

**Language Attitudes Towards Arabic
and English in the State of Qatar:
*A study of secondary schoolchildren,
in two dual language private schools
predominantly attended by Qatari and
native Arabic-speaking children***

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DECLARATION FORM



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DECLARATION

I certify that the whole of this work is the result of my individual effort, and that all sources have been acknowledged.

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DECLARATION

I am satisfied that this work is the result of the student's effort.

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ABSTRACT

The State of Qatar is an increasingly multicultural and multilingual society. The increased presence of the English language has led to some questions regarding the Arabic language's vitality within the country. As Qatar aims to modernise into a knowledge-based society while also maintaining its Arab and Islamic culture, the Qatari government had introduced various legislation to promote use of the Arabic language. Research on bilingualism and language attitudes is particularly scarce in the region and studies rarely focus on the views and perceptions of students, particularly those within secondary education. The current research therefore investigated language attitudes of 12 students within two private schools predominantly attended by Qatari nationals, through the distribution of questionnaires examining language preferences and usages both within and outside the classroom. Three teachers from the two schools were also interviewed to understand the practices and implementations of the schools' linguistic aims. The research aimed to understand whether such attitudes could indicate any language shifts to or from either language.

While students noticed a preference for EMI and a lack of Arabic proficiency was noted by pupils and interviewed staff members, the Arabic language was still found to occupy a position of importance, largely due to its cultural and religious links. The research therefore concluded by identifying the need to focus more on developing sustainable Arabic-English bilingual policies, rather than viewing the languages at conflict and giving rise to potential shifts.

LIST OF ACRONYMS

AMI	Arabic as a Medium of Instruction
BERA	British Educational Research Association
EMI	English as a Medium of Instruction
GCC	Gulf Corporation Council
IBC	International Branch Campus
MSA	Modern Standard Arabic
MOI	Medium of Instruction
MOEHE	Ministry of Education and Higher Education

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1. INTRODUCTION

1.1. Qatar and Sociolinguistic Diversity

The State of Qatar, much like many of its neighbouring countries within the Arabian Gulf Peninsula, is characterised by a highly multicultural environment. While the Qatari government does not release official data regarding the nationality breakdown of its inhabitants, the country is noted for having the highest expatriate population within the region (Alzaben, Abdulfattah and Kassem 2019) and data from the 2020 census identifies 94% of Qatar's economically active population (defined as those aged 15 years or above) as being non-Qatari, foreign citizens (Qatar Planning and Statistics Authority, 2020).

Notwithstanding the lack of information revealed by the authorities, since 2013-2014 an independent consultant has been collating various pieces of data to estimate the composition of Qatar's foreign residents. As per the 2017 report, 87 different nationalities were recorded as residing within the country's borders (De Bel Air, 2017). According to this report, Qatari citizens make up 13% of the population, almost half the size of the largest group of expatriates, being Indians at 25%, and in line with the second largest group, being Nepalis at 13.5% (Hillman and Ocampo Eibenschutz, 2018). Other sizeable population groups include Bangladeshis (10.8%), Filipinos (10%), Egyptians (8.6%), Sri Lankans (5.6%), and Pakistanis (4.8%) (Hillman and Ocampo Eibenschutz, 2018).

Qatar therefore presents the backdrop for a highly dynamic and diverse sociolinguistic landscape of which multilingualism is a major feature (Mustafawi and Shaaban, 2019). While the country's official language is Arabic, the prevalence of the English language is inescapable and as Hillman and Ocampo Eibenschutz (2018, p. 5) note,

the language occupies the role of the country's "de facto" second language and "most prestigious lingua franca".

The discovery of oil in the mid-twentieth century is arguably the most pivotal moment in the small nation-state's history. Since the 1970s Qatar and the wider Gulf region, have undergone immense social and economic developments, necessitating migrant workers to fill the labour gap that the local population were not able to provide (Ahmed, 2023). Linguistic diversity has long been present within Qatar, given that the country's nationals descend from various nomadic tribes with roots reaching as far as Afghanistan and the African continent, and Hindi, Urdu and Swahili have previously served as lingua francas for the local population and migrant traders (Hillman and Ocampo Eibenschutz, 2018). Though the country was a British protectorate until 1971, the increased use of the English language did not occur until the development of the oil sector resulted in the creation of various technical and managerial positions that were occupied by Anglophone workers (Boyle, 2014, cited in Hillman and Ocampo Eibenschutz, 2018). In more recent times, the political, economic and social influence of the United States of America, coupled with educational reforms adopting English Language Teaching, has resulted in a sustained spread of English within the country (Hillman and Ocampo Eibenschutz, 2018).

1.2. **Modernisation v Preservation**

Following on from the oil discovery and ensuing economic boom, Qatar has become the world's premier exporter of liquefied natural gas pushing the small country with an estimated population of just under 2.7 million at the start of this decade (Al-Tamimi, Amin, and Zarrinabadi, 2023) to the forefront of the world's geopolitical stage (Hillman and Ocampo Eibenschutz, 2018).

Economics aside, winning the right to host the FIFA 2022 World Cup tournament was heralded as a ‘major coup’ for Qatar (Alkhatib, 2017 p. 46) which propelled the hitherto relatively unknown gulf state to the global spotlight. As Griffin (2019) notes, Qatar found itself under intense public scrutiny in the build-up to the tournament with largely negative reports on the country appearing throughout Western media.

Nevertheless, hosting of the tournament was seen as a reflection of Qatar’s wish to assert a unique identity for itself, showcasing a balance between “modern efficiency” and “the authenticity of Arab culture” (Amara, 2008 p. 69 cited in Griffin, 2019).

The challenges of accommodating more ‘liberal’ Western notions of modernity, while also maintaining Qatar’s traditionally moderate Islamic culture has not been without domestic repercussions. Under the stewardship of Emir Sheikh Tamim bin Hamad Al-Thani, viewed by some as a more conservative leader (Hillman and Ocampo Eibenschutz, 2018), Qatar has introduced a number of policies in recent years aimed at preserving the country’s traditions and heritage.

One particular area of focus has been the maintenance and sustained use of the Arabic language within Qatari society. This was most notably demonstrated through the issuance of the Arabic Language Protection Law of 2019 which “may be considered the first language policy document in the Arab World that regulates the use of language in government and private institutions” (Ahmed, 2023, p. 299). The law, violation of which may be punishable with a QAR 50,000 fine in certain cases (Ahmed, 2023), mandates various measures to ensure the use of Arabic including:

- Directing all companies to display names in both English and Arabic (equivalent);
- Requiring companies to file financial statements in the Arabic language; and
- Instructing government meetings to be held in the Arabic language.

This desire to boost the national language was further emphasised in the 2021 announcement of the academic policy for compulsory subjects which mandated all private schools to incorporate the teaching of Arabic in their curriculum, for the first time from the kindergarten and pre-school level.

While a number of years would be required to determine the impact and effectiveness of such changes, the legislations nonetheless signal Qatar's intent to ensure that the Arabic language occupies a role of importance across key domains within the country. Research regarding bilingualism within Qatar and the wider Arab Gulf region is scarce (Mustafawi and Shaaban, 2019) and as Kang (2019, cited in Graham, Eslami and Hillman, 2021) notes, studies rarely feature the voices of students. It is against this backdrop of a dynamic and everchanging linguistic landscape, coupled with a shortage of literature, that this research was set to investigate the prevailing language attitudes towards the Arabic and English languages among schoolchildren in Qatar.

1.3. Qatar's National Vision 2030 and Educational Development

As previously indicated, Qatar has enjoyed unprecedented wealth due to its rich oil and gas natural resources which contribute more than half of the government's annual revenues (Al-Tamimi, Amin, and Zarrinabadi, 2023). According to World Bank statistics (2024), Qatar had the 8th highest GDP per capita for 2022 and most Qatari nationals enjoy a high standard of living with many services such as education and health provided free of charge (Al-Maadheed, 2013). Despite its abundant oil reserves, in 2008 the Qatari government announced the Qatar National Vision 2030 which sets out four pillars deemed necessary to ensure the country's future economic success, including a move away from depending on hydrocarbon resources and transforming into a knowledge-based economy while also preserving and enhancing

Arabic and Islamic values (General Secretariat For Development Planning, 2008).

The first pillar mentioned in Qatar’s National Vision 2030 is that of Human Development and specifically the building of a “a modern world-class educational system that provides students with a first-rate education, comparable to that offered anywhere in the world” (General Secretariat For Development Planning, 2008, p.13). Qatar’s education system has undergone various transformations over the past decade notably with regards to its language policy, as documented by Mustafawi and Shaaban (2019) and the use of English as a Medium of Instruction (EMI) is seen as being intricately linked to the National Vision 2023’s educational aims (Hillman, 2023).

1.4. Research Context

While a relatively small country, Qatar’s population has witnessed considerable growth over the past decade and a half, and the launch of massive infrastructure projects, particularly after the successful bid to host the World Cup, has led to an influx of expatriates from all over the world (Alkhatib, 2017).

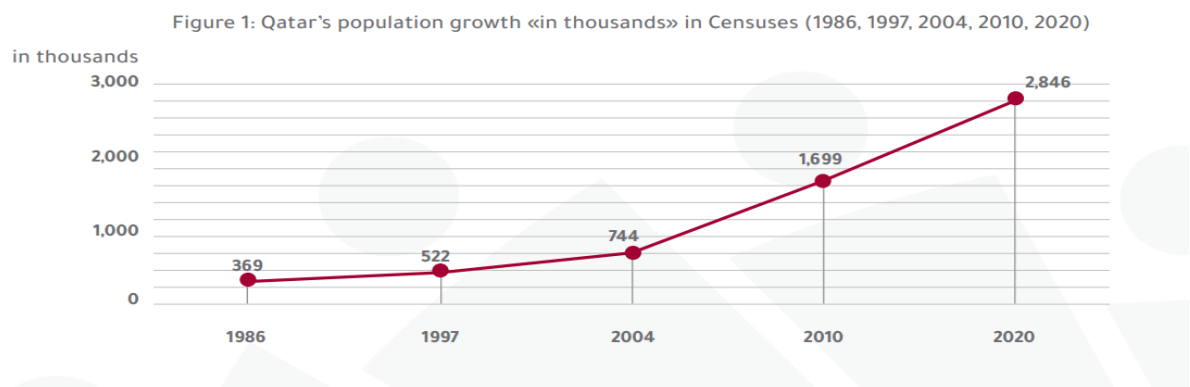


Figure i: Qatar population by census (Planning and Statistics Authority, 2022)

This population growth has also been reflected in the education sector with the total number of schools within the country more than doubling from 634 to 1,004 as per the latest education statistics, covering the academic years of 2011-2012 to 2020-2021 (MOEHE, 2022). This growth has been largely driven by the 77% increase in private schools within the period (MOEHE, 2022).

Most Qatari schoolchildren (61%) attend public schools, which currently employ Arabic as a Medium of Instruction (AMI), following a previous, and ultimately unsuccessful, adoption of English as Medium of Instruction (EMI) (Amin and Cochrane, 2023). While research has shown that these public schools remain the preference of Qatari parents who wish to preserve their culture and identity, the number of Qataris attending private schools is increasing and at a faster pace than the growth of the public-school population (Amin and Cochrane, 2023).

The case of private schools is therefore particularly interesting to explore language attitudes given the freedom to choose curriculums and language of instruction, which may not follow current government policies. As Qatar and other resource-rich Gulf Corporation Council (GCC) countries seek to develop knowledge-based economies, Western-inspired education, including EMI, are often viewed as key components to achieving this (Amin and Cochrane, 2023).

This research focused on surveying schoolchildren at two private schools that offer an international curriculum delivered via the English language, but nonetheless seek to instil Qatari values and develop proficiency in both the English and Arabic languages, given a predominantly Qatari student population. Through dissemination of questionnaires to students, alongside interviews with staff members and a review of the schools' language policies, the research aimed to understand whether the

curriculum and EMI may be impacting language attitudes and if such attitudes may serve as an indication of maintaining or shifting away from the Arabic language.

What are the prevailing language attitudes amongst schoolchildren towards the Arabic and English languages?

Is education occurring through their chosen language?

To what extent could these attitudes indicate a language shift in either direction to or from Arabic?

1.5. Research Limitations

The research started during a period of extraordinary social disruption in Qatar firstly due to the restrictions enforced in response to the COVID-19 pandemic which resulted in a prolonged hybrid learning environment across the Qatari education system until early 2022. Moreover, the academic calendar was subsequently adjusted to accommodate the FIFA 2022 World Cup with a reduction of schooling hours in the final weeks prior to the prolonged school holiday during the tournament. These factors therefore raised initial challenges and delays in accessing and engaging prospective schools for the study.

Additionally, the historically low level of parental involvement at the eventual participating schools has resulted in a low sample population with parental consent provided for only 58 pupils out of a total population of over 1000 secondary school students. As such, the researcher is cognisant of the limitations regarding the sample population which inhibit the ability to produce generalisable results.

Notwithstanding these impediments, the research and its results are still viewed to adhere to the fundamental principles of validity and reliability in adding to the growing body of literature on the subject area. In particular, studies on perceptions and student attitudes to EMI in Arab schools and universities are generally few in

number (Mustafawi and Shaaban, 2019), and the current research is hoped to serve as a gateway to establishing initial theories and hypotheses regarding language attitudes amongst the country's schoolchildren while also providing valuable insight that could inform future studies and policy decisions.

2. LITERATURE REVIEW

2.1. Introduction

The scarcity of empirical research and studies on bilingualism in Qatar and the wider Arabian Peninsula region has been previously well-documented (Al-Maadheed, 2013; Mustafawi and Shaaban, 2019). Of the studies that do exist, analyses tend to focus on university students (Hillman and Ocampo Eibenschutz, 2018), and not secondary school pupils as featured within this research. Moreover, as Hillman and Ocampo Eibenschutz (2018) note the dynamic demographics of the country mean that research may become quickly outdated.

While acknowledging an absence of comparable studies for this specific research, a literature review has been undertaken to provide useful background and demonstrate the need for the current study.

This chapter is structured to provide a framework to understand key concepts including bilingualism, language shift and bilingual education with specific contextualisation to Qatar. Thereafter, this chapter considers related studies in order to glean cues as to potential results and themes that may emanate from the current study.

2.2. Bilingualism and Multilingualism in Qatar

The concept of bilingualism though often defined, cannot be captured within one specific description.

Baetens Beardsmore (1986) suggests that the wide-ranging definitions offered by scholars, may be split into two broad paradigms, namely maximal and minimal bilingual with the former being based on complete mastery of two languages (as per Bloomfield, 1933). Minimalist definitions on the other hand provide a less rigorous standard and consider “meaningful utterances in the other language” sufficient to

entail bilingualism (Haugen, 1953: p. 7), reflecting the viewpoint that bilingualism exists on a continuum.

These definitions are focussed on bilingualism at the individual level. Taking a broader perspective, an environment may also exist in which two (or more) languages are used, therefore giving rise to societal bilingualism (Baker and Wright, 2021).

The State of Qatar falls within this spectrum of societal bilingualism given the multicultural nature of its population. While only Arabic is afforded official language status, English is used across many domains including healthcare, business, administration and within private school education (Hillman, 2023). Additional “peripheral languages” such as Hindi, Malayalam and Filipino also contribute to the linguistic ecology and complexities in Qatar’s multilingual environment (Hillman and Ocampo Eibenschutz, 2018, p. 5). Many Qatari children are noted as being raised in multilingual homes due to various nationalities of domestic staff which may include Malaysian nannies and Indian drivers (Hillman and Ocampo Eibenschutz, 2018). This melting pot of nationalities has therefore resulted in at least a basic level of English prevailing in many Qatari households (Hillman, 2023). Coupled with the increasing attendance of Qatari children to private schools (Amin and Cochrane, 2023) that typically adopt EMI, some researchers posit that Qatari children may spend most of their day using English (Abdulmalik, 2019, cited in Hillman, 2023).

