

# DIFFERENTIATION STRATEGIES FOR TEACHING ENGLISH TO ENGLISH SECOND LANGUAGE LEARNERS IN THE UNITED ARAB EMIRATES

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## ABSTRACT

*Learning English is mainly about communicating with people in places where our native languages are not spoken. The number of English Language Learners (ELLs) in United Arab Emirates' (UAE) schools today is increasing, so it is essential to use strategies that support student learning across all subjects. Schools in the UAE are increasingly using English as the language of instruction for many subjects (Ismail & AlAwidi, 2012). According to Santhi (2012), the purpose of teaching English is to help students understand how English differs from region to region, ethnic group to ethnic group, and social class to social class. Although there are unique challenges involved in teaching English to non-native speakers, efforts to effectively implement instructional strategies are crucial to successful teaching, and teachers' perceptions of how instructional strategies are applied in the classroom play a crucial role. The impact that educators who teach English as a Second Language (ESL) have on students cannot be overstated. Each teacher strives to improve their students' skills in their classrooms on a long-term basis. "Improving English language skills at all levels of education is a top priority for the UAE" (Ismail & Alawidi, 2012, p.29).*

## INTRODUCTION

Many instructional strategies have been studied in different contexts, including the development of language skills in students. According to (Wiggins & McTighe, 2008, as cited in Almekhlafi, Ismail & Hassan, 2020), "instructional strategies are the classroom techniques and methods teachers use to introduce learning contents to their students and help them acquire required knowledge and skills" (p. 326). By allowing students to select the appropriate techniques and use them effectively, teachers help them become independent strategic learners. By using these strategies, students can motivate themselves, focus attention, organize information so that they can comprehend and remember, and monitor their progress (Alberta, 2002).

Students' performance is ultimately at the core of school improvement. People think that student achievement is directly linked to higher standards, greater accountability, new curricula and materials, or more resources and facilities. A more pragmatic explanation is that it is the result of improved teaching skills that target average students (Hargreaves, Lieberman & Fullan, 2010, as cited in O'Sullivan, 2017). For teachers, differentiated instruction is key to meeting the needs of their students, and when it comes to ELLs, teachers must incorporate strategies that focus on building success in these students.

In this comprehensive literature review, three effective instructional strategies for teaching English on ELLs in the United Arab Emirates will be examined. Specifically, the effectiveness of cooperative learning, computer assisted language learning, and flipped classroom instruction for improving the skills of ELLs will be assessed. In exploring this literature, the goal is to determine how these strategies can be most effective in strengthening students' skills as English language learners.

## Context Statement

The United Arab Emirates (UAE) is a country in the middle east and consists of seven separate Emirates: Abu Dhabi, Dubai, Sharjah, Ajman, Fujairah, Umm Al Quwain, and Ras Al Khaimah. On 2 December 1971, UAE was established as a federation. There is an official religion, Islam, in the country, as well as an official language, Arabic. According to (Global Median Insights, Dubai, 2021), the total population of the UAE is 10.08 million, an increase of 0.90% from 2021. The UAE's population has grown at the fastest rate in the Arab region due to the spike in births of nationals, better health services, and continued influx of expatriates looking to take advantage of expanding business opportunities (Kawach, 2003). There are 8.92 million expats in the UAE in 2022, while there are only 1.16 million Emirates. There is a wide range of ages in the UAE population. Most of the population is between the ages of 24-54, which make up almost 6.55 million, or 65.00 percent. Then comes 0-14 age group which constitutes 14.92% of the population (Global Median Insights, Dubai, 2021).

In order to accommodate this large population, the UAE runs two major educational systems. Generally, UAE schools is divided into government schools, which provide free education to Emiratis, and private schools, which charge fees and are accessible to both expatriates and nationals (Sergon, 2022). The Ministry of Education (MOE) supervises public schools and curriculum, while private schools are managed by local authorities (UAE Government Portal, 2021). For instance, there are some local authorities like the Abu Dhabi Department of Education and Knowledge which aims to develop education and educational institutions in the emirate. Moreover, the Knowledge and Human Development Authority is responsible for expanding, improving private education in UAE, and supporting schools, parents, students, educators (Sergon, 2022).

