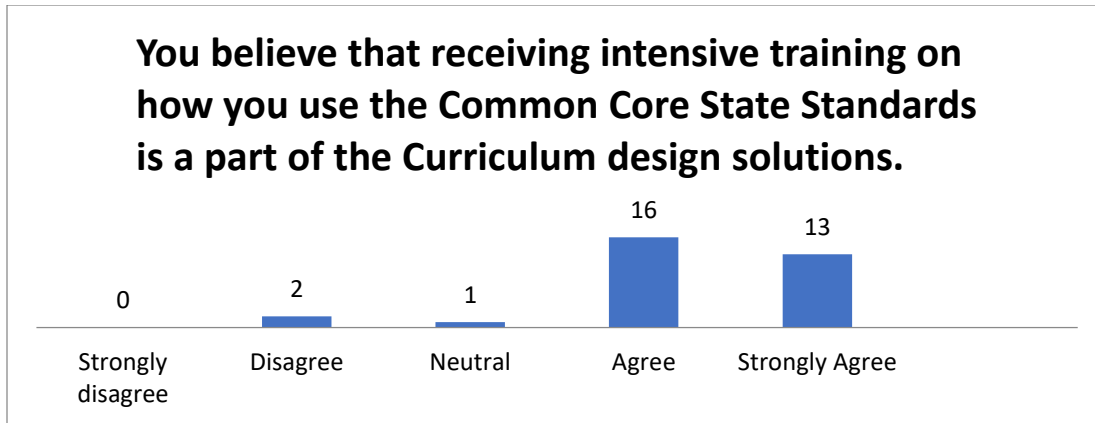Figure 4 19: You believe that receiving intensive training on how you use the Common Core State Standards is a part of the Curriculum design solutions.

The interpretations of the responses help to develop an understanding that the role of teachers within the school for developing and implementing English American Language is exceptional. Also, it is known that the teachers require support as well as the resources to effectively manage the challenges to the implementation as there is evidence that the teachers are not 100% satisfied with the administration and management's role to provide them with the facilities as they can help to better manage the challenges. The analysis also helps to derive the outcome that teachers' role is considered to be important for the effective design and implementation of the American English Curriculum.

3.9 Interview session

The interview questions asked from the principal are provided systematically with explanations and interpretations of what the principal provided his point of view during the interview.

1. **How many years have you been at this school?**

The answer to the question helps to derive the output that the principal had a total experience of seven years with the school.

2. **Are you familiar with the American English curriculum?**

The interviewee (the principal) of the International English School replied with a "definitely yes" showing the level of interest as well as the understanding of the curriculum.

3. **What are the problems in implementing the American English Curriculum, do you think?**

The major problems faced by the principal and the overall teaching staff that are a part of the process of implementation as per the principal included the adjustment of some American culture within the UAE. Other than that, the effective implementation all over the school level, lack of resources, and the skills and proficiency of the teachers with a specific focus on implementation and understanding of the curriculum and Common Core Standards are the major issues for proper implementation of the American English Curriculum. Finally, the selection of books for the UAE is very important as the books are developed for native Americans and therefore, the faculty is required to ensure a proper selection to avoid future issues.

4. **To what extent stakeholders influence the American English Curriculum development process in middle and high school?**

The principal of the institute helped to share his point that "This depends on the ability of teachers to plan, design, implement and evaluate the curriculum since they are the core of teaching process" Also, he shared the viewpoint that the influence varies from one stakeholder to the other. The level of interest in the initial stages (i.e. the development process" is high.

5. **In your opinion, how is the American English Curriculum designed based on the Common Core State Standards?**

The prime objective of the introduction of Common Core State Standards is to ensure that all students can get the same level of skills and knowledge when they graduate to benefit them in their professional life. The application of Common Core State Standards is to ensure that education and learning at all level of subjects is carried out most effectively.

6. **In what ways are the American Common Core State Standards incorporated in the American English Curriculum?**

The skills required at each level are important for the American English Curriculum and Common Core State Standards provide with the opportunity to effectively manage the learning. The objectives, as well as lesson plans, are directly linked to the standard. It highlights the significance of the application of the resources within the learning guides.

