



Title of Project: The Perspectives of Female Emirati Pre-service Teachers on the Use of English as a Medium of Instruction: An Ethnographic Investigation

Researcher:

Melanie van den Hoven
Durham University
melanie.vandenhoven@gmail.com

Research Supervisor:

Dr. Prue Holmes & Prof. Carl Bagley
Durham University



Melanie van den Hoven

Project Summary

Motivation for the Research

The use of English as a medium of instruction (EMI) is currently a hot topic. Described as a phenomenon of global proportions, one focus of English language teaching (ELT) research is coming to terms with “the size and shape of EMI in the world today” (Dearden, 2014, p. 4). Despite its global outreach, EMI remains somewhat loosely defined in part because of its outlay across primary, secondary and higher education sectors and its inter-disciplinary scope. Yet a shared understanding of EMI is the teacher’s use of English to teach content courses in contexts where English is not the native language (Dearden, 2014; Graddol, 1997). There are, however, many different ways of conceptualizing the place of English in this wide body of scholarship. Particular interests include policy and national agendas, as well as pragmatic challenges in implementing EMI policies. Recently, new ways of talking about language use in many multilingual contexts in Europe, Asia, and Africa have come to the fore.

An original concern driving my research into conceptions of English was that very little was written about the use of EMI in an Arabic-speaking part of the world to guide my work as a teacher trainer. My contributions to English language education at a start-up teacher training college (TTC) in Abu Dhabi, the United Arab Emirates (UAE) necessitated insights into appropriate orientations for teaching English in this context. More specifically, my professional aim was to support Emirati pre-service teachers to teach in English with respect to a new educational vision: EMI in the state-funded primary schools. While the Arabian Gulf has hosted EMI in higher education for several decades, its research literature offered surprisingly little reporting of how students used English for learning in educational domains in an otherwise Arabic-speaking community. A further concern was that perspectives about the roles of English in a dynamic region, which used Arabic as a lingua franca (Charise, 2007), were poorly integrated in global discussions of ELT and EMI practices (Doiz, Lasagabaster, & Sierra, 2013;



Tollefson & Tsui, 2004), and EMI practices in the Gulf, were, at best, limited to a cursory review of the region (Galloway & Rose, 2015; Kirkpatrick, 2011). One aim of my research was to enrich the regional literature base and make vital connections to the growing literature base in multilingualism in HE (Van der Walt, 2013) so that the particular dynamics in the Arabic-speaking region could inform local and regional policy-makers and educational practitioners.

That said, since initiating the study, ELT research into student attitudes to English in the UAE has begun in earnest. Several papers share a common concern: a shifting balance from Arabic to English in educational domains. The language shift has given rise to a confusing array of labels marking the function of English in education. At the same time, both English and Arabic tend to be described as homogeneous conceptual entities with little attention to form in terms of varieties of English and conditions of Arabic diglossia. A further theme is a polarization of English and Arabic (Al-Issa & Dahan, 2011; Dahan, 2007; Karmani, 2005a, 2005b, 2010; Syed, 2003; Troudi & Jendli, 2011). In this dynamic, presuppositions that English acts as an agent appear where English operates as a threat (Charise, 2007) or a weapon (Hopkyns, 2014), is in battle with Islam (Karmani, 2005a, 2005b), harms Islam's core values and local heritage traditions (Belhiah & Elhami, 2015), and competes with Arabic (Al-Issa & Dahan, 2011). Furthermore, Troudi and Jendli (2011) claim that a cause for great consternation is "the constant onslaught of English and its potential disastrous effects on Arabic as a language and as a cultural symbol" (p. 4) when evaluating student experiences of EMI in the Emirates. Rather than a fear of Englishization of HE, a subtractive view of English-Arabic bilingualism emerges where English opposes Arabic.

In essence, my reading of research conducted in the UAE highlighted orientations of English as a problem for the local environment. Yet, my observations at the TTC suggested that Emirati women, in particular, navigate complex social agendas related to the place of English in their Arabic-speaking community. As students and future teachers, they contended with dramatic societal changes and manage changing expectations of institutional bilingualism (Findlow, 2006). Accordingly, my motivation for this qualitative study began with immersion in the setting since 2008 and a particular interest in research conducted in the Arabic-speaking Arabian Gulf. These personal and professional experiences have led to the following research questions.

Research Questions

This qualitative study targeted an era in the history of English education in Abu Dhabi by investigating the perspectives of English offered by 16 female Emirati pre-service teachers. As important stakeholders of educational reform, these Emirati women are on the cusp of a linguistic transformation: They are learning in English while preparing to use English as a medium of instruction in classrooms of their own. Within an Arabian context characterized by dynamic change, conceptions of English and how it should be used in relation to Arabic have, undoubtedly, shifted in status and focus. This study explored the complex and diverse ways English is conceptualized by Emirati pre-service teachers during a phase of educational reforms shaped by expectations of bi-literacy in English and Arabic. The study has two main research questions: (1) What are Emirati pre-service teachers' conceptions of English in light of its use as a medium of instruction? (2) What are the social influences mediating their conceptions of English?



Research Methodology

This study, initiated as an unfolding, exploratory one, drew on ethnographic methods across three phases of data collection. However, a preliminary study, which preceded the main study, guided my thinking around emergent themes: (1) linguistic dualism and social practices, (2) emergent classifications of English, (3) apprehension around hybrid forms, and, (4) fuzzy conceptions of EMI (van den Hoven, 2014). The main study included four focus group discussions, a year of participant observations, and ten ethnographic interviews. The main study also relied on theoretical assumptions about the role of language in the construction of knowledge across different phases of learning, as set by Berger and Luckman (1971). The analytical process of coding the data into themes had four recursive and overlapping stages that were informed by Thematic Analysis (Boyatzis, 1998; Braun & Clarke, 2006; Fereday & Muir-Cochrane, 2006). Numerous presentations and publications also contributed to sharpening my analysis of the main issues at stake.

Summary of Findings

The findings shed light on the meanings Emirati pre-service teachers have of English in light of its use as a medium of instruction and the social influences mediating these understandings of what English is and means for them. The study offers two main contributions to the field. The findings are concerned with (1) how English is conceptualised within individual linguistic repertoires and (2) what awareness there is of English as one of many languages used in the Abu Dhabi speech environment. These findings extend and challenge established themes of linguistic dualism (Findlow, 2006).

The first major finding described the range of ways that the participants' reported using, modifying, and incorporating English and Arabic in daily life. Careful reading of the collective accounts led to a synthesis of 12 patterns of conversational activity, best described as language modes (Grosjean, 2001). Arranged as a spectrum from Standard Arabic to the Simplified English, I used the participants' accounts of the discrete ways they reported modifying the languages they knew to suit particular pragmatic purposes and interactants encountered. These accounts included a wide variety of people at the college, within the home, and in other select domains in Abu Dhabi, where individuals serve as key social influences. The participants often provided labels for each mode, but when no labels appeared in the transcript, I generated labels based on the salient features appearing in their accounts. In this study, the twelve modes are listed as follows: Standard Arabic, Local Arabic, Local Arabic with English, Local Arabic with Broken Arabic, Local Arabic with Other Varieties of Arabic, Local Arabic with Korean words Arabish, TTC-flavor English, Simple English, Learner English, Academic English, and Simplified English. Several modes include hybridizing English and Arabic in innovative ways. Although not all 16 participants reported using these 12 modes, generally speaking, these modes should be seen as familiar and recognizable practices, comprising the available linguistic resources that are nested within dynamic linguistic repertoires.