Though I did not study or teach in the UAE, many of my friends are ESL teachers in UAE and they are great teachers who have implemented some instructional strategies in their classroom and found it extremely effective in enhancing learning.

## Purpose Statement

The purpose of this study is to explore three instructional strategies for teaching English to English second language learners in the United Arab Emirates. These strategies are: Cooperative learning, computer assisted language learning, and flipped classroom instruction.

## Rationale

According to (OECD, 2020), "given the multicultural nature of the UAE, teachers are not only expected to deal with students with varying skills and learning profiles, but also with students from very diverse cultural, educational and linguistic backgrounds" (p.39). Considering these concerns, it has become increasingly important for teachers to look into the academic challenges new English language learners face, how their educational experiences are impacted, and what strategies they can employ to improve the skills of their students.

As cited by (Harris, 2003), teachers are essential to the success of any educational reform initiative. When planning the classes, teachers will need to keep these factors in mind. It is crucial that effective educational strategies be implemented to assist UAE students in light of the

aforementioned academic concerns. A teacher's job is to make sure all students, regardless of their learning style or background, are able to access the curriculum and develop essential skills. OECD (2019) found that half of UAE teachers said their classes had more than 10% of students who spoke a language other than the language of instruction (OECD average: 21%). Therefore, UAE teachers must be prepared to adapt their teachings to accommodate the cultural, religious, and historical backgrounds

of students from various backgrounds. Teachers are seen by Qudwa (2016) as change agents in the education system, and their expertise is tapped to enhance innovation, creativity, and collaboration.

This paper examines the instructional strategies UAE teachers can engage in to support the development of a future-ready education system by recognizing the unique role that they play in shaping the skills of their students. In order to accomplish this, education systems should prioritize the development of students' collaboration skills, implement flipped classroom instruction, and use computer assisted language learning to enhance learning. Thus, for teachers to support their ELL students' long-term success, these strategies must be implemented thoroughly in the classroom.

## LITERATURE REVIEW

Research for this paper looked through literature that discussed three instructional strategies for teaching English to English second language learners in the United Arab Emirates. Those instructional strategies are cooperative learning, computer assisted language learning, and flipped classroom instruction. Based on the three strategies presented, the second section of the literature review offers implications for classroom practice.

### Cooperative Learning

As pointed out by (Johnson, Johnson, & Holubec, 1994), “cooperative learning is the instructional use of small groups in which students work together to positively impact each other’s learning” (p.4). As defined by (Jacobs, Power, & Loh, 2002), “cooperative learning is the principles and techniques for helping students work together more effectively” (p.1). Hence, cooperative learning (CL) is more than just requiring students to work in a group. Instead,

significant efforts are made to ensure that students have a positive experience. In this way, students’ social and cultural awareness will undoubtedly be significantly enhanced. Cooperative learning can be a very effective way for students to make friends they might not otherwise have, to develop friendships they might never have had, and to be a pleasure helping others. For example, when students work together on a project, their relationships will become stronger as well as their cultural and social awareness, which will improve their learning. According to (Ismail & AlAllaq, 2019), “cooperative learning and differentiated instruction have recently attracted a lot of attention as they are considered by educators and teachers to play significant roles in motivating learners and promoting interactive learning” (p.1). In order to ensure that this happens, it is crucial to create a motivating and safe environment where students can interact collaboratively.