2.3. **English in Qatar**

English is commonly viewed as a global language, a status that arises where a language “develops a special role that is recognised in every country” (Crystal, 2012: p.3). The prevalence of the English language is thus not unique to the country of

Qatar alone and as Crystal (2012) notes, the language's global supremacy arises due to both geographical-historical and socio-cultural factors.

Taking account of the number of second languages users alongside native English speakers, English is recorded as the most frequently spoken language in the world (Baker and Wright, 2021) and there are 3 models that have dominated discussions regarding its global spread (cited by Alkhatib, 2017, p.45):

1. World Englishes: an inclusionary model designed by Kachru (1990) that acknowledges localised varieties.
2. English as a lingua franca (Seidlhofer, 2012): which avoids "exclusionary emphasis" on English varieties and allows for more flexible versions of the language.
3. Linguistic imperialism (Phillipson, 1992): which highlights the topic of power and examines the spread of English through the lens of its interaction with other languages and "broader processes of the global capital dominance".

Linguistic imperialism is therefore concerned with the how and why certain languages dominate internationally, for example considering whether American supremacy and the neoliberal economy comprise a new form of empire that consolidates a single imperial language (Phillipson, 2013).

Phillipson (2013) nevertheless recognises some scholars' hesitancy to adopt linguistic imperialism as an explanation for English's worldwide status, citing both 'push' and 'pull' factors that have contributed to its spread. For example, many people view learning the English language as a natural step given its global importance, however this may often occur at the expense of the mother tongue (Phillipson, 2013). In the case of Qatar specifically, Alkhatib (2017, p. 47) notes the "unequivocal priority" and linguistic primacy given to the English language in Qatari society, which has occurred

as a result of the country's stated journey towards building a knowledge-based economy.

In an analysis of political cartoons appearing in Qatari newspapers, Alkhatib (2017) found that English is seen to occupy a place of importance within the Qatari employment sector. The cartoons presented English as a prerequisite to managerial positions and those possessing English proficiency reign at the top Qatar's socioeconomic hierarchy. Conversely, a lack of English is viewed as an insurmountable obstacle in the pursuit of fulfilling professional aspirations. Alkhatib (2017) also highlights the ubiquity of the English language with code-switching between English and Arabic depicted as a normal occurrence amongst Arabic speakers. Consequently, the result is a Qatari population experiencing feelings of estrangement stemming from "trying to view themselves through another language" (Alkhatib, 2017, p. 66), exemplified in one of the cartoons portraying a lack of service being available in a Qatari hospital to an Arabic speaker missing the necessary English skills to communicate his need.

One may therefore consider such preponderance of the English language and mixing and switching between English and Arabic as a potential threat to the place of Arabic within Qatari society, however as Ahmed (2023) notes such claims lack tangible supporting evidence. Nevertheless, governments within the Gulf region have introduced counter-active measures, such as Qatar's Arabic Language Protection Law in order to combat any possible decline (Ahmed, 2023). Such actions are seen across the globe, with some Nordic countries also implementing policies to ensure that English proficiency does not minimise the role of national languages, particularly given the strengthening position of English within the European Union market (Phillipson, 2013).

Indeed, as Phillipson (2013) and Baker and Wright (2021) note, the rapid spread of English runs the threat of dispossessing the linguistic capital of other languages and resulting in a shift towards English as the preferred language. Although Baker and Wright (2021) also recognise that this potential language spread would be restricted to specific domains where a country bears an existing ‘great tradition’ - such as the Arabic language in Islamic countries like Qatar.

2.4. Arabic Language and Diglossia

Before delving further into the concept of language shifts, due consideration must be given to the specific nature of bilingualism in Qatar which is further complicated by the presence of diglossia.

Ferguson (1959) first explored the concept of diglossia in identifying H(igh) and L(ow) varieties of the same languages existing with separate functions in the same community (with the H variety being used in formal contexts, while the L variety is relegated to informal settings). Over a decade later, Fishman (1972) extended this definition to include situations in which two different languages serve distinct purposes within the same community. The L(ow) language in such contexts is therefore the minority language, the vitality of which may be impacted by various factors.

The Arabic language presents one of the most complicated diglossic situations (Kaye, 2002, cited in Alshafiq, 2016) and Qatar’s linguistic make-up may be seen to encompass both these forms of diglossia as shall now be discussed.

Harbi (2022, citing Kaye, 2001) states that Arabist William Marçais is considered to be the first person to use the (French) term *diglossie* to describe the linguistic environment of Arab countries in the 1930s. As noted within this seminal article on

the topic, Ferguson (1959) states that the case of Arabic diglossia seems to have been in occurrence as long as knowledge of the language has existed.

One of the four languages originally identified as being diglossic by Ferguson (1959), Arabic usually exists in its classical, standard form *al-fusha*, the H-variety, while *al-ammiyyah* is the colloquial L-variety.

Arabic as a native language spans a wide region starting in the Arabian Gulf Peninsula stretching across the Levant and reaching as far as North Africa. The differing Arabic dialects may therefore be classified according to various geographical, as well as social, variations (Al-Sahafi, 2016). While mutual intelligibility often exists from one dialect to another, this tends to diverge as distances become greater (Al-Sahafi, 2016). Despite these convergences, Al-Sahafi (2016) surmises that the dichotomy between standard and colloquial Arabic is generally accepted by speakers. This follows the predictable trend of diglossia which Ferguson (1959) noted typically persists for several centuries and classical Arabic in particular has remained relatively stable. Generally, diglossia is not viewed as a problem within a speech community until the appearance of certain trends such as the desire for a full-fledged standard “national” language, unifying the language’s dialects (Ferguson, 1959).

The Arabic language, however already holds this unifying status not least due to its being the liturgical language of Islam and the linguistic model of the Holy Qur’aan, thereby granting it an unparalleled position over regional dialects (Al-Sahafi, 2016).

While Classical Arabic, and its modern form known as Modern Standard Arabic (MSA) is the agreed native language across the Arab World (Harbi, 2022), this form of the language is not typically acquired natively and sometimes considered as

unnatural given that it is usually only taught and used formally but not spoken in daily interactions (Alsahafi, 2016).

While Alsahafi (2016) suggests that more positive attitudes are typically held towards classical Arabic, in a study of 102 Qatari students attending international branch campus (IBC) universities, Hillman (2019, cited by Hillman, 2023) found that more students selected Qatari Arabic dialect and English language as more important to their identity, than Qatari Arabic dialect and MSA. IBC's are local institutions of existing establishments from another country, such as the American universities present in Qatar (Graham, Eslami and Hillman, 2021). Students attending these IBC's are noted as developing two identities: one on campus, where English is dominant, and another within the home, where the native Arabic language takes precedence (Graham, Eslami and Hillman, 2021). As MSA is the closest register to classical Arabic (Hillman, 2023) it would be interesting to note whether the views expressed in Hillman's 2019 study may yield any linguistic tensions that could eventually disrupt the stable diglossic situation between standard and colloquial Arabic.

The findings of this study are also reflective of an increasingly active form of 'extended diglossia', as defined by Fishman (1972), within the State of Qatar given the growing presence and use of the English language in the country. According to Ahmed (2023), across the GCC certain domains such as higher education, are being reassigned to the English language creating more distinctly recognised uses of the language as by in Fishman (1972). There are some however, who do not view this as a case of diglossia but rather a form of 'societal bilingualism' (Hudson, 2002 cited in Alsahafi, 2016).

Irrespective of established and unanimous terms of reference, the Qatari linguistic environment encompassing layers of diglossia and bilingualism provides the perfect grounds for potential language shift, which is investigated in this study.

2.5. Language Vitality and Language Shift

Baker and Wright (2021, p.459) define language shift as “a change from the use of one language to another within an individual or a language community” and this typically occurs in the context of a ‘downward’ shift where a minority language is lost at the expense of the dominant language of the country. The case of Qatar is therefore intriguing, as the shift would be away from the country’s majority and official language of Arabic – somewhat contradictory to this definition.

Not all languages are considered to be under (immediate) threat and numerous theoretical frameworks exist to assess linguistic vitality, most notably including:

1. UNESCO’s (2003) 9-factor framework which entails subdivision for degrees of language endangerment.
2. Conklin and Lourie’s (1983) comprehensive list of factors, primarily for immigrant communities.
3. Giles, Bourhis and Taylor’s (1977, cited in Appel and Muysken, 1987) three-factor model which combine into an overall assessment of ‘ethnolinguistic vitality’.
4. Fishman's (1991, cited in Lewis and Simmons, 2010) 8-level Graded

Intergenerational Disruption Scale (‘GIDS’), considered to be a seminal evaluative framework for language endangerment underpinning language revitalisation efforts.

Under Factor 4 of the UNESCO model (*Trends in Existing Domains*) a non-dominant language is considered to be under threat where it is not used in official domains such as for government and administration (UNESCO, 2003). Therefore, the greater the

prestige attributed to a language, the stronger its vitality. Despite the aforementioned importance of the Arabic language from a religious perspective, Mustafawi et al. (2021) note that the many language policy changes in Qatar have impacted the status and prestige of the Arabic and English languages within the country.

Ahmed (2023) also poses the question of how language vitality can be measured and cites Arsenault Morin and Geloso (2020) who claim that two indicators may be those who (i) report speaking the native language as a mother tongue or (ii) claim to speak it at home as the main language. Ahmed (2023) here notes that GCC countries do not collect data on language use and as such any claims of the Arabic language being in decline are merely anecdotal conjecture. Notwithstanding this, English's impact in the sociolinguistic landscape cannot be ignored and there is a need for more studies that consider the development of bilingualism with English and Arabic serving different functions in a country (Ahmed, 2023).

According to a UNESCO report, 40% of the world's children were educated in a language that was not their mother tongue (UNESCO, 2016). This may be particularly concerning for the status of such student's respective native tongues given that all four frameworks mentioned at the start of the previous section emphasise the importance of mother tongue education in maintaining a (minority) language. The use of a native language as a medium of instruction is specifically considered to be significant in ensuring linguistic vitality (although success may ultimately depend on functional use of the language). Some researchers also regard the use of a foreign language as medium of instruction (MOI) as being harmful to both the native and second language development and performance (Mustafawi and Shaaban, 2019).

Such inferences therefore place Qatar in an intriguing position to investigate given the country's cyclical approach to the adoption and abandonment of EMI within its education system. The shifting education policies over the past decade and a half are reflective of the tussle that has emerged to maintain national culture and heritage through preservation of the Arabic language versus a push towards modernity often characterised by EMI (Amin and Cochrane, 2023). Hopkyns (2020, p.6, cited in Hillman, 2023) deems Qatar's most recent shift from EMI to AMI as "one of the strongest forms of resistance within the region".

2.6. Language Policy within the Qatari Education System

For the purposes of simplicity, this research adopts a simple two-fold categorisation of Qatar's educational landscape in line with data provided by the MOEHE: private and public schools, which encompass the current and previous education offerings in the country. While public schools are government-funded, private schools may comprise a range of options including community schools sponsored by foreign embassies for its citizens within Qatar (e.g., Indian, Sudanese, Turkish, French) and international schools, that follow a foreign or general curriculum most commonly delivered through EMI, open to both Qatari and expatriate schoolchildren (Hillman and Ocampo Eibenschutz, 2018).

Qatar currently boasts an impressive adult literacy rate of over 90%, reflective of rapid changes in the country primarily occurring in the past 50 years (Amin and Cochrane, 2023). However, this has not always been the case and the country, along with the wider Arab World, has been noted for below average educational attainment (Amin and Cochrane, 2023). As noted by Al-Buainain, Hassan and Madani's 2010 study, a high percentage of Qatari school leavers were unemployed due to a lack of

relevant skills and qualifications, indicating a need for English language skills to access the job market.

The early 2000's was a period dominated by the 'War on Terror' and Gulf states were under pressure from the US to implement educational reforms to combat anti-American and anti-Western views that were deemed to be espoused within the existing systems (Karmani, 2005, cited in Hillman and Ocampo Eibenschutz, 2018). It is in this setting that the Qatari government invited the RAND Corporation in 2001 to evaluate the country's K-12 public education system, ultimately resulting in the adoption of EMI within Qatar's public school system (Hillman, 2023).

However, the switch to EMI was eventually deemed a failure due to a lack of clarity, planning and teacher proficiency (Amin and Cochrane, 2023). Moreover, various concerns were noted regarding the impact of EMI on Arabic language and cultural and linguistic identities (Hillman, 2023). Further to low results on international standardised tests, Arabic marginalization and parent unease with the MOI change, the Qatari public school system switched back to AMI in 2012 (Hillman, 2023).

Despite the perceived public opposition to the instating of EMI, Mustafawi and Shaaban's (2019) study interviewing stakeholders within Qatar's former regulatory body the Supreme Education Council, found that the vast majority did not view the Arabic language as being under threat from EMI, due to its cultural heritage and being language of the Holy Qur'aan.

EMI and language were seen as only one element impacting culture and identity and respondents felt the media and internet played a larger role in importing Western influence. One member of staff even countered that it was the responsibility of individual families to develop Arabic skills in children (Mustafawi and Shaaban, 2019) which may be seen as echoing the GIDS model that purports intergenerational

transmission to be the most common and important factor in evaluating language vitality (Fishman 1991, cited in UNESCO 2003).

Despite the change in government policy, EMI has nonetheless remained in use in a number of private schools and many parents are noted as preferring such institutions for their children (Hillman, 2023). Given the increasing proportion of Qatari children attending private schools, largely facilitated by a ‘voucher system’ subsidising Qatari pupils’ attendance at (approved) private schools – those teaching Arabic, Islamic disciplines and Qatari history – it is posited that the status of Arabic language within private school education will become of increasing importance and feature in future educational reforms (Amin and Cochrane, 2023). The setting of the current study, being two private schools mostly attended by Qatari students, therefore sought to explore trends related to this research gap.

2.7. Bilingual Education in Qatar

At this juncture, it would be useful to reflect briefly on bilingual education within the Qatari school system. According to Mustafawi and Shaaban (2019, p.218), Qatar’s educational reform at the start of the millennium was intended to achieve “balanced bilingual citizens”. While part of the reforms were ultimately abandoned, Qatar’s National Vision 2030 may be seen as still striving to achieve this through its aims to preserve Qatari heritage and Arab culture, while also developing a world-class education system, which some view as entailing a prioritisation of the English language (Alkhatib, 2017).

Bilingualism as a concept within education does not seem to be highly recognized in Qatar, with few schools explicitly identifying themselves as offering bilingual programs, even in cases where two languages of instruction are present (albeit the

MOI may not be evenly distributed throughout the curriculum). In a 2013 case study of two private schools, Al-Maadheed (2013, p.10) sought to “identify the place of the Qatari bilingual programmes compared to known typologies” in the absence of pronounced bilingual linguistic aims. The study outlined various areas for improvement to enable the modelling of bilingual education in Qatar, such as understanding the country’s linguistic situation and the impact of the different Arabic dialects, MSA and English on learning, all of which contribute to Qatar posing a unique majority learning context (Al-Maadheed, 2013).