7. **Are you familiar with the requirements needed to apply the Common Core State Standards to convey language through the American English Curriculum?**

The principal of the school is well equipped with the skills required to effectively apply the Common Core State Standards. The interviewee also presented the viewpoint that the increase in educational requirements requires parents, teachers, policymakers, and the different stakeholders to work together to make the American English Curriculum a success in the UAE. The respondent also helped to share that the basis of the curriculum is from the California State Standards.

8. **Do you think English teachers' best practices play an important role in implementing the American English curriculum?**

The role of educations/ teachers is most relevant and important as per the principal. The implementation and its effective use all rest on the teachers as they are considered to put life to the curriculum. The teachers are required to adopt different and effective teaching strategies to make sure they play an effective and efficient role in the delivery of their experiences and lectures to the students.

9. **In your opinion, to what extent can the curriculum be delivered effectively?**

The requirement for effective planning is important to devise an efficient delivery. The application of the curriculum in the best possible manner can allow students to gain the knowledge and skills required at all different levels and also throughout their careers. The teachers are required to devise the curriculum plans in accordance to meet the needs and requirements of the students in an efficient manner.

10. **To what extent can the challenges contained in this curriculum be overcome?**

The requirements of consistent training are a must as it can lead to improve and overcome the challenges that restrict the effective and efficient delivery. The role of effective planning, resource allocations, and alignment of the processes are considered to be the best possible ways to overcome the challenges. Also, the principal laid his focus on utilizing, and making sure to assess the student's performance can also help to identify the issues, and afterward, effective

plans can be derived and implemented to make sure the issues are resolved. The importance of reviews and revisions are a must to make sure all challenges are effectively catered.

11. Do you think English educators face challenges in developing the curriculum? If yes, what are the challenges?

The principal accepted the viewpoint that educators face consistent pressures and challenges in developing the curriculum. The management of the institute is focused to avoid such challenges by effectively designing and implementing the training to keep the educators up to date and well informed about the standards. Also, the limitations in time and the identification and selection of the course materials is a challenge for the educators.

12. How do you think the teachers of English in this school can overcome these challenges?

The principal lays his prime focus on effective planning followed by reviews of the curriculum and updates regularly. Along with that, the importance of updates and reviews are also considered to play a valid/significant role in avoiding the challenges. The time required to plan and develop a professional approach must be rendered so that the challenges can be well managed.

13. Do you provide professional development for teachers on how to implement the Common Core Standards of the American English curriculum?

The principal said yes, as the management is focused to offer professional development not only for implementation but also on resource allocations, and other important features are provided to the educators. It helps to spread awareness regarding the effective implementation of the curriculum with in-depth polices.

14. Do you think that this curriculum meets the students' culture and their needs? How?

The expectations are high and also the principal shares his viewpoint that effective planning for delivery can help to further improve the alignment of the curriculum with the culture and needs of the students in UAE. Also, the point that the chance to meet the culture and needs of children is not possible, due to the presence of biases in some topics and courses.

15. What are the key competencies addressed in the American English Curriculum, do you think?

The main competencies involve in-depth learning, effective thinking buildups, and also providing an opportunity to be more contributive and participative. The availability for the use of co-curricular activities allows a better opportunity for the students to learn more effectively. Also, the curriculum allows students to read and write efficiently. Along with that, the effective adoption of the American English Curriculum is expected to provide the students with an opportunity to avail of global competencies that can help to improve their future chances of growth.

16. How can the 4 Cs (Critical Thinking, Collaboration, Communication, and Creativity) be implemented in American English curriculum, instruction, and assessment(s)?

The focus on effective planning can help to better utilize the 4 Cs to get the most efficient outcomes. The rise in educational requirements, as well as competencies in the 21st century, has led to devise plans and strategies to effectively manage to learn to gain a long term benefit. The need for effective collaboration, communicating, and creativity is considered as the basis of today's learning and the curriculum provides the ways and opportunities to reach the educational requirements of the time. Research skills are also required to be promoted and these can be improved with the help of adding new insights and processes to ensure long term success.

17. What do you propose to design and to develop a better curriculum?

The major recommendations put forward by the principal include effective use of planning and also focused and targeted professional development sessions. Also, the exposure to new opportunities and strategies for learning and communicating can help to better manage the implementation and learning from the curriculum. The principal further showed his concerns regarding the improved collaboration between the administration and the teachers/ educators to improve the implementation and planning processes.