The second finding highlights the participants' awareness of a rich linguistic backdrop surrounding and informing their conceptions of EMI. In Abu Dhabi, English and Arabic constitute foregrounded roles in a diverse and multilingual capital city where other languages are experienced and ranked in social importance. The participants readily described Arabic as the language of wider communication throughout their Muslim and Arab communities and conveyed that its use outside these communities was not common. In comparison, they identified English



as a default lingua franca among a wide cross-section of non-Arabic speaking expatriate residents. From this vantage, English and Arabic are both socially valued, but Arabic ranks first in social importance in Abu Dhabi and English as second. The participants also nominated other languages for fulfilling other social roles, even though at times, they lack the rich language necessary to characterize these languages. The participants described six languages in total. In addition to English and Arabic, they presented “Indian,” “Persian,” “Filipino,” and Korean as additional languages relevant for daily communication. According to Charise (2007), the region hosts Urdu, Pasto, Farsi, and several varieties of Arabic and English. The emergence of “Filipino” and Korean in my study suggest at once the benefits that ongoing sociolinguistic research into linguistic diversity in the Arabian Gulf can bring.

Implications

In the doctoral thesis I addressed several theoretical, methodological, and pedagogical implications of the study for different stakeholders. My stance aligns with Van der Walt (2013) for seeing that knowledge about how a community uses language is a resource for teaching, learning, and researching, pointing out that knowledge gains come from “[a]cknowledging the full repertoire or constellation of languages that are available in HE [higher education]” (p. 18). As such, I will summarize key implications that will foster new understandings of how English language educators should approach the linguistic complexities of the Arabian Gulf. Firstly, conceptions of English - and other languages - as a resource were prevalent. Furthermore, social experiences using English and Arabic are heterogeneous, and these social influences play a profound role in mediating conceptions of English language variation. These findings underscore the inadequacy of contending with societal bilingualism in terms of English versus Arabic. Rather they call into count the hybridized ways Emirati pre-service teachers reported using and experiencing English, Arabic, and other languages in daily life. The participants’ detailed accounts of mixing Local Arabic with English and other languages display a sensitivity to the linguistic status of the interactants when making decisions about how to modify the languages they know in particular social contexts. The findings highlight conceptions of English as a resource serving pragmatic purposes. They also problematize stances in the literature that English operates as an external threat in the region as it is recognised as an important feature of Abu Dhabi as a social space. The findings also implicate Arabic as a resource in this English-medium environment in Abu Dhabi and suggest that particular social interactions in this domain which give rise to hybrid forms of English and Arabic. In these ways, these findings challenge and extend earlier explanations of linguistic dualism by advocating that policy-makers and educators see the region as socially and historically complex, giving rise to rich experiences of linguistic pluralism.

References

- Abdel-Jawad, H., & Abu Radwan, A. (2011). The status of English in Institutions of higher education in Oman: Sultan Qaboos University as a model. In A. al-Issa & L. S. Dahan (Eds.), *Global English and Arabic: Issues of language, culture, and identity* (Vol. 31, pp. 123-151). Bern, Switzerland: Peter Lang.
- Abdulla, F. (2007). Emirati women: Conceptions of education and employment. In R. O. Mabokela (Ed.), *Soaring beyond boundaries: Women breaking educational barriers in traditional societies* (pp. 73-112). Rotterdam, The Netherlands: Sense.
- Abouammoh, A. M. (2009). *The role of education: Trends of reforms and EU-GCC understanding*. Riyadh, Saudi Arabia: Center for Higher Education Research and Studies.
- Abu Dhabi approves merger of universities and billions in projects. (2016, Oct 13 2016). *The National*. Retrieved from <http://www.thenational.ae/uae/government/abu-dhabi-approves-merger-of-universities-and-billions-in-projects>
- Abu Dhabi population statistics revealed in new report. (2015, July 26, 2015). *The National*. Retrieved from <http://www.thenational.ae/uae/abu-dhabi-population-statistics-revealed-in-new-report>
- Abu Jalalah, F. (1993). *The cultural dimension of teaching English as a Foreign Language in an Arab Gulf state*. (Doctor of Philosophy), Durham University, Durham.UK.
- ADEC. (2013a). Curriculum Improvement. Retrieved from <https://www.adec.ac.ae/en/Education/KeyInitiatives/Curriculum-Improvement/Pages/default.aspx>
- ADEC. (2013b). Education History in Abu Dhabi. Retrieved from <https://www.adec.ac.ae/en/Education/Pages/Education-History-in-Abu-Dhabi.aspx>
- Ahmed, K. (2010). English in the Arab Gulf. *Asian Journal of University Education*, 6(1), 1-12.
- Al-Bakri, S. (2013). Problematizing English medium instruction in Oman. *International Journal of Bilingual and Multilingual Teachers of English*, 1(2), 55-69.
- Al-Fahim, M. (2006). *From rags to riches - A Story of Abu Dhabi*. London, UK: London Centre of Arab Studies.
- Al-Hazmi, S. (2015). Current issues in English language education in the Kingdom of Saudi Arabia. *Journal of Modern Languages*, 17(1), 129-150.
- Al-Issa, A., & Al-Bulushi, A. (2012). English language teaching reform in Sultanate of Oman: The case of theory and practice disparity. *Educational research for policy and practice*, 11(2), 141-176.
- Al-Issa, A., & Dahan, L. S. (2011). Global English and Endangered Arabic in the United Arab Emirates. In A. Al-Issa & L. S. Dahan (Eds.), *Global English and Arabic: Issues of language, culture, and identity* (Vol. 31, pp. 1-22). Bern, Switzerland: Peter Lang.
- Al-Jadidi, H. (2009). *Teaching English as a Foreign Language in Oman: An exploration of English language teaching pedagogy in tertiary education*. (Doctor of Philosophy), Victoria University, Victoria., Australia



- Al-Khatib, H. (2003). Language alternation among Arabic and English youth bilinguals: reflecting or constructing social realities? *International Journal of Bilingual Education and Bilingualism*, 6(6), 409-422.
- Al-Khatib, M. (2006). Aspects of bilingualism in the Arab world: An introduction. *International Journal of Bilingual Education and Bilingualism*, 9(1), 1-6.
- Al Haq, F., & Smadi, O. (1996). Spread of English and Westernization in Saudi Arabia. *World Englishes*, 15(3), 307-317.
- Al Lawati, A. (2011, May 22, 2011). English language threatens Arabic. *Gulf News*. Retrieved from <http://gulfnews.com/news/gulf/uae/education/english-language-threatens-arabic-1.810984>
- Al Suwaidi, E. (2003). *Managing education in the United Arab Emirates: A case study in school development*. (Doctor of Philosophy), Loughborough University, Loughborough, UK.
- Al Taboor, A. (2008). History of Education. from Ministry of Education. Retrieved from <https://www.moe.gov.ae/Ar/Pages/Home.aspx>.
- Alenezi, A. (2010). Students' language attitude towards using code-switching as a medium of instruction in the college of Health Sciences: an exploratory study. *Annual Review of Education, Communication and Language Sciences*, 7(1), 1-22.
- Ali, S. (2009). Teaching English as an international language (EIL) in the Gulf Cooperation Council (GCC) countries: The brown man's burden. *English as an International Language: Perspectives and Pedagogical Issues*, 34-57.
- Alred, G., & Byram, M. (2002). Becoming an intercultural mediator: A longitudinal study of residence abroad. *Journal of Multilingual and Multicultural Development*, 23(5), 339-352.
- Altbach, P. G., & Knight, J. (2007). The internationalization of higher education: Motivations and realities. *Journal of Studies in International Education*, 11(3-4), 290-305.
- Atkinson, P. (2001). *Handbook of ethnography*. London, UK: Sage.
- Attia, M. (2011). The Researching Multilingually Network Project. Retrieved from <http://researchingmultilingually.com/>
- Austin, A. E., Chapman, D. W., Farah, S., Wilson, E., & Ridge, N. (2014). Expatriate academic staff in the United Arab Emirates: the nature of their work experiences in higher education institutions. *Higher Education*, 68(4), 541-557.
- Awde, N., & Samano, P. (2006). *The Arabic alphabet: How to read and write it*. London, UK: Saqi.
- Badri, M., & Al Khaili, M. (2014). Migration of P-12 education from its current state to one of high quality: The aspirations of Abu Dhabi. *Policy Futures in Education*, 12(2), 200-220.
- Badry, F. (2011). Appropriating English: Languages in identity construction in the United Arab Emirates. In A. al-Issa & L. S. Dahan (Eds.), *Global English and Arabic* (Vol. 31, pp. 81-122). Bern, Switzerland: Peter Lang.
- Barbour, R. (2008). *Introducing qualitative research*. Los Angeles, CA: Sage.