According to Baker and Wright’s typology (2021) bilingual education models may be generally split into three categories based on expected outcomes being:

1. Monolingual forms of education that expect students to eventually only learn in one language.
2. Weak bilingual programmes that enable children to develop their skills in the minority language to a greater level.
3. Strong bilingual models of education that usually have positive aims of maintaining development of linguistic skills in both languages.

The participating schools within this research fall within the latter category of bilingual education given their aims to develop proficiency in both Arabic and English. Assessing the effectiveness and appropriateness of the bilingual education provision was beyond the scope of the current study. However, a study of student language attitudes was viewed as an area of beneficial insight, given that beliefs about language often influence practice in reality (Li and Zhu, 2013, cited in Graham, Eslami and Hillman, 2021).

2.8. Language Attitude Studies

The examination of language attitudes is by no means a new phenomenon. Bin Towairesh (2021) notes that this field of study may be of great importance to education, language planning and policy.

Studies on language attitudes may be traced back to Herbolich's (1979, cited in Bin Towairesh, 2021) review of Egyptian Arabic speakers. In more recent times, Bouhamama and Bouhamama (2015, cited in Mustafawi et al., 2021) assessed Kuwaiti university students' use of MSA compared to English within education and found that many favoured Arabic over EMI. This may be contrasted with language views in the UAE where English is accepted as being important for education (Kennetz and Carroll, 2018). Such views are likely reflective of the current educational policy wherein AMI within Emirati higher education is restricted to Arabic language and Islamic studies (Hillman, 2023).

Within Qatar specifically, Ellili-Cherif and Alkhateeb's (2015) investigation of student perceptions at the country's main public university, Qatar University, showed that students found Arabic to be more efficient and effective for their learning.

Mustafawi et al.'s (2021) study at the same institution found that 66% of surveyed Qatari students considered English to be the most language important for studies. On the other hand, Arabic was found to be the most preferred MOI, given that students coming from public schools had studied most subjects in the language and stronger engagement was noted with Arabic above foreign pop culture and media. Arabic remained as the language of home, culture and religion – which the authors cited upheld results from Qatar University's Social and Economic Survey Institute - SESRI (2018) study, in which almost all of the 1,226 surveyed Qatari nationals viewed local vernacular (100%) and MSA (99%) as prominent elements of Qatari identity. While

respondents were not worried about the threat from English, concerns were raised about possible declines in Arabic and 77% of respondents found it unacceptable for individuals to use English language in conversations where speakers were proficient in Arabic.

2.9. Conclusion

There is a need to address the lack of research on bilingualism in Qatar, as well as the wider Arabian Peninsula (Mustafawi and Shaaban, 2019). The country offers a highly unique linguistic situation, with its multicultural population delivering a strong presence of the English language as well as many other fringe languages (Hillman, 2023). Additionally, the State of Qatar is characterised by a highly diglossic situation due to the nature of the Arabic language involving both standard and colloquial varieties (Ferguson, 1959). Qatar is also increasingly falling into Fishman's (1972) definition of extended diglossia given the distinct uses of English alongside Arabic within the country (Hillman, 2023).

Qatar's education system has witnessed various reforms and switches between EMI and AMI within the public school system (Hillman, 2023). Increasingly, more Qataris are attending private schools where EMI is typically employed (Amin and Cochrane, 2023). Many Qatari children are believed to spend a majority of their day using the English language which may give rise to a shift in the language (Abdulmalik, 2019).

The study of language attitudes is therefore an important area of research as these beliefs often impact practice (Li and Zhu, 2013, cited in Graham, Eslami and Hillman, 2021). As Mustafawi et al. (2021) note, language attitude studies across the GCC show little agreement, with concerns regarding western influence and Arab and

Islamic marginalisation contending with the attraction of English as a gateway to better jobs. The identified studies have been predominantly undertaken within university settings and therefore the researcher identified the investigation of language attitudes among schoolchildren as an area of original study particularly given that the current (younger) generation are ultimately the future of Qatari society.

3. METHODOLOGY

3.1. Introduction

This chapter outlines the research methodologies used for the current study, clearly detailing the suitability of the approaches adopted to address the research questions. The methodologies were selected while taking due consideration of their practicality, bearing in mind time and resource constraints. As such, the survey method was regarded as the most suitable, and therefore the primary, source of data collection for this study, focusing specifically on questionnaires and semi-structured interviews. Given that the research intended to provide a basis of foundational contributions within the area which may thereafter be explored further in subsequent studies, this chapter notes certain methodologies that were not used for the current study but that the researcher notes would have been of additional benefit.

3.2. Context of Study

The research was set within two private fee-paying secondary schools that operate as separate branches within the same educational institution in the State of Doha. The schools follow an international curriculum delivered through EMI. The schools also seek to foster a bilingual environment in which students develop proficiency in both the Arabic and English languages as well as gaining an appreciation for Qatari heritage and Islamic culture throughout the academic program. As such, the schools have an overwhelmingly predominant Qatari student population who comprise over 90% of the student body. The researcher therefore understood that this would increase the likelihood of homogeneity across the population as most students would be expected to have the same cultural, as well as socioeconomic, backgrounds. During this report, no distinction is made between participants from either of the two schools. However, the researcher notes future potentials to undertake scientific

research, exploring the impact of variables between participants such as area of residence (e.g., capital city vs outskirts).

The research also entailed interviews with members of staff to provide context to the academic framework and linguistic aims of the schools. The schools' teaching departments encompass staff members of both Arabic and non-Arabic speaking backgrounds, reflecting the dual language nature of the academic offerings.

3.3. Sample Selection

3.3.1. Student Participants

The research intended to sample a representative population of the secondary school population with participants selected via stratified sampling.

In accordance with Ethical Guidelines for Educational Research, researchers bear a responsibility towards all participants (BERA, 2018). Following the United Nations Convention on the Rights of the Child (UNCRC), informed consent was gained from those who had legal responsibility for children, i.e. parents and guardians. Under the guidance and assistance of the schools' research department, a consent form was prepared in both Arabic and English (reflecting the schools' dual language intentions), to share with parents prior to selecting participating students. For ease of collating responses, the consent form was modified into an online web-form, the link for which was emailed to all parents in the school.

Due to the low level of parental consents received (56 instances of which 44 eligible students were identified, once duplicate responses, and students outside of the intended sample population (e.g., of primary school age) were disregarded), the research eventually drew upon convenience sampling, with the sample population corresponding to all pupils for whom consent had been obtained. Out of this population, a total of 12 questionnaire responses from students.

In situations where a larger sample population was obtained, the researcher would have been able to identify any obvious sampling errors compared to the overall population, for example checking for a disproportionate number of girls vs boys or Qatari vs non-Qatari students.

3.3.2. Staff Participants

As per the researcher's intention to understand implementation of the schools' linguistic policies, interviews were also conducted with members of staff.

The population of interviewed staff members was first based on a purposive sampling method sampling (as defined by Cohen and Manion, 2003) as the researcher selected a secondary school principal and curriculum coordinator.

To supplement this, convenience sampling was used to recruit teachers within the Arabic department who may be able to provide reflections on language attitudes and shifts.

A communication from the researcher was sent via the school principal to obtain consent from interested members of staff. From this, the researcher received one response to undertake an additional interview with the Head of the Arabic Department.

3.4. Method 1 – Questionnaires

The central piece of data for this research was obtained through questionnaires which were chosen as they presented the most practicable methodology that would enable the gathering of a large initial data set with relative ease and minimal time or cost impact to a lone researcher.

Cohen and Manion (2003) had previously posited that postal questionnaires are the best form of surveys to use in educational enquiries. However, the limited use of use of door-to-door mail deliveries in Qatar significantly reduced the feasibility of this

option. Moreover, given that the research population included secondary school students, access to home or mailing addresses would raise significant ethical considerations regarding anonymity and confidentiality.

A modern alternative by way of a web-based form was deemed a more appropriate method of data collection. While traditional questionnaires are dependent on one physical item (i.e. a piece of paper), the web-based questionnaire remained accessible throughout the data collection period, thereby facilitating students' ability to respond at their own convenience. Additionally, the use of a digital questionnaire provides the possibility to determine mandatory questions, thereby reducing the risk of missing and incomplete data.

3.4.1. Question Schedule

The quality and usefulness of the responses obtained are contingent upon the appropriateness and suitability of the questions that are posed. As Youngman (1978) identifies, question structuring as well as questionnaire design are important components that need to be considered to produce a successful questionnaire.

Therefore, a three-phase approach was taken to designing the question schedule:

- i) Initial preparation by the researcher;
- ii) Discussion with participating schools' representative; and
- iii) Deployment with a pilot study group.

3.4.2. Initial Preparation

Youngman (1978) advises that mixing the questionnaire content is useful in maintaining the respondent's interest. Therefore, the questionnaire included a range of short up and open-ended questions, gradually building up the information obtained from the respondent throughout the questionnaire.

The questionnaire commenced with short and factual questions primarily to obtain information that would aid analysis and comparison of responses – e.g., age nationality (Arab v non-Arab) and time lived in Qatar. Additionally, asking direct questions were intended to put participants at ease and keep them initially engaged. Baker and Wright (2021) note that various devices have been employed by researchers in the measurement of bilinguals. The purpose of this research was to assess language attitudes and not linguistic proficiency. Therefore, the questions relating to students' language experiences and preferences were designed based on self-rating functional bilingualism scales which “endeavour to measure actual use of two languages as opposed to proficiency” (Baker and Wright, 2021: p.28).

While it is noted that such self-rating scales are not exhaustive of people or domains and miss out on the impact of frequency of language use (Baker and Wright, 2021), they nonetheless provide a useful basis to linguistic dominance, which may therefore reflect language attitudes.

A 4-point Likert-scale was implemented to pose questions regarding the students' language experiences, usage and preferences between Arabic and English. The options were set with the view of facilitating assessment of language attitudes with students having the possibility to choose from: “*Only Arabic*”, “*Arabic with some English*”, “*English and some Arabic*” and “*Only English*”. Additionally, students were posed with various statements regarding the importance of Arabic and English languages within Qatari society using the 5-point Likert scale with options ranging from “*Strongly Agree*” to “*Strongly Disagree*”.

The researcher notes that while Likert scales are usually on a 5-point, or odd-numbered, scale the former set of questions were formatted on a 4-point basis, omitting the option of “Equal English and Arabic” (usage / preference). Given that the

research aimed to investigate language attitudes and a potential language shift in the direction of either language, the researcher sought to avoid instances that would result in ‘balanced bilingual’ perspectives where students did not demonstrate any predisposition to using (and preferring) one language over another, given the well-documented view that balanced bilingualism is an unlikely occurrence where the languages are used across different functions and domains (Baetens Beardsmore, 1986), which is understood to be the case within the case of Qatar.

3.4.3. Review and Piloting

Further to initial drafting by the researcher, the questionnaire was discussed with the schools’ research department with the aim of judging the suitability of the questions, in particular taking account of sensitivities. Upon the research department’s feedback, additional open-ended questions were incorporated into the questionnaire allowing the students to elaborate on feelings.

Upon completion of the review process, the questionnaire was launched with a pilot group comprising a 9-person subset of the population, chosen via stratified sampling to ensure a representation of students in each year group.

While the pilot group did not provide any participant comments, a key aim was to assess the ease with which the students could complete the questionnaire, as well as ensuring that the instructions are clear such that all questions are responded to.

Participants were also invited to provide feedback on the appearance, user-friendliness and design of the questionnaire, either on a computer or mobile device. Such feedback was viewed as particularly useful given that it was not possible to review an online questionnaire as easily as would have been the case with a paper version, prior to publication. Lastly, responses to the pilot questionnaires could be

useful in helping to identify some initial themes that may be replicated in the responses received from the wider sample.

Upon closing of the pilot phase, which entailed the receipt of one finished questionnaire, the survey was then circulated to the entire population via parent and student email addresses provided by the schools.

3.5. Method 2 – Document Review

In order to understand the context of the research setting, the research first employed use of document review and analysed available material that provided background of the participating schools' linguistic environment. Building upon an understanding of the applicable laws in place and in particular government legislation mandating the teaching of Arabic language and Islamic Studies in all schools (MOEHE, 2021), the researcher reviewed the policies adopted by the schools. Such policies were publicly available on each school's website and detailed the provision of MOI for subjects across the curriculum, as well as ultimate language proficiency goals for pupils. This review provided useful context and an opportunity to compare and contrast student responses regarding language usage within the classroom.

3.6. Method 3 – Interviews

In order to ascertain how the schools' aims are implemented on a micro level, interviews were undertaken with key staff members who are responsible for and engaged in setting and enacting the school's language policies.

As interviews are typically more time-consuming the sample size of interviewees was limited to 3 members of staff to allow sufficient time to perform the interviews and undertake the analysis, which included listening and re-listening to the recordings while taking notes of responses.

3.6.1. Question Schedule

As Cohen and Manion (2003) point out, there are many interview pitfalls that may arise such as interviewer bias, lack of mutual trust and misunderstanding between the interviewer and interviewee, which would all ultimately adversely impact and hinder the results obtained. Therefore, careful planning and great skill is required to undertake a successful interview that provides valuable information.

Interviews may be categorised in a three-part scale of decreasing formality as per the following typology devised by Grebenik and Moser (1962):

- 1) Structured interviews – providing the most rigid format, typically comprising of closed questions;
- 2) Semi-structured interviews – a combination of fixed questions with the flexibility for additional discussions; and
- 3) Unstructured interviews - providing the opportunity to engage in detailed discussions usually giving rise to a large wealth of information.

As the objective of the staff interviews was to gain a background understanding into the schools' linguistic environment, the first interview was undertaken with the curriculum coordinator following an unstructured interview format. This served as an initial insight into the school population, curriculum aims and opening indications of language attitudes amongst the students.

Considering the challenges and time requirements to analyse a wealth of qualitative data that is characteristically obtained from an unstructured interview, the subsequent discussions held with the school principal and head of Arabic department were carried out through a recorded, semi-structured interview format. This therefore comprised of pre-formulated questions which had been devised taking account of key areas of interest that the researcher wished to delve further into while also providing the

flexibility to accommodate any further probing and discussion as deemed appropriate over the course of the interview. The interviews were conducted in English, with the occasional use of Arabic language to facilitate the Head of Arabic Department's comfortability with the language.

3.7. Ethical Considerations

Good ethical practices were most importantly relevant for the current study given that the primary subjects were children.

As noted above, cooperation of the selected schools and parental consent was undertaken prior to commencing any fieldwork. While the questionnaires were not designed to be anonymous (to allow the researcher further communication with the students if deemed required) key ethical principles such as anonymity, confidentiality and data protection of findings were clearly outlined at the start of the research. Given the personal data obtained as part of the study (names, ages, email addresses) the researcher ensured to reassure students and parents alike that the data would remain confidential and would not be divulged in a manner that could compromise student identity.

This was communicated through the research information sheet shared with parents upon requesting their informed consent. Additionally, students were also provided with an overview of the research aims enabling their consent prior to completing the questionnaire. In adherence to BERA (2018) guidelines, parents and participants had the right to withdraw from the study at any time.

3.8. Research Limitations

The researcher encountered several limitations with regards to obtaining data for this study, particularly with respect to 1) parental consent and 2) student responses.

Repeated efforts were made to send reminders to both parties and the result of 12

student responses reflects the outcome of correspondence with parents and students over the course of one year. Interruptions further arose due to the impact of the FIFA 2022 World Cup which modified the academic calendar for the period.

