Language policy in Dubai's schools: From theory into practice

سياسَة اللّغات في مدارس دُبي: مِنَ المبادئ إلى التّطبيق

by

NOUR ABUATEYH

Dissertation submitted in fulfillment
of the requirements for the degree of

MASTER OF EDUCATION

at

The British University in Dubai

May 2022

DECLARATION

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that the content of this research is the direct result of my own work and that any use made in it of published or unpublished copyright material falls within the limits permitted by international copyright conventions.

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

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

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

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

_____
Signature of the student

COPYRIGHT AND INFORMATION TO USERS

ABSTRACT

The qualitative research aims at exploring the language policy in Dubai's schools and highlight the areas that can be improved from theory to practice. There was the use of a Survey, Semi-Structured Interviews, and Secondary Data (Policy Documents). Purposive sampling was used to choose research participants with Survey Participants being taken from education professionals or those who closely work in fields related to education. This was done to ensure the reliability and validity of the data collected. The theoretical framework was based on approaches such as the Language Policy and Planning (LPP), Critical Language Policy (CLP), and Language Management Theory (LMT). These helped the researcher have a firm basis to develop the academic project and understand some of the language policy dynamics currently happening in the UAE. The outcome of the research showed huge potential for language policy research. Some of the issues that were noted to hinder the implementation of effective language policy in the UAE include poor communication of language policy across the school community, staffing issues, the lack of resources, the absence of many different native languages in the mainstream curriculum, and the mismatch between the policy expectations and the actual level of student's aptitude. The solutions highlighted in this study include the setting of clear goals for the language policy that is shared with the policy designers and the policy users, the increased involvement of language teachers with the school leaders in the design and review process of the language policy, continuous professional development of language teachers among others.

الملخص

يهدف البحث النوعي إلى استكشاف سياسة اللغة في مدارس دبي وتسليط الضوء على المجالات التي يمكن تحسينها من النظرية إلى التطبيق. تمّ استخدام الاستبيان، والمقابلات شبه المنظمة ، والبيانات الثانوية (وثائق سياسات اللّغات من مدرستين دوليّتين). تم اختيار المشاركين في البحث من المتخصصين في التعليم أو أولئك الذين يعملون عن كثب في المجالات المتعلقة بالتعليم. من الإداريّين ورؤساء الأقسام ومعلمي اللّغات في بعض المدارس الدّوليّة في دبي، تم القيام بذلك لضمان موثوقية وصحة البيانات التي تم جمعها. استند الإطار النظري إلى مناهج مثل سياسة اللغة والتخطيط (LPP) ، وسياسة اللغة النّقديّة (CLP) ، ونظرية إدارة اللغة (LMT). ساعد ذلك الباحث في الحصول على أساس متين لتطوير المشروع الأكاديمي وفهم بعض ديناميكيات السياسة اللغوية التي تحدث حاليًا في دولة الإمارات العربية المتحدة. أظهرت نتائج البحث إمكانات هائلة لبحوث السياسة اللغوية. تشمل بعض المشكلات التي تمت ملاحظتها لإعاقة تنفيذ سياسة اللغة الفعالة في دولة الإمارات العربية المتحدة ضعف التواصل بين الإدارة والمعلّمين في توصيل وشرح لسياسة اللغة للمجتمع المدرسي، وكذلك قضايا التوظيف (نقص الكوادر التّعليميّة)، ونقص الموارد ، وغياب العديد من اللغات الأصلية المختلفة في المناهج الدراسية السائدة ، وعدم التوافق بين توقعات السياسة والمستوى الفعلي لقدرة الطالب. تشمل الحلول التي تم إبرازها في هذه الدراسة وضع أهداف واضحة لسياسة اللغات التي يتم مشاركتها مع مصمّمي السياسات ومستخدمي السياسة، وزيادة مشاركة معلمي اللغة مع قادة المدارس في عملية تصميم ومراجعة سياسة اللّغات بشكل مستمر والتّركيز على على التطوير المهني لمعلّمي اللّغات بالتّخصيص.

ACKNOWLEDGMENTS

TABLE OF CONTENTS

Chapter 1

Introduction

1.1. Background and Context:

Language Policy is generally regarded as a contested terrain and (Bianco 2010) is of the opinion that there is no universally agreed standard definition of the term. Johnson (2013) highlights that language policy is done as a part of traditional language planning. Zama & Olusola (2020) further highlight the importance of language policy, citing how it is essential in rectifying socio-cultural discrepancies such as how it promotes inclusivity in communities. Schiffmann (1996) is of the opinion that language policy is a social construct that may have various attributes. Language policy may exist in a text form or it may be a cultural construct depending on the context in which it is being implemented.

In the context of the United Arab Emirates, language policy may be seen to be equally contested. The UAE is a diverse country hosting a wide range of nationals which creates a unique environment that is not typically found in many contexts (Epps & Demangeot 2013) The country consists of seven Emirates and has witnessed an unbelievable economic transformation (Hussein & Gitsaki 2018). The rapid growth and diversity of the UAE has also led to competition between different educational systems, of which the main ones include the American Curriculum, British Curriculum, International Baccalaureate, and the Ministry of Education (MOE) Curriculum. All these systems are led by the MOE's vision and strategy that aims for quality and efficiency in the education sector (UAE 2012). Different school systems share a lot of common approaches to designing and implementing their educational policies and at the same time, there are some different approaches. Since there are huge cultural differences in Dubai, schools are always competing for the attention of multilingual people and those who are keen to preserve their native languages against a background of the widespread use of English language that has become the lingua-franca in most international schools (Belhiah & Elhami 2015). On the other hand, the greatest consideration in the UAE is given to the Arabic language as the mother tongue of the Emarati people.

This makes the status of Arabic language pervasive in schools as it is the language of the Arab heritage and religion as well as the Arabs' identities (Findlow 2006). In this context, the

unchecked expansion of the English language can affect the learning of Arabic language and therefore the country's values, heritage, and identity (Belhiah & Elhami 2015).

The English language is the dominant language in the UAE education system, particularly in Dubai. Fluency in English language is a must to be eligible to access a university education (Sullivan 2015). UAE's Federal National Council (FNC) states that UAE Schools are expected to make students prepared for higher education, this includes all of the international schools, where English language is considered the language of instruction, and is being used daily and can be acquired shortly. Nevertheless, the MOE and the KHDA have set very high expectations of schools regarding the treatment of Arabic language in light of the requirements of the UAE vision 2021. This makes it harder for the schools to implement a language policy that works well with the benchmarks set for Arabic language learning while at the same time pushing for English language aptitude that meets university requirements in a predominantly non-native English-speaking socio-cultural context (MOE 2021).

1.2. Statement of the Problem:

Goundar (2017) highlights that research on language policy is critical and is being constantly done as the field is rapidly evolving. In the UAE, there is a challenge with language policy as a result of many schools relying on the mainstream languages such as Arabic and English while overlooking many other native languages available. This policy stance runs contrary to the multi-lingual nature of society. There are also challenges with how language policy is implemented in schools contrary to the needs of students, parents, and other stakeholders. This brings to the fore the dilemma of social justice that should be at the core of language policy (Leibowitz 2015). The diversity in the country makes schools responsible to manage language teaching and learning through designing and implementing meaningful language policies that serve school systems, and at the same time meet the needs of the context-specific expectations. Prinsloo (2011) then highlights how it is important to make a language policy based on how language is used not just on what policymakers assume. The language policy design process has to consider several factors to be relevant to the immediate environment it serves (Cerna 1985). These factors include global and national contexts, the school's target audience, and the socio-cultural norms of the local community. In Dubai, all schools are governed by the ministry of education (MOE) and the KHDA (Knowledge and Human Development Authority). They

determine the regulations and guidelines issued by schools, including setting the tone for the type of language policies, and the teaching and learning standards that have to be followed (*Education laws, policies and guidelines* 2021). Thus, schools have to design their language policies documents that are aligned with the KHDA and MOE requirements (KHDA 2016) as well as the needs of the communities these schools serve. School leadership teams including middle and senior leaders play an important role in designing and implementing a suitable language policy. However, they often face some challenges in the implementation process for many reasons such as the obligation to teach Arabic at all schools in the UAE as a first and an additional language, and the rapid popularity and growth of English language which is being conscripted in schools across the country. These challenges may create a gap between the theory and practice as what can be outlined in the language policy document may not be applied and implemented in actual practice.

1.3. Rationale:

The purpose of this research is to find out the main gaps between the theoretical part of designing the language policy and the practical part of implementing it in UAE schools. There has been a challenge in the implementation of language policy in Dubai (which is a highly diverse multi-cultural, multi-lingual, and multi-national context). The research aims at providing some recommendations on what can be done by educational stakeholders to ensure language policies are effectively implemented for the benefit of linguistic diversity and the students who are having to bear the brunt of an ambiguous approach to language learning in schools. The research will highlight the challenges of implementing a holistic language policy in a multi-national cultural context such as the one we have in the UAE. The study will take into consideration the perspectives of language teachers, heads of departments, and senior leaders at Dubai's international schools. It aims to highlight how each member looks at the language policy and how everyone may have different perspectives and levels of knowledge in this regard. It also aims to highlight the important components of a successful language policy to guide schools' leaders in the design process and create a template that can be used as the basis for launching successful language policies in other schools.

1.3. Research Aim:

The aim of the research is to explore the language policy in Dubai's schools and highlight areas that can be improved from theory into practice.

1.4. Research Questions:

The research will be based on the following three questions:

1. What are the main gaps found between the language policy document and actual implementation?
2. What are the factors that hinder the successful implementation of a language policy at international schools in Dubai?
3. What can school leaders do to overcome the challenges of language policy implementation?

1.5. Research Objectives:

The corresponding research objectives are as follows:

1. To explore the main gaps found between the language policy document and actual Implementation
2. To highlight the factors that hinder the successful implementation of a language policy at international schools
3. To recommend what school leaders can do to overcome the challenges of language policy implementation

1.6. Significance of the Study:

This study is significant as it will help inform various educational stakeholders on the best way to implement language policy in UAE schools. The local context is highly diversified and this has led to multiple ambiguities and ineffective implementation of language policy interventions, this research aims at highlighting them and pointing out what can be done to resolve such challenges to improve language learning practices. The research will be useful for international schools in the UAE (particularly in Dubai) as it highlights the language policy design, implementation, and review process as well as the main challenges school leaders face and some potential solutions based on the data collected.

In contemporary society, it is important to ensure that more languages are presented and used as a medium of communication in the conveyance of knowledge and information for localized educational systems to become more prominent. This development can only take effect should a properly laid-out language policy be developed and widely used in a given educational context (Maurais 1993) and (Goundar 2017). It is significant to investigate the gaps and challenges to

find potential solutions for successful implementation of the language policy, therefore, this study is useful for international schools' leaders particularly in Dubai as the importance of this issue is related to students' needs as well as the schools' reputation and the number of students enrolled in the schools because parents in Dubai are keen to register their children in schools that provide several languages as subject areas. In this regard as well, a strong Arabic language provider is preferable for parents as Arabic is a mandatory language for Arabs and non-Arabs. Moreover, different school systems do implement their language policies differently. For instance, with the International Baccalaureate (IB) education, the language policy is a requirement for program implementation. It is stated clearly in the IB guides that the language policy at IB schools has to foster international-mindedness and intercultural understanding. The international-mindedness allows students to effectively communicate in different languages considering the importance of multilingualism. Again, IB school leaders have to design, implement, communicate and review its language policy taking into consideration the roles of all members of the school community in the implementation process (Baccalaureate 2018). However, the British or American systems are not definitive on the guidelines or requirements for the language policy design, implementation, and review process. This has led to having different designs of policies across UAE schools, and some of the schools do not even have one.

1.7. The Structure of the Dissertation:

This study consists of six chapters that are as follows:

- *Chapter 1*: Introduction
- *Chapter 2*: Literature Review & Theoretical Framework
- *Chapter 3*: Methodology
- *Chapter 4*: Data Presentation and Analysis
- *Chapter 5*: Limitations & Recommendations
- *Chapter 6*: Conclusions

Chapter 2

Literature Review, Conceptual Framework and Theoretical Framework

2.1 Introduction

The Chapter looks at the various sources that informed the researcher in this study. These secondary sources were vital in ensuring the researcher had an understanding of the topic and what has been done so far in terms of the research on language policy and planning. This goes in line with (Sridhar 2020) who argues that in a systematic study, the critical analysis of an existing body of knowledge goes a long way in ensuring that a researcher gains more knowledge about a particular field. The Chapter also allowed the researcher to explore the theoretical framework that formed the basis of understanding the topic of language policy and planning. Key scholars referred to include (Nekvapil 2012), (Ball and Braun 2012) and (Spolsky 2007). These scholars have extensively explored the area of language policy and are regarded as authorities in the field.

2.1.1 Conceptual Framework:

There is a rapid growth in the education field around the world with a greater need to have in place several educational policies designed and implemented well to manage and direct teaching and learning areas across schools. Some of the trending topics in contemporary educational systems include language policy, inclusion policy, admission policy, teaching and learning policy, and so on.