- Belhiah, H., & Elhami, M. (2015). English as a medium of instruction in the Gulf: When students and teachers speak. *Language policy*, 14, 3-23.
- Berger, P., & Luckmann, T. (1971). *The social construction of reality*. Harmondsworth, UK: Penguin.
- Berns, M. (2008). World Englishes, English as a lingua franca, and intelligibility. *World Englishes*, 27(3/4), 327-334.
- Blommaert, J., Dong, J., & Jie, D. (2010). *Ethnographic fieldwork*. Bristol, UK: Multilingual Matters.
- Bolton, K., Graddol, D., & Meierkord, C. (2011). Towards developmental world Englishes. *World Englishes*, 30(4), 459-480. doi:10.1111/j.1467-971X.2011.01735.x
- Boyatzis, R. E. (1998). *Thematic analysis: Coding as a process for transforming qualitative information*. London, UK: Sage.
- Boyle, R. (2011). Patterns of change in English as a lingua franca in the UAE. *International Journal of Applied Linguistics*, 21(2), 143-161.
- Braine, G. (2013). *Non-native educators in English language teaching*. New York, NY: Routledge.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101.
- Braunschweiger, P., & Goodman, K. W. (2007). The CITI program: An international online resource for education in human subjects protection and the responsible conduct of research. *Academic Medicine*, 82(9), 861-864.
- Bristol-Rhys, J. (2008). The dilemma of gender-separated higher education in the United Arab Emirates. In C. M. Davidson & P. M. Smith (Eds.), *Higher education in the Gulf States: Shaping economies, politics and culture* (pp. 98-125). London, UK: Saqi.
- Bristol-Rhys, J. (2010). *Emirati women: Generations of change*. London, UK: Hurst.
- Bruthiaux, P. (2003). Squaring the circles: Issues in modeling English worldwide. *International Journal of Applied Linguistics*, 13(2), 159-178.
- Brutt-Griffler, J. (2002). *World English: A study of its development*. Clevedon, UK: Multilingual Matters.
- Canagarajah, A. S. (1993). Critical ethnography of a Sri Lankan classroom: Ambiguities in student opposition to reproduction through ESOL. *TESOL Quarterly*, 27(4), 601-626.
- Canagarajah, A. S. (1999). *Resisting linguistic imperialism in English teaching*. Oxford, UK: Oxford University Press.
- Canagarajah, A. S. (2012). *Translingual practice: Global Englishes and cosmopolitan relations*: Routledge.
- Cannella, G. S., & Lincoln, Y. S. (2011). Ethics, research regulations, and critical social science. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (Vol. 4, pp. 81-90). London, UK: Sage.



- Carroll, K., & van den Hoven, M. (2017). Translanguaging within higher education in the United Arab Emirates. In C. M. Mazak & K. Carroll (Eds.), *Translanguaging practices in higher education: Beyond monolingual ideologies* (pp. 141-156). Tonawanda, NY: Multilingual Matters.
- Chapelle, C., & Duff, P. (2003). Some guidelines for conducting quantitative and qualitative research in TESOL. *TESOL Quarterly*, 37(1), 157-178.
- Charise, A. (2007). More English, less Islam? An overview of English language functions in the Arabian/Persian Gulf. Retrieved from <http://www.chass.utoronto.ca/~cpercycourses/eng6365-charise.htm>
- CITI Program. (2016). *Collaborative institutional training initiative*. Retrieved from <https://www.citiprogram.org/>
- Clarke, M. (2005). *Teaching identity: The discursive construction of an evolving community of practice*. (Doctor of Philosophy), University of Melbourne, Melbourne, Australia.
- Clarke, M. (2006). Beyond antagonism? The discursive construction of 'new' teachers in the United Arab Emirates. *Teaching Education*, 17(3), 225-237.
- Clarke, M. (2007). Language policy and language teacher education in the United Arab Emirates. *TESOL Quarterly*, 41(3), 583-591.
- Clarke, M. (2008). *Language teacher identities: Co-constructing discourse and community*. Clevedon, UK: Multilingual Matters.
- Coleman, J. A. (2006). English-medium teaching in European higher education. *Language Teaching*, 39(01), 1-14.
- Cook, V. (2005). Basing teaching on the L2 user. In E. Llurda (Ed.), *Non-native language teachers* (pp. 47-61). New York, NY: Springer.
- Crandall, J., & Tucker, G. R. (1990). *Content-based instruction in second and foreign languages* (Vol. 187). Newbury Park, CA: Sage.
- Creese, A., & Blackledge, A. (2010). Translanguaging in the bilingual classroom: A pedagogy for learning and teaching? *The Modern Language Journal*, 94(1), 103-115.
- Crotty, M. (1998). *The foundations of social research*. St. Leonards, Australia: Sage.
- Croucher, M. (2014, July 27, 2014). How a skills transfer arrangement helped develop a new generation of space engineers. *The National*. Retrieved from <http://www.thenational.ae/uae/science/how-a-skills-transfer-arrangement-helped-develop-a-new-generation-of-space-engineers>
- Crowcroft, O. (2012, March 6, 2012). Koreans to develop Abu Dhabi oil fields. *Gulf News*. Retrieved from <http://gulfnews.com/business/oil-gas/koreans-to-develop-abu-dhabi-oil-fields-1.990661>
- Crystal, D. (2001). *English as a global language*. Cambridge, England: Cambridge University Press.