3.10   Implementation

The analysis of the questionnaire as well as the interview response help to identify that the effectiveness of planning must be realized and there must be proper training provided to the teachers before stepping them into the implementation and development of the curriculum and related activities. The researcher also helps to identify that there is a need to focus on providing the teachers with skills and capabilities to develop an advanced understanding of Common Core State Standards since teachers show a level of incompetence to use the standard within their work practices. The requirement to improve the relationship and collaboration between the school's administration and the teachers is evident. There is a need to further improve the processes so that the outputs can be enhanced. The outcomes include both the proper and effective design and implementation of the curriculum and also to improve the ability of teachers to be more efficient to teach their students by allowing them the chance to be a better part of the implementation and design of the design.

The outcomes from the research interview help to derive the major responses of the principal regarding the importance of teachers and their role in curriculum development and the need to properly plan and execute the process to avoid future failures. The interview also helps to justify that the learning of learners/ students can be improved to develop a positive approach and also critical thinking that can allow them to focus more on their learning. The level of guidance and role of teachers is immense in the process and therefore, it can be stated that the teachers can eventually help the students to be able to learn more quickly and also develop long term attitudes and behaviors that can help them in their prospects. The prospects can be the way they approach entrepreneurship as well as their professional careers.

Moreover, the principal also helps to highlight the point of view that the application of timely evaluations can be beneficial to develop a more thorough assessment of the process. The teachers will be able to understand the lacking as well as can be able to better overcome the lacking and turn/mold them into strengths to improve the overall learning process. The most suitable techniques for UAE as per the viewpoint of the principal include the adoption of a 4Cs approach to learning. The 4Cs including the increase in Collaboration, Communication, Critical Thinking, and Creativity can help the students to become more proficient with their studies and developing an attitude towards positive learning. Collaboration and communication can help to improve the relationship between the teachers and students and can play a vital role to know the lacking

within the processes. Moreover, the most effective way to overcome the challenges is to make sure the management, administration, and the teachers are making efforts combinable towards achieving better efficiency. All these efforts would be beneficial to develop a more important and focused approach for the children to think critically and reach higher levels of creativity to learn and achieve their goals.

3.11   Findings

The prime findings of the research analysis include;

- The acceptance of the viewpoint is justified that teachers have a major role in the development and implementation of the Curriculum in the institute.
- The effectiveness of better and thorough planning is also highlighted as a major factor that can help to improve and develop a more efficient curriculum within the UAE context.
- The collaboration between the school's management and the teachers is required to be improved to make sure that the outcomes are efficient for the school and the children.
- The teacher's capabilities concerning being equipped to manage and counter the challenges need more detailed assessment so that the teachers can more quickly and efficiently respond to the ever-changing requirements.
- The resource allocation from the institute also is required to be improved since there is evidence that the teachers do not find themselves well equipped from the institution level as well to effectively manage the challenges to curriculum development and implementation.
- There is also evidence derived from the analysis that the school is not able to provide any professional support to the teachers.
- It is required that better collaboration and communication must be developed between the school's management and the educators as they are the most important parties to the subject topic. There is a need to focus on following the best practices to make sure that the most favorable results can be achieved in terms of raising the education level.
- The responses from the principal helped to raise the concerns about the prospects as he mentioned that teachers, as well as the management, have to work together to improve the overall success of the processes.

- The best possible outcomes for effective implementation of the American English Curriculum are to offer the students with the best prospects for their careers and also to improve the level of understanding at all the levels to support critical thinking and positive working attitudes.

- The research study helps to develop an understanding that the effectiveness of planning is the best way to improve the development and also the implementation. Moreover, it is also noticeable that the teachers are considered to be the force that pus life into the curriculum with their effective and efficient teaching styles. It is recommended that the teachers must ensure to adopt and make use of strategies that are focused to raise student learning as well as the teachers are required to adapt the curriculum to facilitate the long term learning for students.

- The effective student assessment of a regular basis is also considered to play a significant positive role in student learning and also to develop ways to overcome the lack of focus both from the teachers as well as from the students.

- The outcomes of the research help to provide a new viewpoint that 4 Cs can be applicable to improve the learning and these include Critical Thinking, Collaboration, Communication, and Creativity. The researcher finds out that the teachers can effectively use the tool to improve student learning and focusing more on a student-centric approach to learning.