The researcher is therefore cognisant that the small sample size attained for this study may impact the perceived reliability of results, which is considered further below.

3.8.1. Generalisability

A strong piece of research should produce results that may be obtained by another researcher (reliability) and the research should achieve what it intended (validity).

The ability to make generalisations is characteristic of scientific and experimental research traditions as any experiment should be replicable by the same or other researchers in a different experiment, thereby ensuring the data's reliability.

Nevertheless, Bassey (1981) notes that the reliability of educational research is oftentimes more than enough to produce a meaningful contribution.

Within the current context, given the noted literature and research gap on the subject area and also taking into consideration Qatar's small population, the researcher has found that even with a sample size, participant responses yielded results that would serve of interest to the schools as well as wider community of interested parties including parents and education stakeholders such as policymakers and other educational practitioners. Moreover, the minor sample size of the current study lays the basis and need for further research to delve deeper into the results obtained.

3.8.2. Omitted Methods

While the previous pages have outlined the methods that were used for this specific research and ensuing limitations with the resultant sample size, the following sections

outline further research methods that could have been used and may be considered for future studies.

3.8.3. Ethnographic Research

While lesson observation was not accepted by the participating schools in this current study, the researcher nevertheless wishes to underline the prospect of this method to strengthen data and validity of results.

Fasold (1984, cited in Bin Towairesh, 2021) provides two perspectives to understand language attitude studies, being the:

- Mentalist interpretation, which purports that attitude is internal state of readiness; and
- Behaviourist interpretation, which deems that attitudes can be deduced from observation – therefore making the observation method an important tool for language attitude studies.

Additionally, as noted by Cohen and Manion (2023) ethnographic research, either through participation or non-participation observation, is typically suited to studies of small, homogeneous groups.

The observation method would have been particularly useful in the current study to view participants within their natural setting as students' actual behaviours may not have fully aligned to their questionnaire responses, either due to their own (incorrect) perception or reluctance to disclose accurate information. For example, in the current study a student may not have wished to show a negative opinion towards the Arabic language, if they believe that this may be seen as reflective of their connection to their culture and / or identity.

3.8.4. Student Interviews

Interviews often provide a researcher with the opportunity to expand upon data already gathered through previous methods and also corroborate the results across more than one method (known as ‘triangulation’, Cohen and Manion, 2003).

Student interviews were therefore intended within the current study to expand upon the responses received from the completed questionnaires. Given the intended anonymity of research data, extra care would have been taken in the reporting of the interviewee responses, so as to not disclose easily identifiable information.

Notwithstanding this, the key purpose of the interviews would have been to consolidate and build upon questionnaire responses. The low number of participants and struggle to obtain timely responses resulted in lack of sufficient time and resources to undertake responses, however this method should be considered for future studies.

3.9. Analysis

3.9.1. Questionnaires

The editing stage of questionnaires aims to ensure that all questions have been answered, with accurate and clear responses.

The questionnaire was intentionally prepared using an online web-form to facilitate this latter point, as errors such as ticking multiple boxes were eliminated and participants were forced to complete all mandatory questions set by the research.

However, as already noted the current research entailed several limitations including low levels of participant responses. In an attempt to increase the response rate some questionnaires were printed by a member of staff for completion by hand. Some of these printouts therefore contain missing data which were not followed up on due to the researcher’s eventual time constraints. Given the small level of data received, the

incomplete questionnaire responses have nonetheless been included within the results of this research.

The questionnaires were then reviewed and coded as appropriate to provide quantitative data which may could then be analysed statistically, e.g. through reviewing the most common responses and language attitude obtained from the questionnaires. As one of the objectives of the research was to understand the extent that attitudes are influenced by EMI, the data analysis process sought to identify any causal relationships.

3.9.2. Interviews

As Wragg (1978) notes, the analysis of interview data is particularly cumbersome given the effort required if transcribing is deemed to be necessary. Given the limited resources for this research, interviews were analysed relying on detailed notes from the interviews, although it is noted that the lack of transcripts could adversely impact the reliability of the data as it is not possible for others to review the actual data and determine accuracy of the interpretations.

The analysis allowed the identification of relevant qualitative data that was then compared to the student responses gathered from the questionnaires.

As Sapsford and Evans (1979) state, research conclusions should ‘stand up to examination’, and results were therefore supported with findings from existing knowledge. Given the literature gap on the subject matter, the research conclusions on their own are considered valuable to any reader, providing insight in a generally under-investigated area.

3.10. Conclusion

This study has largely drawn upon the survey research methodology to obtain qualitative and quantitative data regarding student language attitudes. Due to low levels of parental responses, the sample population for student participants was selected through convenience sampling. Meanwhile, a purposive sampling method was used to select specific teachers who were interviewed using the unstructured and semi-structured formats, to provide insight on the schools' linguistic environment. Students were surveyed through the use of an online questionnaire which aimed at obtaining a large amount of information with relative ease for the research. The questionnaire combined a mix of short and open-ended questions and was disseminated after review with the schools' research department and piloting to a stratified sample of participants. Observation was identified as a useful method to see students' behaviours, however this was not accepted for the current study and is therefore presented for consideration in future research.

Notwithstanding the limitations of a small sample size, the research data was viewed as meaningful in a hitherto under-investigated area concerning secondary school children. The analysed data was connected to existing research where possible but is nonetheless viewed as valuable contribution to the research gap on its own.

4. PRESENTATION OF DATA

4.1. Introduction

This chapter reports the results obtained from the current research project, starting with a profile of the study's participants. Thereafter, findings are reported in relation to language usage as per stated language policies and student responses to questionnaires. Thereafter, students' language preferences are presented based on the questionnaire data. Lastly, additional remarks are shared in relation to comments specifically raised during staff interviews and open-ended questions responded to within student questionnaires. In some cases, e.g. particularly for interview and open-end question responses, this chapter provides a selection of the findings and comments that are deemed most relevant for analysis in this study.

4.2. Profile of Participants

The study's participants comprise of 12 pupils and 3 teachers from

two private schools based within two of Qatar's largest cities. Both schools follow the same international curriculum, using English as the primary MOI while also incorporating the Arabic language into the curriculum as far as possible.

Upwards of 95% of students are

expected to be native Arabic speakers with non-Arabic speakers

comprising a small proportion of

the overall school population. Although some students within the school are noted as not possessing strong Arabic skills. Of the 12 students within the current study, 11 are either Qatari or Arab, while the remaining participant is a non-Arabic speaker. Out of

9. Which dialect of the Arabic language do you consider as your native language?

[More Details](#)



Figure ii: Breakdown of Students' Native Language

3. What is your nationality?

[More Details](#)

[Insights](#)



Figure iii: Breakdown of Students' Nationalities

the 11 Arab students within the sample, 3 of the participants consider MSA to be their native language, 7 students view the Gulf (Khaleeji) dialect to be their native language, while one student reported an ‘Other’ native tongue, being the Palestinian dialect.

The 12 students are made up of 8 girls and 4 boys, and half of the participants (6) are aged 16 years old. The research population also includes two 12- and 13-year-olds respectively as well as one 15-year-old. One participant provided their age as being 18 years old.

The participants are distributed across the lower and secondary school year groups, the most (4)

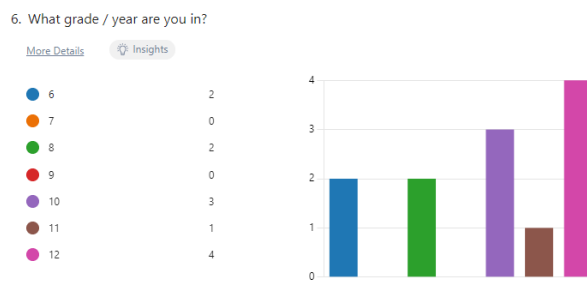


Figure iv: Sample Population by School Grade

being in year 12, followed by year 10 (3),

then years 6 and 8 (2 pupils each), and lastly one student in year 11.

Majority of the participants (7) have attended the current school since kindergarten, while 3 have attended for middle school (lower secondary) only. A further 1 participant has attended the school for high school only, while another participant has attended the school since primary age.

11 out of the 12 participants have lived in Qatar for their whole life, while one participant, aged 16 years old, has lived in the country for more than 10 years.

7. How long have you been attending this school?

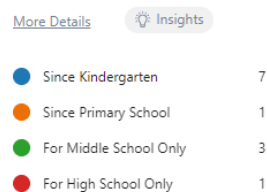


Figure v: Sample Population by Duration in School

The 3 teachers interviewed as part of this research study are made up of two Arab-speakers (secondary school principal and the head of the Arabic department) from the Levant region and one Anglophone, non-Arabic speaker (curriculum coordinator). The head of Arabic is a recent joiner and is in the first year at the school.

4.3. Language Use in the Classroom

The schools' language policies clearly outline that English is the primary MOI to deliver the curriculum. On the other hand, Arabic, with specific reference to MSA, serves as the MOI for Arabic, Islamic Studies and Qatari History.

The school nevertheless seeks to develop students' Arabic and English language proficiency and are currently working towards the implementation of a Dual Language Policy, starting from the kindergarten stage.

4.3.1. Questionnaire Responses – Language Use in the Classroom

Question 9 of the survey aimed to determine whether language usage is currently in line with the stated policies by asking students to grade which language is used in the classroom for Mathematics, Science, Arabic, English, Islamic Studies, Qatar History, Geography and Art.

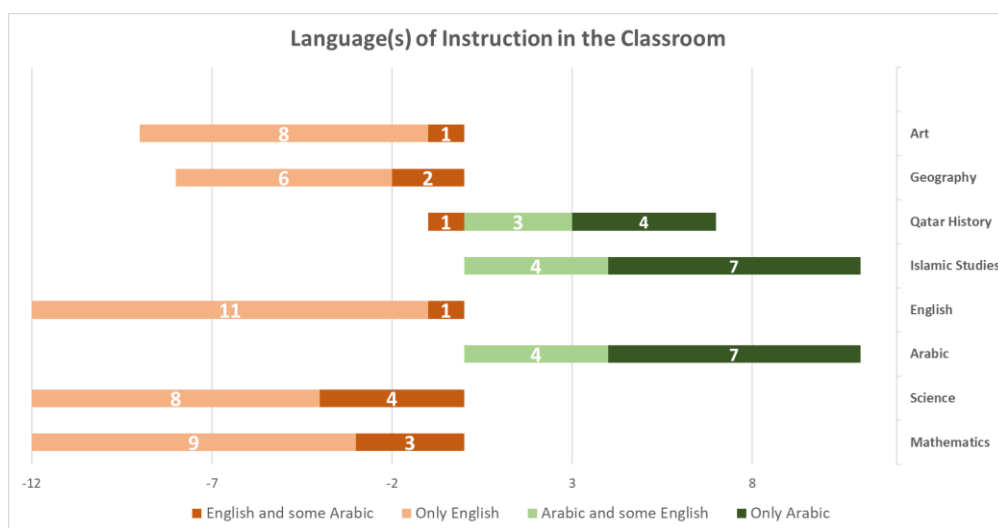


Figure vi: Student Responses for Actual MOI

11 students responded as taking Arabic and Qatar History with 4 stating ‘Not Applicable’. Out of the 11 students, 7 responded that the teacher only uses the Arabic language while 4 students stated that the teacher uses the Arabic language with some English. For Qatar History, 4 students stated that the teacher only uses the Arabic language, 3 responded Arabic with some English, while the final student taking this subject within the sample population responded that the teacher uses English with some Arabic.

For the remaining subjects, most students responded that English was the only language used for Art (8), Geography (6), English (11), Science (8) and Mathematics (9), while the remaining students responded that teachers used some Arabic alongside English in the classroom.

4.3.2. Questionnaire Responses – Language Preference in the Classroom

Question 10 of the student survey then asked which language students wanted their teacher to use in the classroom. While the results show that stated preferences are largely in line with language usage, some differences in preferences occurred in all subjects with the exception of Art.

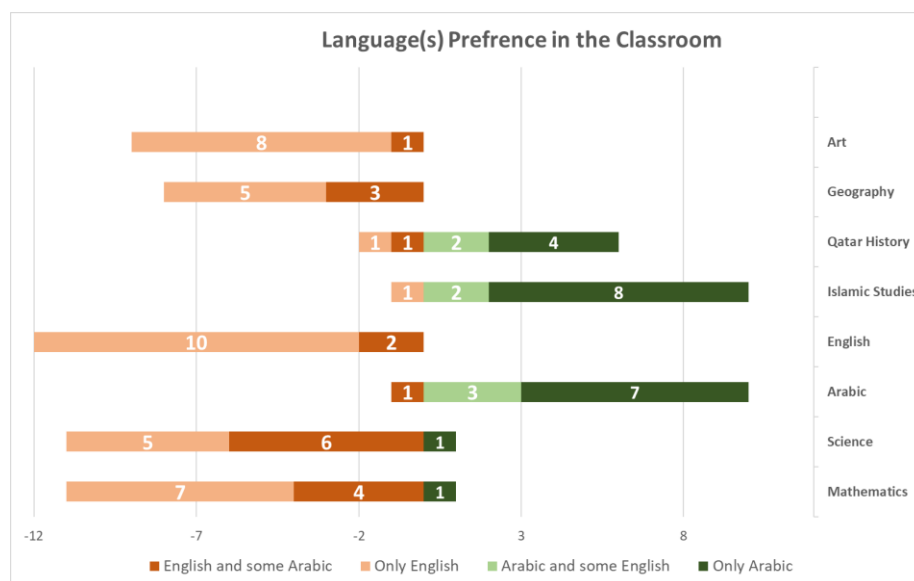


Figure vii: Student Responses for Preferred MOI

With regards to the schools' stated AMI subjects, student responses indicate a desire to have more English usage in the classroom with one student wanted Arabic to be taught in English with some Arabic, while one student is reported to want Qatar History and Islamic Studies to be taught only in English.

Language preferences for the remaining subjects showed a downward movement from current only English language use in the classroom, to a preference of incorporating some Arabic within the classroom. One student wished for Science and Mathematics respectively to be taught only in Arabic.

4.3.3. Language Preference in the Classroom – Student Explanations

Question 12 posed students with an open-ended question to explain their preferences selected for the language of instruction within the classroom.

From the responses, most students (9) cited preferences for English due to it being an 'educational aid' that would facilitate understanding in the classroom. On the other hand, 2 students mentioned occurrences where Arabic was preferred (for Science) in order to help understanding of terms.

Two students noted issues with a lack of Arabic proficiency with one student linking this to the diglossic situation where students are taught in MSA which is only used in the classroom. In spite of this, 2 students also mentioned preferences of the Arabic language due to its cultural importance, as well as religious importance (mentioned by one student). One student preferred English for Mathematics and Science as it was viewed as an international language that is often a gateway to higher education and professional success as, "*students who have studied these subjects in English may have an advantage when applying for jobs*".