There is more than one definition of a policy as defined by (Farris 1953) defined it as a plan of all actions designed to manage decision-making and other important matters. Easton (1950) further defines a policy as a web of decisions and actions that allocates values. Both definitions agree that the policy consists of a set of actions. On the other hand, (Harman 1984) states that it is important to understand that policy is a systematic process and not a random act. A policy is aimed at coordinating certain courses, and it is not a separate activity, which means that the focus should be on the policy as an outcome and a product rather than as a process. This view has been criticized by (Taylor 1997) who claim that considering a policy as only a product or an outcome is a clear limitation to its significant role as a whole process. Nonetheless, thinking about combining them along with the definitions of Harman (1984) and Easton (1950) might make more sense in highlighting a more suitable and comprehensive definition of a policy as a

product that is created for the process of course management and actions planning, and depending on the purpose of the policy, the target that it is willing to achieve.

Ball and Braun (2012) state that the meaning of policy is most of the time being taken for granted. Trying to solve problems through a policy text similar to legislation or national and international driven perceptions and practices then creates issues for this definition since it becomes isolated from the moments of the processes and enactment that happen around the school. Mahwah (2020) defines language policy as an action statement that is concerned about where the students are going and how they are getting there. Kaplan and Baldauf (1997) state that language policy is part of a larger process of language planning as it may be a chain of ideas, practices, and rules that work to achieve a systematic language change. This definition gives the impression of the possibility to consider some other activities as a language planning process. However, (Johnson 2013) states that not all language policies in the education sector are well designed and planned. Since national and international contexts have a direct impact on Language policy, the level of the policy can be considered as a macro or a meso-level policy. Because education policies tend to require high consideration of the country's demographic, geographic, social, cultural, economic, and political contexts, they are commonly directed by national authorities (Caldwell & Mays 2012).

Research on language policy opens the doors to highlight some of the common concepts about languages such as Monolingualism, Bilingualism, and Multilingualism. Monolingualism is defined as the ability of someone to speak just one language, many people who did not get exposed to more than one language are monolingual. Although it seems like monolingualism is average, half of the world is bilingual or multilingual, so monolingual people in reality are the minority across the world (Bilingual Kids Spot 2022). However, in the United States, monolingualism is acknowledged as a language ideology, this indicates that a particular group of language practices are idealized (Ellis 2006). These connections between monolingualism and language ideologies have been illustrated in what is referred to as a "monoglot standard" (Blackledge 2000).

On the other hand, acquiring and mastering two languages is called Bilingualism, these languages have to be related to each other from birth or before the age of one year.

Bilingual individuals are remarkably recognized in most sectors as being bilingual is a great advantage for the individual (Gottardo & Grant 2008). Professional people in this field say that

the proficiency level of both languages the bilingual individuals acquire may not be the same as they can be more fluent and stronger at one of the languages than the other (Bilingual Kids Spot 2022). On the other hand, the term multilingualism means the ability of individuals to speak and communicate effectively using three languages or more, this concept is also known as a "polyglot" (Nordquist 2019). Bilingual and multilingual individuals are regularly faced with choices, they need to choose which language to use, also, many speakers have dialects to choose as well such as Arabic, this needs to be faced all the time with the choice features that include the lexical, grammatical and spelling patterns of the used language (Spolsky 2007).

Bialystok (2006) states that monolingual students have more vocabulary in their language rather than bilingual students who mostly have less vocabulary in each language. On the other hand, some researchers like (Fromkin 2003) credit bilingualism as stating that it has more advantages than disadvantages. A monolingual environment does influence children and reduces their opportunities to be bilingual individuals (Feldman 1997). Scholars such as (Bacon 2018) are against monolingualism and they argue that it has to be "defeated". A study showed that monolingual English speakers were able to become bilinguals through classes and a consistent study program; this was more evident with students who moved abroad and studied in a non-English speaking country. These two concepts (bilingualism and multilingualism) are widely known and very common in Dubai and the UAE due to the diverse environment and the large number of expatriate students at Dubai's schools. Therefore, international schools in Dubai need to set their language policies taking into account the cultural differences and the multi-lingual character of the country.

2.2. Theoretical Framework:

Based on all the relevant concepts and elements of the language, it is recommended to have a theory of language policy that aims to account for the choices made by the language speakers inside and outside of their communities to keep the existing status of the variety and the resistance of a trend of speakers of the variety to shift to use another language (Spolsky 2007) which means that the theories of language policy naturally help to preserve the origin of languages and heritage as well.

Language Policy and Planning (LPP) is the most common policy in this domain, it is used in various researches as the main theory of language policy in several aspects of behavior toward language, this type of behavior might be considered as language change in the structure and

usage (Nekvapil & Sherman 2015). On the same note, (Bassey 2000) states that towards the end of the twentieth century, the language planning theory has got the observation of many theorists, linguists, and educators, this term (language planning) gives the attention to a specialized or specific subject area considering the content, including the structures, units, acquisition, and evolution of the language. Moreover, a language planning process considers the multicultural and the multilingual strands in which the planning for a language can impact and reflect on other languages at most times as a result of the school curriculum. For example, French and German languages do not get the same attention from the school leaders as Arabic and English languages. This could be a result of the lack of guided regulations made for teaching French and German in the UAE even if there are many native students available. Ricento (2006) discusses that the negative effect of this theory lies in the fact that one language can dominate over the other as in the case of English surpassing the usage of German, Portuguese and French in UAE schools. This theory indicates that it is not workable to foresee the relation between a language diverse and the role it may play in certain contexts, locally and globally. As a result, the speakers of local languages may move to another language, which leads to future generations that do not speak the local language or may only use it on some occasions. The general thinking of languages causes a clear impact on language policies implementation and practice which leads to knowing what is acceptable and what is not acceptable regarding the process of language planning and policy design (Ricento 2006).

Baldauf (2012) differentiates between four different approaches. The LLP is the first one and is the classical approach, the second one is the language management approach, the third one is the domain approach and the fourth one is the critical approach. The classical approach continues in the tradition of language planning postulated by (Kalpan and Baldauf 1997), and (Hornberger 2006). In contrast, the language management approach brought several opportunities for innovation to this theory such as the analysis of clear interactions or stress on the different interests of different designers of language planning (Nekvapil 2016) This approach has been revised and is now called the language management theory.

The domain approach which is the third one was represented the most by (Spolsky 2009) who defined the concept of the domain as the decision of his expositions as he placed the concept of domain over the concept of community. This is slightly linked to the fourth approach which is the critical one that draws attention to the inequalities in the one community concerning LPP

(Tollefson 1991), this approach has been transformed into a theory called the *Critical Language Policy* that will be explained more in this paper.

While investigating these four approaches, it was noted how they are inconsistent as an overlap is clear between them, especially with the second and the fourth domains turned up as whole theories not only branches of the language planning policy (Ricento 2006).

Ricento (2006) notes that the critical language policy (CLP) is a critical theory related to language policy. It adopts two main assumptions: the first one is categories such as gender, race, and class as the main factors of social life. The second one is related to a critical examination of epistemology and research methodology which is deemed inseparable from ethical standards and political commitment to social justice. Critical theory of language policy highlights the concepts of power particularly in schools that are involved in reproducing inequality. For example, the quick spread of English language is seen not as a process wherein people are willingly learning a new language because of their keenness to learn, but it is seen much as a mechanism for the destruction of culture and identity (cultural imperialism).

Ozolins (2013) states that with the start of the 21st century there has been a clear shift in the use of the term "language planning" to the term "language management". (Nekvapil and Sherman 2015) highlight that the concept of language management theory (LMT) has been broadly understood as language activities and communication or "behavior towards language." These activities are considered to be taken by the institution or the directors of the education sector like the Ministry of Education who are the decision makers for the teaching and learning of languages in a given country.

Nekvapil (2012) states that organized management might be defined by the consideration of the background of the management and may represent some features such as trans-interactional management acts, the social network or the institution, the communication process about the language, theories and ideologies, and language as discourse. (LMP) gives many examples of efforts to impose language practices following the centralized language management which covers all the overcomes of practices and beliefs. From a practical point of view (LMP) demonstrates more connection with the teaching and learning in the 21st century and the possibility to be applied in a national and international context that matches with the UAE context.

2.3. Literature Review:

A systematic literature review will be used in this section to focus on language policy in the literature and other related studies. Baumeister & Leary (1997) defines systematic literature review as a method used to highlight and determine problems and critically analyze the ideas and findings of a particular study. A Literature Review addresses the study questions broadly with the potential answers by providing more practical applications. Siddaway (2019) highlights that the systematic literature review consists of seven stages: scoping, planning, identification, screening, eligibility, and deciding the data collection method. Many previous studies have been read and discussed to complete this research paper; however, all of these studies have addressed certain aspects notably the development of language policy and the significance of the design and review process of the language policy only. There is no evidence of any study that highlights the challenges of the implementation of the language policy at international schools and the potential solutions for the found challenges and this leaves a gap in theory.

The value of this paper is that it takes into consideration both aspects of language policy (theory and practice) broadly. It attempts to make suggestions that can be used by language policy planners in schools in the future.

2.3.1 The Elements of a Successful Policy:

Ball and Braun (2012) state that there are several elements that schools need to focus on when designing educational policies such as a language policy. These elements are the context of the policy, teachers as policy subjects, teachers as policy actors, policy text, and finally behavior, standards, and learning policies. Ball and Braun (2012) focus their book on the translation of the policy texts into actions and the ideas into contextualized practices which is the main target of this research paper. The recognition of different cultures is an important element of the successful educational policy, this includes communities, traditions, and histories as the practices do co-exist in schools through these elements. However, the preparation and training of teachers of various kinds, the changing of roles, and essential professional expertise are the least recognized elements that got left out of account by educational policy designers.

11

This has shed light on the attention given to the materialistic context of the policy process more than the available resources nor teachers who are the practitioners to implement the policy and students with whom the policy gets applied and accounted for (Ball & Braun 2012).

On the contrary, (McConnell 2010) is of a different opinion and argues that successful policy is a result of preserving government policy goals, conferring legitimacy on the policy, building a sustainable coalition, and symbolizing innovation and influence. These factors can be judged according to their level of success in implementation. These success criteria evaluate the policy as resilient, conflicted, precarious, or failed policy according to the implementation of the above factors. The failure or success of the policy matches with the definition of policy as a product that Harman stated.

Risager (2007) agrees with (Ball and Braun 2012) in terms of considering the culture and teachers as significant factors of language policy as he draws the attention to the language teacher, the choice of language and attitudes to different languages, the awareness of the target language country and language ecological awareness as the main elements of the language policy. This means that language policy can take place as a micro-level policy not only as a macro-level due to the required interaction needed between individuals as teachers play an important role in connections with the implementation of the target language in the learning environment and the choice of the language and attitudes towards languages and different dialects.

Spolsky (2007) then identifies how practices, beliefs, and management are the main components of language policy. Language beliefs refer to the language ideologies that formulate the language policy. This highlights the s of having a preferable language for every nation and how a certain language is more important for the national unity than another, for example, how English language education is now essential for the strength of the country's economy (Spolsky 2007) An example of this is how the UAE gives more attention to language policy initiatives that position Arabic as the essential language for identity and culture, while English is the important language for business and economic growth which makes Spolsky's factors more relevant to the context of this study. Language practice as the second component of language policy underlies the actual usage of the language in the society regardless of whether these practices do align with the official policy or not. And the third component, which is language management, refers to the actions taken to manage and influence language

practices. Spolsky (2004) stresses that language policy should examine practices in the official policy documents stating that actual language practices are an indicator of true language policy.

However, scholars such as (Kwon 2020) criticize Spolsky's assumptions on language policy. Kwon (2020) argues that (Spolsky 2004) has a tendency to over-attribute language loss as a likely failure of native speakers to see that their native language survives any linguistic onslaught from or by dominant languages. Spolsky (2004) does not pay much attention to other important underlying factors influencing language policy such as social, neo-colonial, economic, political, and technological forces that contribute to language loss. This makes Spolsky's assumptions relatively weak when it comes to the need for a more holistic attempt at understanding language policy dynamics.

Shohamy (2006) develops Spolsky's model by suggesting a more sophisticated discussion that reduces the gap between the beliefs and practices. This led to the development of the concept of *"de facto language policies"* that make a connection between ideologies and practices that operate through a mechanism that generates the *"de facto policy"* in standardized language tests. The UAE demonstrates a clear example of this mechanism with the consideration of Arabic as a mandatory subject and the schools' commitment to that. On the other hand, English is the language of instruction in most international schools and the language needed for university admission and job opportunities. Shohamy (2006) shows the link between language tests and the language management forms that might not be highlighted officially in the language policy document but existed powerfully in the language practices.