- Dahan, L. (2007). English as an International Language in the Arabian Gulf: Student and teacher views of the role of culture. In S. Midrij, A. Jendli, & A. Sellami (Eds.), *Research in ELT Contexts* (pp. 158-172). Dubai, UAE: TESOL Arabia.
- Daoudi, A. (2011). Computer-mediated communication: the emergence of e-Arabic in the Arab world. In A. Al-Issa & L. Dahan (Eds.), *Global English and Arabic: Issues of language, culture and identity* (Vol. 31, pp. 285-305). Bern, Switzerland: Peter Lang.
- Davidson, C. (2005). *The United Arab Emirates: A study in survival*. Boulder, CO: Lynne Rienner Publishers.
- Davidson, C. (2009). *Abu Dhabi: Oil and beyond*. London, UK: C. Hurst.
- Davidson, C. (2010). *The higher education sector in the Gulf: History, pathologies, and progress*. Paper presented at the The EU and the GCC: Challenges and Prospects under the Swedish EU Presidency.
- Dearden, J. (2014). English as a medium of instruction—a growing global phenomenon. Retrieved from <http://www.britishcouncil.org/education/ihe/knowledge-centre/english-language-higher-education/report-english-medium-instruction>
- Denzin, N. K., & Lincoln, Y. S. (1994). Introduction: Entering the field of qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 1-17). London, England: Sage.
- Denzin, N. K., & Lincoln, Y. S. (2003). *The landscape of qualitative research: Theories and issues* (2nd ed.). Thousand Oaks, CA: Sage.
- Derewianka, B. (1990). *Exploring how texts work*. Sydney, Australia: Heinemann Educational Books.
- Dijkstra, T., & Van Hell, J. G. (2003). Testing the language mode hypothesis using trilinguals. *International Journal of Bilingual Education and Bilingualism*, 6(1), 2-16.
- Dillon, A., Salazar, D., & Al Otaibi, R. (2015). Leading learning to support bilingual co-teaching at kindergarten level in the UAE. *Middle Eastern & African Journal of Educational Research MAJER* 16(1), 21-33.
- Doiz, A., Lasagabaster, D., & Sierra, J. M. (2011). Internationalisation, multilingualism and English-medium instruction. *World Englishes*, 30(3), 345-359. doi:10.1111/j.1467-971X.2011.01718.x
- Doiz, A., Lasagabaster, D., & Sierra, J. M. (2013a). Future Challenges for English-medium instruction at the tertiary level. In A. Doiz, D. Lasagabaster, & J. M. Sierra (Eds.), *English-medium instruction at universities: Global challenges* (pp. 213-221). Bristol, UK: Multilingual Matters.
- Doiz, A., Lasagabaster, D., & Sierra, J. M. (Eds.). (2013b). *English-medium instruction at universities: Global challenges*. Bristol, UK: Multilingual Matters.
- Duff, P. A., & Lier, L. (1997). Approaches to observation in classroom research: Observation from an ecological perspective. *TESOL Quarterly*, 31(4), 783-787.



- Earls, C. W. (2014). Striking the balance: The role of English and German in a multilingual English-medium degree programme in German higher education. *Current Issues in Language Planning, 15*(2), 153-173.
- Edwards, J. (2002). *Multilingualism*. New York, NY: Routledge.
- Ekberg, K. (2016). Translanguaging – researchers and practitioners in dialogue. Retrieved from <https://www.oru.se/HumUS/transcon2017>
- Ellili-Cherif, M., & Alkhateeb, H. (2015). College students' attitude toward the medium of instruction: Arabic versus English dilemma. *Universal Journal of Educational Research, 3*(3), 207-213.
- Elyas, T., & Picard, M. (2010). Saudi Arabian educational history: Impacts on English language teaching. *Education, Business and Society: Contemporary Middle Eastern Issues, 3*(2), 136-145.
- Evans, S. (2000). Hong Kong's new English language policy in education. *World Englishes, 19*(2), 185-204. doi:10.1111/1467-971x.00168
- Fadel, S., & Elyas, T. (2015). ESP needs analysis to integrate a scientific reading program in the English language institute at King Abdul Aziz University. *International Journal of Educational Investigations, 2*(4), 14-27.
- Fereday, J., & Muir-Cochrane, E. (2006). Demonstrating rigor using thematic analysis: A hybrid approach of inductive and deductive coding and theme development. *International journal of qualitative methods, 5*(1), 80-92.
- Findlow, S. (2005). International networking in the United Arab Emirates higher education system: Global–local tensions. *Compare, 35*(3), 285-302.
- Findlow, S. (2006). Higher education and linguistic dualism in the Arab Gulf. *British Journal of Sociology of Education, 27*(1), 19-36.
- Fitzgerald, R. (2015). Membership Categorization Analysis. In K. Tracey, C. Ilie, & T. Sandel (Eds), *The International Encyclopedia of Language and Social Interaction*, (pp. 1-11) Boston, USA: John Wiley & Sons. doi: 10.1002/9781118611463.wbielsi018
- Fox, J. (2008). The United Arab Emirates and policy priorities for higher education. In C. Davidson & P. Mackenzie Smith (Eds.), *Higher education in the Gulf States: Shaping economies, politics and culture* (pp. 110-125). London, UK: Sagi.
- Fox, J., Mourtada-Sabbah, N., & al-Mutawa, M. (2006). The Arab Gulf region: Traditionalism globalized or globalization traditionalized. In J. W. Fox, N. Mourtada-Sabbah, & M. al-Mutawa (Eds.), *Globalization and the Gulf* (pp. 3-59). Abingdon, VA: Routledge.
- Fussell, B. (2011). The local flavour of English in the Gulf. *English Today, 27*(04), 26-32.
- Gallagher, K. (2011). Bilingual education in the UAE: Factors, variables and critical questions. *Education, Business and Society: Contemporary Middle Eastern Issues, 4*(1), 62-79.
- Galloway, N., & Rose, H. (2015). *Introducing Global Englishes*. London, UK: Routledge.
- Gardiner-Hyland, F. (2014). Exploring the impact of teacher education pedagogy on EFL reading teacher Identities - A United Arab Emirates case. In K. M. Bailey & R. Damerow



- (Eds.), *Teaching and learning English in the Arabic-speaking world* (pp. 83-100). New York, NY: Routledge.
- Gergen, M., & Gergen, K. J. (2003). Qualitative Inquiry - Tensions and Transformations. In N. K. Denzin & Y. S. Lincoln (Eds.), *The landscape of qualitative research: Theories and issues* (2nd ed.) (pp. 575-610.). Thousand Oaks, CA: Sage.
- Giles, H., Coupland, J., & Coupland, N. (1991). *Contexts of accommodation: Developments in applied sociolinguistics*. Cambridge, UK: Cambridge University Press.
- Gill, S. K. (1993). Standards and pedagogical norms for teaching English in Malaysia. *World Englishes*, 12(2), 223-238.
- Gill, S. K., & Kirkpatrick, A. (2013). English in Asian and European higher education. *The Encyclopedia of Applied Linguistics*, 14, 1-4.
- Gitsaki, C. (Ed.) (2011). *Teaching and Learning in the Arab world*. Bern, Switzerland: Peter Lang.
- Gorman, T. (1970). *Language in Education in Eastern Africa*. Fair Lawn, NJ: Oxford University Press.
- Graddol, D. (1997). *The future of English*. London, UK: The British Council.
- Graddol, D. (2006). *English next: Why global English may mean the end of 'English as a foreign language'*. London, UK: British Council.
- Grosjean, F. (2001). The bilingual's language mode. In J. L. Nicol (Ed.), *One mind, two languages: Bilingual language processing* (pp. 1-22). Oxford, UK: Blackwell.
- Halliday, M. A. K., & Matthiessen, C. M. (2013). *Halliday's introduction to functional grammar*. New York, NY: Routledge.
- Hammersley, M. (1992). *What's wrong with ethnography*. New York, NY: Routledge.
- Hammersley, M. (1998). *Reading ethnographic research*. London, UK: Longman.
- Hammersley, M., & Atkinson, P. (1995). *Ethnography: Practices and principles* (Vol. 2). New York, NY: Routledge.
- Harklau, L. (2011). Approaches and methods in recent qualitative research. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (Vol. 2, pp. 175-189). New York, NY: Taylor & Francis.
- Heard-Bey, F. (2004). *From Trucial States to United Arab Emirates*. Dubai, UAE: Motivate.
- Hellekjaer, G. O. (2010). Assessing lecture comprehension in Norwegian English-medium higher education. In C. Dalton-Puffer, T. Nikula, & U. Smit (Eds.) *Language use and language learning in CLIL classrooms*, (pp. 233- 258) Amsterdam, The Netherlands: John Benjamins.
- Hennink, M. M. (2013). *Focus group discussions*. Oxford, UK: Oxford University Press.
- Hofer, B. (2000). Dimensionality and disciplinary differences in personal epistemology. *Contemporary Educational Psychology*, 25(4), 378-405.



