

**MProf Muslim Cultures: promoting Muslim contributions to
intercultural knowledge**

Dissertation

**Teaching Strategy for Arabic Language Teaching of 11 to 16-year-olds at Al-
Iman School located in North West London, England, UK.**

By

Hayder Kashani

[Student Number: M00415818]; [Module ICL DPS 4060]

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Advisor: Dr Elda Nikolou-Walker

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Abstract

The purpose of this research is to explain how and why there is no suitable standard programme to fulfill the comprehensive needs of migrant Iraqi and second generation British-Iraqi 11-16-year olds wishing to learn Arabic in community based, supplementary Saturday schools in London. The ultimate aims of this study are to produce a remodeled curriculum, based on modern standard Arabic (MSA) teaching texts, for the purpose of raising the success rate of passes in Arabic GCSE exams for what is considered to be low achievers. The remodeled curriculum will achieve this through engendering pride and passion in both teachers and pupils for the cultural heritage and Islamic identity associated with learning Arabic.

I chose Al-Iman Saturday School in North West London (a member of the National Resource Centre for Supplementary Education (NRCSE)); as a typical community Saturday school, a registered charity, still using substantially outmoded syllabi, a narrow curriculum and teaching practices that are not consonant with Iraqi children's aspirations and mixed-cultural sensibilities. With the exception of the final GCSE year group, who are taught the Edexcel Arabic curriculum, all other age groups are taught Arabic using textbooks introduced directly from Iraq. The school does not rely on a nationally recognised curriculum nor on standardised Arabic texts with which to teach 11-16-year-old students.

For the purposes of Al-Iman school, the research undertaken was mainly qualitative as opposed to quantitative. From this research, a new methodology was designed for classroom teachers based on examining the current weaknesses and strengths of teaching practices through interviews, classroom observation and questionnaires of a sample of 13 teachers at the Al-Iman school.

Most of the student population at Al-Iman school are second generation Iraqi native speakers born and raised in the UK. For the purposes of this study, Arabic Learners are defined as students with limited Arabic speaking ability.

Abbreviations

List of Acronyms and Synonyms:

(AATA) American Association of Teachers of Arabic

(ACTFL) American Council for Teaching Foreign Languages

(AFL) Arabic as a Foreign Language

(ASL) Arabic as a Second Language

(BERA) British Educational Research Association

(ECML) European Centre for Modern Languages

(MESA) Middle East Studies Association

(MFL) Edexcel GCSE in MFL (Arabic)

(MSA) Modern Standard Arabic – Formal – High Variety – Fusha.

Classic Arabic is the language of the Qur'an.

(CEFR) Common European Framework of Reference for Languages

Chapter 1 Introduction

Al-Iman School provides the local community in North West London and immediate surroundings with an inclusive teaching programme of MSA (Modern Standard Arabic) to native and non-native Arabic speakers. The school is one of eight such (Iraqi) supplementary educational schools in London; typical of community Saturday schools. The school has more than 200 pupils, offering Arabic teaching classes for nursery/pre-school (ages 3 to 5), 11 plus, year 6, pre-GCSE and GCSE. Pupils attend Al-Iman school every Saturday from September to June.

Although the school recognises the fact that when these children come to school, they will all be at different stages of development, nevertheless, they are not provided with the broadest possible set of opportunities in which to realise their potential socially, spiritually, physically and educationally. In reality, the school only encourages children at the GCSE level, where the success rate stands at 50%. The links between attendance and achievement are not strong, and the highest levels of attendance can be seen at the GCSE level.

Specifically, this research looks at the teaching of Arabic in Al-Iman supplementary school, a topic not previously investigated, making this research of potential importance to teachers of Arabic, school leaders and teacher educators. This research project wishes to find answers to the following questions, so as to realise its ultimate aim stated above (see p. 5) of producing a remodelled curriculum that will raise the success rate of passes in Arabic GCSE exams:

1. How is Arabic being taught in supplementary schools and how it can be improved.
2. How to develop listening, speaking, reading and writing skills by using effective teaching strategies.
3. How the challenges in teaching Arabic as a foreign language faced by Arabic learners and teachers could be resolved by using effective methods of teaching.

The research is applied in nature and is aimed at finding a solution to an existing problem. It has wide ranging applications and has established the need for further investigation and, if necessary, highlighting the lack or/and the inadequacy of published work.

1.1 The challenges in teaching Arabic

The field of Arabic as a foreign language grew within the wider field of foreign language teaching. Foreign language pedagogy in the past three decades placed more emphasis on developing the communicative competencies of the learners with a focus on the concept of proficiency of the learner, and in particular the oral ability. One major impact of the proficiency movement was the

establishment of proficiency guidelines for foreign languages in the 1980s by the American Council for Teaching Foreign Languages (ACTFL). Arabic ACTFL proficiency guidelines were created, and later modified in the late 1980s to better reflect the linguistic reality of Arabic (Al Batal, 2008).

One of the challenges in teaching Arabic as a foreign language compared to other languages is diglossia, that is when a particular language has two varieties, one of which is considered high and more standard and used in exclusive domains, while the other is considered low and used for communicative purposes, and may differ geographically (Al-Batal, 1992, 1995; Haeri, 2000). Learning Arabic differs from most other foreign languages for native and non-native Arabic speakers alike. This is because Modern Standard Arabic (MSA) is the mother tongue of no one.

The newer ACTFL proficiency guidelines (1989) recognize the need for both forms by setting the guidelines for the native-speaker proficiency level in “becoming competent in both MSA (Modern Standard Arabic) and at least one dialect” (Palmer 2007:115). Al Batal argues for such proficiency guideline to include the proficiency in producing appropriate mixture of the two, depending on the context involved bearing in mind that “the appropriate mixing of the different varieties in Arabic is a skill in its own right and should be treated as such” (1992: 302).

At the national level, the modern development and trends in teaching and learning language skills for non-native speakers was later adopted by the Council of Arabic States (Jamiat Al-Dowal Al-Arabia), which played an active part in promoting the development of the syllabus for teaching Arabic to the offspring of migrants. In 1988, the Arabic Association for Art and Culture (one of the affiliates of the Council of Arabic States), published *‘Teaching Arabic to the children of Arab Migrants in Europe’* (Awwad, 2006). The book contains a range of essays from the work of famous educationalist Mohammad Mazoz entitled: ‘Arabic Language and Cultural Identity’.

The ACTFL established the three main criteria of Function, Content and Accuracy to be essential for any proficiency test (Awwad, 2006). The three above criteria have been further analysed, discussed and then implemented by the American Association of Teachers of Arabic (AATA).

The most prominent work that has adopted the American Council for Teaching Foreign Languages (ACTFL) policy was that of Alan Rogers in 1985 that employed his educational skills and Arabic teaching experience to publish the “Arabic Proficiency Guidelines”. This publication was one of the major references in teaching and assessing learners’ skills in Arabic.

Today, too many syllabi were written ad-hoc by individuals and organisations for the teaching of Arabic to young learners. These syllabi are poor in quality and layout and fail to inspire or attract young learners. They were done in haste to fill the shortages in suitable curricula and more significantly, many of these syllabi were produced for publicity purposes to satisfy the organisations that fund these Saturday schools.

1.2 Purpose of the Study

The purpose of this study is to examine the factors that affect the use of teaching strategies with teaching and learning the Arabic language among migrant and second-generation Iraqi children in North West London at Al-Iman school.

1.3 What are Teaching Strategies?

A Teaching Strategy is everything related to the methods of delivering materials to students by the teacher to achieve a certain goal, and it includes all the means taken by the teacher to control the class and run it.

Educational strategies are considered to be an important and necessary set of skills and techniques for teachers in the teaching domain. And if the teacher is not aware of the nature of his students, along with their individual and collective abilities to learn and progress, this may lead to a poor choice of appropriate methods to deliver ideas and concepts.