The challenge with (Shohamy 2006) argument which highlights *"de facto language policies' overlooks"* the role of private education which has its own set of rules when it comes to language policy. Kim (2015) argues that private educational systems have an over-bearing influence and tend to promote the usage of English language and that can cause the *"de facto language policies' ' to* be replaced by what he refers to as *Private Education as De Facto Policy.*

From a practical point of view, (Hult 2014) provides some direct steps for school leaders to follow to design a successful language policy starting by determining the role of institutions that will issue and implement the language policy. Since some private and public organizations have unique responsibilities for language policy planning, these responsibilities can be directed by the national and international context, culture, and many other factors. School leaders are the ones to decide on them. Hult (2014) moves to highlight the role of individuals as the second

step in the design process, this includes the individuals who will design the language policy such as the leaders and teachers as well as the individuals for whom the language policy is designed and will be applied at and these are the students. In this regard, (Hornberger 2002) states that the individuals' interpretation of the policy is what allows for creativity and some opportunities to seek the implementational space to prompt multilingual education.

Ruiz (1984) suggests that when individuals think about the design process of language policy, they need to think about the language in three orientations: as a problem, as a resource, and as a right. Language as a problem orientation sheds the light on the language issues that require to be fixed, this allows the policymakers to understand the linguistic challenges they have at their schools. However, language as a resource allows highlighting the students' applicability to access the language for learning and social development. Lastly, language as a right emphasizes the students' needs in terms of abilities and the right to learn their mother tongue as well. The ecology of language policy is the third step which means LLP is not limited to a certain context but is broad to a wide range of contexts and people. (Haugen 1972) focuses on the relationships and connections among languages taking into account the psychological and sociological ways. This is directly relevant to enhancing multilingualism in society.

In addition to all of the above views, it can be noted that language policy design and elements are similar to the inclusion policy design and elements. Abuateyh (2020) highlights how the first step is setting the team of the policymakers who will be responsible for the full design process, the team has to consist of some senior leaders, middle leaders, and language teachers, which does match with (Ruiz 1984) and (Halt 2014) considerations of the policy individuals. This first step by (Abuateyh 2020) can however be criticized as it focuses on the elites or the leaders as the backbone of language policy. By neglecting the influence of other stakeholders such as students, parents, and other stakeholders, the approach by (Abuateyh 2020) becomes exclusionary and top-down in its approach.

The second step is to plan the content of the policy which relates to the languages the school offers and the significance of certain languages to the others according to the UAE context and vision. The third step is resources and budget which includes both the physical and human resources that require a studied budget to implement the policy in a sensible way.

The fourth step is curriculum modification to match with language learning that allows every student to learn despite all the language barriers such as offering English as an additional language (EAL) program for the non-English speakers at the schools as part of the implementation of the inclusion policy as well. This means that language and inclusion policies are strongly connected and comprehensive (UAE 2019). The fifth step is the strategy to monitor the policy implementation to follow up on the policy usage in actual practices and manage to activate the policy in a practical orientation with the language teachers. The sixth step is policy communication to the school community including with the staff, students, and parents to make them aware of the content and the aims of the policy. Highlighting the parental role in the policy is crucial for them to know how to support their children's learning (Dubai School of Government Policy Brief 2012). And the final step is the policy review that needs to take place regularly with the presence of the policymakers according to the feedback from the teachers and the school community. This has a straight link with the (UNESCO 2014) as it is mentioned that the review and the evaluation process of the language policy or any other educational policy have three classifications as per who is involved in conducting the process, why is it happening and when is it taking place.

2.3.2. Do All International Schools Have a Language Policy?

In the past few years, the United Arab Emirates (UAE) has increased the initiatives of language policy and planning as the country has become very keen on investing in English language education at all schools (public and private) at all levels. At the same time, the country also is explicitly aiming to maintain Arabic language especially for Emarati students even though the Emarati population is around 20-25 % of the total population of the country (National Bureau of Statistics 2020).

Every school system implements the Language policy differently, for example, the International Baccalaureate (IB) education, states clearly in the program standards and practices document all IB schools must have a meaningful language policy that enhances the international-mindedness and the intercultural understanding by developing the ability of students to interact in many ways using more than one language. This gives a great focus on bilingualism and multilingualism, in addition to this, the IB school needs to design, implement, share and review the language policy.

The policy of an IB school has to include a description of the role of all members of the school community in the implementation process of the language policy. These regulations and guidelines are mandated at all of the IB schools in the world, not only in the UAE (Baccalaureate 2018). In contrast, there are no guiding rules for language policy design and implementation at the schools that follow the British or American systems, which sometimes leads to confusion and personalization in the design process or, in some cases, some schools do not even have a language policy. This issue will be discussed and explained more in the methodology and data collection sections.

Mahwah (2020) recommends in his book that all primary schools have a language policy and subject departments in high schools have a policy about language. He also recommends school leaders consider students' age as well when designing the language policy as the elementary school students have different language needs than the high school students. Whereas all teachers and leaders have to be aware of the merits of having and implementing a language policy at the school, the explanation of these recommendations lies in the different perspectives of elementary and secondary language teachers when they come to the design process of language policy. Elementary teachers focus most of the time on what to do and how to do it more than on why it is being done. On the other hand, teachers at the secondary level sometimes need more convincing and persuasion on the significance of having a language policy for some organizational reasons such as the external requirements that take place in the high schools that somehow control the decision making on curriculum matters and influences the actions taken by the school subject departments.

Corsan (1999) claims at some departments in high schools, not all language problems can be handled thus he suggested that high schools need to have two versions of language policy, one for a single department and the other one should be a unified one for the school as a whole. Both policies differ from each other as the departmental one focuses more on pedagogy and evaluation matters, while the whole school policy picks up the urgent problems that are linked with social and cultural diversity. This can be one factor that hinders the successful implementation of the language policy, which will be more focused on finding more answers for the second research question. It is also a significant point of view highlighted here, as one of the success criteria of policy implementation is how it is communicated across the school

community, especially the teachers who need to create the best curriculum as per the designed policy.

This paper will draw attention to the significance of language policy at international schools and will study the possibility of having a unified policy for each school system by asking the participants in the interviews about their perspectives in this regard.

2.3.3. The UAE Context and Language Policy Challenges

There is a strong connection between languages and heritage because people use the language to express their traditions and heritage as if they are part of them. This makes the learning and commitment of the mother tongue crucially important at schools, especially international schools. Although the context of the UAE is multilingual, the two languages that are present in the language policy document are Arabic and English. Arab students must learn Arabic as a first language, and any other languages they learn are considered optional or additional languages. However, there are a big number of bilingual Arab students in the UAE, particularly in Dubai, they acquired another language, along with Arabic as their mother tongue and the most common second language for Arab students in the UAE is English.

Teaching languages in Dubai is mandated by guidelines in a national framework that is issued by the Ministry of Education. It primarily addresses Arabic and English languages as the core languages and subjects taught in the UAE. All schools in Dubai must be aware, follow and implement this framework accurately (UAE 2016). Setting this framework controls the teaching of languages. However, there may be some confusion for some educational leaders in regards to other languages taught in schools but not included in the language policy. These are not regulated by a mandated framework, and they include languages such as Spanish, French, and German. Resultantly, these languages naturally get less attention than English and Arabic in the local context yet they seem to be very important subjects at international schools. Ball and Braun (2012) state that putting external pressure on schools to meet certain standards and implement certain frameworks as a target overrides what schools want to do about personalized learning.

Moreover; Arabic learning is also mandatory for the non-Arabs and is regulated by a certain framework created for this purpose. This gives precedence to Arabic and creates more challenges in implementing the language policy as teaching Arabic for non-Arabs is surrounded by some challenges. This includes how some non-native Arabic students have an ambiguous

attitude towards Arabic as they will be enrolled in the subject as an additional language that is connected sometimes to their attitude toward learning (Razem 2020).

The UAE government aims to develop Arabic language learning and acquisition in all schools in the UAE as part of *Vision 2021*. The expansion of Arabic is one of the targets to be achieved, it is expected to be a dynamic language in the country that is vibrant and expressed everywhere in both spoken and written forms. This desire to see the expansion of the Arabic language in the UAE is due to the position of the language as the language of communication and culture that has the potential to become the language of innovation in science and technology (UAE 2017).

Expatriate parents may be frustrated when their children do not speak and use their mother tongue or even get the opportunity to learn it at school. What the expatriate parents may fail to realize is how they sometimes replace some words of the heritage language with words of a new language unintentionally (Spolsky 2007). The school domain is the most complex in terms of the local and international contexts of the language policy because of the multilingual society. The school domain also consists of the participants of the policy like the teachers and the students. This varied as per several dimensions such as ability, age, gender, level, and language proficiency (Spolsky 2007). In a study by the British Council, some of the language policy challenges when it comes to implementation process and practices are understanding the complexity of the language policy, policy development, and management, highlighting and referring to the significance of the local context, caring of promoting locally assessed languages and critically evaluate the language policy (Kennedy 2013).

Pillar (2017) argues that all residents or citizens of the UAE contribute in some ways to linguistic conflicts, diversity, and therefore the policy environment of the country. The linguistic environment of the UAE requires that policymakers take time to reflect on the national and international contexts as the main factors that affect the language policy design, working ethically and taking into their consideration the needs of a diverse population. They need to set a better understanding of the lived language policy experiences that include the learning of the expatriates (Cook 2017). These are the anticipated challenges that will be highlighted, studied, and proposed in this study because they are realistic and can be found at most international schools. However, the language policy gaps and challenges go beyond the English-Arabic dichotomy and the Emarati students' multilingualism, it is broadened to address the language needs of expatriates (Al Qasimi 2019)

There are high expectations of this paper as an opportunity to shed light on and come up with most of the other challenges of language policy implementation as well as suggestions of potential solutions to support school leaders in the design and implementation of good quality language policy documents that are practical rather than theoretical.

Chapter 3

Methodology

3.1. Research Paradigm and Approach:

The Chapter shows the methodological approach that was used in this study. A qualitative approach was used and it allowed the researcher to extract detailed data sets from the research participants. The study's goal is to shed light on the gaps between the theoretical and the practical parts of language policy as well as the challenges teachers, middle and senior leaders encounter when implementing the policy at their international schools in Dubai. It aims at exploring possible solutions that can be used to reduce the challenges faced in the teaching and learning process. This study considered the experiences of school leaders in identifying multiple perspectives and realities using the interpretivism paradigm which allows the collection of deep and insightful data and objectively. The methodology used allowed the data to address the challenges school leaders face and the potential solutions for both issues. The method also helped to detect what people think and the reasons behind such perspectives (Abdulkareem 2018). Interpretivism values people's information and feelings. It foregrounds the meaning provided by individuals or communities about their experiences enabling the researcher to understand the real-life situations and experiences from the insider point of view.

Overview of the Research Paradigm

Research Question	Method	Participants	Instruments	Tools
1- What are the main gaps found between the language policy document and actual implementation?	Qualitative Approach	School (J) School(B) Both are IB schools in Dubai city.	Two Language Policy documents Survey Interviews	Study and critique the 2 documents (Similarities and differences) and link what is in the document with the data given through the interviews with the participants of these 2 schools.
2- What are the factors that hinder the successful implementation of a language policy at international schools in Dubai?	Qualitative Approach	Language teachers Heads of languages department Senior leaders	Two Language policy documents Survey Interviews	Google forms for the survey Zoom video call for the interviews (Recorded) Link what is in the policy documents with the data given through the interviews and the survey.

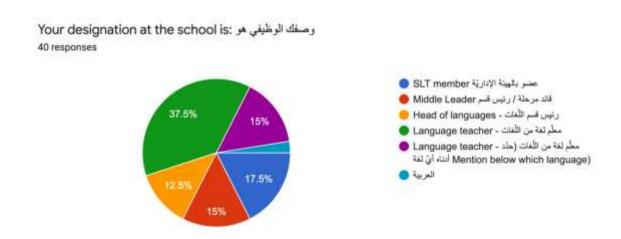| 3- What can school leaders do to overcome the challenges of language policy implementation?	Qualitative Approach	Language teachers Heads of languages department Senior leaders	Survey Interviews	Google forms for the survey Zoom video call for the interviews (Recorded)

Tabe 1: Overview of the Research Paradigm

Interpretivism rejects the existence of a single reality but rather basis on the notion that in the world there are multiple realities which can be explored by a researcher who will also be a part of the social reality being studied (Grox 2004). The researcher was a part of the social reality of language policy implementation challenges as she is also a teacher and has experienced some of the developments as a professional lived reality. Rehman and Khalid (2016) argue on the existence of multiple realities, and this was proven to be true in this research as data was from various individuals and also from secondary sources which all aimed at bringing in the multiple realities that are a part of interpretivism as a research paradigm.

3.2. Setting and Participants:

This study targeted the language teachers, school leaders, and the policy designers at international schools in Dubai. They are the ones who design, implement, evaluate and review the language policy hence their ideas, thoughts and experience were key for this inquiry.

The research setting of Dubai and the participants in the educational system were chosen for the convenience of the researcher. This choice of a single geographic setting and study group was informed by (Wang 2006) who is of the opinion that when conducting a study, it is not feasible to cover a very large geographic area and all the people due to limited resources.