Table 1: Student Explanations on Preferred MOI

Student Profile	Response	Themes
Qatari, Yr 8 <i>Whole life in Qatar</i>	<i>“So it is easy to understand”</i>	English as Educational Aid
Qatari, Yr 6 <i>Whole life in Qatar</i>	<i>“Because english is more easy for me to understand the lessons”</i>	English as Educational Aid
Arab, Yr 11 <i>Whole life in Qatar</i>	<i>“Arabic isn't really my strong suit. I often don't understand what is being taught or said during the lesson so it doesn't allow me to focus.”</i>	Lack of Arabic Proficiency
Arab, Yr 12 <i>Whole life in Qatar</i>	<i>“Mathematics and Science involve complex concepts and formulae, and I find it easier to understand these concepts when explained in a language I am fluent in. English is a widely spoken language, and many students are comfortable with it...”</i>	English as Educational Aid
	<i>English is an international language of science and mathematics.... is often a requirement for higher studies in science and mathematics... students who have studied these subjects in English may have an advantage when applying for jobs...</i>	English as a Global Language / Lingua Franca English for HE and Workplace
	<i>Arabic is the language of the Quran and has a rich history and culture. By learning these subjects in Arabic, I can deepen my connection to their culture and religion. I personally find it easier to understand complex Arabic concepts when explained in a mix of Arabic and English. It can also help me improve my Arabic language skills.”</i>	Arabic and Culture / Identity Arabic and Religion
Non-Arab, Yr 12 <i>Whole life in Qatar</i>	<i>“I feel that there are some ideas and concepts that would be better taught and understood amongst the students should it be taught in english.”</i>	English as Educational Aid
Arab, Yr 6 <i>Whole life in Qatar</i>	<i>“Because we are Arab and we want to learn more Arabic and not more English”</i>	Arabic and Culture / Identity

Qatari, Yr 10 <i>Whole life in Qatar</i>	<i>“When teaching in arabic, teachers use standard arabic and that’s not really understandable. Also, they expect us to be proficient in modern arabic (We only learn it at school) the same level we are in english however all of our subjects are taught in english so that’s unattainable.”</i>	Lack of Arabic Proficiency Arabic Diglossia
Arab, Yr 8 <i>Whole life in Qatar</i>	<i>“So, I can understand what their [sic] saying in a better and clearer way.”</i>	English as Educational Aid
Qatari, Yr 12 <i>Whole life in Qatar</i>	<i>“more efficient [sic]”</i>	English as Educational Aid
Arab, Yr 10 <i>More than 10 years in Qatar</i>	<i>“Math - because I’m used to it being taught [sic] in English Science - because some words are familiar and understandable in Arabic”</i>	English as Educational Aid Arabic as Educational Aid
Qatari, Yr 10 <i>Whole life in Qatar</i>	<i>“Math - because I’m used to it being taught [sic] in English Science - because some words are familiar and understandable in Arabic”</i>	English as Educational Aid Arabic as Educational Aid
Qatari, Yr 12 <i>Whole life in Qatar</i>	<i>“because it is easier for me to understand and comprehend”</i>	English as Educational Aid

4.4. Language Views on Arabic in Qatar

Questions 13 and 16 then sought to determine student views on the Arabic language within Qatar, and any personal preferences for future requirements.

Question 13 first provided students with three scenarios related to the domains of education, employment and the wider society to view student opinions on the Arabic and English languages in Qatar.

With regards to future higher education prospects, all 12 students expressed a desire to attend an EMI university. For subsequent employment, 9 of the 12 students maintained that English was the most important language for obtaining a good job in Qatar while the remaining 3 students viewed Arabic as more important. With respect

to the Arabic language in the public sphere, most students believed that announcements should either be made in English (6) or both Arabic and English (2), while 4 students believed that announcements should be in Arabic.

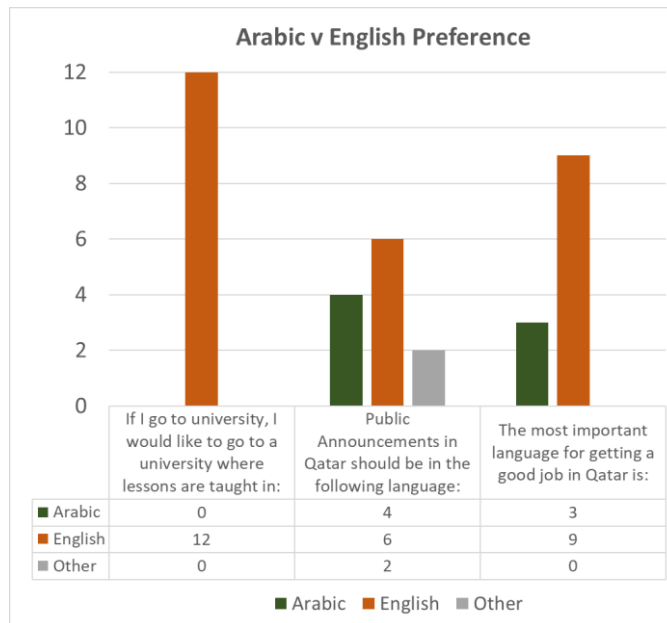


Figure viii: Student Responses on Arabic v English Preferences

Question 16 asked students to rate their agreement or disagreement with 4 statements related to the Arabic language, including its usage and importance within Qatar.

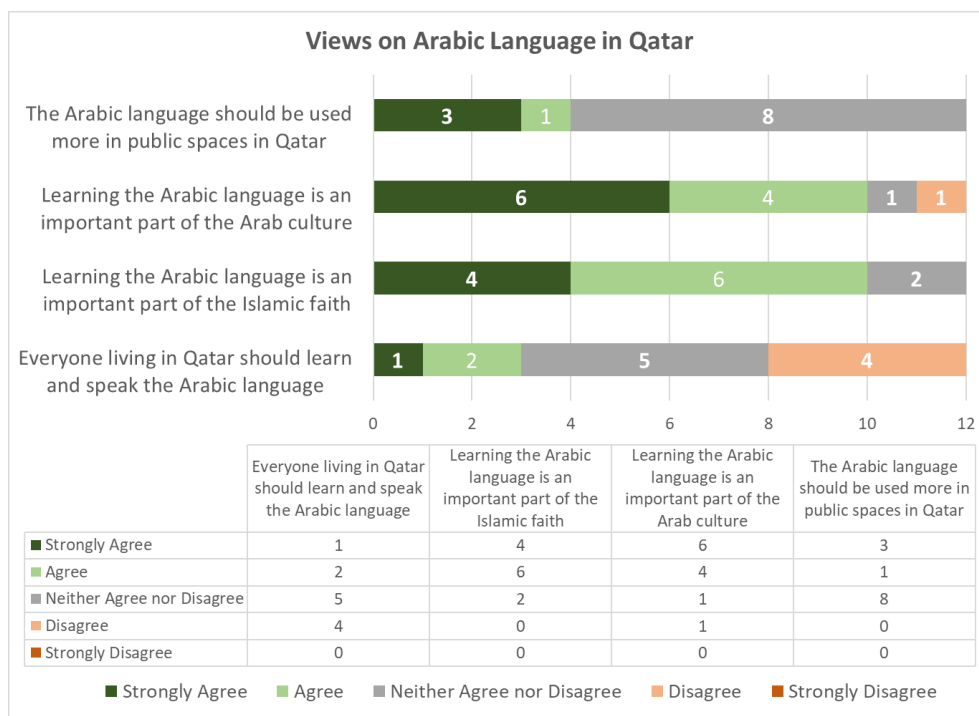


Figure iv: Student Responses for Views on Arabic Language in Qatar

The strongest points of agreement related to the importance of learning the Arabic language as part of Arab culture (6 strongly agree, 4 agree) and the Islamic faith (4 strongly agree, 6 agree).

Meanwhile, students were less enthusiastic with regards to Arabic in the public domain with 8 students primarily neither agreeing nor disagreeing that the language should be used more in public. Five students held the same view towards the necessity for residents of Qatar to learn to speak the Arabic language, while 4 students disagreed with this statement.

4.5. Language Use Across Domains

Questions 14 and 15 focussed on students' language usage across various domains within the home, at school and also in media (online and literature).

Exclusive use of Arabic was noted by students on 6 occasions, when at home with older family members (2) as well as younger family members (2). Conversely, interactions with non-family members in the household such as domestic staff occurred predominantly through the medium of English and mixed with Arabic.

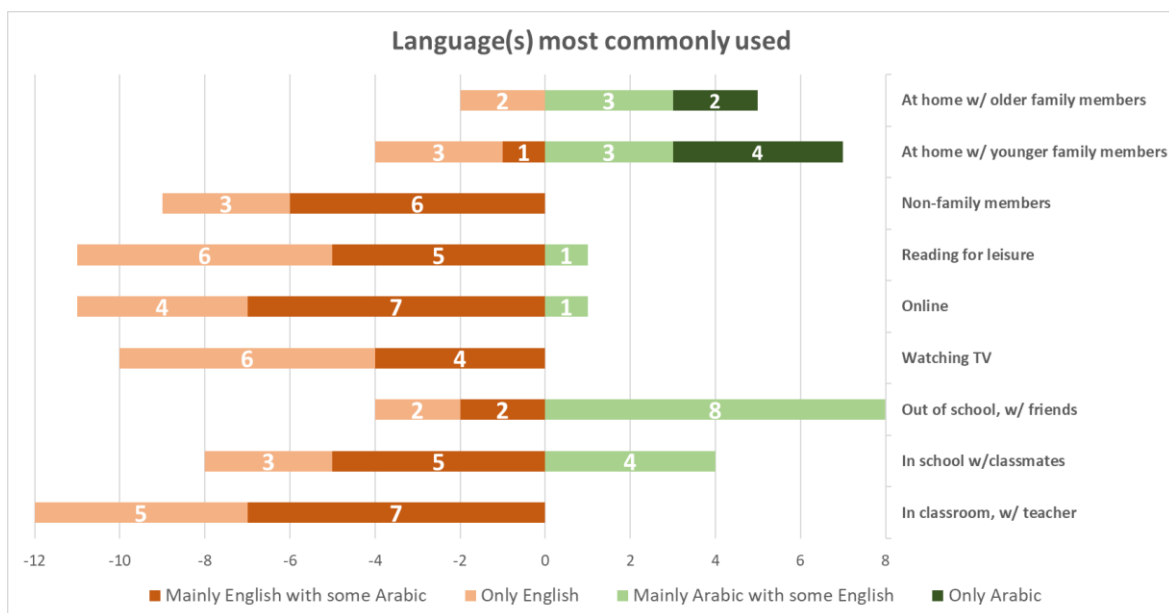


Figure x: Student Responses for language usage across domains

Arabic was similarly the main language used with friends (8 responded mainly Arabic with some English) outside of school, although the reported number was lower within

the school (4 responded mainly Arabic with some English). Staying in the classroom, student responses reflected a dominance of the English language with 5 respondents only using the language with their teacher and the remaining 7 students mainly using English with some Arabic, to speak to members of staff.

The use of English language also dominates for watching TV, reading for leisure, and online / social media usage, with only one student showing a preference for Arabic (with some English) for the latter two scenarios.

Similarly to question 12, students were then provided with the opportunity as questions 15 and 17 to provide comments on their preferred language(s) and then any general thoughts on the Arabic and English languages within Qatar.

Table 2: Student Responses on Language Use and Arabic and English in Qatar

Student Profile	Question 15 Response	Question 17 Response
Qatari, Yr 8 <i>Whole life in Qatar</i>	<i>"It is useful for me"</i>	<i>[No response]</i>
Qatari, Yr 6 <i>Whole life in Qatar</i>	<i>"...more comfortable having a conversation with everyone using english language... explain my feelings clearly and i can share my opinions openly..."</i>	<i>"...there is nothing wrong by using english language through communicating, but as a qatari national its [sic] very important to learn and speak my native language which is Arabic... for my everyday living."</i>
Arab, Yr 11 <i>Whole life in Qatar</i>	<i>"I prefer to speak both English and French because those are the language i grew up being around the most.. i lack foundation in arabic i still have conversations... in the palestinian/ lebanese dialect."</i>	<i>"languages are very important when it comes to workplaces in Qatar. English is a requirement [sic] in most fields, whereas arabic not as much.... pressure on arabs to know the arabic language... we are not given the option to pick another language as our second language.. although i would love to improve and expand my knowledge in the arabic language i am better suited in taking french"</i>
Arab, Yr 12 <i>Whole life in Qatar</i>	<i>"... prefer to use English personally when It comes to Movies, Music, talking to friends, communicating in general... English.. is often"</i>	<i>"Arabic is the official language of Qatar and is widely spoken by the majority.... used in official government communications, media,</i>

	<p>considered the mother tongue of the internet.... [and] has a significant cultural influence around the world, with many people associating it with innovation, modernity and success... can make people more likely to use English, even if it is not their first language."</p>	<p>and daily interactions. ... there are many different dialects of Arabic spoken within Qatar.</p> <p>English is also commonly used... particularly in business, education, and tourism... a common language for communication between people of different linguistic backgrounds."</p>
<p>Non-Arab, Yr 12 Whole life in Qatar</p>	<p>"The only people that I would speak Arabic to is my local friends..."</p>	<p>"For those who are committed to the Islamic faith I think that it is important for them to learn Arabic in order to be more connected with their religion... the majority of other activities should be presented in both English and Arabic. To avoid confusion amongst people."</p>
<p>Arab, Yr 6 Whole life in Qatar</p>	<p>"because I don't only speak English or just Arabic I speak both and still learn both"</p>	<p>"there are many places with English only or Arabic only but not both languages..."</p>
<p>Qatari, Yr 10 Whole life in Qatar</p>	<p>"When referring to what's easier definitely arabic (khaleeji) then english then standard arabic."</p>	<p>[No response]</p>
<p>Arab, Yr 8 Whole life in Qatar</p>	<p>"I prefer speaking English at school because that is the language that most people speak and because almost nobody speaks in my dialect of Arabic, but at home and outside of school i am comfortable to speak Arabic because no one is there to make fun of me... however in books I can read in both languages."</p>	<p>"... some Qatari people speak Arabic in the Qatari dialect they are not used to other dialects like mine."</p>
<p>Qatari, Yr 12 Whole life in Qatar</p>	<p>[No response]</p>	<p>[No response]</p>
<p>Arab, Yr 10 More than 10 years in Qatar</p>	<p>[No response]</p>	<p>[No response]</p>
<p>Qatari, Yr 10 Whole life in Qatar</p>	<p>[No response]</p>	<p>[No response]</p>
<p>Qatari, Yr 12 Whole life in Qatar</p>	<p>[No response]</p>	<p>"They are creating more opportunities for English speakers that know Arabic"</p>

4.6. Dual Language Views – Teacher’s Perspective

The curriculum coordinator expressed that a lot of attitudes towards language and attainment in general, are impacted by sociocultural factors of many students being “set for life”, coming from elite families with a predefined path laid out.

While no objections towards EMI have been noted, parental involvement was described as “hands-off” with less input than the school would like.

Where complaints have arisen, this was due to cultural implications and an example was provided of books being censored (e.g. *Sleeping Beauty*, for featuring a man kissing a woman) to respect cultural sensitivities and prevent the encroachment of “English culture”.

The Arabic Head similarly noted lack of meaningful parent input who formally state the importance of the Arabic language and culture, but ultimately are more concerned about grades; which results in increased pressure on teachers.

4.7. Dual Language Difficulties – Student Attainment

Interviews with the principal and curriculum coordinator revealed areas of concern regarding students’ Arab proficiency within the dual language environment.

As per government mandates, Arab children are required to learn the language at native speaker level, however it was noted that many do not possess a strong command of the language, either due to living abroad or lack of linguistic prioritisation in the home. While exemptions may sometimes be available, these are not provided easily, particularly Qataris. As a result, the curriculum coordinator noted that students’ English language options are hindered by the need to attain the stated Arabic language proficiency. Many students may therefore be viewed as “negatively bilingual” due to high interaction with maids at a young age (with ‘reduced’/ non-

academic English) as well as struggles with the standard and Qur'anic Arabic compared to the colloquial Arabic.