- Hofer, B. (2008). Personal Epistemology and Culture. In M. S. Khine (Ed.), *Knowing, knowledge and beliefs: Epistemological studies across diverse cultures* (pp. 3-22). Berlin, Germany: Springer.
- Holliday, A. (2002). The struggle against 'us' - 'them' conceptualizations in TESOL as the ownership of English changes. In Z. Syed, C. Coombe, & S. Troudi (Eds.), *Critical reflection and practice: Selected papers from the 2002 international conference* (pp. 16-41). Dubai, UAE: TESOL Arabia.
- Holliday, A. (2005). *The struggle to teach English as an international language*. Oxford, UK: Oxford University Press.
- Holliday, A. (2006). Native-speakerism. *ELT journal*, 60(4), 385-387.
- Holliday, A. (2009). *Doing and writing qualitative research* (2nd ed.). London, UK: Sage.
- Holmes, P., Fay, R., Andrews, J., & Attia, M. (2013). Researching multilingually: New theoretical and methodological directions. *International Journal of Applied Linguistics*, 23(3), 285-299.
- Holstein, J. A., & Gubrium, J. F. (2011). The constructionist analytics of interpretive practice. In N. Denzin & Y. Lincoln (Eds) *The Sage Handbook of Qualitative Research*, (pp. 341-358) Thousand Oaks, CA: Sage.
- Hopkyns, S. (2014). The effect of global English on culture and identity in the UAE: A double-edged sword. *Learning and Teaching in Higher Education: Gulf Perspectives*, 11(2), 1-16.
- Hornberger, N. H. (2002). Multilingual language policies and the continua of biliteracy: An ecological approach. *Language policy*, 1(1), 27-51.
- Hu, G. (2009). The craze for English-medium education in China: Driving forces and looming consequences. *English Today*, 25(4), 47-54.
- Jenkins, J. (2000). *The phonology of English as an international language: New models, new norms, new goals*. Oxford, UK: Oxford University Press.
- Jenkins, J. (2006). Current perspectives on teaching World Englishes and English as a lingua franca. *TESOL Quarterly*, 40(1), 157-181.
- Jenkins, J. (2007). *English as a lingua franca*. Oxford, UK: Oxford University Press.
- Jenks, C. (2016). Talking cultural identities into being in ELF interactions: an investigation of international postgraduate students in the United Kingdom. In P. Holmes & F. Dervin (Eds.), *The cultural and intercultural dimensions of English as a lingua franca* (pp. 93-113). Bristol, UK: Multilingual Matters.
- Jensen, C., Denver, L., Mees, I. M., & Werther, C. (2013). Students' attitudes to lecturers' English in English-medium higher education in Denmark. *Nordic Journal of English Studies*, 12(1), 87-112.
- Kachru, B. (1992). *The other tongue: English across cultures* (2nd ed.). Urbana, IL: University of Illinois Press.
- Kachru, B. (1998). English as an Asian language. *Links & Letters*, 5(1998), 89-108.



- Kachru, Y. (1994). Monolingual bias in SLA research. *TESOL Quarterly*, 28(4), 795-800.
- Kapiszewski, A. (2001). *Nationals and Expatriates - Population and labour dilemmas of the Gulf Cooperation Council States*. Reading, UK: Garnet.
- Karmani, S. (2005a). English, 'terror', and Islam. *Applied Linguistics*, 26(2), 262-267.
- Karmani, S. (2005b). Islam, English, and 9/11. *Journal of Language, Identity, and Education*, 4(2), 157-172.
- Karmani, S. (2005c). Petro-linguistics: The emerging nexus between oil, English, and Islam. *Journal of Language, Identity, and Education*, 4(2), 87-102.
- Karmani, S. (2010). *On perceptions of the socialising effects of English-medium education on students at a Gulf Arab University with particular reference to the United Arab Emirates*. (Doctor of Philosophy), University of Exeter, Exeter. Retrieved from <http://hdl.handle.net/10036/99373>
- Kennetz, K., van den Hoven, M., & Parkman, S. (2011). Arab Students attitudes towards varieties of English. In C. Gitsaki (Ed.), *Teaching and learning in the Arab world* (pp. 139-160). New York, NY: Peter Lang.
- Khine, M. S., & Hayes, B. (2010). Investigating women's ways of knowing: An exploratory study in the UAE. *Issues in Educational Research*, 20(2), 105-117.
- King, M. J. (2013). Championing Indian TESOL teachers in the Arabian Gulf. *Journal of ESL Teachers and Learners*, 2, 163-170.
- King, M. J. (2014). *An exploratory investigation into content teacher views on English as a medium of instruction policy enactment in the UAE federal tertiary sector*. (Doctorate of Education), University of Exeter, Exeter, UK.
- King, N., & Horrocks, C. (2010). *Interviews in qualitative research*. London, UK: Sage.
- Kirk, D. (2010). *The development of higher education in the United Arab Emirates* (Vol. 74). Abu Dhabi, UAE: The Emirates Center For Strategic Studies and Research.
- Kirk, D., & Napier, D. (2009). The transformation of higher education in the United Arab Emirates: Issues, implications, and intercultural dimensions. In J. Zajda, H. Daun, & L. J. Saha (Eds.), *Nation-building, identity and citizenship education* (pp. 131-142). Dordrecht, The Netherlands: Springer.
- Kirkpatrick, A. (2002). *Englishes in Asia: Communication, identity, power and education*. Melbourne, Australia: Language Australia.
- Kirkpatrick, A. (2007). *World Englishes: Implications for international communication and English language teaching*. Cambridge, UK: Cambridge University Press.
- Kirkpatrick, A. (2011a). English as an Asian lingua franca and the multilingual model of ELT. *Language Teaching*, 44(02), 212-224.
- Kirkpatrick, A. (2011b). *Internationalization or Englishization: Medium of instruction in today's universities*. Centre for Governance and Citizenship Working Paper series (2011/003). Hong Kong, China: Hong Kong Institute of Education.