The survey addressed different participants at five IB and British international schools in Dubai. The positions of the participants varied between senior leaders, middle leaders, heads of languages, and languages teachers. The sample population for this survey consisted of forty participants with most of them being language teachers. Approximately 17.5% of the participants were from senior leadership teams across the schools, 15% were middle level leaders, and 12.5% were heads of language departments. The participants were from different countries with 50% of them from Arab countries. The tool used to conduct and share this survey was (Google forms), and a link was sent to the schools and participants so that the research sample could take part in the study.

Your designation at the school is: وصفك الوظيفي هو
40 responses

- SLT member عضو بالهيئة الإداريّة
- Middle Leader قائد مرحلة / رئيس قسم
- Head of languages - رئيس قسم اللّغات
- Language teacher - معلّم لغة من اللّغات
- Language teacher - معلّم لغة من اللّغات (حدّد أدناه أيّ لغة Mention below which language)
- العربية

Semi-structured interviews were conducted with four participants whose distribution was two heads of the languages department and two senior leaders. Some of these interviews were done in person and others were conducted online via Zoom video call. The researcher ensured all interviews (online and offline) were one-to-one so that as much information as possible could be extracted from the interviewees. All the participants have five or more years of experience in leading the languages department at the selected schools or had been in a senior leadership role for more than three years (inclusion criteria). For the sake of ensuring confidentiality and anonymity for the research participants, the researcher will be referring to them using the symbols (X, Y, Z, and A) participant (X) is a senior leader (Head of Secondary) at an International Baccalaureate School, participant (Y) is a senior leader (Deputy's head) at an International Baccalaureate School, participant (Z) is a Head of languages at a British school and participant (A) is a head of languages at an International Baccalaureate School. The reason behind having more participants from IB education was that other educational systems did not have a language policy.

The two physical documents used in this dissertation were taken from two different IB schools in Dubai, one of them is an eleven years old school that offers all of the four IB continuums from kindergarten level to grade twelve. The researcher has previously worked there for seven years and to ensure the anonymity of the school together with the participants in line with research ethics, it was referred to as school (J). The other school is where the researcher currently works and is only four years old. It offers three IB continuums from kindergarten level to grade twelve, it will be referred to as school (P).

3.3. Sampling:

Turner (2020) defines sampling as the selection of a subset of a population which the researcher wants to make use of in a study. Wang (2006) highlights how it is not possible to include everyone in a study due to limitations such as time, budgetary and spatial constraints, thus in this study the researcher made use of sampling techniques to select participants and the schools that were used. Purposive sampling was used to choose research participants based on their knowledge of the UAE's complex educational system. The researcher chose language teachers, school leaders, and policy designers. Maxwell (1996) and Wilson (2010) highlight how purposive sampling allows the study to get some information that could have been otherwise difficult if another sampling method was used. For this study, purposive sampling allowed the researcher to get deeper insights on language policy from educational practitioners who shared their own personal experiences together with other forms of unsolicited but well-informed feedback. Convenience sampling was used to select the schools where the data was collected by the researcher. Rehman and Khalid (2016) highlight how convenience sampling allows a researcher to get data from sources that are readily and easily available. One of the schools used in this study is where the researcher formerly worked. Because of those ties, the researcher managed to easily get permission to conduct the study. The other schools were conveniently chosen as they were located within the same geographic area (Dubai).

For secondary data, there was the use of systematic search practices (through convenience sampling) which allowed the researcher to search for sources of information deemed relevant for the study. The researcher kept a search diary and documented the details of the various search activities, search terms, and scholars explored in order to come up with a clearly planned approach to secondary data as informed by academic standards. Boslaugh (2007) highlights that a systematic approach to secondary data gathering allows the researcher to be in a position to replicate the same academic project and if those steps are carefully followed then the researcher or any other individual may get the same results.

The online source used was from reputable academic platforms and the researcher used keywords and/or subject headings to get the most appropriate data relevant to the study. Some of the search terms that were used include keywords such as:

- Language policy
- Language policy studies
- Language education issues in the UAE

There was also the use of truncation, adjacency, and the combining of search terms (AND/OR) to improve the quality of search results. The search strategy started with identifying the main concept which was that of Language Policy. This was followed by the selection of library resources to search which included material from reputable sources online. The search resources included Boolean operators and proximity searching among others. The reviewing and refining of the results were done when the researcher choose the best information resources and left others whose details were left out of the study.

3.4. Instrumentation:

Salkind (2010) highlights how instrumentation is key for any scientific study as it encompasses the tools or means by which researchers measure variables during the data-collection process. Instrumentation is a holistic process that includes instrument design, selection, construction, and evaluation and how a researcher ensures the selected research instruments achieve reliable and valid findings.

To ensure the achievement of what Chenail (2011) refers to as "instrumentation rigor and bias management" which is a challenge for most qualitative research, the study involved the use of multiple research instruments to ensure they complement each other during data collection. A survey, semi-structured interviews, and two policy documents were the instruments used in this qualitative study for the process of data collection. These methods helped in achieving the goals of this paper by collecting in-depth and detailed information from participants and the two actual policy documents. Three instruments supported the inductive reasoning process of the qualitative data analysis to go in-depth and explain the derived meanings of the collected data (Abdulkareem 2018).

The data collected from the semi-structured interview was saved as recorded audios then transcribed. There was a classification between similar and different responses for all questions including a comparison between the variables provided from different schools' systems (IB and British Curriculum). This was aimed at exploring if one educational system was more successful in the implementation of the language policy as compared to the other. Data was collected and analyzed interpretatively. This will be done in the next chapter.

3.4.1: Instrument One: The Survey:

The survey consisted of nine various questions structured in English and Arabic languages. The questions focused on the challenges associated with implementing language policy at

international schools and attempted to elicit responses that explain the reasons behind these challenges. The questionnaire also aimed at getting some suggestions on how these challenges can be overcome. The structure of the survey included five open-ended questions and four multiple-choice questions. All the questions were based on the three research questions addressing challenges and solutions of language policy implementation. Open-ended questions were used to allow the participants to express their thoughts, experiences, and point of view about the topic. Additionally, some questions were aimed at responses that shed light on more points and issues that can be considered as part of the recommendations that will be given at the end of this study. *Survey questions are listed in appendix (A).*

The data collected from these qualitative instruments is descriptive and non-numeric data but at the same time is holistic and rich data. The survey data has been collected by highlighting and analyzing the responses of all participants to all questions, all responses have been considered and taken into account.

3.4.2: Instrument Two: Semi-Structured Interviews

The semi-structured interview gave insightful details of the highlighted problems and issues. The semi-structured interviews allowed the researcher to raise further questions as per the participants' answers when needed. *See appendix (B) for interview questions.*

3.4.3. Instrument Three: Policy Documents:

It was remarkable how the researcher was able to get language policy documents from schools that follow the International Baccalaureate education. Many British and American schools have not even heard about something called language policy. IB education mandates all schools that follow the IB system to have a language policy that is aligned with the IB vision, mission statement, and philosophy. This standard requirement is in line with the organization's international benchmarks for teaching and learning. Baccalaureate (2018) states that all IB schools must have a written language policy that meets students' needs and reflects the IB's vision and mission.

3.5. Data Analysis:

Data analysis is key for any research initiative. It is instrumental in the summarization of the collected data. Data analysis involves the interpretation of data gathered by the researcher by

the use of analytical and logical reasoning to determine any existing patterns, relationships or trends.

Muijs (2010) highlights that a researcher who collects qualitative data often ends up with a relatively huge data set for quantitative investigation. In the context of this study, the researcher collected a relatively well-sized data set that was then organized according to topic, theme, type of response for a given question among others. A table was created that helped organize the data to come up with themes and diagrams such as pie charts and tables that were used as part of data presentation and analysis. Data collected from the survey were analyzed using diagrams and percentages whilst that from in-depth interviews was analyzed thematically.

3.5.1 Survey: Descriptive analysis

The survey data was analyzed using descriptive statistics which gave the researcher the ability to draw percentages per given response. James and Simister (2020) are of the opinion that descriptive statistics helps a researcher in establishing rationale that is behind given quantification. It is however crucial to understand that descriptive statistics was mainly used only to analyze the data, but when it came to the presentation of the same data, more of qualitative attributes were used which substituted percentages with terms such as *"most, an equal number of, less than, fewer."*

3.5.2 Interview: Thematic analysis

Thematic analysis was used as a key approach to data analysis in this study. Nowell (2017), Braun and Clarke (2006) argue that thematic analysis is an important qualitative research method that is underestimated by many researchers. Due to its peripheral treatment in the academia when compared to other mainstream methods of data analysis, there has been relatively little written to guide researchers when it comes to how they should conduct a rigorous thematic analysis (Nowell 2017). The researcher used thematic analysis on the interview transcripts. The method allowed the researcher to carefully examine the interview data to identify common themes – ideas, topics, patterns of meaning, and ideas that came up repeatedly. To effectively conduct the thematic analysis, the researcher followed the 6 phases of conducting a thematic analysis as informed by (Nowell 2017) which are:

- Phase 1: Familiarizing Yourself with the Data-*the researcher familiarized herself with the interview transcripts*

- Phase 2: Generating Initial Codes-*codes were created and used to identify the sections of the data which are related to the study and which the researcher aimed to use*

- Phase 3: Searching the Themes-*the coded data was sorted as the researcher looked for recurrent themes*

- Phase 4: Reviewing the Themes-*the themes were evaluated. Recurrent ones with a pattern were taken into consideration while those that were non-recurrent were left out*

- Phase 5: Defining and Naming Themes-*each selected theme had some narrative compiled which helped define what it highlighted in relation to the study*

- Phase 6: Producing the Report-*themes were then added to the final dissertation*

3.5.3 Policy documents: Discourse analysis

Shanthi (2015) defines Discourse Analysis as the study of naturally occurring language in any social context. Discourse analysis is a qualitative method meant to increase our understanding of human experience. Starks and Trinidad (2007) highlight that in its own language it is meaningless. It only gets to have a meaning through the manner in which human beings ascribe *shared uses*. The researcher applied discourse analysis to come up with meanings from the policy documents. On their own, policy documents are meaningless but they only find value through the manner in which educational stakeholders ascribe a *shared use* meaning on the written documents.

The researcher followed the followed 4 steps to conduct the discourse analysis as informed by (Luo 2019):

Step 1: Define the Research Question – *the research question was based on the research aim for this study*

Step 2: Gather information and theory on the context – *the researcher gathered data on the socio-historical and cultural context in which the policy documents were made. They exist in a complex, multi-cultural environment yet they propose for the teaching of fewer language options in schools*

Step 3: Analyze the content for themes and patterns – *the policy documents were evaluated for their themes, nuances, and patterns in relationship to the study*

Step 4: Reviewing of Results and Drawing of Conclusions – *the themes and patterns extracted from the policy documents were reflected upon in relationship with the other data collected. Common perspectives were taken note of and added as part of the study.*

3.6. Research Ethics:

All participants had to read and sign their informed consent and volunteer to take part in this study before they could be considered by the researcher. Participants were aware of the goal of the study in advance before completing the survey. Anonymity and confidentiality of the research participants was observed in line with the University's Research Ethics guidelines. The purpose of the survey was clearly shared with the participants and it was written in the survey description.

The structure of the interviews was set with ten fixed questions that required detailed responses and allowed follow-up questions to be asked by the researcher. All in-depth interviews were held in a comfortable environment that did not put any stress or pressure on interviewees. In-depth interviews progressed smoothly and the researcher managed to clarify any questions which the interviewees were unsure of. To ensure anonymity, the names of interviewees were not mentioned in this study, and any recorded material will be securely stored before being destroyed as soon as the University confirms that the researcher has successfully completed studies *(See the consent form sample in appendix C)*

The researcher got permission from the two schools to use their own policy documents in this study and managed to receive the documents from one of the senior leaders at both schools so they are aware and understanding that their policy documents will be analyzed and criticized in this study.
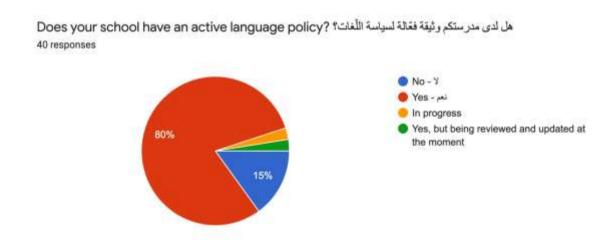
Chapter 4

Findings and Discussion

4.1. Data collected from the survey:

The survey seeks to get some answers mainly for the first two research questions. Forty responses were collected for each of the nine questions from people who held several roles in the field of education such as senior leaders, middle leaders, head of languages, and language teachers. The researcher will present the findings and simultaneously analyze them based on the arguments that have been presented by other scholars.