1.4 What is the aim of my thesis?

The aim of this research is to identify the areas of strength and weakness in the curricula and teaching practices at Al-Iman school, to propose appropriate Teaching Strategies which Al-Iman School can adopt on the basis of these identifications and, finally, to produce a re-modelled curriculum based on these strategies, to be applied within the school and where appropriate in other schools teaching Arabic . The results of this research show that the major causes of the weakness of teaching MSA at Al-Iman are: the lack of proper foundations for Arabic teaching right from the beginners' classes ; the lack of regular practice of the language amongst the teachers themselves; the teachers' lackadaisical attitude towards teaching MSA on the basis that for all intents and purposes Arabic is acquired in its colloquial form; and finally the failure to organise special workshops for the teachers to develop their language abilities and skills. If MSA seminars and workshops are specially organised for the teachers, this will help them to understand the Language better. This is done through a series of lesson observations and inspection of samples of homework and assessments:

- Assess changes needed in schemes of work, lesson planning, homework policies and delivery practices.
- Plan and evaluate staff training required to improve the quality of teaching and assessment.
- Draft practices and procedures to motivate learners and generate enthusiasm. This starts by inspiring the team and giving them the sense of involvement and ownership of the solution.

Although the research did not initially set out to identify this lacuna, it became increasingly evident that another purpose of this study will be to propose further research, which goes beyond the limited parameters of this one, to examine the factors that affect the use of teaching strategy with teaching and learning the Arabic language among migrant and second-generation Iraqi youths.

1.5 In what way is my thesis original and how does it contribute to the knowledge base?

To the best of my knowledge, no researcher has delved into the reality of teaching Arabic at Saturday schools. Currently, it is quite difficult finding people or researchers who are concerned with the distinction between teaching Arabic to native and non-native speakers. This theme ought to be studied both theoretically and practically.

1.6 Research challenges

One of the biggest challenges I faced during my research was that, to the best of my knowledge, very little work had been done in this field and there were only few papers to review. The other was the extreme reluctance by the majority of schools operating similarly to Al-Iman school, to participate in or to contribute information to my research.

1.7 What are the strengths and weaknesses of my research?

We cannot determine a cause and effect relationship from descriptive research. Descriptive research is a term used when referring to teachers' perceptions, judgments, intentions, teacher-behaviour studies, attitude and satisfaction studies. The descriptions key can consider the guideline design of a descriptive study such as survey method in our research. If the teacher talks about a particular teaching strategy, we cannot conclude that this strategy actually did help the student learn. The author's experiences as an observer and teacher of Arabic at Al-Iman school revealed a range of issues with regards to vocabulary learning, written composition "*insha*" and reading Arabic (MSA) "*fusha*."

We also have to be very careful of reactivity in this type of research. Sometimes, people change their behaviour if they know they are being observed. Similarly, in surveys we have to worry about participants providing responses that are considered desirable or in line with social norms.

Chapter 2 Background information

2.1 Background

For the purposes of creating a remodelled curriculum from this qualitative study, I examined the factors that affect the teaching strategy and learning of Arabic amongst migrant and second-generation Iraqi youths attending Al-Iman school in the North West part of London. I looked at the curricula and Arabic teaching policies in Saturday schools and proposed a setting for building an effective teaching programme, as well as exploring the role of Arabic language as a communication tool among the members of the Iraqi community to create a backbone to preserve the identity and culture of Iraqi migrants in North London's British society. Saturday schools, including Al-Iman, taught how to maximise school outcomes using a variety of modern teaching practices and positive initiatives. However, from the point of view of low achievers, there is still more work to be done and practices to be improved upon.

My research examined the factors that affect the use of teaching strategies as regards teaching and learning the Arabic language among migrant and second-generation Iraqi youths at Al-Iman school in North West London. I summarised my key findings and formulated an action plan in report form that aims to reduce and eventually eradicate the presence of an underclass of low achievers at Al-Iman school. The intention was to influence teaching practices based on an analysis of current learning and teaching traditions. The priority was in identifying and supporting students who are behind in reading and writing in the school. Disadvantaged students are more likely to benefit from this study, which could considerably reduce the numbers of young people who currently leave the School with low grades in Arabic GCSE. The findings may also support the view that more resources are needed to benefit the individuals concerned and the community at large. Eighty percent of the students attending the Saturday school are native born in the UK, while 20 percent are non-native.

2.2 Learner group

Table 1: shows the number of students in each class.

Learner group	Number of students in the class	Native*	Non-native**
Year-5	18	15	3
Year-6	20	16	4
Year-7	25	19	6
Year-8 Pre GCSE	20	17	3
GCSE	20	16	4
Total	103	83	20

Chapter 3 Background Research

3.1 Search strategy and history

Many Arabic linguists, educators and specialists believe that Arabic nowadays greatly suffers from a number of threats and difficulties which together threaten its existence in native homes. If serious consideration is not given to Arabic being directed at non-natives via learning, teaching and writing, and the issue promptly addressed by specialists, I am of the opinion that the preservation of the Arabic language amongst this group of people will face grave problems.

Currently it is quite difficult finding people or researchers who are concerned with the distinction between teaching Arabic to native and non-native speakers. This theme ought to be studied both theoretically and practically. Numerous books and textbooks have so far been written about teaching Arabic to non-natives. Yet, they have rarely been assessed scientifically or methodologically.

On examining the different types of Arabic exams for non-natives, I discovered that they lacked standardisation or even objective and systematic evaluation.

Another concern is that the lack of educational experience in teaching the Arabic language to non-native speakers has made it difficult to further develop and advance the early efforts by ACTFL and many other such organisations. Also, the task of teaching Arabic became a public relations slogan rather than an active long-time strategy (Awwad, 2006).

Unfortunately, there is no suitable standard programme to fulfil the needs of learners. Programmes for teaching Arabic are chosen from syllabi used to teach the language in Arabic countries such as Egypt, Kuwait, Saudi Arabia, Iraq and Yemen. The failures of these programmes were discovered many years later by way of trial and error and at the expense of many innocent learners. Rammuny, Raji (2008) has developed an oral proficiency testing for elementary Arabic: (The Michigan Model); it provides 2 types of tests: proficiency-based oral achievement tests and the proficiency-based oral interview. His work was modelled after the ACTFL (American Council on the teaching of Foreign Languages) oral proficiency interview.

The modern Arabic curriculum in Michigan (USA) is the fruit of many years of hard work by motivated individuals and focused organisations like the ACTFL aimed at the effective design, development and delivery of a modern Arabic curriculum (Awwad, 2006). Unfortunately, this effort was not matched in Britain and this has resulted in too many syllabi being written ad-hoc by individuals and organisations

who teach Arabic to young learners. Most of these syllabi are poor in quality and layout and do not inspire young learners. They were done in haste to fill the shortage of a suitable curriculum and most importantly many were produced for publicity purposes for the organisations that fund the Saturday schools (ref: personal communication with the head teachers of Saturday Schools of Al-Muntada Al-Thakafy in Acton, Harrow and Ealing-London 2012).

In Britain, the overwhelming demand for learning Arabic at GCSE level has encouraged many prominent awarding bodies like the University of London and Edexcel to develop a suitable programme of study and a well-planned scheme of work to be delivered and assessed yearly. For information purposes, a sample of the assessment by Edexcel is shown in Appendix A (Edexcel, Arabic Teacher's Guide, 2009, Pearson Publication).¹

3.2 Teaching Arabic as a foreign language

Teaching Arabic to youth in Britain is a task that faces big obstacles and radical reform of the curriculum and effective teaching methods are the only way to face these challenges. This may be achieved by adopting efficient and effective methods that would motivate the learner to learn and embrace the language as an interface for their Islamic identity and culture. The main objectives of the research are discussed in detail, together with a data analysis. First, I identified and discussed the problems. I then tackled them by using a conceptual framework and advanced ideas regarding the choice of appropriate literature and the information gathered from it. I also identified the need for a field investigation and highlighted the inadequacy of published work. I anticipate that my research will help me to become more familiar with the topic under consideration and the methods used by fellow researchers.