- Knight, J. (2009). New developments and unintended consequences: Whither thou goest, internationalization. In R. Bhandari & S. Laughlin (Eds) *Higher education on the move: New developments in global mobility*, Global Education Research Reports. (pp. 113-125). New York, NY: Institute for International Education.
- Koulouriotis, J. (2011). Ethical considerations in conducting research with non-native speakers of English. *TESL Canada Journal*, 28(5), 1-15.
- Kramersch, C. (1993). *Context and culture in language teaching*. Oxford, UK: Oxford University Press.
- Kramersch, C. (2011). The symbolic dimensions of the intercultural. *Language Teaching*, 44(03), 354-367.
- Krishnamurti, B. (1990). The regional language vis-à-vis English as the medium of instruction in higher education: The Indian dilemma. In D. Pattanayak (Ed.), *Multilingualism in India* (Vol. 61, pp. 15-24). Clevedon, UK: Multilingual Matters.
- Krueger, R. A., & Casey, M. A. (2014). *Focus groups: A practical guide for applied research*. London, UK: Sage.
- Kumar, H. M. (2013). Abu Dhabi's population at 2.33m, with 475,000 Emiratis. Retrieved April 16 2014 <http://gulfnews.com/news/gulf/uae/general/abu-dhabi-s-population-at-2-33m-with-475-000-emiratis-1.1240863>
- Labov, W. (1966). *The social stratification of English in New York City*. Washington, DC: Center for Applied Linguistics.
- Lambert, W. (1967). A social psychology of bilingualism. *Journal of Social Issues*, 23, 91-109.
- Larsen-Freeman, D., & Anderson, M. (2013). *Techniques and Principles in Language Teaching* (3rd ed.). Oxford, UK: Oxford University Press.
- Leech, N. (2013, October 31, 2013). A 'chat' language derived from Arabic and English – progress or problem? *The National*. Retrieved from <http://www.thenational.ae/arts-culture/a-chat-language-derived-from-arabic-and-english-progress-or-problem#ixzz39FPdDlj4>
- Levine, G. (2011). *Code choice in the language classroom*. Bristol, UK: Multilingual Matters.
- Lewis, K. (2008, October 19, 2008). Call for radical education overhaul. *The National*. Retrieved from <http://www.thenational.ae/news/uae-news/call-for-radical-education-overhaul>
- Lewis, K. (2009a, August 24, 2009). Boost for School English. *The National* p. A7.
- Lewis, K. (2009b, January 18 2009). Schools fall short of world standards. *The National*.
- Lewis, K., & Dajani, H. (2009, January 22 2009). Ministry Stands Firm on exams. *The National*.
- Ling, L. E. (2010). English in Singapore and Malaysia: Differences and similarities. In A. Kirkpatrick (Ed.), *The Routledge handbook of world Englishes* (pp. 229-246). London, UK: Routledge.
- Llurda, E. (2016). *'Native speakers', English and ELT*. New York, NY: Routledge.



- Lootah, M.. (2011). Assessing Educational Policies in the UAE. In J. Al Suwaidi (Eds) *Education in the UAE: current status and future developments* (pp. 27-52). Abu Dhabi, UAE: The Emirates Center for Strategic Studies and Research.
- Macaro, E. (2014). Overview: Where should we be going with classroom codeswitching research. In R. Barnard & J. McLellan (Eds.) *Codeswitching in University English-medium Classes: Asian Perspectives* (pp.10-23). Bristol, UK: Multilingual Matters.
- Machaal, B. (2012, April 12-13 2011). In W. Al-Amri, H. Noor, & I. McGee (Eds.) *Assessing the role of Arabic in Saudi EFL Classes*. Saudi preparatory year English program: The future and beyond: student, teacher, pedagogy and curricular issues (pp. 54-85) Madinah, Saudi Arabia: Taibah University.
- Macpherson, R., Kachelhoffer, P., & El Nemr, M. (2007). The radical modernization of school and education system leadership in the United Arab Emirates: Towards indiginized and educative leadership. *ISEA*, 35(1), 60-77.
- Madriz, E. (2000). Focus groups in feminist research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Collecting and interpreting qualitative materials* (2nd ed.) (pp. 363-388). Thousand Oaks, CA: Sage.
- Mahboob, A. (2013). Englishes of the Middle East: A focus on the Kingdom of Saudi Arabia. In R. Akbari & C. Coombe (Eds.), *Middle East handbook of applied linguistics* (pp. 14-27). Dubai, UAE: TESOL Arabia.
- Mahboob, A. (2014). Englishes in a multilingual context. In A. Mahboob & L. Barratt (Eds.), *Englishes in multilingual contexts* (pp. 1-12). Dordrecht, The Netherlands: Springer.
- Mahboob, A., & Elyas, T. (2014). English in the Kingdom of Saudi Arabia. *World Englishes*, 33(1), 128-142.
- Mahmoud, M. M. A. (2015). Culture and English language teaching in the Arab world. *Adult Learning*, 26(2), 66-72.
- Maktoum, M. (2015). UAE History. Retrieved from <http://www.sheikhmohammed.ae/vgn-ext-templating/v/index.jsp?vgnextoid=630d0cb40c7bd210VgnVCM1000004d64a8c0RCRD>
- Malallah, S. (2000). English in an Arabic environment: Current attitudes to English among Kuwait university students. *International Journal of Bilingual Education and Bilingualism*, 3(1), 19-43.
- Malek, C. (2014, August 12, 2014). RAK's flagship hospital to be managed by leading Korean medical institute. *The National*. Retrieved from <http://www.thenational.ae/uae/health/raks-flagship-hospital-to-be-managed-by-leading-korean-medical-institute>
- Malek, C. (2016, October 28, 2016). Joint venture between Enec and Korean energy firm secures UAE's nuclear future. *The National*. Retrieved from <http://www.thenational.ae/uae/government/joint-venture-between-enec-and-korean-energy-firm-secures-uaes-nuclear-future>
- Mann, S. (2016). *The research interview: Reflective practice and reflexivity in research process*. New York, NY: Palgrave MacMillan.



- Marsh, D. (2006). *English as a medium of instruction in the new global linguistic order: Global characteristics, local consequences*. Paper presented at the Proceedings of the Second Annual Conference for Middle East Teachers of Science, Mathematics and Computing, Abu Dhabi.
- Marsh, D., Ontero, A., & Shikongo, T. (2002). Enhancing English medium education in Namibia. *International Journal of Higher Education*, 2(3), 123-131.
- Martin, A. (2003). An experience of teaching in the United Arab Emirates. *English Today*, 19(02), 49-54.
- Matsuda, A. (2012). Teaching English as an international language. In A. Matsuda (Ed.), *Principles and practices of teaching English as an international language* (pp. 1-14). Bristol, UK: Multilingual Matters.
- May, S. (2011). The disciplinary constraints of SLA and TESOL: Additive bilingualism and second language acquisition, teaching and learning. *Linguistics and Education*, 22(3), 233-247.
- Mazak, C. M. (2017). Introduction: Theorizing translanguaging practices in higher education. In C. M. Mazak & K. Carroll (Eds.), *Translanguaging in higher education: Beyond monolingual ideologies* (pp. 1-10). Bristol, UK: Multilingual Matters.
- Mazak, C. M., & Herbas-Donoso, C. (2014). Translanguaging practices and language ideologies in Puerto Rican university science education. *Critical Inquiry in Language Studies*, 11(1), 27-49.
- Mazeland, H. (2006). Conversation analysis. *Encyclopedia of Language and Linguistics*, 3 (1), 153-162.
- McKay, S. L. (2002). *Teaching English as an international language: Rethinking goals and approaches*. Oxford, UK: Oxford University Press.
- McLaren, P. B. (2011). *English Medium in the United Arab Emirates: Serving local or global needs?* (Doctor of Education), University of Exeter, Exeter, UK.
- Medgyes, P. (1992). Native or non-native: Who's worth more? *ELT journal*, 46, 340-349.
- Medium of instruction. (2012). Retrieved July 12 2012, from British Council <http://www.teachingenglish.org.uk/knowledge-database/medium-instruction>
- Morgan, D. L. (1997). *Focus groups as qualitative research* (Vol. 16). London, UK: Sage.
- Morrow, J. A., & Castleton, B. (2011). The impact of Global English on the Arabic language: the loss of the Allah lexicon. In A. Al Issa & L. S. Dahan (Eds.), *Global English and Arabic - issues of language, culture and identity*. Oxford, UK: Peter Lang.
- Mouhanna, M. (2010). The medium of instruction debate in Foundation Math and IT: What's the role of L1. *UGRU Journal* (Fall), 1-15.
- Moussly, R. (2009, November 22 2009). No One Wants to Teach. *Gulf News*, p. 8.
- Mustafa, Z., & Al-Khatib, M. (1994). Code-mixing of Arabic and English in teaching science. *World Englishes*, 13(2), 215-224.