Language teachers were the wide majority of participants followed by senior leaders, middle leaders in third place, and lastly the heads of languages. This combination of participants holding different roles related to languages leadership, teaching, and learning was an important element that ensured the reliability and validity of data findings. Responses for the second question showed that most participants work at schools that implement an active language policy which represents the majority of the overall responses which is a positive sign that gives an impression of the attention given to language policy at many international schools in Dubai. Only a few of the participants mentioned that their school's language policy is in the process of being designed and another less expressed that their schools did not have a language policy at all. *See the chart below:*

Does your school have an active language policy? هل لدى مدرستكم وثيقة فعّالة لسياسة اللّغات؟
40 responses

- No - لا
- Yes - نعم
- In progress
- Yes, but being reviewed and updated at the moment

80%

15%

The result on page 36 indicates the acknowledgment of the importance of having a language policy designed and implemented at international schools to guide the teaching and learning process of languages with the attention given to bilingualism and multilingualism.

When answering the third question "*Do you think it is important for schools to have a policy for languages*?" Most respondents highlighted the importance of language policies in schools. The purpose of this question was to get perspectives about the significance of language policy from all the participants. The responses to this question matched with the responses of the second question with the majority of the participants saying that it is extremely important to have a language policy in place and only a few said it is a little bit important but no one said it is not important at all. This indicates a good understanding of the role of the language policy in guiding and managing language teaching and learning at international schools in the UAE. The knowledge of language policy goes in line with Kaplan and Baldauf (1997) who state that state that language policy should be known by its various stakeholders as it is part of a larger process of language planning as it may be a chain of ideas, practices, and rules that work to achieve a systematic language change.

When answering *Question 4, "Who is involved in designing language policy at your school?"* There was mixed feedback from the questionnaire respondents. This was critical because it highlighted the authenticity and efficiency levels of the designed language policies at schools. The forty responses to this question were varied as seen in the *table (1) in Appendix (D)*.

Getting a relatively higher number of the participants highlighting those senior leaders (SLT), curriculum designers, and teachers are the ones involved in designing language policies at international schools shows the lack of knowledge about the design process of language policy at international schools. An additional few participants said that it is the role of the SLT and the head of the department only, and another equally few think it is the role of the head of languages. On the other hand, a limited number of respondents referred this role to the job description of SLT members and another relatively few mentioned that they had no idea about this process and who should be involved in it. These inconsistent responses shed the light on the lack of communication about the policy design process in general and language policy design in particular at international schools. It becomes a key issue of the gap that exists between the language policy document and the actual practices as well the dysfunctional communication apparently existing between school leaders and language teachers which need to be rectified.

The role of individuals who are implementing the language policy is as significant as the role of individuals who are involved in designing the policy itself. Thus, all individuals must be aware of the process from the beginning to the end. Hult (2014) recommends that school leaders and teachers are the ones who should design the language policy. This means that the ideal practice is to create a comprehensive team that consists of some of the SLT members, the head of languages, the curriculum coordinators (if applicable) and the language teachers to create and design the language policy. It is vital to involve the language teachers because they are the ones who will be implementing the policy with learners who they know better than any leader in the school. Teachers can suggest the most useful input to be added to the language policy from their perspectives based on their practical experience and from their students' needs analysis.

This brings to the fore the fifth question "How language policy is communicated across the school?" that will indicate some ways used to communicate the policy to the school community as seen in the *table (2) in Appendix (D)*.

It is clear in the table that language policy documents are mostly shared at schools in different ways. The most popular way to communicate language policy as per the responses is through regular department meetings which is an effective way of communication between the staff members. The concern was that this number does not have a majority, meaning meetings are not being done by the majority of the teachers. Fullan (2000) and Harris (2002) highlighted that regular department meetings are an important way to improve schools and enhance teaching and learning and create a collaborative culture. The view of communicating the language policy through department meetings simply had no majority number meaning the wide majority of teachers do not get the language policy shared and discussed during their department meetings (which should be ideally transpiring in schools). Furthermore; even those department meetings, shared drives and emails are not a comprehensive means to communicate language policy as the method only targets the staff at schools leaving out the students and parents.

The other ways of communicating language policy at schools are through professional development and training sessions. A small section of the sample population viewing this strategy as effective as teachers will get to discuss the policy document with each other, raise any concerns or seek clarification needed. However, this method has its own challenges as it is less effective than department meetings because it is not regular and consistent as it may take place once or twice a year so the staff will not be reminded of the policy and the implementation

process. Similar to the orientation or induction week that takes place only at the very start of the new academic year.
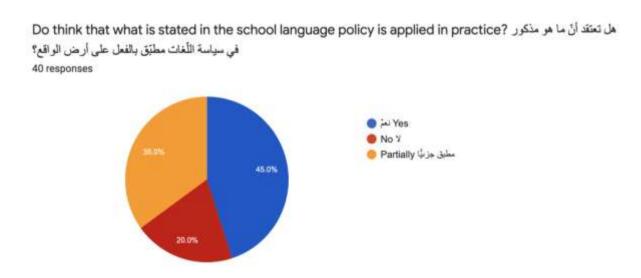
Some schools communicate their policies through the school's official website and this can be considered a good practice. However, this method also has its own setbacks as it is an ineffective way to communicate language policy with the school's community as many individuals may not visit the school website at all. When some stakeholders visit a school's website, they may not reach the policy document and may not even think that it is important due to limited familiarity. Therefore, such an important document needs to be presented and explained in detail to the school community including the teachers, students, and parents. Ball and Buran (2012) state that the school community does not consist of the teaching staff and the leadership team, it also includes students to whom the policy will be applied to as well.

On the other hand, it is concerning that only a few participants mentioned that the language policy at their schools is not being communicated at all. This highlights the dilemma of considering language policy as a product rather than a process. Schools that have their policies designed but not communicated and shared with the school community have no point in designing these policies at all. The main point of designing the language policy is to direct and guide the process of teaching and learning languages at schools via implementing this policy. Refrain from sharing the policy with the school community reflects that the schools are not keen to implement this policy and cannot evaluate the policy's success without actual language practices that are linked with what is mentioned in the language policy as per (Spolsky 2004).

Language policy needs to be shared and communicated through department meetings, professional development sessions, emails, shared drives, and information sessions to staff and parents. The communication process with language teachers has to be regular and consistent to gain the best results in implementing the policy.

Sharing it with parents might take place once or twice a year through the information sessions in the school using multiple methods other than just emails, shared drives, and the school website. The language policy needs to be well explained for more individuals to understand the goals of the policy and therefore work effectively toward achieving them through a clear and straightforward implementation process. Good communication of the policy will fill some gaps between the policy documents and the actual practice. It will make the various stakeholders of the school aware of the language expectations and increase the chances of success for the language policy.

When answering the sixth question *"Do you think that what is stated in the language policy is applied in practice?"* a significantly large portion of the sample population (high number) of the participants said that the content of language policy is what is being taught and applied in the languages classrooms. A fairly high sample population mentioned that what is being taught and applied is partially related to the actual language policy and a lesser number of the participants said that the policy is not liked with the practices at all. These responses show the different levels of the implementation of the language policy at international schools and indicate that the process toward effective implementation of language policy is growing and getting more attention from school leaders.

Nevertheless, there should be reasons behind the reluctance to apply the policy in practice and only having the policy as a product. One of these reasons can be the poor communication of the policy across the school and the lack of understanding of the policy targets and expectations. The responses to the next question gave a clearer image of the main reasons for not applying the language policy well at international schools in Dubai.

Do think that what is stated in the school language policy is applied in practice? هل تعتقد أنّ ما هو مذكور في سياسة اللّغات مطبّق بالفعل على أرض الواقع؟

40 responses

- Yes نعمْ
- No لا
- Partially مطبق جزئيًّا

When answering the seventh question *"What are the main challenges of language policy implementation?"* The responses of the participants were diverse and showed different perspectives of the different participants as seen in the *table (3) in Appendix (D)*.

As indicated in the table, there exists many challenges that create a gap between theory and practice and hinder the successful implementation of language policies in educational institutions. The lack of time is the first challenge faced schools. This issue is also closely connected to very high expectations set as the schools sometimes set relatively over-ambitious

expectations and requirements with less regard to other crucial factors such as the lack of sufficient time for those expectations to be successfully met. The lack of time is also linked with the lack of organization and activation of the implementation of language policy.

The second common challenge was the variety of languages and colloquial language in Dubai's international schools due to the diverse nature of the city. The multi-lingual, multi-cultural, multi-ethnic nature of Dubai leads to a complex situation whereby learners tend to have diverse interests when it comes to language learning. This challenge is always connected with staffing issues at international schools as it is always difficult to hire several language teachers that meet the needs of all students and their mother languages. It is a huge challenge even to merely stream learners into classes that are in sync with their language proficiency levels as this is costly and requires a very high budget to be allocated for language teaching and learning.

There is also another challenge for non-native Arabic language students who do not have sufficient time to learn the language in many schools. Learners struggle to be allocated into classes which are in line with their Arabic proficiency level due to limited resources in schools yet there is a ministry of education framework that must be implemented at both the public and the private schools. Every school in Dubai is obligated to teach Arabic to non-Arabs for students aged from six to 16 years old. While international schools implement their standardized curriculums that shape the teaching and learning process of all modern foreign languages, the ministry of education in the UAE has supplied a framework for teaching Arabic as an additional language and mandated all the national and international schools to implement this framework regardless of the school curriculum. This framework makes the implementation of the national language policy more challenging because the national policy needs to adhere to the school's standardized curriculum. The teaching of Arabic language for non-Arabs also becomes a challenge considering how the language has a variety of dialects which makes it complex for non-native learners. These dialects cannot be taught at schools as per language policy and the MOE standards, this tends to confuse non-native Arabic learners between what they learn at school and what they get exposed to in real life situations. The language policy designers need to acknowledge and manage dialects learning in the future policies.

The dominance of the English language at all international schools in Dubai equally poses as a great challenge to learning other languages. The English language is crucial in the language policy as it is considered the language of structure at international schools that all students need to use and understand. This fixation on English language forces schools to consider a section

for English as an additional language (EAL) program to accelerate the language acquisition for students whose English is not the first language (which tends to affect the learning of the other additional languages as students focus more of EAL than Arabic as a second language for instance).

The lack of sufficient resources to support language learning at international schools is another challenge that needs to be addressed. The key resources mentioned in the language policy as an essential element to be provided to the staff to implement the policy successfully and effectively are not always available in schools. Some educational institutions have limited budgets as most of the language resources are interactive and expensive. Other schools have inexperienced teachers and in other instances the middle leaders decide that schools focus on other areas which do not include effective language policy implementation.

Parents are a supportive factor in their children's learning but sometimes they are a negative influence when it comes to the language choice at international schools because they tend to make their choices as per their aspirations rather than their children's interests and needs. This negative intervention by some parents compromise schools' abilities to implement a robust language policy as the children themselves will not be willing participants as a result of pressure from parents. Also, some parents get themselves involved in deciding the level of their children's language aptitude and pressurize teachers to stream the students according to what they feel and not in line with the language policy standards. As private schools are profit-oriented, they may be forced to oblige with this demand by some parents in order to maintain sustainable enrolment figures yet this practice is detrimental to the success of the language policy.

The purpose of the eighth question *"Do you think that these challenges are more existent in the UAE contexts? if yes, mention why?"* was to check if the context of the UAE causes many of the above challenges and gaps in the language policy. This was agreed on by almost all the participants, they gave similar reasons as seen in the *table (4) in Appendix (D)*.

Most participants attributed the reasons to the diverse nature of the UAE including the multi-nationalities, languages, dialects, and education systems. This diversity partly contributes to the rapid changes that happen in schools as students and teachers routinely switch between educational institutions. For teachers, there is a relatively high turnover due to many reasons such as relocation or moving back to the home country due to losing a job or some personal reasons.

The ninth question "*What actions have you taken to reduce the effects of these challenges on language teaching and learning?"* has a range of different answers that indicate the keenness to find some solutions for the language policy implementation process at Dubai's international schools. It was impressive to find out the majority participants have shared a good practice or suggestion to fill the gaps between policy documents and actual practices, the most common actions and solutions were making the policy more applicable and transparent, continuous professional development for languages teachers on implementing the language policy, collaborative planning across the department that include sharing best practices, regular review of the policy and consistency in teaching languages. These solutions are valuable for the schools' leaders to fill the gap between the theory and practice of the language policy.

If the language policy has a clear goal and vision, it will be applicable and transparent, otherwise without such qualities then it will be just a document that has no benefit and influence. The leadership team plays a key role in making the goal clear and the policy application clarified. Leaders have to include language teachers who have to take part in the design process along with the head of the department and other stakeholders. Continuous Professional Development (CPD) initiatives and collaborative departmental meetings are important and need to take place regularly for education practitioners to share updates and any opinion on the language policy application. Professional development may take place within the school community as individuals will be learning from each other. This practice is called *"professional learning community"* and it happens when the teaching staff and the leadership team collaborate as learners who are keen to achieve a unified target (Zawaslin 2007).