This study focusses on the aspect of teaching statements and as such the research will include a review of relevant literature and an analysis of what different people have said about their experiences of Arabic learning and teaching. This will help to underline the problem. I will conduct thorough in-depth interviews and an analysis of existing curricula to highlight the strengths and weaknesses of each statement, followed by recommendations. The assessment of learners'/students' work will also be discussed, using benchmark guidelines provided by national awarding organisations.

¹ (MFL) Edexcel GCSE in MFL (Arabic).

The research is applied in nature and is aimed at finding a solution to an existing problem. It has wide ranging applications and has established the need for further investigation and, if necessary, highlighting the lack or/and the inadequacy of published work.

The significance of the findings has been explained in clear jargon-free language to stakeholders and the relationship between research and findings is demonstrated using tight, logical reasoning. Conclusions have been clearly stated and based solely on the results. Limitations of the study are listed, and weaknesses of the study are discussed.

I have mainly learned Indo-European languages such as English, Spanish, and Persian. Being an Arabic native speaker, these last two were relatively easy for me to learn. On the other hand, Arabic is different from all the other languages I have studied in several respects, not least its non-concatenative morphology and its VSO word order. Not surprisingly, Hebrew is one of the languages with which Arabic shares more similarities. Hebrew follows a non-concatenative morphology, where a three-letter root gives lexical information, and grammatical morphemes are inserted before, inside, and after the root. Another feature that Arabic and Hebrew share is the omission of the copula in present tense sentences (Versteegh, 2014).

I am also of the view that, for native speakers of non-Semitic languages, getting acquainted with the root-and-pattern morphology of Arabic may be an extremely challenging task at first. However, as the learner's understanding of the morphology is strengthened, she/he will find it easier not only to recognise familiar patterns and the related meanings, but also to produce correct forms from a trilateral root without having heard those forms before.

3.3 Impact on the learners' experience

It seems possible to establish a robust modern curriculum and an effective teaching and learning policy that can meet the demands of the learners and produce a clear impact on boosting the popularity of the subject (Husseinali, 2012).

3.4 Effective Educational Strategies

Recently, the gap between the educational needs of students and the professional abilities of teachers has widened due to the difficulty of keeping up with the rapid cultural changes. Therefore, the need to use various means and methods of modern educational strategies has increased, as a way to pursue the development of students' skills such as thinking, research, criticism, listening, and discipline. In

order to reach the desired level, the teacher must develop his/her skills in all educational fields and explore each student in a bid to find out the best ways to reach their minds and hearts. Nowadays, the educational process has become a long-term human project that needs to energize a student's research capabilities and internal creativity as a way of giving him/her the necessary motivation and desire to self-realization. However, the educational trend in many of the existing educational institutions still depends on the methods of indoctrination and traditional education, which negatively impacts on the student making him/her dependent, always waiting his/her turn to participate, at the teacher's convenience, and according to what he/she sees fit. This leads to the suppression of the student's talents and extinguishes the creative flame (Abdalla & Al-Batal (2011-12).

The available sources of knowledge and awareness for students these days are varied, plenty and reached by easy and attractive ways, without having to rely on the teacher. Hence, the role of the teacher is no longer limited to delivering information only; it now goes far beyond that. A teacher has become responsible for building the identity of the student as a researcher, thinker, critic and an independent spirit who has the ability to access information and expand his/her own potential.

3.4.1 Identifying Appropriate Teaching Strategies which Al-Iman School can adopt.

Before discussing the use of teaching strategies in detail, it is imperative to address the nature of this term. So, what is meant by "Teaching Strategy?" It is everything related to the methods of delivering materials to students by the teacher to achieve a certain goal, and it includes all the means taken by the teacher to control the class and run it. It includes the overall atmosphere experienced by the students' physical arrangements that contribute to the process of attracting the student towards the desired ideas and concepts. Strategies operate primarily on exciting interaction and motivation of the learner to receive the information and lead him towards the desired change. Methods or procedures used by the teacher may include: the direct educational way (face to face), the deductive or inductive way; or the free/directed practice... which all depend on traditional or accepted modern forms (Lovitt, 1995; Mastropieri & Scruggs, 1994).

Educational strategies are based on several techniques and skills that should be mastered by the teacher when working with students. Also, the teacher's ability to employ the strategy is defined by knowing when to use the strategy itself and when to stop or even use another strategy. Educational strategies also include the ability of the teacher to distribute time properly in delivering the material, moving flawlessly between events, and at the same time being exciting for students. In addition, it includes procedures on how to arrange the students' sitting places. For example, if the teacher wanted

to tell a story to the students, then he/she can spread out a carpet, if available, and the students will sit so they can see the story's images closely. Or the story can be displayed by an "Overhead projector", this way the teacher can keep the students in their places (Lovitt, 1995).

It should be noted here that mistakes are often perpetrated by teachers when mixing between educational strategies and educational means. Educational means are the means through which the teacher simplifies educational concepts, and through displaying them to students makes them easier to understand. Educational means are also tools or materials used by the student to learn and gain experience quickly, in addition to developing the acquired knowledge successfully. They are used by the teacher to create the right atmosphere to work with the most successful methods, as well as the newest ways to bring to the students the latest information and the best education. Also, all tools that can be used to help achieve the educational objectives of the learning process, whether technological tools such as films, or simple tools such as writing boards and illustrations, or environmental tools such as antiquities and natural sites are employed. For example, when displaying a particular story, the teacher brings a certain colourful story or a group of colourful paintings that represent the sequence of events and displays it to the students (Shabiralyani, 2015).

Educational means have several forms and types, including audio tools (recorder or radio), visual tools (TV and video), technological tools (computers and its various uses), and natural field tools (various forms of fixed and mobile bodies displayed in museums, theatres, and parks). In contrast, educational strategies are the way these tools are displayed, the associated atmosphere, and the method of distribution of students. For example, the distribution of students into groups to resolve various questions about a story is considered as one of the most effective strategies implemented by a teacher to deliver the story's concepts (Shabiralyani, 2015).

3.4.2 Basic components for educational strategies

Studies confirm that a teacher's knowledge of different methods of educational strategies is important for a successful educational process. One of the important methods for these strategies depends on the way a teacher explains, manages and controls the classroom and whether he/she can provide a suitable atmosphere. In addition, other factors play a role such as the physical environment and the distribution of students and class furniture, not to mention clarifying and applying these methods (Lovitt, 1995). I will now discuss the most important methods with examples of each to demonstrate their applicability.

3.5 Key Methodological Issues:

Three of the most important factors that attract a student towards the lesson and subject are: the way the teachers address their students; the degree of educational intervention and the process of exploiting strategies and concepts. There are several strategies demonstrating these aspects, including; direct education (face to face), education via discovery, education through dialogue and discussion, education by using visual, audio or touching tools, in addition to technological tools, such as computers and different communication tools (Mastropieri & Scruggs, 1994; Lovitt, 1995).

In one example, researchers (Mastropieri & Scruggs, 1994) demonstrate some of the important factors required to ensure the success of a lesson, in any language;

- (1) Daily review with the students of the subject that was taught in the previous lesson;
- (2) Display of new materials or concepts using effective clarification means;
- (3) Directed practices that fit students' abilities;
- (4) Need for self-training by students to master the required skills; and
- (5) Performance evaluation over a short and specific time. In addition, there is an urgent need to train students in how to estimate time, and work from start to finish according to the time given to them. They can reach this level after being trained by the teacher in how to use the clock, train in time estimation and focus on their tasks (Mastropieri & Scruggs, 1994).

I propose that Al-Iman school should review all these Key Methodological Issues and adopt the ones most likely to be useful for the dominant demands of the pupils.

3.5.1 Classroom Management and the General Atmosphere

Everything related to the personality of the teacher exists within this domain; the way he/she deals with students, the way he/she handles the individual needs and behavioural problems students might be faced with in the classroom or raised by a student. In such a case, the teacher, in order to ensure the success of delivering educational materials, should ensure calmness and attention by students which is easy to control. To be able to attract students, the teacher can use expressive voice tones, as well as humour and excitement. Consequently, the well-prepared classroom, in addition to having the topics fully explained to them; will direct the students' behaviour towards the desired goals and keep them away from chaos and insubordination (Mastropieri & Scruggs, 1994).