Chapter 5: Conclusion

This chapter provides the conclusions from this research based on the analysis of data and linking the findings with the literature review to get a more detailed discussion. The discussion is an important part of the research conclusion as it helps to provide how the results of the current research are linked to the overall empirical work done already on the subject topic. The chapter is subdivided into four sections: discussion, conclusion, summary of the major findings, and suggestion sections. The aim of the research is to develop an understanding of the role of educators in the development and implementation of American English Curriculum within the UAE. Along with that, the teacher's attitude and approach towards the curriculum and his/ her's ability to face and successfully limit the challenges are also evaluated. The adoption of American English curriculum and its benefits are evaluated and also the techniques that can help to better assess the students and the outcomes of curriculum within the UAE perspective are also required to be appraised. To improve the overall understanding of the audience about the findings the researcher uses a format for the chapter to help derive the main aims and questions in the introduction, the presentation nof summary of findings, a discussion of the findings and a comparison with literature review, conclusion, and summary of findings. Followed by these a conclusion and recommendation are provided so that the audience can easily understand the outcomes and the possible implications.

5.1   Summary of findings

The findings section of the research derived from effective data analysis helps to derive the information that the role of teachers is important and critical within the development and implementation of the Curriculum. Also, the researcher helps to identify that the adoption of collaboration and effective communication can play a major role in firstly, improve the initial development and implementation processes and also can lead to devising effective ways to enhance student learning. The results for the UAE help to share that collaboration, communication, as well as effective support of the administration and management are present currently. The teachers are not in complete support of the available resources and professional support provided by the management. It is, therefore, expected to raise the level of risks and challenges associated with American English Curriculum implementation.

5.2   Discussion

The research findings help to derive the information that teachers within the UAE are the most crucial stakeholders within the curriculum development and implementation. The outcomes are derived from the focus of the principal on the role of teachers/ educators and also the responses of the questionnaire from the teachers. A comparison helped to determine that there is a more likelihood that providing teachers with support and resources can also help them better manage and overcome the challenges. The research findings gathered from the focused interview session of the principal also help to derive the outcomes that planning is the best way to avoid risks and to improve the overall consistency and efficiency (Bilbao, Corpuz and Dayagbil, 2015). The principal shared his viewpoint that teachers are to be the major force/power to the curriculum as they provide the strength and soul to the curriculum. Research findings for the interview setting from the principal show that the effectiveness of planning is important as it can help to improve the development, implementation, and adoption/practices. Also, the requirement for better collaboration and resource availability to the teachers and the management is highlighted by the comparison of the survey and interview outcomes (Kaseorg, 2017). The results show that the teachers are not provided with the resources and any sort of professional support they require to more efficiently deal with the risks and issues during curriculum development and implementation. The results and findings help to provide a suggestion that a more collaborative and efficient communication is required between the school's management, administration, and the educators to get a more efficient outcome for the design, development, and implementation of the American English Curriculum in the UAE.

The findings also show that there is a requirement of properly managing the best practices and availing the best communication tools to spread awareness to the teachers to stay more focused and up to date about the progress (Eitel and Talbert, 2012). It will eventually lead to a situation where whole the administration, the management, and educators will form a team towards better implication of the curriculum. It is known that the overall development and implementation are teamwork and not any job of one individual so there is always a better chance to be able to effectively communicate and collaborate with the stakeholders. The findings of the interview helped to raise the concerns by the principal that he was known about the importance of teamwork and was willing to make sure all the stakeholders are on the same page for the development and implementation of the American English Curriculum.

The research analysis helps to derive the conclusion that the application of the best possible practices and effective teamwork and collaboration can be beneficial to raise the level of understanding for students and also to ensure the students can get the most out of their career opportunities (Alsubaie, 2016). The effective use of the American English Curriculum would also be beneficial to improve the overall learning and developing positive work attitudes and critical thinking among the students.

Also, the data analysis provides an opportunity to identify that the need to properly plan the activities is important as it can help to improve the chances of success and outcomes from the implementation (Porter, 2018). Also, the management is required to facilitate the teachers in the best possible manner so that their contribution is maximized to the highest level. Teachers are required to focus on the learning of students and must ensure to develop and use learning as well as evaluation strategies to check the progress of the students so that possible issues and challenges can be effectively mediated.