This form of professional development is preferable to schools and it takes place regularly because it does not cost a lot and it is effective at the same time. The advantage of this reflective practice is to promote a positive change in the school environment and culture where everyone is involved and responsible for achieving the school's goals and implementing its policies well (Huffman & Jacobson 2003) Moreover; hosting external professional development sessions that can gather language teachers from different schools in Dubai and train them on the usage and implementation of the language policy at their schools is very effective and valuable practice.

Policy review is an important process that should be done regularly as a reflective practice for the sake of improvement. It is the role of the policymakers to complete this procedure after

getting the feedback from the practitioners of the policy and through monitoring the implementation process of the policy across the school and then analyzing the data they get to make the required amendment to the policy to be more applicable and meaningful.

4.2. Data collected from the interviews:

The four participants have commanded this topic and shared that it is important to shed even more light on the language policy at international schools as a crucial subject and essential element for the right, organized, and managed teaching and learning of languages at schools. Three of the four participants have been involved in the design process of the language policy along with the language teachers, the one who has not been involved is a participant (Z). The language team at that school of participant (Z) has not been involved as well in the design process. However, in the other three schools, the policy designers include some senior leaders, the head of languages, and all the language teachers which is a very good practice. This may indicate an awareness of the significance of including the head of languages and languages teachers in the design process is indeed still needed. Including teachers in the design process is the first step in sharing and communicating the policy to them. Participant (X) stressed the importance of sharing the policy with parents saying that it is helpful for new parents who want to join the school to know the language policy, especially with this global world and the technology that makes people move from place to another at any time of the year. She also suggested an interesting idea of including one teacher from all subjects to participate in designing the language policy as she thinks that "every teacher is a language teacher" which is based on the IB philosophy that is stated in IB program standards and practices under the culture standard as the following: *"Culture 4: The school implements, communicates and regularly reviews a language policy that helps to foster intercultural understanding through communicating in a variety of ways in more than one language"* (Baccalaureate 2018) and this is also what was mentioned by participants (Y and A) as well.

Regarding the elements of the successful language policy, participants (X) and (Z) explained that the policy consists of two elements, the language policy for native speakers and the language policy for non-native speakers (Language acquisition). More details were provided by participant (Y) who mentioned the philosophy of teaching and learning languages, the support the school offers for the native language speakers, and the rules of students accepted in the language courses in the high school. Whereas, participant (A) referred to the national context, the language practices, and the language support as the most significant elements of

the language policy. These responses indicate how far and how different the four participants were in recognizing the main elements of the policy although, three of them follow the same system and curriculum. This highlights that the policies were not designed according to clear standards which led us to ask about the idea of having a unified language policy across the international schools in Dubai that all the participants declined due to the challenges that may occur in implementing it at different schools.

However, participant (X) mentioned how it is possible to design a unified language policy for international schools that follow the same system in Dubai such as one policy for the British schools and one policy for the IB schools. This can be faced by challenges, for instance, how it is not possible for the policy to be the same because every school has a different context and they need to have a personalized policy to adapt their own needs. Schools may thus share the subheadings and sections (the main elements) to be followed with personalized content. Participant X further added schools may create a fully unified policy for Arabic language as it is mandated and aligned by the MOE framework and expectations not only in Dubai but across the UAE schools, and another policy for the schools that follow the same curriculum that can be tweaked in the content as per the school's needs. This is a creative and innovative idea that may make a positive impact in the design and implementation of the language policy at the international schools of Dubai.

Concerning the gaps between the policy document and the actual practices, the first gap highlighted was the lack of time for teachers to always refer to the policy document and make sure that their practices are aligned with the statements in the documents as some practices that take place in the classrooms are not mentioned in the policy for many reasons. One reason is how most schools prefer to follow the easier approach that teachers are familiar with for several years so they do not bother to check and follow what is in the policy and other reason can be the quick development and updates that take place throughout the year and need to be addressed in the classrooms even if not mentioned in the policy.

This ensures that the review process needs to happen regularly at any time of the year and the policy has to be flexible and editable to match the recent situations such as the Covid 19 pandemic that forced educational institutions to take alternative solutions.

One of the challenges mentioned was the attitude of the parents especially in the middle and high schools when they get themselves accountable for their children's choice of the language more than their teachers, they do not follow the teachers' recommendations sometimes.

Participant (Y) mentioned that parents can cause a challenge sometimes when they receive the language policy and check what the school is supposed to provide as a support for the language learning. They may become more dependent on the teachers and do not take any responsibility for their children's learning at all.

The actions taken to reduce the gaps between theory and practice were varied, participant (Y) suggested that schools hire learning assistants to support Arabic teaching and learning and provide individualized plans for students who need extra support. These learning assistants are also there to support the delivery of other languages. This solution is suggested because hiring learning assistants does not cost the schools the same as hiring full-time teachers and they can help and support the teachers' and middle leaders' guidance to fill the learning gaps. Another solution suggested by participant (X) was to offer mother languages as Extra-Curricular Activities (ECA) after school to support students who cannot study their mother language at the school to practice it at least for some time. Also, schools can provide the option of getting a mother language course from an authorized institution which will be partnered with the school and get followed up by assigned staff.

Participant (X) stressed the importance of reviewing the language policy regularly to fill any gap constantly and get the teachers attached to the policy. She also suggested involving some parents and students in the review process. This will be an inclusive process that will have parents' and students' voices in the policy that will make these institutional stakeholders more accountable and responsible members of the school community.

The IB education has published documents that support schools in designing, implementing, and reviewing language policy at IB schools where we get to know that there are five phases of the review process that we see in the below diagram (Review a language policy 2018):
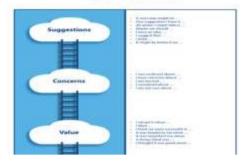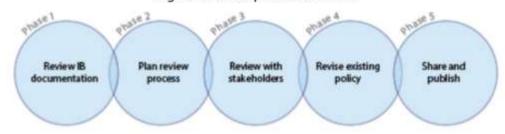
Figure 4: Ladder of Feedback

Figure 1: Review process overview

These five phases show a straightforward process of the review process and it is followed by a detailed explanation of every phase highlighting the roles of all individuals in the process.

It provides some steps of using the feedback to review the current policy by providing the "Ladder of Feedback" as a tool that can be used in this process that starts from clarifying information, moving to the adding value to certain practices that were applicable and potential to be implemented. There will be then the sharing of concerns on some challenges and gaps found in the policy documents that do not match with the actual practices, and finally ending with the suggestions from all the members of the review team.

4.3. Data collected from the policy documents:

As the policy documents used in this study are from two different schools that do not have the same age as international schools in Dubai, the researcher will refer to the older school which has been open for more than ten years as school (J). The newer school has been open for only four years as school (P) and both of them follow the IB system. Firstly, the policy documents divisions are different which reflects the confusion and uncertainty we realized during the interview responses above. The school (J) has a more comprehensive policy that consists of eleven pages. They highlighted the school vision, mission, and core values on the first page, followed by the school policy. On the other hand, school (P) has summarized a policy that consists of only four pages with no introduction, vision, mission, or aims. All of these were

40

replaced with a very brief policy statement. While school (J) provided detailed information about the school context and the goal of the policy document following all the requirements mentioned in the IB program standards and practices about designing and implementing the language policy. School (P) only provided brief information that just highlights some clarifications about the school's vision and program.

It was stated clearly in school J's policy that the school community is considered a resource to enhance the learning languages and students have to learn at least one additional language in addition to their mother tongue. The school chooses three different languages to develop as additional languages (Arabic, English, and French) which causes a clear contradiction as there are students from many different countries and they only offer three languages including English and Arabic. Some students have their native tongues excluded from the list. This does explain why some participants in the survey mentioned that the gap between the policy document and practices is the absence of transparency in the policy and including inapplicable statements in it. The policy of school (P) does not even mention which languages the school offers along with Arabic and English, it does only explain the divisions of Arabic and English across the school with no clue about any other languages students can learn at this school which is a poor practice that shows a lack of experience in designing the language policy. Additionally, one of the gaps in the policy document of school (P) is that the school mentions that it does host English language acquisition courses for non-native English speakers in the primary and middle stages while in reality this course is not even offered by the school and all students study English just as a first language, this gap causes challenges for teachers and students and increases the influence of the language barriers.

The language policy of school (J) includes a detailed explanation of the language practices and the language support expectations. It identifies the roles of the language teachers, the head of the department, and the school leaders in this.

The language support includes an EAL program, Arabic support, and mother language maintenance and the expected practices in the language classrooms toward these types of support mechanisms. This information in the policy is very useful for teachers and makes it easier for educationists to effectively fulfill their roles in the teaching and learning process.

However, the policy forces students in the middle school (G6-G9) to study three languages (Arabic, English, and French) and only EAL students are exempted from learning French

language. This practice makes the policy appears coercive and denies learners any options and does not encourage individual preference when it comes to language learners.

School (J) has guidelines for the admissions process, for example, students have to set an entry language assessment for English proficiency but not for Arabic and French. This shows the centrality of the English language in the school as it gets more attention from the school leaders and in the language policy and less attention is given to Arabic and other languages (even though Arabic is a mandatory language subject in all Dubai's schools). The policy considers Arabic support in its statements but it does not oblige making an admission assessment for Arabic proficiency level which is another contradiction in the policy that leads to having gaps between the policy documents and actual practices and some challenges for Arabic language teachers when they receive students at their classes without any prior information about their levels. Further, school (J) has excluded any information about the policy review, which has been highlighted in the policy of school (P) although it has narrowed down the role to the IB coordinators and the pedagogical leadership team without any highlight of the language teachers' role in the policy design or review or even how often the review process will take place ‹even though, the IB education has given clear guidelines in a full publication called "reviewing a language policy" that might not be recognized by both schools.

Revising and analyzing both policy documents reviewed some good and poor practices being done in the designing of language policies at international schools in Dubai. Although some schools have their language policy, it is still not integrated well to meet the MOE requirements, the school's program expectations, and most importantly the students' needs and interests. This creates gaps between the policy and actual practices. It also causes challenges in implementing the policy on the ground. The potential solutions for that are to involve language teachers in the design and review process of language policy and innovate a unified language policy that guides Arabic language teaching and learning across Dubai and the UAE. A unified policy for each school system in Dubai can be availed; it should be realistic and transparent to ensure that it will effectively support teachers, leaders, and students.

4.4. Discussion:

From the research findings, it was noted how language teachers were the wide majority of participants followed by senior leaders, middle leaders in the third place, and lastly the heads of languages. Yet despite the prevalence of language teachers, the key decisions on language policy are being done by school leaders (leaving out teachers who are a key stakeholder). In the

end, language policy making process becomes elitist as noted by Abuateyh (2020). This goes against the precepts of the Language Management Theory which reiterates on the importance of creating progressively sustainable behavior against language problems. By centralizing power for language policy making to educational leaders without including language teachers, it creates a dysfunctional system. Ozolins (2013) states that with the start of the 21st century there has been a clear shift in the use of the term "language planning" to the term "language management". (Nekvapil and Sherman 2015) highlight that the concept of language management theory (LMT) has been broadly understood as language activities and communication or "behavior towards language." These activities are considered a part of the responsibility of the institution or the directors in the education sector like the Ministry of Education who are the decision makers for the teaching and learning of languages in a given country. Yet it is key to note that language management cannot be effective without the proactive inclusion of all the stakeholders including language teachers.

When answering the third question "Do you think it is important for schools to have a policy for languages?" Most respondents highlighted the importance of language policies in schools. The purpose of this question was to get perspectives about the significance of language policy from all the participants. It was noted how there are many factors to consider for an effective language policy in schools which includes the necessary talent in schools to implement the language policy, the support from various stakeholders such as parents among others. This goes in line with (Ball and Braun 2012) who state that there are several elements that schools need to focus on when designing educational policies such as a language policy. These elements are the context of the policy, teachers as policy subjects, teachers as policy actors, policy text, and finally behavior, standards, and learning policies. The same observation was noted from interviewees who all indicated the importance of language policy, and even the fact that there are policy documents in educational institutions is a testament to the fact. Cook (2017) then highlights how language policy should be inclusive and the relevant authorities need to set a better understanding of the lived language policy experiences that include the learning of the expatriates.

Another pertinent observation made from the data collected was how only a fifth of the survey population are of the opinion that senior leaders (SLT), curriculum designers, and teachers are the ones involved in designing language policies at international schools. This shows the lack of knowledge about the design process of language policy at international schools as language

policy goes beyond the confines of a school to include the education ministry and other stakeholders. McConnell (2010) is of a different opinion and argues that successful policy is a result of preserving government policy goals, conferring legitimacy on the policy, building a sustainable coalition, and symbolizing innovation and influence. These factors can be judged according to their level of success in implementation and go against what a fifth of the survey population denoted as the source of language policy. This goes on to show the gaps which exist between the policy document and the actual practices, some of the gaps even include lack of knowledge by some stakeholders on who has control over the designing of a language policy document. This goes against what some interviewees highlighted when they indicated how language policy is a preserve for all educational stakeholders who should make an input on the policy document in order for more people to be involved in the process to make it sustainable. From the data collected from interviews, there were some gaps noted between the policy document and the actual practices. The first gap highlighted was the lack of time for teachers to always refer to the policy document and make sure that their practices are aligned with the statements in the documents as some practices that take place in the classrooms are not mentioned in the policy for many reasons. Language policy is also not being effectively implemented in schools due to the absence of a standardized document for various curriculums on offer, language bias and the preference by language teachers to teach the topics they are familiar with among other reasons.