Controlling the classroom includes rules and laws to ensure the participation of students in the learning process, maintaining acceptable behaviours, and reducing unacceptable-social behaviour. The learning process requires students' concentration, attention and participation at various levels

and to dissolve and maintain concepts for as long as possible. In order to ensure this, the teacher should consider using types of rules which are educationally accepted (Mastropieri & Scruggs, 1994).

One such set of rules is called “social and verbal rules”, which utilises compliments, gratitude and smiling (for example: "Well done," "thank you for your cooperation," "You're really progressing," "I'm glad you're focusing and listening to the story while I say it,"). There are eating rules used with young children, (Examples include: distribution of sweets, soft drinks, and various other foods which are given to the students to encourage cooperation or as a reward when providing the right answers, or for positive behaviour).

Symbolic rules, special privileges and activity boosters are considered part of the strategies that maintain positive behaviour and encourage cooperation among students. For example: giving the student a star or to be chosen as leader of a group or to participate in a given contest etc. In addition, self-rules that are obtained by the student thanks to general progress as well as sense of acceptance and satisfaction of others (al-Khatib, 2006.)

In order to apply these various rules, the teacher selects a strategy, for instance to control behaviour, then implements these rules via a process of explanation and explicit clarification at the beginning of lecturing or at the beginning of each lesson or each school day and assesses how the students achieved them. When the teacher implements the rules in this fashion, it means that he has successfully applied an educational strategy, thus contributing to the management and control of the classroom and also increasing the participation by students in the explanation and guidance, hence ensuring the success of the educational process (al-Khatib, 2006).

I applied these various rules of strategy and found them useful in classes at Al-Iman school. I observed that MSA, more often than not, is not used as the main conduit for teaching Arabic. The teachers should aim at using MSA during class time and use the students' native language only when the students' understanding is impeded by the exclusive use of MSA. Most of the teachers at Al-Iman prefer using a traditional teaching approach where students remain confined to their chairs; instead, they should give students the freedom to move around the class, or perhaps even around the school, through designing activities that require such movement. My experience as an Al-Iman teacher suggests that using movement-based strategies for teaching will engender greater motivation in the class.

3.5.2 Physical and Environmental Modifications

The physical environment, in which the educational process is carried out, should aim to encourage the students to concentrate for longer, preserve the acquired skills and continue the activity they started. In classes where education is applied using groups, suitable round tables should be used, if possible; to provide a convenient meeting hub for students and to facilitate direct contact with each other. Also, the considerate distribution of educational angles, serves to provide the right atmosphere for students to work quietly and without disturbance or overcrowding. (Simonsen, Fairbanks, Amy, Myers, George, August 2008).

These points and strategies are carried out by the teacher to provide a comfortable place and a segregated atmosphere for audio and visual tools that enhance the performance of the students. Cumulatively, all these factors should positively contribute to the learning process and academic progress of students in Al-Iman school, and ultimately increasing the amount of educational benefit as well as prolonging the duration of students' focus.

3.6 Selection and Employment of Educational Means:

The selection and display of educational tools are considered one of the basic skills that must exist in any professional teacher. It is not acceptable that the teacher should merely depend on these tools and expect them to work alone; he must also do what he ever can to present and employ these tools as appropriate, so that they produce the desired influence and deliver to the intended target. (Mastropieri & Scruggs, 1994).

Therefore, when Al-Iman school chooses a learning method, the following criteria should be considered: the educational means should be an integral part of the curriculum to achieve the educational goals and be exciting enough to capture the attention and interest of students. Furthermore, it should take into account the characteristics of the students and their physical and mental age. Moreover, it must be characterized by simplicity, clarity, flexibility, lack of complexity, and should fit in terms of quality, size and the number of students in the classroom. Ultimately, it must be presented at the right time and give the students enough time to assimilate it and take full advantage of its benefits. The educational method at Al-Iman school should not be verbose, such that it becomes vague, but concise in order not to lose the element of excitement.

Several factors influence the selection of education strategies by the Teacher. The strategy chosen by the teacher to deliver ideas and facts is very important and necessary to ensure a smooth and simplified way for the transmission of information to students. Some strategies relate to a number of

factors, including those related to the objectives and educational material, and the nature of the learners, as well as the teacher's way of thinking and his educational philosophy (Hare & Portelli, 2013). In my study, I focused on the aspects related to the objectives and educational materials in Al-Iman school, as well as the nature of the students for its direct effect on the introduced subject.

When we address educational goals in general, we recall many of the points that are closely related to these goals, such as individual differences among students, and the various types of targets according to Bloom's rankings, which are related to knowledge goals, dynamic individuals and effective goals. Not to forget that the goals we choose are related to the health status of the students, the appropriate generation, and the nature of disability if a student is disabled in any manner. These and other significant factors prompt the teacher to determine the nature of the material that will be chosen and will lead him without any doubt to decide the nature of the best strategies for the development of education (Mastropieri & Scruggs, 1994).

All these conditions mentioned control the nature of the strategies that might be taken by Al-Iman teachers in order to deliver the material. If the goal is cognitive, for example: in the case of answering questions after reading a text, the strategy will be, most likely, by searching the text for answers. This can be done by group discussions if the lesson is through groups and then the answers can be obtained. But if the goal is teaching the child to catch a ball with one hand or kicking the ball using the left foot, these call for a different strategy; going outside to a sports arena and implementing the job on the pitch and not in the small classroom (Mastropieri & Scruggs, 1994).

3.7 The Nature of the Learners

Students are different from each other, through individual qualities and learning styles as well as in the way of receiving information. In an age when traditional styles and alternative ways through which the teacher can reach students proliferate, there are also to be found many individual learning styles that distinguish students from each other. Accordingly, there are many properties by which a student's ability to learn may be classified, including properties related to the means and features of understanding associated with different types of motivation (Mastropieri & Scruggs, 1994; Meltzer, 1996).

Some students learn through a particular sense more than other senses; for instance, some benefit greatly from audio information because their audio mediator is strong, and they are called audio learners. Another portion of students who have stronger abilities to benefit from visual information

are called visual learners. Whereas others who learn from touching things with their hands or from their own experience are called haptic learners (Meltzer, 1996). I saw no evidence that Al-Iman takes account of whether students learn best by sight, sound or touch. Furthermore, Al-Iman school does not differentiate in its teaching methods between native and non-native Arabic learners.

3.8 Summary

Educational strategies are considered to be an important and necessary set of skills and techniques for teachers in the teaching domain. And if the teacher is not aware of the nature of his students, along with their individual and collective abilities to learn and progress, this may lead to a poor choice of appropriate methods to deliver ideas and concepts. It will also significantly damage the students' development stages and in all probability lead to the teacher's confusion regarding the choice of means when he comes to thinking about how to reach his students.

Teachers at Al-Iman school must be equipped with effective teaching strategies which will provide several important advantages not least because such strategies will bring the student closer to the educational materials, whilst also making them easier to understand. Additionally, they serve the teacher in his/her active educational aims by helping to diversify and simplify the materials and tasks to suit the students. While more professional development opportunities have been created for Arabic teachers these days, nevertheless we still see a shortage of both training and experts for the professional development of Arabic-language teachers.

Finally, educational strategies have important components, and once the teacher is acquainted with them, he/she will be able to reach his students more readily and explain relevant concepts more fully. One of these components is the employment of educational means and classroom control.

Chapter 4 Methodology and Methods

4.1 Methodology

The methodology used in this research is mixed methods based on data. The term mixed methods refers to merging Qualitative and Quantitative Data in Mixed Methods Research integration, or mixing, within a single investigation or research of study inquiry (David L. Driscoll, Afua Appiah-Yeboah, Philip Salib, Douglas J. Rupert 2007).