Researchers Ismail & AlAllaq (2019) made a study that aims to examine English teachers’ views about the effectiveness of the practice of cooperative learning and differentiated instruction in enhancing students’ learning in English language classes. According to the literature, English teachers view the structured application of CL as an effective teaching strategy that may contribute to students’ learning engagement, social awareness, cultural responsiveness, and learning needs in general. The research that has been conducted shows that CL enables students to learn and improve in a learning environment that respects their varied levels and needs and caters to their emotional safety and well-being. Moreover, it shows that teachers consider CL a mode of instruction that fosters students’ social and cultural awareness and enhances their interpersonal skills. Furthermore, the results from the questionnaire, the interviews, former studies, and the literature review indicated that ESL teachers consider CL as a constructive context for the application of differentiation as it helps reduce the amount of anxiety that students usually feel.

The participants of this study were 200 English teachers from a number of different private schools that implement CL in one of the major cities in the UAE. The 200 participants of this study

came from different cultural and language backgrounds representing and/or reflecting the multicultural/multilingual context of the UAE. A sequential mixed method was used to collect the necessary data to answer the research questions. The first instrument was a 5-point Likert-type scale questionnaire which included two sections. The second instrument was a face-to-face focus group interview. They were two sessions of the interview and they lasted for more than 40 min. Teachers extensively explained how interesting and engaging the learning process becomes when CL is implemented constructively. Evidence from the interviews demonstrates that teachers strongly believe in the CL role in enhancing students' social skills. Nevertheless, they consider its role in creating cultural responsiveness relatively minor when compared with its role in enhancing the social factor. Also, Teachers asserted that CL provides opportunities for different students' groups of various levels. For example, a teacher explained that high achievers can scaffold the emerging students' learning through CL.

In another study on the effectiveness on CL, researchers (Almekhlafi, Ismail & Hassan, 2020), investigates the use and implementations of Marzano's nine instructional strategies in classes enhance student's achievement across all subjects. The participants used for the study was 512 teachers from K-12 schools in the United Arab Emirates. The results of this study indicated Almost all teachers reported using the cooperative learning strategy in their classrooms. Surprisingly, 31% percent of the participants in the present study reported using cooperative learning in their classroom, whereas 47% of the participants reported that they sometimes used this strategy. According to the results of the study, the teachers were aware of the importance of Marzano's strategies, especially CL. As well as their reported use of CL in their classes, their perceptions about the use of the different categories of the strategy were positive. The UAE is clearly populated by teachers who are familiar with CL and who have integrated it into their teaching (Almekhlafi, Ismail & Hassan, 2020).

Researcher Al Allaq (2016) also investigates the effectiveness of cooperative learning and differentiated instruction in an ESL classroom by examining how CL fosters learning engagement, cultural understanding, and social awareness. A population of 530 English teachers from different private schools that incorporate CL into their instruction was used for the study, which involved

200 participants from 23 private schools. In this study, two primary instruments were used: A closed-ended questionnaire and semi-structured interviews. Having taught English, I strongly believe that cooperative learning plays a vital role in creating an intriguing learning atmosphere in which students develop communication, social skills, and cultural understanding. Based on the results of this study, CL offers a safe and stress-free environment for students, and it encourages them to take responsibility for their own learning, which results in an increase in self-confidence and an encouragement to work hard and improve. Additionally, it encourages students to participate in lessons, which makes them more engaged and drawn in. Moreover, students develop their communication skills through class discussions, group tasks, and collaborative projects. Furthermore, cooperative learning allows students to interact with their peers, listen to them, and exchange ideas, which helps them develop social skills (AlAllaq, 2016). Lastly, as students interact with students from different nationalities and cultures, they also develop culturally responsive learning skills. Overall, teachers should consider implementing CL in their classrooms since CL plays a positive role in improving students' L2 knowledge.

### **Computer Assisted Language Learning**

According to (Wikipedia encyclopedia, 2005, as cited in Almekhlafi, 2006, p.122), "Computer Assisted Language Learning (CALL) is defined as an approach to language teaching and learning in which computer technology is used as an aid to the presentation, reinforcement, and assessment of

material to be learned, usually including a substantial interactive element. Consistently, (Jafarian et al. 2012) described CALL as a “language learning and teaching approach in which a computer is used as a tool for doing presentation, assisting students, evaluating materials, and promoting interaction” (p.138). In agreement with many scholars, (Golonka et al. 2014, as cited in Musmar, 2018) indicated that “CALL has proved to influence the development of language-learning materials and thus brings insights on the role of the language teacher as a creator of CALL materials and a facilitator of the entire learning environment (p.46).