Similar views were echoed by the Head of the Arabic department who noted that while students can use the Qatari dialect informally, they have to switch to English if they wish to talk about ideas such as “sustainability ... technology”.

4.8. **Practical Difficulties - Resources**

It was noted that the Arabic Department aims to address the knowledge gap in the language and is working on unifying with the English Department to ensure one body of material across both languages. However, resourcing issues must be addressed to achieve this.

Teachers within the schools are a mixture of:

- i. Arabic-English bilingual;
- ii. English only speakers (e.g., teachers of English and Humanities);
- iii. Bilingual teachers of Arab backgrounds (Lebanese, Jordanian); and
- iv. Pure Arabic speakers.

The schools' language policy was noted as referring to every teacher being an English teacher and feedback is consistently given in English, with the exception of Arabic language and Islamic Studies and Qatar history. This therefore makes it hard develop Arabic proficiency.

Additionally, the principal noted that teachers coming from different parts of the Arab world creates some linguistic issues but nevertheless introducing students to a different dialect is viewed as helpful.

The school was shown to be committed to promoting a dual language environment not only among students, but also amongst staff and some non-Arabic speakers were mentioned as having shown an interest in learning the language.

Notwithstanding this, the lack of resources (and monetary strain) – particularly for the Arabic language – is seen as potentially causing students to miss out. The Head of Arabic noted examples where students of varying linguistic proficiency are all in the same class making it harder for one teacher to cover one set of material for the whole class. This was seen as a contrast to other parts of the Arab World, such as Jordan where it was noted that numerous teachers are available to teach to a mixture of levels.

4.9. Conclusion

This chapter presented the range of data that was obtained from student questionnaires and staff interviews. Student responses indicated that actual language use in the classroom is largely in line with the schools' language policies where EMI is adopted for all subjects except Arabic, Islamic Studies and Qatari History.

Student preferences tended to largely follow the MOI with most choosing English to facilitate understanding in the classroom. A lack of Arabic proficiency and the diglossic impact of students' learning in MSA were also mentioned as reasons for wanting more English in the classroom, even for AMI subjects.

Some students did nevertheless note the importance of (learning in) Arabic for its cultural and religious connection and most students agreed that the language is an important part of the Islamic faith and Arab culture.

On a personal level, students mainly use the English language in all questioned domains except at home with family members and with friends outside of school.

Similarly, English held dominance with regards to student preferences for future higher education options and views for obtaining a job in Qatar.

Staff interviews did not note any particular aversion to either Arabic or English languages, except on occasion where parents view the latter as violating cultural

sensitivities. Challenges were however noticed regarding lack of resources to meet the schools' stated dual language plans as well as the government's language proficiency requirements for Arabic students.

5. DISCUSSION AND CONCLUSIONS

5.1. Introduction

After laying out the research data, this chapter focuses on discussing the findings – the key themes identified, how these relate to previous research and what implications, if any, they pose in relation to the current study and implications for practice and / or future research.

5.2. English is a Global Language in Qatar

The student responses show an overwhelming use of the English language both academically, as well as in personal domains. The participating schools employ EMI for most subjects, and it is therefore logical that students would prefer the language within the classroom. This is not too dissimilar of Mustafawi et al.'s (2021) study where Qatar University students preferred Arabic as they had studied most subjects in the language.

5.2.1. English v Arabic in Education

These two sets of findings reflect a potentially diverging linguistic environment amongst Qatar's younger generation in which people are divided on the lines of AMI v EMI. As noted by Hillman (2023), both groups of students are increasingly marginalised with AMI graduates missing out in the workplace (especially the private sector), while EMI graduates may be side-lined within the wider community and to an extent with Arabic professional skills. As Amin and Cochrane (2023) theorise, Arabic language in private schools will be subject to increasing focus within future educational reforms and a collaborative effort is therefore required to develop proficiency and a shared identity for all groups of Qatari students.

5.2.2. English v Arabic in the Media

An area in which the present study conflicts with Mustafawi et al. (2021) is language preference for media usage. Students in Mustafawi et al.'s (2021) study were noted to demonstrate stronger engagement with Arabic pop culture, whereas the results from this research showed that students prefer English when watching TV, surfing online and reading for leisure. This may be a similar reflection of the students' differing MOI, which may impact their choices outside of the classroom. Hillman and Ocampo Eibenschutz (2018) note that Qataris have a stronger online presence than any other Arab nationals are more likely to use English traditional and digital media. Therefore, the results of this study may be a reflection of the wider society, and not a direct result of the students' experience of EMI.

5.3. **Arabic Proficiency**

Some student responses referred to the issues of being educated in Arabic due to a lack of proficiency in the language. One student in particular attributed their difficulties to the use of MSA in the classroom, which is not as understandable to students. Additionally, Arabic proficiency is expected to reach the same level as English, despite the latter being used as an MOI in almost all subjects within the school. Diglossia was also raised as an issue for one respondent who expressed a reluctance to use the native dialect due to other classmates not understanding and potentially poking fun. This situation therefore resulted in this student resorting to the use of English at school, although the Arabic dialect was still noted as preferred within the home.

Staff interviews also noted similar difficulties with the Arabic language and its hindrance on student attainment and a lack of resources potentially placing students at a loss regarding their Arabic development. Nevertheless, the staff responses did note a commitment to promote the dual language environment and the diglossic environment

was welcomed as an advantage for students. As noted by Alzaben and Abdulfattah (2019), speaking more than one language enhances human understanding and the real threat for Arabic is not meeting the needs of its users. Like Ahmed (2023), the authors call upon policymakers to develop approaches that will balance the Arab society's needs towards a more sustainable linguistic environment.

As indicated by the student above, Qatari students, particularly those attending private schools, seem to face contradictory messages of the prestige of EMI, against increasing policies requiring more Arabic usage and proficiency. In relation to IBC's situated within the country, Hillman (2023, p. 65) notes a 'disjointedness' between the praise of these 'world-class institutions' and recent workplace language policies.

The students of this study clearly recognise the importance of EMI in Higher Education, with all 12 respondents preferring to attend an EMI university.

The issues with the Arabic language may therefore be seen to be as a result of the underdevelopment of the language itself, rather than due to a threat from the English language. Kennetz and Carroll's (2018) study on language threat in the UAE arrived at a similar conclusion that viewed English as creating a space for itself, rather than threatening to replace Arabic. In the 2018 SESRI study (cited by Mustafawi et al., 2021), Qataris' concerns regarding a decline in Arabic were not viewed in light of a threat from English.

5.4. Arabic for Qataris

In the SESRI (2018, cited in Mustafawi et al., 2021) study, 90% of respondents saw no possible loss to Arabic due to its links with the religion of Islam which is reflected in the current study as 10 out of 12 respondents viewed learning of the Arabic language as an important part of the Islamic faith.

Therefore, while English was preferred in the school setting and the individual / personal domain, the student responses demonstrated that Arabic remains the language of the home, culture and religion. Therefore, this may support claims that any shift away from the language to English seems to be restricted to specific domains and not occurring as a whole, as noted by Ahmed (2023) who stated that studies need to take the development of societal bilingualism into consideration as English and Arabic serve different functions.

In relation to this, many of the student responses reflected a need for the creation of more bilingual provisions within the country. The students were clear in identifying the separate functions of Arabic for everyday living and in official communications, compared to the use of English within business, tourism and as a lingua franca amongst Qatar's linguistically diverse population. One student noted that many places are catered to either English only or Arabic only sectors of the population and identified a need for simultaneous use of both languages to facilitate understanding in the public sphere and "to avoid confusion amongst people".

In her article charting Qatar's resistance to AMI, Hillman notes (2023, p. 66) this fight may be better placed "against neoliberalism and monolingual ideologies of competition between languages". Therefore, while this research was aimed at considering language attitudes to determine potential language shift to or from one of Arabic or English language, the researcher now advances that attention should be drawn toward sustainably developing policies that accommodate both languages within a bilingual society.

5.5. Future Research Potentials

The limitation of the current research as previously noted, may impact the generalisability of data and results obtained through the study. Therefore, the

researcher identifies an initial requirement to perform a similar exercise on a larger scale with an increased population size to validate the results of this study and also obtain further insights into students' language attitudes, with more data potentially allowing the establishment of causal relationships and hypotheses.

In addition to the Arabic-English language attitudes investigated in this research, MSA v colloquial Arabic attitudes or impacts may also be worth considering given its bearing on provisions of education within the country. The incorporation and development of Arabic dialects within the AMI education system may serve as an area of interest in potentially developing students' Arabic proficiency.

Lastly, while this study focused on the school setting with participants comprising students and teachers, the researcher notes an equally under-investigated area of examining parental opinions with regards to bilingual language provisions. Although parental input may be deemed as low, they are still key decision-makers with regards to which policies are followed as reflected in their choices of schools for their children. More research would therefore be useful to understand parents' linguistic aims and to what extent these are being met.

5.6. **Conclusion**

This research sought to investigate Arabic and English language attitudes among schoolchildren within Qatar. Qatar is a highly multicultural state, with a linguistically diverse population. As the country is faced with increasing dichotomies to modernise and preserve its culture and heritage, Arabic language usage has become an area of focus. The Qatari government has recently introduced several laws to promote use of the language within Qatari society, including obliging all private schools to teach the Arabic language from the kindergarten age. Research regarding bilingualism within Qatar and the wider Arab Gulf region is scarce (Mustafawi and Shaaban, 2019) and as

Kang (2019, cited in Graham, Eslami and Hillman, 2021) notes, studies rarely feature the voices of students. This research therefore sought to address this literature gap by investigating language attitudes among students at a private school, predominantly attended by Qatari native Arabic-speakers.

Limitations were noted regarding the difficulty to obtain a larger sample size which the research notes may hinder generalisability of the results. Nevertheless, the current research is hoped to serve as a gateway to establishing initial theories and hypotheses regarding language attitudes amongst the country's schoolchildren while also providing valuable insight that could inform future studies and policy decisions.

After exploring the available literature contextualising the complexities in Qatar's multilingual environment (Hillman and Ocampo Eibenschutz, 2018), the researcher considered the impact of English within the country, which is viewed by some as occupying a position of linguistic supremacy (Alkhatib, 2017) although there is a lack of tangible evidence to suggest that this may cause a decline of Arabic in the country. Qatar's linguistic environment is further complicated by the presence of diglossia as the Arabic language is one of those originally identified by Ferguson (1959) as entailing a (H)igh and (L)ow variety. While diglossia is seemingly accepted by the country's Arabic speakers (Alsaifi, 2016), recent studies suggest a preference for the local Qatari dialect over the MSA (Hillman, 2019, cited by Hillman 2023), despite the fact that the latter is closer to the prestigious classical Arabic which is the language of the Holy Qur'aan.

Qatar is also exhibiting indications of Fishman's (1972) extended diglossia due to the growing presence of the English language, which provides the potential backdrop for language shifts.

The Qatari education system has undergone various recent transformations as characterised by shifts between EMI and AMI. While public schools currently adopt AMI, a growing number of Qataris attend private schools (Amin and Cochrane, 2023) and the domain is anticipated to feature more predominantly in education reforms going forwards as the country will be faced with an increasing need to address the growing divide between AMI and EMI graduates (Hillman, 2023).

The current research therefore used questionnaires to assess language attitudes amongst 12 schoolchildren from two private schools predominantly attended by Qatari and native Arabic speakers and sought to identify whether these may indicate a language shift in either direction. Additionally, interviews were held with 3 members of staff to understand the practical implications and difficulties for the schools to implement their stated linguistic policies.

While EMI was the students' preferred language of choice, this was primarily due to a lack of proficiency in the Arabic language, which was still noted as occupying an important position religiously and culturally. Staff interviews revealed the strain on resources to fulfil Arabic language proficiency requirements and the research therefore concluded with calling for less focus on language shifts and more policies that can accommodate both Arabic and English within Qatari society.

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7. APPENDICES

7.1. **Appendix 1 Ethics Form**

SECTION B: Approval for Research Activity

1	Has the research activity received approval in principle? (please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual)	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
2	If Yes, please indicate source of approval (and date where known): <i>Approval in principle must be obtained from the relevant source prior to seeking ethical approval</i>	Research Degrees Committee	<input type="checkbox"/>		
3		Institute Research Committee	<input type="checkbox"/>		
4		Other (write in): Dr Christine Jones, Interim Dean of the Institute of Education and Humanities	<input checked="" type="checkbox"/>	24-09-21	

SECTION C: Internal and External Ethical Guidance Materials

	Please list the core ethical guidance documents that have been referred to during the completion of this form (including any discipline-specific codes of research ethics, and also any specific ethical guidance relating to the proposed methodology). Please tick to confirm that your research proposal adheres to these codes and guidelines.	
1	UWTSD Research Ethics & Integrity Code of Practice	<input checked="" type="checkbox"/>
2	UWTSD Research Data Management Policy	<input checked="" type="checkbox"/>
3	British Education Research Association Ethical Guidelines for Educational Research (2018) (BERA)	<input checked="" type="checkbox"/>

SECTION D: External Collaborative Research Activity

1	Does the research activity involve collaborators outside of the University?	YES	<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>	
2	If Yes, please provide the name of the external organisation and name and contact details for the main contact person and confirmation this person has consented to their personal data being shared as part of this collaboration.					
3	Institution					
4	Contact person name					
5	Contact person e-mail address					
6	Has this individual consented to sharing their details on this form?	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>	
7	Are you in receipt of a KESS scholarship?	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>	
8	Is your research externally funded	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>	
9	Are you specifically employed to undertake this research in either a paid or voluntary capacity?	Voluntary	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
10		Employed	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
11	Is the research being undertaken within an existing UWTSD Athrofa Professional Learning Partnership (APLP)	If YES then the permission question below does not need to be answered.	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
12	Permission to undertake the research has been provided by the partner organisation	(If YES attach copy) (If NO the application cannot continue)	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>

Where research activity is carried out in collaboration with an external organisation

13	Does this organisation have its own ethics approval system?	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
14	If Yes, please attach a copy of any final approval (or interim approval) from the organisation				

SECTION E: Details of Research Activity

1	Indicative title:	Language attitudes towards the Arabic and English languages in Qatar: case studies of two private schools, predominantly attended by Qatari native Arabic-speaking children.			
2	Proposed start date:	1 October 2021	Proposed end date:	1 February 2021	
3	<p>Introduction to the Research (maximum 300 words)</p> <p>Ensure that you write for a Non-Specialist Audience when outlining your response to the three points below:</p> <ul style="list-style-type: none"> • <i>Purpose of Research Activity</i> • <i>Proposed Research Question</i> • <i>Aims of Research Activity</i> • <i>Objectives of Research Activity</i> <p>Demonstrate, briefly, how Existing Research has informed the proposed activity and explain</p> <ul style="list-style-type: none"> • <i>What the research activity will add to the body of knowledge</i> • <i>How it addresses an area of importance.</i> 				
4	<p>Purpose of Research Activity</p> <p>The State of Qatar is a highly multicultural country that is heavily reliant upon foreign expatriate workers across all sectors.</p> <p>The mix of nationalities within a small country therefore gives rise to a need for a lingua franca, predominantly occupied by the English language. Outside of the public and work spheres, the English language also has a leading role within education and the national policy has fluctuated over the past decade regarding the use of the English language as a medium of instruction in state schools (as noted in research undertaken by Eiman Mustafawi and Kasim Shaaban in their paper "<i>Language policies in education in Qatar between 2003 and 2012: from local to global then back to local</i>").</p> <p>Recently, the Ministry of Education in Qatar mandated all private schools to incorporate the teaching of the Arabic language and Islamic studies into their curriculum. This decree was made further to the 2019 issuance of the 'Arabic Language Law' which aimed at preserving the Arabic language by mandating both governmental and non-governmental organisations to use the Arabic Language in official meetings and correspondences (Qatar Communications and Regulatory Authority, 2019).</p> <p>Given this dynamic linguistic situation, this dissertation project will be investigating attitudes towards the Arabic and English languages among native speakers, specifically through undertaking a case study at two private schools, predominantly attended by Qatari (i.e. native Arabic speaking) children.</p>				
5	<p>Research Question</p> <p>What are the prevailing language attitudes amongst Qatari children and parents towards the Arabic and English languages, and to what extent could this indicate a language shift in either direction? Is education occurring through their chosen language? Do the schools currently meet the linguistic wishes of parents?</p>				