For the purposes of Al-Iman school, a methodology was designed for classroom teachers based on examining the current weaknesses and strengths of teaching practices through interviews, classroom observation and questionnaires of a sample of 13 teachers at the Al-Iman school. My research involved interaction with pupils (indirectly and only in the context of being observed), teachers (the primary respondents) and other members of the educational community who served as participants in my research. The students' privacy was also the reason for not video-taping the observations, which would have provided a visually recorded observation of the events taking place within the classroom and the course of the lesson.

4.2 uses of methods

The methods adopted here combine the collection and analysis of primary and secondary data, including a review of relevant literature, reports and conference briefings, structured questionnaires and focus groups.

4.3 The participants

Table 2: shows the number of teacher participants in the study

Teachers groups	Numbers of teachers	Participants in the research
Year-5	2	Survey 2
Year-6	2	Survey2
Year-7	2	Survey2
Year-8 Pre GCSE	3	Survey3
GCSE	4	Survey3
Total	13	

4.4 Data Source

Questionnaires, interviews, and observation were used to collect data. Appendix D summarizes the analytical procedure through research questions as well as the data sources.

4.5 Data Collection Methods

Data was collected from participant teachers in the classroom and in the lab at Al-Iman school.

4.6 Data Protection

The participants were informed that their data would not be revealed publicly. Thereafter, all data was recorded, stored and analysed according to the requirements of the Data Protection Act, 1998.

4.7 Ethical Issues

The consideration of moral values and ethics in this research is of great importance. Therefore, it was critical for me to develop an awareness of the basics of ethical research and how this might affect my research project as a teacher within Al-Iman school.

Accordingly, I have had regard to the “Ethical Guidelines for Educational Research” produced by the British Educational Research Association (BERA, 2011, second revision). The Association considers that “all educational research should be conducted within an ethic of respect for:

- The Person
- Knowledge
- Democratic Values
- The Quality of Educational Research
- Academic Freedom.”

I also held discussions with Al-Iman School’s headteacher and teaching staff and the parents or guardians of the pupils about the importance of preserving the independence and integrity of my research and safeguarding each individual’s right to be treated fairly, sensitively, with dignity, and within an ethic of respect and freedom from prejudice regardless of age, gender, sexuality, race, ethnicity, class, nationality, cultural identity, partnership status, faith, disability, political belief or any other significant difference. This ethic of respect should apply to both the researchers themselves and any individuals participating in the research either directly or indirectly (BERA 2011).

This was especially important in my case as my research involved interaction with pupils (indirectly and only in the context of being observed), teachers (the primary respondents) and other members of the educational community who served as participants in my research. There was a range of

interactions in my research that included in-depth interviews, focus groups, surveys, observing lessons and interacting with learners.

It was my responsibility to consider, when I planned my research, whether any type of harm could occur and to ensure that mechanisms were in place to remove it. It was, therefore, essential that I carefully evaluated the potential for harm and ensure that I (a) behaved according to appropriate ethical standards; (b) consider how my research might negatively affect participants; and (c) protect myself, my supervisors/teachers, and my institution from being placed in situations in which individuals could make claims of inappropriate behaviour, resulting in public criticism or even me being sued.

Considering the nature of the research, the interaction between researcher and participants can be ethically challenging for the former, as they are personally involved in different stages of the study and in different roles. Therefore, the participants were given the option to terminate the interview at any time or to stop me from monitoring the lesson or from observing the pupils in the classroom. Each participant was also informed of the right to withdraw from the research for any or no reason, and at any time. The primary issue of “Voluntary Informed Consent” was handled in a letter signed by the headteacher Munther Hussain (see Appendix D) and copies distributed to each interested party.

4.8 Participant observation

Observations of the teachers took place in the classroom and laboratory. I taught in Al-Iman school, and attended most of the teachers’ classes. Class meetings took place at Al-Iman school, in which I participated every Saturday from 10:00am to 2:00pm. The sessions took place over a six-month period. During meetings with the teachers, I volunteered to assist them with Arabic related work. I had the opportunity to observe closely how they managed to teach, write, speak, read and listen, and what strategies they used. The advantage of the regular and Saturday meetings enabled me to record what I taught and observed in field notes.

4.9 Questionnaires

A detailed questionnaire was designed to collect the essential data, and this was the fundamental aspect of the research. The data from these samples was further analyzed and results were drawn. These were compared to similar studies regarding the achievement of ethnic minority groups and the effects of economic disadvantage and gender in the trend. A sample questionnaire is shown in Appendix E. The teacher questionnaires were followed by interviews between me and the teachers

on a one to one basis so as to verify the collected data and to resolve any potential misunderstanding by asking specific questions.

4.10 Interviews

I interviewed the teachers individually in accordance with the following sequences: I asked the teachers to tell me their strengths and weaknesses in teaching Arabic, and the challenges they faced in teaching Arabic, speaking, reading, listening as well as writing, and what, from their point of view, characterized a good learner of these skills. From the sample interview queries, I deduced the methods used to teach the students Arabic; the nature and scope of classroom activities, and how the students coped with the difficulties they faced. Sample interview questions and diaries are provided in **(Appendix E)**.

4.11 Data analysis

The data obtained from questionnaires, observations, interviews and field notes was analysed along the lines recommended by methodologists such as Bogdan and Bicklen (2003), followed by publishing the research findings through qualitative data analysis such as “working with the data, organising them, breaking them into manageable units, coding them, synthesising them, and searching for patterns”. This enabled educational practitioners to read the research findings, judge the relevance to their context, and where possible to apply the results within their setting.

Interactive research enables the researcher to be an actor in effecting change while simultaneously collecting and interpreting data. For example, the academics who participated in the research are modelling an inquiry-based stance to teaching and learning, which is changing the teachers’ and the childrens’ approach.

Through my research I sought to observe and understand the linguistic activities and vocabulary learning as an intentional and directed experience. The initial plan was to distribute enough digital cameras to the classroom teachers so that each had an opportunity to capture images of the teaching spaces and teaching tools. However, I was refused permission to take photos or to install digital cameras inside the classrooms.

The central aim of this applied research is to discover a solution for some pressing practical pedagogical approaches within Al-Iman school. This methodology is not concerned with justifying

abstract academic and philosophical terms as it has been assumed that different research questions and policy evidence requirements necessitate different methods (Fielding 2010).

The pedagogy practised in Al-Iman school follows traditional teaching practices. It regards modern educational practices as a challenge to the teachers. To improve the teaching pedagogy at Al-Iman school, thematic analysis was conducted by using materials written in English that described pedagogies derived from the primary source Arabic literature. Six pedagogic themes were constructed through thematic analysis (Braun and Clarke 2006) for consideration in contemporary sites of Arabic education: These were as follows: Familiarize yourself with your data, assign preliminary codes to your data in order to describe the content, search for patterns or themes in your codes across the different interviews, review themes, define and name themes, produce your report. In light of these themes, data from Al-Iman school was collected and assessed in 2016 with teachers at a weekend Al-Iman school in London-UK study and was examined in terms of the relevance of primary-source pedagogies in a contemporary context. By use of this method, each pedagogic theme captured a distinct pedagogic principle, to suggest an expansive framework of principled, flexible, situated, holistic, and transformative pedagogies. These six themes can be used as sensitizing concepts in examining data gathered in a sociocultural study on Arabic teaching and educators' practices. Reflections of the themes in the data—and contradictions—suggest that educators passionately but partially draw from primary-source pedagogies to inform their praxis in a pedagogic range of practices in which interpretation and application vary. Further research is required to examine two key issues: 1. whether the developmental potential of these primary-source pedagogies might be optimized when they are employed together, as a balanced group. 2. how they might address pedagogical criticisms in teaching and learning Arabic.

Chapter 5 Quantitative Data Analysis

5.1 Results of the Qualitative Data Analysis

I reflected upon the routine evaluation and analysis and developed my own understanding and practice, including:

- Reflection on and development of the practical application of Modern² Literacy in the classroom context, through the action research process of reflection on action.
- Evaluation and refinement of my initial conception of the value of developing modern Arabic Literacy, so that I will be in a position to share my experience with the teachers at Al-Iman school.