According to Almekhlafi (2006), in the context of UAE, studies involving CALL use are minimal. However, a number of researchers and educators have studied CALL (Almekhlafi, 2006, Ismail & AlAwidi (2012), Musmar, 2018, and Hamad, 2006). They all found it is an effective tool for improving the learning skills of ELLs.

A study by Almekhlafi (2006) examined how CALL helped elementary school students improve their English as a foreign language. 83 students were randomly selected for the experiment at Al-Tamayoz Elementary Prep School in the United Arab Emirates. To measure CALL users' attitudes, perceptions of utility, and intentions for future use, a questionnaire was administered. According to the study, in terms of English learning achievement, CALL users performed significantly better than non-users. The more computer skills and experience language learners have, and the longer they have used computers, the more benefit language learners receive from CALL.

According to the literature, teachers started considering the use of computers as an essential part of daily foreign language teaching and learning. CALL has received considerable attention from researchers and writers in foreign language teaching and learning. Almekhlafi (2006) states that "a lot of attention has been paid to the use of CALL in foreign language teaching and learning. In other words, CALL gained considerable attention from different entities including researchers and writers" (p.123).

In another study on the effectiveness of CALL in order to increase reading skills development in ELLs, authors Ismail & AlAwidi (2012) investigate how CALL help ELLs develop reading strategies and increase their motivation. The participants used for the study was 145 ESL teachers teaching children in government schools from kindergarten to third grade. Approximately 87 % of the participants (all female teachers) were native English speakers, while the rest were native Arabic speakers. A survey and follow-up interviews were conducted with a random subsample of the participants who responded to the survey.

Teachers' use of computers for teaching ESL reading skills was primarily based on motivating children to read. It is possible to explain this result from two perspectives. The first

viewpoint is that teachers realize the importance of the use of computers in motivating children. To illustrate, the use of interactive multimedia tools and programs is considered by some participants to be an excellent method of learning reading. some participants mentioned that YouTube videos, video games, phonic songs, and other CALL programs can help children learn visually and acoustically. Additionally, it was indicated by many participants that they use computers to help their students hear and see the language, as well as speak it with the program.

The second viewpoint relates to the realization that technology can help children learn to read. Results indicated that teachers understand how computers can help children become more motivated to learn. According to (Ismail & AlAwidi, 2012), “the CALL environment provides a variety of materials to motivate children to read, such as auditory and/ or visual materials, animated materials, music and sound effects and other materials” (p.35). It is possible for teachers to provide differentiated instruction using computers by encouraging students to read and interact actively with the text. Furthermore, it is important to make reading an exciting and enjoyable experience so that children become more eager to learn and are more likely to teach others how to read. It can be challenging to keep students interested and motivated in reading, but I believe that these materials nourish students' motivations when using

them as they can increase flexibility, responsiveness, and visual appeal (Ismail & AlAwidi, 2012).

The second result revealed some barriers that hinder teachers from using computers for teaching ESL reading. Participants identified three main barriers which are the availability of resources, lack of hardware, and lack of suitable programs. Some participants noted that poor quality software programs and lack of computer hardware were the main barriers preventing them from using computers to teach English as a second language reading. It was mentioned by other participants that computer malfunctions prevent the use of computers efficiently in reading classes. I think these barriers can be overcome when teachers receive more support and assistance in order to integrate CALL into English as a second language classes. Moreover, in order to promote successful integration of CALL, it would be beneficial to support ESL in early elementary school and kindergarten classes (Ismail & AlAwidi, 2012).