This creates a dysfunctional language learning environment of which (Spolsky 2007) argues that language practice and language policy should be merged for there to be success and for the ideal language policy outcomes to be realized.

There are solutions given to solve language policy dilemmas in Dubai. From the interview data collected, the actions taken to reduce the gaps between theory and practice were varied, participant (Y) suggested that schools hire learning assistants to support Arabic teaching and learning and provide individualized plans for students who need extra support. These learning assistants are also there to support the delivery of other languages. This solution was suggested because hiring learning assistants does not cost the schools the same as hiring full-time teachers and they can help and support the teachers' and middle leaders' guidance to fill the learning gaps. LAs will become important stakeholders in the implementation of the language policy of which (Hult 2014) highlights how a variety of individuals whose role is related to education all have an important part to play in the effective implementation of a language policy. Hornberger

(2002) states that the individuals' interpretation of the policy is what allows for creativity and some opportunities to seek the implementational space to prompt multilingual education. Another solution suggested by participant (X) in an interview was to offer mother languages as Extra-Curricular Activities (ECA) after school to support students who cannot study their mother language at the school to practice it at least for some time. The suggestion for mother languages to be offered as ECAs to allow trans-languaging also has its own challenges. For instances, the resources required and the lack of motivation by the students themselves to exert themselves in languages they may not have the opportunity to extensively use in the social context (Wlosowicz 2020).

When it came to the analysis of policy documents, it was seen how there were different perceptions in schools concerning such documentation. While institutional language policy documents were shown to highlight for instance how the school community is considered a resource to enhance the learning languages and how students have to learn at least one additional language in addition to their mother tongue, there are challenges when it comes to language choice. Schools predominantly opt for Arabic, French, and English languages at the expense of other languages (despite the multilingual nature of Dubai). This was seen as a language dichotomy which schools in Dubai need to overcome if they are to achieve effectiveness in their implementation of the language policy (Al Qasimi 2019). Without that change there, will always be a risk of linguistic contradictions which are referred to as language conflicts by (Cook 2017).

For the data gathered using policy documentation, it was also noted how revising and analyzing some good and poor practices being done in the designing of language policies at international schools in Dubai will improve the status-quo. This includes the re-alignment of school policies with the national language policy. Although some schools have their language policy, it is still not integrated well to meet the MOE requirements, the school's program expectations, and most importantly the students' needs and interests. This creates gaps between the policy and actual practices. As a response to such a challenge, survey respondents suggested that professional development may take place within the school community as individuals will be learning from each other (this will ensure information sharing). This practice is called "professional learning community" and it happens when the teaching staff and the leadership team collaborate as learners who are keen to achieve a unified target (Zawaslin 2007). This can be a measure

implemented as the school will be working towards a medium-term goal of realigning its language policy with the national one.

Chapter 5

Conclusion, Recommendations and Limitations

5.1 Conclusion

The attention to the language policy has recently increased in the UAE international schools (especially in Dubai) due to the diversity of the country and the wide range of different nationalities and language interests. Monolingualism, bilingualism, and multilingualism are significant concepts in the education sector particularly in language policy, language teaching, and learning at international schools. There are continuous attempts to consider them in the language policy and address them in actual practice. Many studies and theories have recognized the language policy in terms of planning, management, and design (Bassy 2000) and (Thomas, 2006). The *Critical Language Policy* by (Ricento,2006) and the *Language Management Theory* by (Sherman, 2015) are some of the theories aimed at giving value to language policy and shedding light on its significance.

From the study, it was recognized that not all international schools in Dubai have a designed language policy in place and those which have are not implementing it well due to several reasons. One of the main hurdles to effective implementation is the challenging context of the multi-lingual, multi-curricula, multi-cultural, multi-national nature of the UAE and the mandated guidelines by the ministry of education and the KHDA on teaching languages, especially Arabic and English. More challenges that hinder the successful implementation of the language policy have been discovered such as the dominance of the English language over all other languages in Dubai, the poor communication of language policy across the school community, staffing issues, the lack of resources, the absence of many different native languages in the mainstream curriculum, and the mismatch between the policy expectations and the actual level of students.

Some solutions that have been highlighted in this study include how there has to be the setting of clear goals for the language policy that is shared with the policy designers and the policy users. This should involve language teachers and school leaders in the design and reviewing process of the language policy. Professional development initiatives should be popularized for language teachers in schools, there should be more language symposiums, and meaningful departmental meetings that support the sharing of ideas, concerns, and language best practices. Regular monitoring and evaluation should be conducted to ensure all stakeholders are following

the same direction in line with the set language policy. A collective effort should be the common benchmark as teams work together in schools that follow the same system in Dubai to create the most suitable language policy document that addresses Arabic and all the other languages so that the common language strategy will be implemented in clusters of schools making the process more consistent.

Finally, policy design is a critical mission that schools do for many reasons, the most important thing will be to know why the policy is designed and the outcomes being looked for. Once the key performance indicators are clearly defined, schools need to be careful not to deal with language policy as a product they produce as a routine but rather as an important part of educational standards. It will ensure language policy is treated as an important process that should be consistent, continuous, and meaningful to a variety of educational stakeholders.

5.2: Recommendations:

Based on the data and the findings of this study, it is recommended for schools' leaders to take several points into consideration in relation to language policy design, implementation and review in order to make all these processes as successful as possible. The most important point is to involve language teachers in the design process of language policy and monitor the implementation of the agreed policy. In addition to the importance of a meaningful, active and continuous communication of the language policy throughout the year. Also, schools leaders are recommended to be realistic when designing the language policy by assuring the suitability of the policy content with the actual school context which also include the transparency and authenticity of the policy content.

Moreover; it is beneficial for schools leaders and teachers to collaborate with other schools that follow the same curriculum in shared language policy CPDs and a potential unify design across the curriculum that can be a clear tool in the hands of all language teachers who can benefit from each other's' experiences, ideas and practices.

 It is also recommended for the future studies to present a potential design of a unified language policy for international schools in Dubai that consists of two sections, one section for Arabic teaching and learning and the second section for other languages' teaching and learning. Coming up with this policy will support schools in meeting the languages needs as well as fulfilling the Ministry of Education requirements, and the international schools' curriculum and standards. This policy should have different versions to meet the expectations of all educational

programs, it can be done in three versions, one for IB schools, one for British schools, and one for American schools.

5.3: Limitations:

Some limitations have been noted by the researcher which might pose a challenge to effective language policy and management interventions. There are systemic challenges such as the multi-lingual nature of the country and how there are multiple educational systems in place. In terms of staffing, some schools follow the most economical approaches in hiring teachers and learning assistants due to their profit nature and goals which makes them include some misleading information in the policy that they cannot afford and implement in reality. This lack of sincerity negatively influences the school's moral position and causes distrust amongst staff, parents, and students (which is detrimental to the implementation of a successful language policy). Another limitation is the obligation of teaching Arabic to all non-Arab students. This is very challenging as some students do not even wish to learn the language. Additionally, the anglicized nature of Dubai does not effectively support the proper acquisition of Arabic language for non-Arabs as even Arab students are not so keen on learning Arabic and they demonstrate a very low level of competence in Arabic (their mother language) in most Dubai's schools. Also, the parents' perceptions about their roles in their children's language choice and learning may hinder the implications of the language policy.

Appendices

Appendix (A) Survey Questions:

Survey questions:

1. Your designation at the school is?
2. Does your school have an active language policy?
3. Do you think it is important for schools to have a policy for languages?
4. Who is involved in designing the language policy at your school?
5. How language policy is communicated across the school?
6. Do you think that what is stated in the school language policy is applied in practice?
7. What are the main challenges of language policy implementation?
8. Do you think that these challenges are more existent in the UAE context?
9. What actions have you taken to reduce the effects of these challenges on language teaching and learning?

Appendix (B) Interview questions:

1. Have you been involved in the design process of the language policy at your school? What are the main elements of the policy?
2. How do teachers get to know and understand the content of the school's language policy?
3. Do you think that parents need to be aware of the school's language policy?
4. Do your parents cause any challenges to the school in terms of the implementation of language policy?
5. To what extent does your school language policy match with the national context of the city of Dubai?
6. What do you think about having a unified language policy for all international schools? Or for schools that share the same system?
7. How is the Arabic language addressed in the policy? Is it implemented well?
8. What are the gaps you find between the written policy and actual practices?
9. Have you taken any actions to fill these gaps? If yes, mention them.

10. Do you review the language policy? How often? What is the impact of the review process?

Appendix (C) Interview Consent form:

Interview consent form

Participant's name: --------------------------- Interview date: -----------------------

Project / Research Title:

Language policies at Dubai's schools: from theories into practices.

Thank you for agreeing to be interviewed as part of the above research project. Kindly read the following and acknowledge your approval by signing.

- I confirm that my participation in this research project is voluntary.
- I understand that most interviews will find the discussion interesting and thought-provoking. I have the right to decline to answer any question or end the interview.
- I confirm that the research interview will last for approximately 20-30 minutes.
- I understand that the research will not identify me by my name in any reports using information obtained from this interview and that my confidentiality as a participant in this study will remain secure.
- I understand that the interview will be recorded and the transcript will be produced.|

Research participant name: Signature:

_____ _____

Date:_____

Very Few Responses	School leaders based on the inspectors' notes.
	Language teachers.
	Head of the language and head of the curriculum.
	Head of the language, program coordinator, and language teachers.
	Primary years program coordinator.
	EAL teachers, language teachers, and coordinators.
	Heads of departments.
Few Responses	Senior leaders and middle leaders.
	Senior leaders.
	No one, unsure or no idea.
	Senior leaders and head of languages.
	Head of department and language teachers.
More Responses	Senior leaders, curriculum designers, and teachers.

Table (1): Question 4 Responses

Very Few Responses	School website
	Through the head of department and coordinators.
	Share the ministry of education framework for teaching languages with teachers as a language policy.
	During the orientation/induction week at the start of the academic year.
Few Responses	The policy is not shared at all.
More Responses	Professional developments and training in the schools.
	Letter and information sessions to parents, staff, and students.
	Shared drives and emails to staff.
Slightly More	Regular department meetings

Responses	

Table (2): Question 5 Responses

More Responses	The lack of time to consider everything in the policy.
	The variety of languages and colloquial language in the UAE in general and Dubai, in particular, are very diverse. The variety of students' interests in different languages.
	The lack of time to consider everything in the policy
	The years of Arabic study for non-Arabs are strictly applied in Dubai schools to allocate students in levels.
Very Few Responses	The students do not study their mother tongue and they are not exposed to it well.
	No, follow-up and commitment to the implementation.
	Parents intervene in the language choice of their children, sometimes they do not study their choices well.
	Lack of organization and activation.
	The high expectations of the policy sometimes do not match the actual levels.
	Staffing (Lack of languages staff at most schools)
Few Responses	The lack of resources to support learning languages at some schools.
	The dominant English language at all international schools in Dubai.
	Students' levels are low in many languages, especially Arabic.

Table (3): Question 7 Responses

The Majority of Responses	The diverse nature of the country, the variety of nationalities, languages, dialects, and the education systems and curriculums.
Slightly More Responses	The dominant English language across the UAE, especially in Dubai city.
More Responses	Teachers' and students' turnover at international schools.
	The EAL students and the barrier of English language for some students.
	No, the challenges are not only relevant and existent in the UAE.

Table (4): Question 8 Responses

References:

Abdulkareem. A. (2018). Qualitative data collection, analysis, and interpretation in research paradigms: *The case of library and information science research*. Vol.6 (5), pp. 2-4.

Abuateyh. N. (2020) Special education in the UAE schools from a concept to a policy. The UAE/ Dubai. The British University in Dubai

Al Qassemi. S. (2019). Infinite possibilities for Dubai-Sharjah-Ajman conurbation. Gulf News. [online]. Available at: http://gulfnews.com/opinion/thinkers/infinite-possibilities-for-dubai-sharjah-ajman-conurbation-1.1037372

Baccalaureate. O. I. (2018). Programme Standards and Practices [online].Available at: http://www.ibo.org/globalassets/publications/become-an-ib-school/programmestandardsandpractices.pdf.

Bacon. C. K. (2020). "It's Not Really My Job": A Mixed Methods Framework for Language Ideologies, Monolingualism, and Teaching Emergent Bilingual Learners. Journal of Teacher Education, vol. 71(2), pp. 172–187.