I decided to share my findings with colleagues at Al-Iman school for the following purposes:

- To share the process of designing and developing outstanding teaching programmes with the teaching staff in order to take the school a step closer to becoming an outstanding workplace; and
- To formulate a set of recommendations to be disseminated to other teaching and learning centres. This dissemination is to be carried out through published reports, seminars and participation in forthcoming conferences relevant to this work.

5.2 Experimental Group Characteristics

The survey-including interviews, participant teacher's observation; and then integrating the results of the questionnaires and answers into practical teaching took approximately five months, spread over a period of one academic year, 2015-2016. I took advantage of the spring holiday to analyse the results which I then integrated during the following academic term. The results of the integration exercise were explored, and recommendations submitted to the steering committee of the school for the benefit of the wider community.

5.3 Course Evaluation

The course evaluation of this study and the scope of the research may be summarised in the following manner:

² Modern means all non-traditional teaching method for example use of ILT (interactive learning technique) as opposed to chalk and talk

I- Project location is Al-Iman School in North West London, more specifically Willesden Green, within the borough of Brent. The close geographical distance between the school and my work base allowed me to utilise my time and allocate resources more effectively.

II- Research conducted by observing teaching strategies in order to identify actual or potential weaknesses and afterwards to submit recommendations to the school's steering committee.

III- Data was collected from a random sample where each participant had the same probability of being selected. Each participant was assigned a number and a sample of 13 teachers was selected from a population of 20. The participants were asked to answer 12 individual closed questions (**Appendix E**).

5.4 Questionnaires and Data Analysis

Qualitative data collected by means of classroom observations do not contain any numerical scores; the analysis of this data has been carried out descriptively. The behaviour of each teacher has been summarised to show the methodology or methodologies used. The summaries of teachers' practices have been classified into three categories: the teaching of grammar and morphology, the teaching of reading comprehension and the teaching of Arabic rhetoric, and then compared with each other within the same category in order to highlight similarities and differences in practice between different teachers who taught the same lesson. In addition, comparison between teachers' practices of the same category but from different courses was also made to show the effect of the syllabuses and teaching materials on teachers' practice.

5.5 Potential problems:

1-Many traditional teachers and educators at Al-Iman school see modern educational practices as a challenge to their experience or status quo. Others have seen the modern educational practices a threat to their Islamic legacy and have done everything in their power to resist this change.

2- The scarcity of literature on this subject has been a challenging issue as to my knowledge, very little work has been done in this field and there are few papers to review. Although the scope of the project has been carefully defined, the project has nevertheless benefited from the literature of teaching other languages to 11-16-year-olds such as Farsi, Hindi and Mandarin.

3- The project relied heavily on the honesty and openness of the parents and guardians in answering questions and discussing the difficulties of learning Arabic at the school. While responding to questions during an interview or answering questionnaires, some felt obliged to withhold the truth because they believed that frankness could be misinterpreted as a political attack on the school administration or an attack against the charitable Foundation that runs these schools; rather than

articulating fair-minded criticism. This attitude has, to a very large extent, been carefully and diplomatically managed.

5.6 Summaries

The research findings from the quantitative data were presented in the main requirements for the research and have been discussed in detail, including literature review as well as data analysis. I have identified and discussed the problems and have tackled them by using a conceptual and informative framework regarding the choice of appropriate literature and the information gathered from it. My findings have also established the need for highlighting as well as investigating the lack of competence/accuracy of published works. I am also cautiously optimistic that this study has helped to familiarise me with the area under consideration and the methods used by fellow researchers.

Chapter 6 Conclusion and Recommendations

The outcome of my study into the effects of the learning showed changes in the quantitative scores, with significant changes in skill capability, self-efficiency and attitude at five months follow up. The emerging themes from the qualitative results explained, supported and complemented the quantitative results and were consistent with each other.

6.1 Procedural Difficulties

Originally, I contemplated completing the study within five months, however, due to unforeseen changes in advisors and an unplanned overseas trip, the study took far longer than expected.

6.2 Results from the Data

The relevant data was extracted from the three questionnaires that had been completed by each of the thirteen teachers at Al-Iman school. These questionnaires focused on the experience of pupils learning the Arabic language. From this data 5 key points were identified:

1- MISCOMMUNICATION: The vast majority of teachers at Al-Iman school acknowledged the following regarding their pupils' articulation in Arabic:

-Beginner's level pupils feel confused when trying to apply elsewhere what they had previously learnt in class. This led to feelings of frustration in some whilst others found that they were unable to use the Arabic language to communicate effectively with other members of their ethnic community. In addition, the data indicated that pupils suffered from very limited interaction with their ethnic community around them and their spoken Arabic lacked the common terminologies and idioms.

2- LISTENING & UNDERSTANDING: The vast majority of teachers at Al-Iman school acknowledged the following regarding their pupils' Arabic language listening ability:

In general, pupils of all levels, more often than not, do not comprehend the underlying meaning of the Modern Standard Arabic language they are taught at school as a result of the diglossia effect – what they hear at home from their parents is not the same language they get taught at school; creating dissonance, disconnection and confusion in the minds of the pupils. This appears to be related to the school's failure to prioritise listening skills and its failure to dedicate sufficient time to analysing the differences between the high (MSA) and low (everyday spoken dialect) forms of Arabic. Perhaps more significant is the fact that the pupils are far removed from

the Arabic speaking community and thus find little incentive or capital in communicating in Arabic; indeed, they forsake Arabic for the comfort of speaking in English.

3- WRITING COMPETENCY: The vast majority of teachers at Al-Iman school acknowledged the following regarding written Arabic:

When it comes to writing skills, it was found that pupils of all levels were limited to writing in short sentences or passages. This is why only a small minority of them who had completed beginners' classes were competent in constructing longer and more complex phrases. The majority of pupils do however succeed in improving their overall writing skills, but only few of them are eventually capable of using an expanded vocabulary or phraseology or to express themselves in conventional Arabic.

4- READING SKILLS: The vast majority of teachers at Al-Iman school acknowledged the following regarding the use of different Arabic reading materials:

The majority of pupils achieved better results in reading compared with those in listening, writing, and speaking conventional Arabic. Pupils were unable to access a wide range of books suitable for their age group to help improve their reading skills. Arabic books are expensive to buy and not easily found in libraries.

5- MOTIVATION: As for the motive behind learning the Arabic language, it was found that GCSE pupils in general were more motivated to continue learning Arabic, whilst the majority were also more ambitious and enthusiastic about learning Arabic. The school adopted a deliberate policy of focussing on these pupils through a clear curriculum and learning strategy and dealing with bilingualism as a linguistic and cultural reality in British society.

6.3 Conclusion:

These findings were derived from the perceptions of the Arabic language teachers at Al-Iman School as well as their methods for teaching Arabic to non-native speakers. The data covered 5 research topics; and involved individual interviews with 13 out of the total of 20 Arabic language teachers at Al-Iman School. Finally, the data and results were analysed using statistical techniques.

The results revealed that the Arabic language teachers at Al-Iman school were aware of the linguistic ambivalence of the pupils towards the Arabic language and the impact this had on the learning process. Teachers of higher-level classes dealt with this reality in an appropriate and decisive manner,

whilst their lower levels colleagues were more ambiguous. It was also evident from the data that the level of interaction with GCSE pupils was more attuned with the pupils' personal goals and their focus on learning Arabic.

As an insider researcher, I found that 60% of Al-Iman schoolteachers are not qualified or trained as teachers per se. Those who are certificated as teachers have gained their qualifications from outside the UK. This means that none of the teachers at Al-Iman School have received professional training within the UK. The professional training that some teachers received outside the UK is not necessarily relevant to the requirements and challenges of teaching MSA to students within the UK.