Musmar (2018) also take a close look at incorporating CALL in classroom. This study examined the perspectives of students and teachers on the advantageous and disadvantageous impacts of CALL on learning and teaching English as a second language in one public school in the emirate of Abu Dhabi. Semi-structured interviews and focus group interviews were used to collect data in this study.

Almost all participants agreed that using computers to teach languages has positive aspects. One of the advantages of CALL instruction has been that it can boost student motivation and increase active participation significantly. As some teachers noted, integrating technology into teaching and learning English becomes increasingly important as CALL materials give students several opportunities to enhance language skills through interaction with reliable materials. Based on their responses, it was evident that they had utilized CALL materials. In contrast, teachers noted that, though students' study in a language classroom designed to accommodate them, there are 28 students with only one computer, one data show, and limited multimedia facilities that may not meet all of their needs. Moreover, there is sometimes a problem with classroom management when students become apathetic and distracted during CALL activities, according to one teacher. It was evident that the lack of time hindered the effectiveness of CALL activities. Additionally, they believe that CALL activities sometimes do not encourage students' participation.

Some students in the focus group stated that computer technology provides repeated lessons that deepen their understanding of reading skills when the teacher allows them to practice the activities. As well as being interesting and making them more active during English classes, students said CALL activities made them more engaged in class. CALL materials helped most students to better understand how to write different types of texts with confidence. Moreover, students demonstrated that using CALL materials that include fun games and communicative activities reduced their anxiety regarding learning English. Despite this, some students reported that CALL activities sometimes make them feel inactive and bored, especially when they are used in English classes.

Despite that some results indicate that a variety of factors adversely affect the implementation of CALL in English classrooms, such as time constraints, inadequate computer facilities, and rigid school curricula, participants' perceptions of using CALL materials and resources are generally supportive, CALL is considered to be an effective teaching and learning tool because it broadens learners' experiences in real and reliable contexts and provides students with a variety of inputs in the language.

However, not all of the research conducted on CALL produced positive outcomes. Hamad (2006) conducted a study to examine the effectiveness of a computer-aided language learning (CALL) program at Al Ain University of Science and Technology (AAUST). This study involves 41 ESL learners from two ESL classes at AAUST, all of whom are approximately 19-22 years old. Two groups of students were compared in this study: One was taught with a CALL software program called Tense Buster, and the other by a traditional method, or face-to-face instruction. The instruments used in this study were two types of interviews conducted; one with students and one with teachers, and a survey

was administered to students.

The study examines the effectiveness of a piece of software known as Tense Buster, which is used by many schools to help students learn grammar and vocabulary. According to Hamad (2006), Tense Buster is defined as an English software program developed in 2001 for adult learners with primarily grammar problems. Each level of the software consists of a number of modules and each module consists of ten exercises. Each level begins with a unit that leads students to the next level.

Results yielded that most learners preferred traditional teaching environments with a teacher and whiteboard over CALL. One of the participants believes that technology aids the students in understanding, especially the grammar lessons because each tense is presented in a different color, which makes it visually appealing to students, and thus more interesting. In addition, the immediate feedback helps students remember grammatical rules better if they are

exposed to the software more often. Most students gain a great deal of confidence from working with computers, according to her, because they do not feel threatened or embarrassed. Technology is so wonderful because there is a positive interaction between students and computers.

On the other hand, as a result of the teacher's presence and the usual routine students are used to, the face-to-face group performed better. The students in the experimental group did not achieve as well as their face-to-face counterparts. The result can be explained by Hamad (2006) as Arabs still prefer face-to-face instruction in learning. While using computers, most of the experimental group participants did not stay focused. The control group prefer textbook-based lessons over technology. Students also complained of a lack of personal contact and a lack of teacher involvement. Sitting in front of a computer rather than playing bores students. Lastly, computers are not taken seriously by students for study purposes and teachers have to constantly observe and guide them. Overall, it seems all the benefits of CALL are less important for students than the opportunity to interact with their teachers, work in groups, and collaborate with their peers.