Finally, the data analysis helps to clarify that the application of 4Cs can be beneficial to get a better outcome for the learning of students. The 4Cs include the use of Critical thinking, effective Collaboration, Communication, and Creativity. It is considered to have a significant impact on the way teachers teach. The use of collaboration and communication will lead to developing the most effective means to add ways to critical thinking within the learning and also can lead to developing ways in which creativity can be applied to get better student's outcomes both for their academic as well as professional careers. The findings are supported by Mahardika, (2018) as the researcher in his study also claims that the educational institutes should give importance to the factual and more critical attitudes and knowledge to the students so that they can develop themselves in a much better way in their professional life (Mahardika, 2018).

5.3   Conclusion

Based on the mixed approach to data analysis using interview scripts and survey questionnaire the researcher can derive the possible answers to the research questions. It is derived that the school/ institute must ensure effective implementation of the American English Curriculum as it can be considered a useful resource to improve the learning for students. To be more focused, it can allow the teachers and the management to more efficiently develop learning skills for students. Secondly, it is determined and extracted that planning, use of best practices, and student assessment can help in improving the efficiency of the students as well as for the teachers. The

role of teachers is significant and therefore, there is a need to better equip them with effective tools and skills to give their best contribution towards the development, implementation, and adoption of the curriculum in the short as well as long run. Finally, the results and findings help to conclude that the application of 4Cs is said to have a significant impact on improving the critical thinking, collaboration, and communication to reach to a higher level of creativity which can benefit the students to perform well in their academic as well as to improve the practices and efficiency on the job. The researcher aims and questions are effectively reached as the researcher is able to develop an understanding and finding that the use of proper planning can be considered important to improve the approach of the teachers towards the challenges for future. Also, the major benefit for students includes the knowledge of good English communication skills. Moreover, the efficient use of the curriculum is also expected to improve the approach of the students towards learning and therefore, it can be concluded that they are expected to avail better opportunities in their education as well as long term careers. Finally, the assessment and teacher's relevant technique highlighted and derived from the interview show that 4Cs can be effectively managed and can provide with the opportunity to be more focused towards developing a more student centric learning environment.

Moreover, it is also determined that the use of effective policies and development plans can be considered to raise the chances of success both for the implementation as well as long term benefits for the students in their learning. The application of best practices, improved collaboration and communication, and support to educators can all be considered as the backbone to improve overall success. Finally, it is noticeable that better evaluation programs and techniques along with improved practices to overcome the inefficient outcomes can help the teachers to better manage the performance of the students. Moreover, the adoption of Critical Thinking, Collaboration, Communication, and Creativity (4Cs) is expected to raise efficiency. The 4Cs are considered as the evaluation as well as learning tools that can help to better manage the long term success of students within the development of behaviors, positive attitudes towards educational and professional careers.

5.4   Recommendation (more consistent with research terminology)

The results from the discussion as well as a summary of the findings help to derive the following suggestions to the Institute as well as other schools in general who are planning to adopt a curriculum.

- **Provision of resources and support:** It is important to understand the significance and importance of teachers and therefore, they must be facilitated and provided with the resources and learning facilities that can allow them to better adapt and implement the curriculum. It is suggested as the accessibility of the resources and support can help the teachers to more effectively deal with the challenges and to reach effective outcomes.

- **Improved collaboration, communication, and support with teachers:** Moreover, the collaboration between the administration, school's management, and teachers must be improved to gain the most efficient outcomes for student learning. The enhanced collaboration and communication can effectively benefit to reduce miscommunications and also to tackle the challenges in a better manner.

- **Focused planning to avail long term benefits:** The planning processes must be improved and the inputs from all the major stakeholders must be effectively managed to improve strategies of adoption.

- **Adoption of the 4C approach to learning:** The application of 4Cs is considered to be adapted for better student learning outcomes as it can help to improve the internal processes ensures to develop confidence and positive attitude in students for studies to help them improve the overall academic outcomes. Not only that the students are more likely to build long term and future based attitudes and behaviors that can help to improve the overall level of success in professional careers.

- **Effective evaluation of students on regular basis:** Finally, it is advised that the teachers, as well as the management of the school(s), must ensure to effectively devise tools and processes to effectively evaluate the performance of students. The regular assessment is considered to help keep a record of the improvements and/or drawbacks on the students learning concerning the new curriculum. The teachers can take help of the assessments to adopt more specific and student-centric approaches for learning that can facilitate long term learning and efficient results.

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