6	<p>Aims of Research Activity</p> <p>The research aims to understand attitudes towards the Arabic and English languages and to assess to what extent the language policies regarding the use of the English language within education (in particular as a medium of instruction within schools) may or may not be impacting language attitudes. If so, whether or not such attitudes may serve as an indication of a language shift in favour of either Arabic or English.</p>
7	<p>Objectives of Research Activity</p> <p>Despite its highly multilingual nature, research on bilingualism within the Middle East is currently very scarce.</p> <p>In Qatar, bilingualism as a concept within education does not seem to be highly recognised, with few schools identifying themselves as such, despite having two languages of instruction. Research undertaken by Fatma Al-Madheed in 2013, aimed to <i>"try and identify the place of the Qatari bilingual programmes compared to known typologies"</i>, given that many schools do not have pronounced bilingual linguistic aims.</p> <p>It is therefore hoped that this current research will add to initial literature on bilingualism within the Middle East and within Qatar specifically, and may give rise to points for further consideration by policymakers, education practitioners, parents and students alike.</p> <p><small>(this box should expand as you type)</small></p>
8	<p>Proposed methods (maximum 600 words)</p> <p>Provide a brief summary of all the methods that may be used in the research activity, making it clear what specific techniques may be used. If methods other than those listed in this section are deemed appropriate later, additional ethical approval for those methods will be needed.</p>
9	<p>Given the dearth of literature within this area, my first method will be to analyse available material that may provide context to the current linguistic environment, both on a national level and also within the current schools to be studied. This would start with understanding the current laws applicable to the schools and the policies adopted by the schools to inculcate the linguistic aims.</p> <p>A look at curriculum / lesson planning and discussions with those responsible for setting and enacting the school's language policies (i.e. Headteacher and teaching staff) would also be used to ascertain how the schools' aims are actually implemented on a micro level and how this may potentially differ across subjects and / or school years.</p> <p>It is anticipated that the two main methods that will be used for this research will be questionnaires and (semi-structured) interviews. The former being the easiest method to amass a wide range of information as efficiently as possible, of particular importance to a first-time, lone researcher.</p> <p>It is anticipated that the interviews will be shared through a web form method, which the researcher anticipates will improve response rates and participation engagement due to the ease with which the internet is used at the present time. Additionally, obtaining the information via digital means will also facilitate the researcher's analysis of the data that will be gathered through the questionnaires. The initial information obtained from the questionnaires would be categorised according to observed trends and followed up with interviews with selected participants to delve further into understanding their responses. This is particularly important given that the research aim is to study attitudes, which can fluctuate on a large spectrum and are not so easily determined or defined based on closed questions that typically feature in questionnaires.</p> <p>The questionnaire and interview methods are evidently dependent on participant engagement and responsiveness. It would therefore be important for participants to see the potential benefit of the aims of the study in order to incentivise them to take part. Additionally, the use of a school will</p>

facilitate obtaining a sample of a sufficient size, and also following up with non-responsive participants, as required.

In order to ensure the sample size is representative of the whole school environment, stratified sampling would be used to select students across the secondary population. The eventual sample chosen will at the same time remain subject to ensuring informed consent is obtained from parents given that the schoolchildren participants will be below the age of 18. It should be noted that while the case study schools are private and independent fee-paying institutions open to all, the clear principles to promote Islamic and Qatari identity mean that the schools are primarily attended by Qatari citizens, thus increasing the likelihood of homogeneity (e.g. with regards to socioeconomic and cultural background) across the school population and, therefore, the sample.

Time-permitting, in particular taking into consideration the impacts of the current hybrid learning environment as a result of the ongoing COVID-19 pandemic, observation may also be used as a means of triangulation of the data obtained from other methods: e.g. whether the language attitudes shown by children within the classroom – (which may be demonstrated by choice of language used within the classroom for example) correspond to the responses obtained through questionnaires and interviews as applicable.

10	Location of research activity Identify all locations where research activity will take place.
11	The research participants will be selected from schools based in Doha, Qatar. Given the current hybrid learning environment due to ongoing restrictions as a result of the COVID-19 pandemic, research may take place through a combination of an onsite physical location of a school classroom and also online (e.g. via Microsoft Teams or Zoom). <i>(this box should expand as you type)</i>
12	Research activity outside of the UK If research activity will take place overseas, you are responsible for ensuring that local ethical considerations are complied with and that the relevant permissions are sought. Specify any local guidelines (e.g. from local professional associations/learned societies/universities) that exist and whether these involve any ethical stipulations beyond those usual in the UK (provide details of any licenses or permissions required). Also specify whether there are any specific ethical issues raised by the local context in which the research activity is taking place, for example, particular cultural and/or legal sensitivities or vulnerabilities of participants.
13	Respecting cultural sensitivities will be particularly important for this research, given that Qatar is as a relatively conservative culture, which can occasionally hinder interactions between the genders. Therefore, the researcher will ensure to work with the school authorities and respect customs and guidelines in place to ensure that all cultural boundaries and sensitivities are fully respected at all times.

14	Use of documentation not in the public domain: Are any documents NOT publicly available?	NO	<input type="checkbox"/>
		YES	<input checked="" type="checkbox"/>
15	If Yes, please provide details here of how you will gain access to specific documentation that is not in the public domain and that this is in accordance with prevailing data protection law of the country in question and England and Wales. The research will involve accessing information about the school's policies and curriculum. While much of this information is publicly available through the school's website (i.e. details of the subjects taught and languages used within the classroom), the researcher will ensure to discuss with the school with regards to any confidentiality requirements of accessing curriculum-specific details.		

SECTION F: Scope of Research Activity

1	Will the research activity include:	YES	NO
2	Use of a questionnaire or similar research instrument?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3	Use of interviews?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Use of diaries?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5	Participant observation with their knowledge?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Participant observation without their knowledge?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7	Use of video or audio recording?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Access to personal or confidential information without the participants' specific consent?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

9	Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10	Performance of any acts which may cause embarrassment or affect self-esteem?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11	Investigation of participants involved in illegal activities?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
12	Use of procedures that involve deception?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
13	Administration of any substance, agent or placebo?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
14	Working with live vertebrate animals?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
15	Other primary data collection methods, please explain in this box For example, 'focus groups'. Please indicate the type of data collection method(s) in this box and tick the accompany box.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
16	Details of any other primary data collection method: N/A		

If NO to every question, then the research activity is (ethically) low risk and may be exempt from some of the following sections (please refer to Guidance Notes).

If YES to any question, then no research activity should be undertaken until full ethical approval has been obtained.

SECTION G: Intended Participants

1	Who are the intended participants:	YES	NO
2	Students or staff at the University?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3	Adults (over the age of 18 and competent to give consent)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Vulnerable adults?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5	Children and Young People under the age of 18? (Consent from Parent, Carer or Guardian will be required)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Prisoners?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7	Young offenders?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8	Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9	People engaged in illegal activities?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10	Others (please identify specifically any group who may be unable to give consent) please indicate here and tick the appropriate box.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11	Other – please indicate here:		

12	Participant numbers and source Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?	
13	How many participants are expected?	<p>It is anticipated that the 150 schoolchildren will be selected evenly between two schools for the questionnaires, alongside 50 parents.</p> <p>Within this wider population, a subset will be selected for follow-up interviews.</p>

		In addition to pupils and parents, the researcher will also hold discussions with staff within each school. It is anticipated that 5 members of staff will be contacted at each school.
14	Who will the participants be?	The participants will be comprised of both schoolchildren and their parents, as well as educational practitioners within both schools.
15	How will you identify the participants?	Stratified sampling will be used to identify a sample population representative of the entire secondary school environment.

16	Information for participants:	YES	NO	N/A
17	Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	Will you tell participants that their participation is voluntary?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	Will you obtain written consent for participation?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	If the research is observational, will you ask participants for their consent to being observed?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	Will you tell participants that they may withdraw from the research at any time and for any reason?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	With questionnaires, will you give participants the option of omitting questions they do not want to answer?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	If NO to any of above questions, please give an explanation			
27				

28	Information for participants:	YES	NO	N/A
29	Will participants be paid?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
30	Is specialist electrical or other equipment to be used with participants?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31	Are there any financial or other interests to the investigator or University arising from this study?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
32	Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
33	If YES to any question, please provide full details			
34	<p>During interviews, the use of mobile phone and / or recording applications will be used in order to allow the researcher to transcribe and review the responses obtained during the discussions</p> <p>Participants (and participants' parents where schoolchildren are concerned) will be made aware of this as part of the consent procedure. All information obtained will be stored appropriately in line with data privacy requirements and used solely for the purposes of this research</p>			

SECTION H: Anticipated Risks

1	<p>Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them.</p> <p>If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.</p>		
2	Full risk assessment completed and appended?	Yes	<input type="checkbox"/>
		No	<input checked="" type="checkbox"/>
3	<p>Risks to participants For example: emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information</p>		
4	The research will be undertaken in a typically conservative / traditional country. Therefore, the researcher will need to be mindful of any risk of	The research will obtain the consent of parents for all participants under the age of 18 and will work with the guardians as well as the school	

	<p>potential emotional distress or discomfort that may be caused to students, in particular, when being interviewed.</p> <p>For teaching staff, there may be a risk or fears of facing potential repercussions if they are deemed to have expressed any opinions contrary to school policy / in criticism of the school.</p>	<p>authorities to ensure that interviews are conducted in an environment in which the child feels safe and comfortable.</p> <p>The researcher will ensure to follow all requirements in order to meet any child safeguarding measures implemented by the school. It should be noted that the researcher is the holder of a Certificate of Basic Disclosure (issued in November 2019), attested by both a UK solicitor and the Qatar Ministry of Foreign Affairs, given that such clearance was a requirement for entering into employment in Qatar.</p> <p>The researcher will ensure that all responses received during the fieldwork will be used solely for the purposes of the project and all participants' information will be appropriately anonymised in the final report</p>		
5	<p>If research activity may include sensitive, embarrassing or upsetting topics (e.g. sexual activity, drug use) or issues likely to disclose information requiring further action (e.g. criminal activity), give details of the procedures to deal with these issues, including any support/advice (e.g. helpline numbers) to be offered to participants. Note that where applicable, consent procedures should make it clear that if something potentially or actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities</p>			
	<p>N/A</p>			
6	<p>Risks to investigator For example: personal safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest</p>			
	<p>The researcher may suffer stress or anxiety due to the pressures of completing the project and, in particular, if circumstances do not allow the researcher to complete the research activity; for example, due to participant withdrawal.</p> <p>The researcher may face the risk of failing to complete the research activity or inadequate / inconclusive findings due to insufficient data.</p>	<p>The researcher will mitigate such risks by maintaining an appropriate project plan, regularly discussed with the researcher's supervisor and taking action if and when required to adjust to any changes in circumstances, such as discussions with schools to recruit more participants if required.</p>		
7	<p>University/institutional risks For example: adverse publicity, financial loss, data protection</p>			
	<p>Any unprofessional behaviour or misconduct on part of the researcher would reflect poorly on the university and its reputation.</p>	<p>The researcher will ensure to make adequate preparations for each interview and interaction with participants, acting professionally at all times during the research activity.</p>		
8	<p>Disclosure and Barring Service</p>			
9	<p>If the research activity involves children or vulnerable adults, a Disclosure and Barring Service (DBS) certificate must be obtained before any contact with such participants.</p>	<p>YES</p>	<p>NO</p>	<p>N/A</p>

10	Does your research require you to hold a current DBS Certificate?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
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SECTION I: Feedback, Consent and Confidentiality

1	Feedback	<p>What de-briefing and feedback will be provided to participants, how will this be done and when?</p> <p>Participants will receive high-level feedback immediately after the semi-structured interview, to recap the researcher's initial understandings of the discussions and provide the opportunity for any immediate clarifications.</p> <p>Once all the data has been analyzed, participants will also receive a summary of research findings and will be offered an opportunity for further debriefing if desired.</p> <p>If requested, the researcher may also share the final findings and conclusions of the project with the participants. Any information contained within report and outputs shared with the participants will be fully anonymised.</p>
2	Informed consent	<p>Describe the arrangements to inform potential participants, before providing consent, of what is involved in participating. Describe the arrangements for participants to provide full consent before data collection begins. If gaining consent in this way is inappropriate, explain how consent will be obtained and recorded in accordance with prevailing data protection legislation.</p> <p>In conjunction with the case study schools, information will be disseminated to the students and their parents / carers regarding the proposed research. Informed consent will be obtained from the parents of the children in advance of research participation and will be appropriately documented in accordance with the University policies and BERA regulations.</p> <p>The questionnaires will also contain an introductory section with more information regarding the research aims, data collection procedure, and contact information for any further queries.</p>
3	Confidentiality / Anonymity	<p>Set out how anonymity of participants and confidentiality will be ensured in any outputs. If anonymity is not being offered, explain why this is the case.</p> <p>The researcher will respect the participants' confidentiality by anonymising the data and protecting their privacy through the use of pseudonyms in the written report for example, and not disclosing any identifiable information that would enable any information to be traced back to the participant.</p>

SECTION J: Data Protection and Storage

In completing this section refer to the University's Research Data Management Policy and the extensive resources on the University's Research Data Management web pages (<http://uwtsd.ac.uk/library/research-data-management/>).

	Does the research activity involve personal data (as defined by the General Data Protection Regulation 2016 "GDPR" and the Data Protection Act 2018 "DPA")?	YES	NO
1	<p><i>"Personal data" means any information relating to an identified or identifiable natural person ("data subject"). An identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person. Any</i></p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

	<i>video or audio recordings of participants is considered to be personal data.</i>		
2	If YES, provide a description of the data and explain why this data needs to be collected:		
	<p>The research will entail the use of audio recordings for the purpose of allowing the researcher to refer back to participant responses obtained during the interviews.</p> <p>Audio recordings are defined as personal data as per the General Data Protection Regulation 2016 and the Data Protection Act 2018.</p>		
3	Does it involve special category data (as defined by the GDPR)?	YES	NO
	<p><i>“Special category data” means sensitive personal data consisting of information as to the data subjects’ –</i></p> <p>(a) racial or ethnic origin, (b) political opinions, (c) religious beliefs or other beliefs of a similar nature, (d) membership of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992), (e) physical or mental health or condition, (f) sexual life, (g) genetics, (h) biometric data (as used for ID purposes),</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4	If YES, provide a description of the special category data and explain why this data needs to be collected:		

5	Will the research activity involve storing personal data and/or special category data on one of the following:	YES	NO
6	Manual files (i.e. in paper form)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	University computers?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8	Private company computers?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9	Home or other personal computers?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10	Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	“Cloud” storage or websites?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Other – specify:	<input type="checkbox"/>	<input type="checkbox"/>
13	For all stored data, explain the measures in place to ensure the security of the data collected, data confidentiality, including details of password protection, encryption, anonymisation and pseudonymisation:		
	<p>Any hard copy / manual files (e.g. print-outs of information for the researcher’s easier reference; interview notes) will be stored securely within a storage facility only accessible by the researcher. Information will be kept manually for as short a period as possible, only for periods deemed beneficial to the research. Thereafter, manual records will be transferred to digital storage and then appropriately destroyed.</p> <p>With regards to data that will be stored electronically, the researcher will ensure to maintain security with regards to the information by observing the following steps:</p> <ul style="list-style-type: none"> • A password-encrypted external memory stick / hard drive will be used to store information gathered by the researcher until the completion of the project. The researcher will ensure that the password, and thereafter information stored on the drive, will not be accessible to anyone but the researcher (except where possibly required by the researcher’s tutor for the purposes of undertaking the assessment of the project). 		