- Najar, U. (2016). The 'intercultural field': Interrogating context in intercultural education. *Language and Intercultural Communication*, 16(2), 148-163.
- Nelson, C. (2011). *Intelligibility in World Englishes - theory and application*. New York, NY: Routledge.
- Nickerson, C. (2015). Unity in diversity: The view from the (UAE) classroom. *Language Teaching*, 48(02), 235-249.
- Norton, B. (1989). Toward a pedagogy of possibility in the teaching of English internationally: People's English in South Africa. *TESOL Quarterly*, 401-420.
- O'Neill, G. T. (2014). Just a natural move towards English: Gulf youth attitudes towards Arabic and English literacy. *Learning and Teaching in Higher Education: Gulf Perspectives*, 11(1). Retrieved from <http://lthe.zu.ac.ae/index.php/lthehome/article/view/160>
- Pacek, D. (2005). 'Personality not nationality': foreign students' perceptions of a non-native speaker lecturer of English at a British University *Non-native language teachers* (pp. 243-262). New York, NY: Springer.
- Pakir, A. (1991). The range and depth of English-knowing bilinguals in Singapore. *World Englishes*, 10(2), 167-179.
- Pakir, A. (2004). Medium of instruction policy in Singapore. In J. W. Tollefson & A. Tsui (Eds.), *Medium of instruction policies: Which agenda? Whose agenda?* (pp. 117-152). Mahwah, NJ: Lawrence Erlbaum.
- Pakir, A. (2009). English as a Lingua Franca: Analyzing research frameworks in international English, world Englishes, and ELF. *World Englishes*, 28(2), 224-235.
- Penner, T. (2013). Linguistic Reflexivity. Retrieved from http://www.timpenner.ca/pmw/Linguistic_Reflexivity
- Pennington, R. (2014a, December 8, 2014). English language 'seducing' UAE pupils. *The National*. Retrieved from <http://www.thenational.ae/uae/english-language-seducing-uae-pupils>
- Pennington, R. (2014b, April 26, 2014). Study shows Emirati youths have no interest in becoming teachers. *The National*. Retrieved from <http://www.thenational.ae/uae/education/study-shows-emirati-youths-have-no-interest-in-becoming-teachers#ixzz3K6GvSXxg>
- Pennington, R. (2015, August 23, 2015). Adec gives a warm welcome to 500 Arab staff. *The National*. Retrieved from <http://www.thenational.ae/uae/education/adece-gives-a-warm-welcome-to-500-arab-staff>
- Pennycook, A. (1996). English, universities, and struggles over culture and knowledge. In R. Hayhoe, & J. Pan (Eds) *East-West dialogue in knowledge and higher education*, (pp. 64-80) New York, NY: Harper and Row.
- Pessoa, S., Miller, R. T., & Kaufer, D. (2014). Students' challenges and development in the transition to academic writing at an English-medium university in Qatar. *International Review of Applied Linguistics in Language Teaching*, 52(2), 127-156.



- Pessoa, S., & Rajakumar, M. (2011). The impact of English-medium higher education: The case of Qatar. In A. Al Issa & L. Dahan, S. (Eds.), *Global English and Arabic: Issues of language, culture and identity* (Vol. 31, pp. 153-178). Bern, Switzerland: Peter Lang.
- Phillipson, R. (1992). *Linguistic imperialism*. Oxford, UK: Oxford University Press.
- Phillipson, R. (2006). English, a cuckoo in the European higher education nest of languages? *European Journal of English Studies*, 10(1), 13-32.
- Phillipson, R. (2008). Lingua franca or lingua frankensteinia? English in European integration and globalisation. *World Englishes*, 27(2), 250-267.
- Phillipson, R., & Skutnabb-Kangas, T. (1995). Linguistic rights and wrongs. *Applied Linguistics*, 16(4), 483-504.
- Phipps, A. (2013). Linguistic incompetence: Giving an account of researching multilingually. *International Journal of Applied Linguistics*, 23(3), 329-341.
- Pickering, L. (2006). Current research on intelligibility in English as a lingua franca. *Annual Review of Applied Linguistics*, 26(1), 219-233.
- Piecowye, J. (2003). Habitus in Transition? CMC use and impacts among young women in the United Arab Emirates. *Journal of Computer-Mediated Communication*, 8(2), 1-10. doi:<http://onlinelibrary.wiley.com/doi/10.1111/j.1083-6101.2003.tb00205.x/full>
- Punch, K. (2006). *Developing effective research proposals* (2nd ed.). London, England: Sage.
- Ramazani, R. K., & Kechichian, J. A. (1988). *The Gulf Cooperation Council: Record and Analysis*. Charlottesville, VA: University of Virginia Press.
- Randall, M., & Samimi, M. (2010). The Status of English in Dubai. *English Today*, 26(1), 43-50.
- Razgova, S. (2014). Signs of long-lasting friendships. *The National*, p. 16. Retrieved from <http://www.thenational.ae/uae/heritage/signs-of-long-lasting-friendships#1>
- Richards, K. (2009). Trends in qualitative research in language teaching since 2000. *Language Teaching*, 42(02), 147-180.
- Risager, K. (2016). Lingua francas in a world of migrations. In P. Holmes & F. Dervin (Eds) *The cultural and intercultural dimensions of English as a lingua franca* (pp. 33-49). Bristol, UK: Multilingual Matters.
- Ruiz, R. (1988). Orientations in language planning. In S. Lee & S. Wong (Eds.), *Language diversity: Problem or resource?* (pp. 3-25). New York, NY: Newbury.
- Ryan, S. (2009). Ambivalence and commitment, liberation and challenge: Investigating the attitudes of young Japanese people towards the learning of English. *Journal of Multilingual and Multicultural Development*, 30(5), 405-420.
- Saiegh-Haddad, E., & Spolsky, B. (2014). Acquiring literacy in a diglossic context: Problems and prospects. In E. Saiegh-Haddad & R. Malatesha Joshi (Eds) *Handbook of Arabic literacy: insights and perspectives* (pp. 225-240). Dordrecht, The Netherlands: Springer.
- Salem, O. (2012, September 3 2012). New School Model to get older Abu Dhabi pupils into shape. *The National*. Retrieved from <http://www.thenational.ae/news/uae-news/education/new-school-model-to-get-older-abu-dhabi-pupils-into-shape>