Thirteen interviews were conducted by the researcher. It soon transpired that the scope of the research topic was very broad thus generating a much greater volume of data than expected. Consequently, the researcher was compelled to analyse only parts of the data and to ignore the rest. Fortunately, this made the research more academic and more apt for the researcher's purposes. The importance of this study lies in the general applicability of the results to both teachers and schools operating elsewhere in the same field, whilst noting that the pupils were not included in the study.

This study is used predominantly for educational purposes. At the same time, the majority of the data and the results can be employed to improve the process of teaching Arabic as a foreign language at Al-Iman School and other similar institutions.

6.4 Recommendations

The following recommendations are presented as a strategy proposal that may be used by the teachers at Al-Iman School:

1-Showing deference to the similarities and differences between the pupils and improving their comparative, classification and dialogue skills.

2-Summarisation and note taking: summarising the main ideas which focus on analysing information so as to engender in pupils a better understanding of the curriculum's content.

3-Assignments or homework: learning experience at home through homework provides the pupil the best opportunity for deeper understanding, which in turn improves the pupil's skills in handling the curriculum in respect of which the teacher plays an important role. Consequently, the pupil is better able to perform his homework.

4-Proper use of figures, drawings/pictures, models, and graphs is a necessary skill if the pupil is to be able to transform these models into a comprehensible language that is then translatable into written language, in other words transforming the mental picture into phrases indicative of an understanding of the curriculum.

5-Cooperative Learning: A dual strategy used inside the classroom to reinforce individual and group learning whilst also contributing to the positive interaction between pupils and motivating them to work as an integrated team.

6-Generating ideas and testing assumptions: this strategy encourages pupils to engage in analysis, inquiry, decision making and problem-solving techniques.

These strategies should be practised during the teaching process and count as one of the educational competencies which the teacher possesses. This poses the question whether the teacher indeed possesses these competencies and how they can be improved. The answer is very simple: the instigation of development and growth programmes for teachers by Al-Iman school academic leadership, which will primarily focus on the following issues:

- I found that none of the Al-Iman teachers were familiar with the Common European Framework of Reference for Languages (CEFR) proficiency scale. There are no range of proficiency scales used in teaching at Al-Iman school. Using the CEFR proficiency scale would enable the outcomes for the teaching of Arabic within the school to be standardised.
- Training all the teachers so they may acquire the necessary teaching skills and tools as they have been dealing directly with the pupils. In addition, training all those who are likely to interact with the teachers to understand these strategies, especially those responsible for the school's administration.
- Making available the best resources and practices in education and learning, especially in relation to school management because this aspect impacts most significantly on both teacher and pupil.
- Complete cooperation within the School system between all those working and serving at the Al-Iman School through a comprehensive educational development scheme compiled by the school's management and administration. The school's management and administration is not capable of providing in-house training for the teachers. Nevertheless, it may be in a position to provide outside training within the CEFR framework.

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Appendices

Appendix A: Edexcel Guide for Assessment of Arabic³

A-Speaking (23% of full course):

This includes two activities:

First Activity: Either: A conversation with the teacher about a photograph you have brought in of something of personal interest to candidate. Or: A presentation on something that interests the candidate, followed by questions about it from teacher.

Second Activity: A conversation with your teacher linked to a different theme. These tasks have been linked to a specific chosen theme.

B- Writing (27% of full course):

In the writing paper, candidates have had a choice of questions relating to two themes. They produce two pieces of writing, ranging from a short task to an article for a magazine, web page, blog or letter. Candidates have been able to use a dictionary while you are doing this paper.

C- Listening (23% of full course):


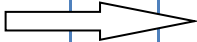









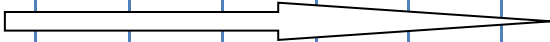
In the Listening test, candidates have listened to, and answer questions on, a range of recorded material relating to set topic areas. You will hear formal speech (for example a telephone message) and informal speech (for example a conversation between friends).

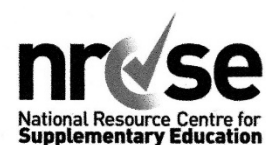
D- Reading (27% of full course):

In the Reading test, candidates have read, and answered questions, about a range of short texts. The texts have been both formal and informal (for example advertisements or emails).

³(Edexcel, *Arabic Teacher's Guide, 2009, Pearson Publication*).

Appendix B: Project Timescale

Topic	Aug- -16	Sep- -16	Sep- -16	Oct- 16	Oct- 16	Nov- -16	Nov- 16	Nov- -16	Dec- -16	Dec- -16	Dec- -16	
1. Review Literature												Contingency time
2. Project design/ methodologies												
3. Prepare/ distribute interview invitations												
4. Visit schools and observe teaching-learning												Contingency time
5. Write a report of finding and summary of observation												
6. Prepare/plan interview schedule												
7. Interviews/ongoing interpreting												Contingency time
8. Interpretations/coding												
9. Prepare questionnaire												
10. Questionnaire invitations/participation/ Analysis												Contingency time
11. Analysis/collating writing results and recommendations												
12. Analysis/collating final preparation for MProf submission												



To whom It May Concern

Re:- Al Iman Arabic Supplementary School

The National Resource Centre for Supplementary Education (NRCSE) is a national strategic and support organization for community-led supplementary schools and the wider supplementary education sector across England. We aim to help raise the profile of supplementary schools and their standards of teaching, learning and management through training, networking and sharing good practice. NRCSE facilitates the only nationally-recognised quality assurance scheme the **Quality Framework for Supplementary Schools** for all forms of supplementary education.

Al Iman Arabic Supplementary School are members of the NRCSE and take part in many activities for supplementary schools organised by the NRCSE including being members of the Brent Supplementary Schools forum. They have achieved the Quality Framework for Supplementary Schools at both the Bronze and Silver levels showing that they are operating within the areas of the NRCSE Supplementary Schools Code of Practice.

Yours faithfully,

Signed
Pascale Vassie
Executive Director, NRCSE

Appendix D: letter of Consent from Al Iman School



**Middlesex University
North West London
London
England
NW4 4BT**

15/11/2014

Dear Sir/Madam,

This is to acknowledge that Mr Hayder Kashani is given the permission to do the activities listed underneath in Al Iman Arabic School every Saturday. These activities, as Mr Kashani has stated are essential to complete his Doctorate in Professional Studies (Dprof) for the University of Middlesex. The activities are:-

- 1- Observation of lessons of teaching and learning Arabic.
- 2- Conducts interview with members of staff and students.
- 3- Conduct surveys using a range of questionnaires.
- 4- Disseminate the finding of his research to members of staff in seminars and training sessions.
- 5- Have access to assessment, examinations papers and homework material.

Mr Kashani will conduct his research with full consideration of the ethical guidelines of Middlesex University and Al Iman School.

Yours sincerely,

Munther Hussain



Appendix E: Analytical Procedures by Research Questions and Data Sources.

Questionnaires for Teachers

1. Which of the following teaching aides you use in your Arabic lesson:

- Audio Tapes, Cassettes and Records
- Computer Programs
- Dictionaries
- Flash Cards
- DVD/Video
- Role play

2. How often you do you use these techniques in your lesson:

- Audio Tapes, Cassettes and Records
- Computer Programs
- Dictionaries
- Flash Cards
- DVD/Video
- Role play

3. Which of the following skills are your students capable of:

- Reading material in Arabic..... %
- Writing a letter/text in Arabic..... %
- Listening & understanding Arabic announcement..... %
- Speaking in Arabic..... %

4. In your OPINION, what is the appropriate proportion of the following activities which you wish your students to do in undertaking each type of the subjects you teach?

- % reading material in Arabic
- % writing in Arabic
- % listening to Arabic
- % speaking Arabic

5. Based on your own PRACTICE, does your homework require students to read any of the following Arabic materials?

- textbooks in Arabic
- Magazines in Arabic
- Internet articles in Arabic
- Newspapers in Arabic

6. Based on your own PRACTICE, how important is it for your students to read the following Arabic materials in studying your subjects?