	<ul style="list-style-type: none"> Any easily-identifiable details regarding the participants (such as real names) will not be maintained on the stored data, and the participants' information will instead be protected through anonymisation and the use of pseudonyms. All data collected through the course of the researcher's project will be used solely for the aforementioned research activity. 		
14	All Data Storage		
15	Will the research activity involve any of the following activities:	YES	NO
16	Electronic transfer of data in any form?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Sharing of data with others at the University?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
18	Sharing of data with other organisations?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
19	Export of data outside the European Union or importing of data from outside the UK?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
20	Use of personal addresses, postcodes, faxes, emails or telephone numbers?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
21	Publication of data that might allow identification of individuals?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
22	Use of data management system?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
23	Data archiving?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
24	If YES to any question, please provide full details, explaining how this will be conducted in accordance with the GDPR and DPA (and/or any international equivalent):		
	<p>The participants will be informed of the research and data collection process prior to participating. The participants/ participants' parents, as appropriate, will be asked for their consent prior to commencement of any data collection activities. In particular, interviewed participants will be informed of the researcher's intention to store a recording of the interview for the purpose of the research activity.</p> <p>Subsequent to obtaining the appropriate consent and collating the necessary data, recordings may then be transferred onto the researcher's encrypted external hard drive.</p>		
25	List all who will have access to the data generated by the research activity:		
	<p>The researcher will have the sole rights to access the data. The researcher's tutor, Dr Hywel Glyn Lewis, may also view this data strictly for assessment purposes. The External Examiner will also see the data for assessment purposes.</p>		
26	List who will have control of, and act as custodian(s) for, data generated by the research activity:		
	<p>The researcher will be the sole controller of data obtained throughout the course of the research activity</p>		
27	Give details of data storage arrangements, including security measures in place to protect the data, where data will be stored, how long for, and in what form. Will data be archived – if so how and if not why not.		
	<p>The data will be stored on a password-protected memory stick / external hard drive as appropriate.</p>		

	The researcher will store and maintain this storage within her residence until the completion of the research activity, and the data storage item will only be accessible the researcher.	
28	Please indicate if your data will be stored in the UWTSO Research Data Repository (see https://researchdata.uwtsd.ac.uk/). If so please explain. <i>(Most relevant to academic staff)</i>	
	No. N/A	
29	Confirm that you have read the UWTSO guidance on data management (see https://www.uwtsd.ac.uk/library/research-data-management/)	YES <input checked="" type="checkbox"/>
		NO <input type="checkbox"/>
30	Confirm that you are aware that you need to keep all data until after your research has completed or the end of your funding	YES <input checked="" type="checkbox"/>
		NO <input type="checkbox"/>

You will be informed of the outcome of your claim by email; therefore it is important that you check your University and personal email accounts regularly.

STUDENTS ON UNDERGRADUATE OR TAUGHT MASTERS PROGRAMMES should submit this form (and receive the outcome) via systems explained to you by the supervisor/module leader.

7.2. **Appendix 2 Parent Consent Form**

موافقة ولي الأمر على مشاركة الطفل في بحث دراسي

Parental Consent for Academic Research



الباحثة : عزيزة أكاني
جامعة ويلز ترينيتي سانت ديفيد
Researcher: Azeezat Akande
University of Wales Trinity Saint David
1711574@student.uwtsd.ac.uk

مشرف البحث : د / هيويل جلين لويس
Research Supervisor: Dr Hywel Lewis
h.lewis@uwtsd.ac.uk

المعلومات للبحث الدراسي

RESEARCH INFORMATION

أولياء الأمور/طلاب الصفوف (6 - 12) الكرام

السلام عليكم

اسمي عزيزة أكاندي وأنا موظفة في مؤسسة قطر . أدرس للحصول على درجة الماجستير في ثنائية اللغة وتعدد اللغات

أبدأ حاليًا في مشروع بحثي يهدف إلى استكشاف الاتجاهات اللغوية تجاه اللغة العربية واللغة الإنجليزية بين الناطقين الأصليين للغة العربية

لذلك أدعو طفلك للمشاركة في هذا البحث من خلال:

الإجابة على استبيان عبر الإنترنت يجب استكماله بحوالي 5-10 دقائق : و

حضور مقابلة متابعة قصيرة للطلاب المختارين

سوف تكون الأسئلة عن استخدام اللغة، مثل:
"أي اللغة ي/تستخدمها معلم/تك على الأكثر في الفصل؟" لدروس مختلفة
"أي اللغة أنت [الطالب/ة] تستخدم/ينها على الأكثر؟" في سياق مختلفة

المشاركة في هذه الدراسة طوعية تمامًا و يمكنك إلغاء مشاركة طفلك من البحث في أي مرحلة

ستُحفظ كل المعلومات المتعلقة بهذا البحث بسرية تامة. لن يتاح الوصول لمعلومات البحث إلا للباحثة ومشرف البحث فقط لن تُنشر الاستبيانات الفردية أو البيانات الشخصية للجمهور في أي وقت

ستتم مشاركة النتائج النهائية لهذا البحث مع المدرسة لكي تضعها في اعتبارها. آملين مساعدتها على صنع القرارات المتعلقة بالسياسات المستقبلية

شكراً لك مقدماً على وقتك وتعاونكم ولا تتردد في الاتصال بي إذا كان لديك أي استفسار

أطيب التحيات
عزيزة أكاندي

Dear Parents of Grades 6 - 12,

Assalaam alaikum

My name is Azeezat Akande and I am an employee within Qatar Foundation, studying for a **Master's degree in Bilingualism and Multilingualism.**

I am currently embarking on a research project which aims to **explore language attitudes towards Arabic and English among native Arabic speakers.**

I would therefore like to invite your child to participate in this research, through:

- Answering an **online questionnaire** that should take about 5-10 minutes to complete; and

- Attending a short follow-up interview for selected students.

Questions will be about language usage, such as:

"Which language does your teacher use the most in the classroom?" for different lessons;

"Which language do you [the student] use the most?" in different situations

Participation in this study is completely voluntary and you can withdraw your child from the research at any stage.

All information obtained from this research will be kept strictly confidential. Only the researcher and research supervisor will have access to the data. At no time will individual questionnaires or personal data be released to the general public.

The final findings of this research will be shared with the school for their consideration in hopes that it will aid future policy decisions.

Thank you in advance for your time and cooperation and feel free to contact me should you have any queries.

Kind regards,
Azeezat Akande

قد قرأت وفهمت المعلومات عن هذا المشروع البحثي
لقد أتيت لي الفرصة للنظر في المعلومات وطلب التوضيح عند الاقتضاء
أدرك أن مشاركة ابني/ابنتي طوعية وأن يمكنه إلغاء المشاركة في أي وقت
أدرك أن أي معلومات يقدمها ابني/ابنتي يمكن استخدامها في التقارير أو المقالات أو العروض التقديمية المستقبلية
من قبل الباحثة
أدرك أن اسم ابني/ابنتي وبياناته/ال شخصية لن تظهر في أي تقارير أو مقالات أو عروض

I have read and understood the information for this research project.
I have had the opportunity to consider the information and seek clarification where relevant.
I understand that my child's participation is voluntary and that they are able to withdraw at any time.
I understand that any information given by my child may be used in future reports, articles or presentations by the researcher.
I understand that my child's name and personal details will not appear in any reports, articles or presentations.

1. أوافق على مشاركة ابني/ابنتي في هذا البحث (استبيان و مقابلة).

I agree for my child to take part in this research project (questionnaire and interview) *

نعم / Yes

لا / No

Contact Information

2. اسم ولي الأمر الكامل

Full Name of Parent / Guardian *

3. اسم ابن/ة الكامل

Full Name of Child *

4. اسم المدرسة

Name of School *

5. الصف و الشعبة

Name of Grade & Class *

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 Microsoft Forms

7.3. **Appendix 3 Student Questionnaire**

Research on the Arabic and English languages within the State of Qatar

Assalaam alaikum

My name is Azeezat Akande. I am studying for a Master's Degree in Bilingualism and Multilingualism at the University of Wales Trinity Saint David, while also working here in Qatar.

I am currently doing a research study as part of the final year of my degree. **I am doing this project to find out how students in Qatar feel about the Arabic and English languages.**

Your school has been chosen for my project as both the Arabic and English languages are used in different lessons and you have been selected to receive this questionnaire after your parent / guardian gave permission for you to participate in this project. You may also be contacted for a short follow-up interview after completing this questionnaire.

The questions will not be a test of your Arabic or English language ability and your participation will not impact your grades.

Your answers will be used to help in the writing of the final report. The report will not include your name or personal details. Some of the comments in the report may be shared with the public to help teachers and education officials with future plans which may help you and other students in Qatar.


Please note that it is up to you to decide if you want to join this project and you can stop at any time.

If you agree to be part of this project, please kindly provide details of your name and age at the beginning of this questionnaire and then proceed to answer the questions that follow. **Please make sure to click 'Submit' once you have finished.**


The questionnaire contains 16 questions and should take approximately 5-10 minutes to complete.

Ma Salaam
Azeezat

* Required


1. Please state your full name (NAME, FAMILY NAME) in the box below * 

Enter your answer

2. What is your gender? * 

Male

Female

3. What is your nationality? * 

Qatari

Non-Qatari (Arabi)

Non-Arab

Other

4. How old are you? *

11

12

13

14

15

16

Other

5. What school do you attend? *

Enter your answer

6. What grade / year are you in?

*

6

7

8

9

10

11

12

7. How long have you been attending this school? *

Since Kindergarten

Since Primary School

For Middle School Only

For High School Only

8. How long have you lived in Qatar? *

Less than 5 years

5 - 10 years

More than 10 years

My whole life

9. Which dialect of the Arabic language do you consider as your native language? *

- Modern Standard Arabic
- Gulf (Khaleeji) Arabic
- Not Applicable (do not speak Arabic as a native language)
- Other

10. For the following subjects, please select ONE response that shows **which language your teacher uses the most** in the classroom *

	Only Arabic	Arabic and some English	English and some Arabic	Only English
Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arabic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Islamic Studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Qatar History	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Geography	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Art	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. For the following subjects, please select ONE response that shows **which language you want your teacher to use in the classroom** *

	Only Arabic	Arabic and some English	English and some Arabic	Only English
Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arabic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Islamic Studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Qatar History	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Geography	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Art	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Please use this space to **explain any reason why you want your teacher to use the language selected above** *

Enter your answer

13. Please kindly read the following statements and choose which **language you think is best for each situation** *

	Arabic	English	Other
If I go to university, I would like to go to a university where lessons are taught in:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public announcements in Qatar should be in the following language:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The most important language for getting a good job in Qatar is:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. For the following scenarios, please select **ONE** response that indicates **which language you are most likely to use** in each situation

	Only Arabic	Mainly Arabic with some English
Watching TV shows / series	<input type="radio"/>	<input type="radio"/>
At home with non-family members (e.g. with nanny, maid, driver)	<input type="radio"/>	<input type="radio"/>
Outside of school, with friends	<input type="radio"/>	<input type="radio"/>
Using the internet and social media	<input type="radio"/>	<input type="radio"/>
In the classroom with your teacher	<input type="radio"/>	<input type="radio"/>
At home with your siblings and younger family members	<input type="radio"/>	<input type="radio"/>
During schooltime with your classmates	<input type="radio"/>	<input type="radio"/>
When reading (for leisure / non-academic purposes)	<input type="radio"/>	<input type="radio"/>
At home with your parents and older family members	<input type="radio"/>	<input type="radio"/>

15. Please use this space to **explain any reason why you prefer to use** the language selected above

Enter your answer

16. Please read the following statements and **choose ONE response** based on how much you agree or disagree with each statement:

	Strongly Agree	Agree	Neither ag
Everyone living in Qatar should learn and speak the Arabic language	<input type="radio"/>	<input type="radio"/>	

	Strongly Agree	Agree	Neither ag
Learning the Arabic language is an important part of the Islamic faith	<input type="radio"/>	<input type="radio"/>	
Learning the Arabic language is an important part of the Arab culture	<input type="radio"/>	<input type="radio"/>	
The Arabic language should be used <u>more</u> in public spaces in Qatar	<input type="radio"/>	<input type="radio"/>	

17. Please use this space to share any comments about how you feel about the Arabic and English languages within Qatar [1]

Enter your answer



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7.5. Appendix 4 Staff Interview Question Schedule

7.5.1. Interview with secondary school principal

1. Please can you give me a brief overview of the pupils attending the school (i.e., nationality, linguistic make up etc.)
2. Please can you provide some background on the current policy regarding language of instruction at the school?
 - 2.1. *(Primarily focused on secondary school, but any reference to primary school may be added if deemed relevant).*
 - 2.2. *What about the mix of languages spoken by teachers?*
3. I understand that the school follows the IB programme, in which students' language category may be categorized as 'A' (native level) or 'B', for native Arabic speakers in the school, where do you see most students failing in these categories?
4. From a student perspective, what responses do you see regarding the current languages of instruction?
 - 4.1. *i.e. have students ever expressed a preference for either Arabic or English as a language of instruction?*
5. With regards to parents, have you received any comments or feedback regarding the school's language policy and languages of instruction?
 - 5.1. *For example, has the language policy been seen to impact students' decisions to enroll pupils at the school?*
6. What are some of the challenges/ difficulties that you have seen regarding the current bilingual language policy?

7.5.2. Interview with Head of Arabic Department

1. Please can you give me a brief overview of the Arabic department within the school and the curriculum
 - *i.e. including the role of the Arabic language in the secondary school curriculum*

2. Have you experienced any challenges with getting students to speak Arabic throughout lessons?
 - *i.e. do they occasionally switch to English? If yes, what is this for – for conversing with friends, for clarifications?*

3. What kind of data do you collate / maintain to monitor use of language and success of bilingual aims in the school?

4. Have you noticed any difference in language usage among students in lower vs upper secondary school?
 - *i.e. is there any evidence of a shift to one or the other?*

5. What initiatives are there to encourage / sustain the Arabic language amongst native speakers?

6. What challenges do you note regarding Arabic language within the school? (including in your experience in Qatar, the Arab region and the world?)
 - *Student preference?*
 - *Available teachers with the correct credentials (in the Arabic language and other subjects etc.)*

7. The school's language policy refers to all teachers being 'language teachers', in practice are there any specific activities that the Arabic department undertakes to train teachers outside of the department and across the school?

8. I understand that there are some non-Arabic speaking children – are there any issues with incorporating them into the dual language programme?

9. The school's policy refers to caregivers playing a vital role in supporting children's language development – how do you go about enacting this?