- Salmi, J. (2009). *The challenge of establishing world-class universities*. Washington, DC: World Bank Publications.
- Samra-Fredericks, D. (1997). Conversation analysis. In G. Symon & C. Cassell (Eds.), *Qualitative methods and analysis in organizational research: A practical guide* (pp. 161-189). London, England: Sage.
- Schneider, E. W. (2007). *Postcolonial English: Varieties around the world*. Cambridge, England: Cambridge University Press.
- Seargeant, P. (2010). Naming and defining in world Englishes. *World Englishes*, 29(1), 97-113.
- Seargeant, P. (2012). *Exploring World Englishes: Language in a global context*. Abingdon, VA: Routledge.
- Seidlhofer, B. (2001). Closing a conceptual gap: The case for a description of English as a lingua franca. *International Journal of Applied Linguistics*, 11(2), 133-158.
- Seidlhofer, B. (2005). English as a lingua franca. *ELT journal*, 59(4), 339.
- Shah, S. (2004). The researcher/interviewer in intercultural context: A social intruder! *British Educational Research*, 30(4), 549-575.
- Shaw, K. E., Badri, A., & Hukul, A. (1995). Management concerns in the United Arab Emirates State Schools. *International Journal of Educational Management*, 9(4), 8-13.
- Shohamy, E. (2012). A critical perspective on the use of English as a medium of instruction at universities. In A. Doiz, D. Lasagabaster, & J. M. Sierra (Eds.), *English-medium instruction at universities: Global challenges* (pp. 196-210). Bristol, UK: Multilingual Matters.
- Smart, A. (2003). Sharp edges, fuzzy categories and transborder networks: Managing and housing new arrivals in Hong Kong. *Ethnic and Racial Studies*, 26(2), 218-233.
- Spradley, J. P. (1979). *The ethnographic interview*. New York, NY: Holt, Rinehart and Winston.
- Spradley, J. P. (1980). *Participant observation*. Fort Worth, TX: Harcourt Brace Jovonovich College Publishers.
- Stevens, P. (1992). English as an international language. In B. B. Kachru (Ed.), *The other tongue: English across cultures* (pp. 27-47). Chicago, IL: University of Illinois Press.
- Suliman, O. M. (2000). *A descriptive study of the educational system in the United Arab Emirates*. (Doctor of Philosophy), University of Southern California, Los Angeles, USA.
- Syed, Z. (2003). TESOL in the Gulf. *TESOL Quarterly*, 37(2), 337-341.
- Thomas, A. (2008). Focus Groups in qualitative research: Culturally sensitive methodology for the Arabian Gulf? *International Journal of Research and Method in Education*, 31(1), 77-88.
- Tollefson, J. W., & Tsui, A. (2004). *Medium of instruction policies: Which agenda? Whose agenda?* Mahwah, NJ: Lawrence Erlbaum.
- Troudi, S., & Jendli, A. (2011). Emirati students' experiences of English as a medium of instruction. In A. Al-Issa & L. Dahan (Eds.), *Global English and Arabic: Issues of language, culture, and identity* (pp. 23-48). Oxford, UK: Peter Lang.



- Trudgill, P. (2009). Sociolinguistic typology and complexification. In G. Sampson, D. Gil, & P. Trudgill (Eds.), *Language complexity as an evolving variable* (pp. 98-109). Oxford, UK: Oxford University Press.
- Tupas, T. R., F. (2012). Which norms in everyday practice - And why?. In A. Kirkpatrick (Ed.), *The Routledge handbook of world Englishes* (pp. 567-579). London, England: Routledge.
- ur Rahman, M. M., & Alhaisoni, E. (2013). Teaching English in Saudi Arabia: Prospects and challenges. *Academic Research International*, 4(1), 112.
- van den Hoven, M. (2014a, April 8-10, 2014). *An exploration of the use of English by Arabic-speaking Emirati pre-service teachers: Locating English as a medium of instruction* Paper presented at the The fifth annual Comparative Education Society Symposium - Locating the national in the international: Comparative perspectives on language, identity, policy, and practice, Dubai Women's College, Dubai, United Arab Emirates.
- van den Hoven, M. (2014b). The use of English for education in the Arab world. In K. M. Bailey & R. Damerow (Eds.), *Teaching and learning English in the Arabic-speaking world* (pp. 65-82). New York, NY: Routledge.
- van den Hoven, M., & Carroll, K. (2017). Emirati pre-service teachers' perspectives on language: Abu Dhabi's rich linguistic context. In L. Buckingham (Ed.), *Place of English in Arab Gulf societies* (pp. 39-58). Bristol, UK: Multilingual Matters.
- van den Hoven, M., & Litz, D. R. (2016). Organizational metaphors and the evaluation of higher education programs, management practices, and change processes. In E. Espinosa *Systemic Knowledge-Based Assessment of Higher Education Programs*, (pp 43-68) Hershey, PA: IGI Global
- van den Hoven, M., Westera, G., & El Bassiouney, S. (2014). An examination of patterns of leisure reading engagement in English and Arabic. In N. Moore (Ed) *Teaching, learning and researching reading in EFL* (pp. 241-257). Dubai, UAE: TESOL Arabia.
- Van der Walt, C. (2013). *Multilingual higher education: Beyond English medium orientations* (Vol. 91). Bristol, UK: Multilingual Matters.
- Van Leeuwen, C. (2004, October 23-25 2003). *Multilingual universities in Europe: Models and realities*. Paper presented at the Integrating content and language: Meeting the challenge of a multilingual higher education: Proceedings of the ICL Conference, Maastricht, The Netherlands.
- van Lier, L. (2006). *The ecology and semiotics of language learning: A sociocultural perspective* (Vol. 3). Berlin, Germany: Springer Science & Business Media.
- Van Rooy, B. (2010). Social and linguistic perspectives on variability in world Englishes. *World Englishes*, 29(1), 3-20.
- Weber, A. (2011). *Politics of English in the Arabian Gulf*. Paper presented at the 1st International Conference on Foreign Language Teaching and Applied Linguistics, Sarajevo. Retrieved from http://eprints.ibu.edu.ba/13/1/FLTAL%202011%20Proceed%C4%B1ngs%20Book_1_p60-p66.pdf



- Weinreich, U. (1979). *Languages in contact: Findings and problems*. New York, NY: Walter de Gruyter.
- Wilkinson, R. (2013). English-medium instruction at a Dutch university: Challenges and pitfalls. In A. Doiz, D. Lasagabaster, & J. M. Sierra (Eds.), *English-medium instruction at universities: Global challenges* (pp. 3-24). Bristol, UK: Multilingual Matters.
- Wilkinson, S. (2004). Focus groups. In M. Yaiser & S. Hesse-Biber (Eds.), *Feminist perspectives on social research* (pp. 271-295). Oxford, UK: Oxford University Press.
- Wilson, V. (1997). Focus groups: A useful qualitative method for educational research? *British Educational Research Journal*, 23(2), 209-224.
- Winslow, W., Honein, G., & El Zubeir, M. (2002). Seeking Emirati voices: The use of focus groups with an Arab population. *Qualitative Health Research*, 12(4), 566-575.
- Ziebland, S., & McPherson, A. (2006). Making sense of qualitative data analysis: An introduction with illustrations from DIPEX (personal experiences of health and illness). *Medical Education*, 40(5), 405-414.



Revised Budget Summary

Item	Revised Amount (US\$)	Revised
Audio to text transcription services of Focus Group data – English typist	6000	4 dollar/minute of interview <ul style="list-style-type: none"> ● Trail scribe -\$35 ● Preliminary study = 40 min – (\$160) ● 4 Focus group = 200 minutes (\$800) ● 10 individual interviews = 1161 minutes = (\$4,644)
Books and articles	2,000	To order and import current literature on my topic to the UAE; including TESOL Quarterly articles I ordered e-books, e-articles, and research books
library membership	100	HCT community membership for UAE and Education books – access to LIWA library 400 AED
Local and regional transportation for research and dissemination of phases of the study	2600	I traveled to references libraries (\$200) and also local and regional conferences in the region <ul style="list-style-type: none"> ● Qatar University, Doha 2012 (\$1000) ● TESOL Arabia, Dubai 2014 (\$700) ● GCES, Dubai (\$700)
Paper Supplies	100	Paper, printer ink, photocopying
Computer supplies	2,500	upgraded Endnote, virus software and Microsoft Office several times. bought transcription software, Express Scribe and a new HP laptop
International conferences for dissemination of phases of the study	12,500	Travel expenses and registration (including membership fees) to attend and participate in regional and international conferences related to research I attended several conferences to present aspect of my research <ul style="list-style-type: none"> ● IAWE 2010 (\$2500) ● Shanghai 2013 (\$2500) ● AAAL Toronto 2015 (\$2500) ● AAAL Orlando 2016 (\$2500) ● LPP Toronto 2017 (\$2500)
Total	25,800	Fees eligible for The Sheikh Nahayan Doctoral Dissertation Fellowship Application



The International Research Foundation
for English Language Education