	Very important	Fairly important	Not important
textbooks in Arabic			
Magazines in Arabic			
Internet articles in Arabic			
Newspapers in Arabic			

7. Based on your own PRACTICE, did you ask your students to carry out any of the following types of writing in Arabic?

- Essays
 Reports
 Diary
 Story or internet blog
 Email or facebook/twitter entry

8. How frequently did you ask your students to write the following types of writing in Arabic?

	Once a week	Once every 2 weeks	More frequently
Essays			
Reports			
Diary			
Story or internet blog			
Email / facebook/twitter			

9. Based on your own PRACTICE, how important is it for your students to write the following subjects in Arabic in undertaking your subjects?

	Very important	Fairly important	Not important
Essays			
Reports			
Diary			
Story or internet blog			
Email / facebook/twitter			

10. In your OPINION, how important is it for your students to listen to the following subjects in Arabic during their course of studies?

	Very important	Fairly important	Not important
Lecturer			
Teachers talks in tutorials			
Teachers talks in assembly			
Students talk in class			
Students talk in assembly			
Nasheeds			

11. Based on your OWN OBSERVATION, how often did you find your students speaking to the following people in Arabic?

	Very often	Occasionally	Less often	Never
Their teachers				
Other teachers				
Their classmates				
Other students in school				
Visiting members				

12. What is your OPINION regarding the following statements which describe your students' abilities in Arabic? NOTE: please answer these questions by reference to the following scales: (1= AGREE , 2= DISAGREE , 3= NOT SURE)

Reading skills

Most of my students could read Arabic references with good comprehension without depending on a dictionary except very little.

1	2	3

Most of my students could read Arabic references with good comprehension but with the aid of a dictionary.

1	2	3

Most of my students have great difficulties in reading and comprehending Arabic references.

1	2	3

Most of my students could read Arabic textbooks with good comprehension without relying on a dictionary except very little.

1	2	3

Most of my students could read Arabic references with good comprehension but they always rely on a dictionary.

1	2	3

Most of my students have great difficulties in reading and comprehending Arabic textbooks.

1	2	3

Most of my students rely completely on a dictionary to help them to comprehend any Arabic texts they read.

1	2	3

Most of my students need more than dictionary to help them to comprehend most of Arabic texts.

1	2	3

Writing skills

Most of my students could write at least one paragraph in Arabic without making many mistakes.

1	2	3

Most of my students could write in Arabic about every day topics reasonably well.

1	2	3

Most of my students have no confidence to write whatsoever in Arabic.

1	2	3

Most of my students could express themselves in writing, in Arabic, but they make many mistake.

1	2	3

Speaking and understanding skills

Most of my students have no confidence to speak whatsoever in Arabic.

1	2	3

Most of my students could ask question orally, in Arabic, about subjects that they have learned in Arabic.

1	2	3

Most of my students could have a discussion, in Arabic, about a topic that they already knew very well.

1	2	3

Most of my students could understand most of the content of talks delivered in Arabic.

1	2	3

Most of my students could understand only a small portion of talks delivered in Arabic.

1	2	3

Most of my students could understand only less than half of the contents of talks delivered in Arabic.

1	2	3

Appendix F: Chart Instructions.

Chart Instructions (English Version)⁴:

THE CHART

Instructions for completing the chart:

1. Take a few minutes each day to ask yourself whether you did something in order to learn vocabulary AT HOME.
2. If the answer is yes, write down what you did. Be as specific as possible.
3. Describe briefly how you did what you did.
4. Indicate whether what you did is something you usually do or whether you just happened to do it.
5. I am interested in your strategies regarding the following aspects of vocabulary learning:
 - How you discover the meanings of new words (e. g., using dictionary, asking colleague).
 - What type of dictionary you use (e. g., Arabic-Arabic dictionary), and what information do you look for when using the dictionary (e. g., word meaning, example of usage).
 - Where you record the new words that you learn (e. g., in a special vocabulary notebook, in the textbook), how you organise and group the words in your record (e. g., as encountered in the textbook), and what information you record in your notes (e. g., mother-tongue equivalent, antonym).
 - What techniques you use in order to memorise new lexical terms (e.g., repeating words orally).
 - How you practise newly learnt words (e. g., in speaking with colleagues).
 - How you plan and evaluate your learning of vocabulary (e. g. preparing yourself before class, reviewing the words you have learnt).
 - Whether you learn words obtained from outside the course and, if so, how (e.g. watching TV, reading books).
6. Include all the words that you have learnt in the chart (put them in the appropriate section of the chart).
7. When you ask yourself each day the question "what did I do today in order to learn vocabulary?"

Remember that there are no right or wrong answers

Thank you for your cooperation.

⁴ Adapted from Saleh AJ-Shuwairekh, *Thesis: Vocabulary Learning Strategies Used by AFL (Arabic as a Foreign Language) Learners in Saudi Arabia. Thesis submitted in accordance with the requirements for the degree of doctor of philosophy, The University of Leeds, School of Education, February 2001.*

إرشادات لإكمال الجدول

١. خصص كل يوم بضع دقائق لسؤال نفسك إذا كنت قد عملت شيئاً لتعلم كلمات جديدة في البيت.
٢. فضلاً اكتب ما قمت به وكن دقيقاً قدر المستطاع.
٣. صف باختصار الطريقة التي اتبعتها عندما قمت بذلك العمل.
٤. وضح إذا كان ما قمت به هو شيء تفعله دائماً أم أنك قمت به اليوم فقط.
٥. أنا مهتم بنشاطك فيما يتعلق بالجوانب التالية:
 - ما الطرق التي تتبعها لتعرف على معاني الكلمات الجديدة (مثال: تبحث عن معنى الكلمة في المعجم أو تسأل زميل لك عن معناها).
 - أي نوع من المعاجم تستخدم (مثال: معجم عربي-عربي)، وما المعلومات التي تبحث عنها عادة في المعجم (مثال: معاني الكلمات، معلومات صرفية).
 - أين تسجل الكلمات الجديدة التي تتعلمها (مثال: في دفتر خاص بالكلمات الجديدة، على الكتاب)، وكيف تنظم وترتب هذه الكلمات (مثال: الفبائياً، حسب النروس)، وما المعلومات التي تسجلها (مثال: مرادف الكلمة، مثال لاستخدام الكلمة).
 - ما الأساليب التي تستخدمها لتساعدك في حفظ الكلمات الجديدة (مثال: ترديد الكلمات).
 - كيف تمارس أو تستخدم الكلمات الجديدة (مثال: في حديثك مع زملائك).
 - كيف تخطط وتقرّم عملية تعلمك للمفردات (مثال: مراجعة الكلمات التي تعلمتها).
 - إذا كنت تتعلم كلمات من خارج الكتاب، اذكر ذلك مع ذكر مصادرك (مثال: التلفاز، قراءة الكتب).
٦. ضع كل الكلمات التي تعلمتها في المكان المخصص لذلك في الجدول.
٧. عندما تسأل نفسك يوماً هذا السؤال: (ماذا قمت به اليوم لأتعلم كلمات جديدة)، تذكر أن لكل إنسان طريقته وليس هناك إجابة صحيحة أو خاطئة.

شكراً لك على تعاونك

Appendix H: Diary Keeping.

Monday Date:

What did I do today to learn vocabulary?

.....
.....

I have learnt today the following vocabulary items:

.....
.....

Tuesday Date:

What did I do today to learn vocabulary?

.....
.....

I have learnt today the following vocabulary items:

.....
.....

Wednesday Date

What did I do today to learn vocabulary?

.....
.....

I have learnt today the following vocabulary items:

.....
.....

Thursday Date

What did I do today to learn vocabulary?

.....
.....

I have learnt today the following vocabulary items:

.....
.....

Friday Date:

What did I do today to learn vocabulary?

.....
.....

I have learnt today the following vocabulary items:

.....
.....

Saturday Date:

What did I do today to learn vocabulary?

.....
.....

I have learnt today the following vocabulary items:

.....
.....

Sunday Date:

What did I do today to learn vocabulary?

.....
.....

I have learnt today the following vocabulary items:

.....
.....