Baldauf. R. (2012). *Introduction – Language Planning: Where have we been? Where might we be going?*. The University of Queensland. Brisbane / Austrália

Bassey. E. (2006). *Terminology and Language Planning*. An alternative framework of practice and discourse. University of Maiduguri

Baumeister. R and Leary. M. (1997). Writing narrative literature reviews. Review of General Psychology, 1, pp. 311-320

Braun, V, Clarke, V. (2006). 'Using thematic analysis in psychology,' *Qualitative Research in Psychology,* 3, 77–101.

Bell. L and Stevenson. H. (2006). *Education Policy: Process, Themes and Impact*. London and New York. Routledge.

Belhiah, H. & Elhami, M. (2015). English as a medium of instruction in the Gulf: When students and teachers speak. Language Policy, vol. 14(1), pp. 3–23.

Bialystok. E. (2017). *Second-language acquisition and bilingualism at an early age and the impact on early cognitive development.* York University. Canada. Updated September 2017. Accessed March 13, 2021.

Bilingual Kids Spot. (2022). Monolingualism – What is the definition of being monolingual?. [online]. Available at: https://bilingualkidspot.com/2018/10/12/monolingualism-definition-monolingual/

Blackledge, A. (2000). Monolingual ideologies in multilingual states: Language, hegemony and social justice in Western liberal democracies. Sociolinguistic Studies, 1(2), 25–45. https://doi.org/10.1558/sols.v1i2.25

Bulusan. F. (2019). Language Policies and Challenges in Promoting Minority Languages in Asia: A Systematic Literature Review. Asian EFL Journal Research Articles. Vol. 24 Issue No. 4.2. Batanes State College, Philippines

Caldwell, S.E., Mays, N. (2012) 'Studying policy implementation using a macro, meso, and micro-frame analysis: the case of the Collaboration for Leadership in Applied Health Research & Care (CLAHRC) program nationally and in North West London.' *Health Res Policy Systems* vol 10, 32

Cerna, L. (1985). The Nature of Policy Change and Implementation. Krankenpflege Journal, vol. 23(11), pp. 8–11.

Chenail, R. J. (2011). 'Interviewing the investigator: Strategies for addressing instrumentation and researcher bias concerns in qualitative research,' *The Qualitative Report*, 16(1), 255-262.

Chuon, V., & Kwon, M. (2007). Review: Language Policy by Bernard Spolsky. InterActions: *UCLA Journal of Education and Information Studies*, 3(1).

Cook. W. R. A. (2017). *More vision than renaissance: Arabic as a language of science in the UAE. Language Policy*, 16, 385– 406.

Easton. D. (1950). *Lecture 1: Introduction*. EDU1501 Educational policy. Course documents. Blackboard.

Education laws, policies and guidelines. (2021) [online]. Available at: https://u.ae/en/information-and-services/education/education-documents.

Ellis, E. (2007). Monolingualism: The unmarked case. Sociolinguistic Studies. 7. 10.1558/sols.v7i2.173.

Epps. A. and Demangeot. C. (2013). *The rainbow of diversity versus the rain of fragmentation*. Middlesex University. UAE

Farris, C. (1953). *The Journal of Politics,* pp.(130), Retrieved March 14, 2021. http://www.jstor.org/stable/2126540

Findlow, S. (2006). Higher Education and Lingusitic Dualism in the Arab Gulf.
Grant, A. (2008). Defining bilingualism. Encyclopedia of Language and Literacy Development, (October), pp. 1–7 [online].Available at: http://www.literacyencyclopedia.ca/pdfs/topic.php?topId=236.

Fromkin. V. Rodman, R. & Hyams, N. (2003). *An Introduction to Language* (7th ed.). Boston: Thomson / Heinle.

Gall, M. D, Gall, J. P, & Borg, R. (2003). *Educational research: An introduction* (7th ed.). Boston, MA: Pearson.

Goundar. P.(2017). The Characteristics of Language Policy and Planning Research: An Overview.*Sociolinguistics - Interdisciplinary Perspectives*, Xiaoming Jiang.

Gottardo. A. & Grant. A. (2008). *Defining Bilingualism*, pp. 1-5. Canadian Language and Literacy Research Network. London.

Grix, J. (2004). *The Foundations of Research. New York*, NY: Palgrave Macmillan

Haugen. E. (1972). *The Ecology of Language*. Standford, CA: Standford University Press.

Harman. G. (1984) *'Conceptual and theoretical issues'*, in J.R. Hough (ed.) Educational Policy: An International Survey, London: Croom Helm.

Hornberger. N. H. (2002). Multilingual Language Policies and the Continua of Biliteracy: An Ecological. Approach. Language Policy, 1 (1), 27-51. http://dx.doi.org/10.1023/A:1014548611951

Hult. F. M. (2014). How Does Policy Influence Language in Education? Language in Education. https://doi.org/10.5040/9781350284890.CH-009

Hussein. M. Al & Gitsaki, C. (2018). 6 Foreign language learning policy in the United Arab Emirates: Local and global agents of change. Un(intended) Language Planning in a Globalising World: Multiple Levels of Players at Work, pp. 97–112.

Johnson. D. (2013). *What is language policy?* In: Language Policy. Research and Practice in Applied Linguistics. Palgrave Macmillan. London.

Joseph. J. (2004). *Language and Identity National, Ethnic, Religious*. Palgrave Macmillan. New York.

Kaplan. R.B & Baldauf. R.B. (1997). *Language planning from practice to theory*. Clevedon.

Kwon. J. (2020). Negotiating Family Language Policy and Ideologies of Multilingualism: Perspectives of a Korean Mother and a Korean American Child in a Multiracial Family. Language Arts; Urbana Vol. 97, Iss. 6, (Jul 2020): 351-362.

Kennedy. C. (2011). *Challenges for language policy: language and development*. British Council. United Kingdom.

KHDA. (2020). Curriculum Requirements for Private Schools in Dubai For the academic year 2020/2021. United Arab Emirates.

KHDA. (2016). School Inspection Framework. Khda Documents, pp. 1–130.

Kim, H. (2015). *Private Education as De Facto Language Policy in South Korea*. Retrieved from https://repository.upenn.edu/wpel/vol30/iss1/5
Leibowitz, B (2015) The Problems with Language Policy and Planning, *Journal of Language, Identity & Education*, vol 14:1, pp 36-49

Lo Bianco, Joseph (2010). Language Policy and Planning. In N. H. Hornberger & S. L. McKay (eds.), *Sociolinguistics and language education* (pp. 143-176). Clevedon, GBR: Multilingual Matters.

Luo, A. (2022). *Critical Discourse Analysis | Definition, Guide & Examples*. [online] Available at: https://www.scribbr.com/methodology/discourse-analysis/

Mahwah,. NJ. (2020). *Language Policy in Schools: A Resource for Teachers and Administrators.* Lawrence Erlbaum Associates. [online].Available at: http://www.tesl-ej.org/wordpress/issues/volume4/ej15/ej15r15/

Maurais, J. (1993). IX. Terminology and Language Planning. Terminology, p. 111.

Maxwell, J. A. (1996). *Qualitative Research Design: An Interactive Approach*. London, Applied Social Research Methods Series.

MOE. (2021). Vision and Mission [online].Available at: https://www.moe.gov.ae/En/AboutTheMinistry/Pages/VisionMission.aspx.

McConnell. A. (2010). *Policy Success, Policy Failure and Grey Areas In-Between. Government and International Relations*, University of Sydney. Australia

Nekvapil. J. (2012). *From language planning to language management:* J. V. Neustupný's heritage. Media Komyunikeshon kenkyu / Media and Communication Studies, 63. Sapporo: Hokkaido University, Research Faculty of Media and Communication, 5–21

Nekvapil (2016) *Language Management Theory as one approach in Language Policy and Planning*, Current Issues in Language Planning, 17:1, 11-22

Nekvapil. J & Sherman. T. (2015). *An introduction: Language Management Theory in Language Policy and Planning.* International Journal of the Sociology of Language.

Nordquist, R. (2019). Raising Bilingual Kids & Little Global Citezens.

Nowell, Lorelli S, Jill M. Norris, Deborah E. White, & Nancy J. Moules. (2017). 'Thematic Analysis: Striving to Meet the Trustworthiness Criteria,' *International Journal of Qualitative Methods*

Ozolins. U. 2002. *Post-imperialist language situations: The Baltic States.* World congress on lan-guage policies , Barcelona, 16–20 April 2002 http://www.linguapax.org/congres/taller/taller1/Ozolins.html. 13 Feb 2013.

Piller. I. (2017). *Language in the ethnocratic, corporate and mobile city*. In D. Smakman & P. Heinrich (Eds.), Urban sociolinguistics: The city as a linguistic process and experience (pp. 77– 94). Abingdon: Routledge.

Prinsloo, M. (2011). The odd couple: Diverging paths in language policy and educational practices. *Perspectives in Education*, vol 29(4), pp 1–9

Razem. R. (2020). *Parents' Attitudes towards the Implementation of Arabic as an Additional Language in Dubai: An Exploratory Case Study*. British University in Dubai. UAE.
Ricento. T. (2006). *An introduction to language policy: Theory and Method*. Blackwell publishing. Hong Kong.

Rehman, A and Alharthi, Khalid. (2016) 'An Introduction to Research Paradigms. International' *Journal of Educational Investigations*.Vol.3, No.8: 51-59

Risager. K. (2007). Language and Culture Pedagogy: From a National to a Transnational Paradigm. Multilingual Matters.

Roche. G. & Ward. sh. (2020). 'Language' and "language policy'. *Historical Dictionary of Tibet*. La Trobe University.

Ruíz. R. (1984). *Orientations in Language Planning*, NABE Journal, 8:2, 15-34, DOI: 10.1080/08855072.1984.10668464.

Salkind, N. J. (2010). *Encyclopedia of research design*, SAGE Publications, Inc., Thousand Oaks, CA,

Samuels, Peter. (2019). *Dissertation Support 5: Data Preparation and Description.* 10.13140/RG.2.2.36590.97601.

Schiffman, H. F. (1996). *Linguistic Culture and Language Policy.* London: Routledge.

Shanthi, Alice & Lee, Kean Wah & Lajium, Denis. (2015). 'Discourse Analysis as a Qualitative Approach to Study Information Sharing Practice in Malaysian Board Forums,' *International journal on E-learning practices*. 2.

Shohamy. E. (2006). *Language Policy: Hidden Agendas and New Approaches.* Routledge 208 Pages.

Siddaway. A. (2019). How to Do a Systematic Review: A Best Practice Guide for Conducting and Reporting Narrative Reviews, Meta-Analyses, and Meta-Syntheses. Annual Review of Psychology. 70. 10.1146/annurev-psych-010418-102803.

Spolsky, B. (2004). *Language Policy*. Cambridge, New York: Cambridge University Press.

Spolsky, B. (2007). *Towards a Theory of Language Policy*. 22 (1), [online].Available at: https://repository.upenn.edu/wpel/vol22/iss1/1

Spolsky, B. (2009). *Language management*. Cambridge, New York: Cambridge University Press.

Sridhar, M S. (2020). *Importance and Issues of Literature Review in Research.* 10.13140/RG.2.2.15347.14885

Sullivan. K. (2015). Bilingual Education–Mismatch between policy and practice in the UAE? International Journal of Arts & Sciences, South University of Science and Technology, China.

Taherdoost, Hamed. (2016). 'Sampling Methods in Research Methodology; How to Choose a Sampling Technique for Research. International Journal of Academic Research,' *Management*. 5. 18-27.

Taylor, S., Rizvi, F., Lingard, B. and Henry, M. (1997). *Educational Policy and the Politics of Change*, London: Routledge.

The Federal National Council (2019). The 17th legislative chapter. The United Arab Emirates Thomas. B. (2020). *Language policy, language ideology, and visual art education for emergent bilingual students.* Art Department, State University of New York College at New Paltz, New Paltz, New York, USA

Tollefson. J. (1991). *Planning Language, Planning Inequality*. New York: Longman. Pp. 23

Turner, D.P. (2020). 'Sampling Methods in Research Design,' *Headache: The Journal of Head and Face Pain*, 60: 8-12.

UAE. (2012). NATIONAL KEY PERFORMANCE INDICATORS Cohesive Society and Preserved Identity.

UAE. (2016). Framework for Learning Arabic as an Additional Language.

UAE (2017) International Journal of Arts & Sciences, vol. 08(07), pp. 425–438.

UAE. (2019). General Rules for the Provision of Special Education Programs and Services. (Public & Private Schools).

UNESCO. (2014). *UNESCO Education Strategy 2014–2021*. France.

Wang S, Moss J. R, Hiller J. (2006). 'Applicability and transferability of interventions in evidence-based public health,' *Health Promotion International*, 2006, 21. 6-83.

Wilson, J. (2010). *Essentials of business research: a guide to doing your research project*. Sage Publication

Zama. M & Olusola. (2020). 'An appraisal of bilingual language policy implementation in South African higher education,' *South African Journal of African Languages*. 40. 186-197.