## Flipped Classroom Instruction

Flipped Classroom Instruction (FCI) is defined as "inverting the classroom means that events that have traditionally taken place inside the classroom now take place outside the classroom and vice versa" (Lage et al., 2000, p.32). It is also described as "a new pedagogical method, which employs asynchronous video lectures and practice problems as homework, and active, group-based problem-solving activities in the classroom" (Verleger, 2013, p.1).

Farah, (2014) investigated whether there are any significant differences in the writing attainment of students who learn through the FCI method and those who learn traditionally. The research also sought to identify female students' perception of the FCI in an ESL writing setting. The participants of the study consisted of forty-seven twelfth grade female students in a technical high school in Abu Dhabi. The students at the Applied Technology High School where the study took place. The instruments used were pre-posttest and a questionnaire. Results indicated that students demonstrated a better understanding, a higher level of knowledge, and improved writing abilities. According to the results, Emirati female students who were taught using FCI performed better on the writing test. The students had ample time to prepare. Since they used the key language features before coming to class, they did not feel under too much pressure to do so. It was evident from their significantly improved scores and performance overall in writing that students used their own time and controlled their own learning environment. Through the videos, classroom interaction, and individualized tasks, students improved their skills and improved their written productions on a range of rhetorical and linguistic levels. During the Task-based activities, students had ample opportunity to analyze information, concentrate on output production, and write. As a result, students' awareness of good writing strategies was enhanced when the

teaching method was adjusted to include well-defined writing knowledge.

Furthermore, based on the students' questionnaire responses, it was found that many students felt more motivated and independent as a result of FCI. Overall, FCI promoted better learning opportunities for English language learners and boosted students' motivation and class engagement. Results of this study indicate that not only did FCI improve students' attainment in writing but also it improved their overall attitudes and beliefs towards the writing skill.

Khadragey, (2016) examined the effectiveness of the FCI method of teaching on the reading achievement. The study sought to determine if there are any real differences in the reading achievement of students who had FCI classes and students taught with Face to Face (F2F) method. The participants used for the study was Fifty-five ninth grade Emirati female students at the Qurtoba Public School in Dubai, UAE. Pre- and post-test together with a diagnostic test was administered to all individuals in the experimental and the control group.

According to (Khadragey, 2016), "the FCI approach can be considered as a main instrument to allow students to fully engage in the educational process and achieve higher scores with higher levels of critical thinking skills" (p.42). The experimental group consisted of twenty-seven students (Group A), while the control group consisted of twenty-eight individuals (Group B). In group B, instructions were given through face-to-face interaction while in group A, instructions were given by FCI method. Due to the fact that the control group underperformed the experimental group, there was a clear difference between their means. Results showed that students learned better using the FCI model than using F2F, and they were totally satisfied with the FCI environment. Motivation and support associated with the learning materials were also very important and valuable in improving student learning in this context. Furthermore, students were able to increase their marks and apply and evaluate what they had learnt at home when more classroom time was freed up. Aside from this, the experimental students were able to build their own concepts independently by having the flexibility in time to watch the recorded lectures numerous times. Also, by assigning different tasks (written and oral), students were motivated to explore various concepts independently. Clearly, recording lectures and assigning individual tasks positively impacted students' results.

Moreover, results showed that implementing the FCMI teaching method is clearly an effective means of improving the performance of exceptional students. Students in group A demonstrated improved reading skills as a result of the FCI approach. Conversely, students in the group B did not show such improvements. In conclusion, the FCI approach has a better impact on ninth graders' reading levels than the F2F method of teaching ESL reading.

Lastly, Rashid (2021) investigated the extent to which FCI have an impact on students' academic level and academic achievement in private schools in Dubai. As part of the study, teachers' opinions and views about FCI are also examined, along with whether it can be used in a variety of subjects and stages of the study. The participants of the study were 51 teachers who were involved from two different schools that follow the American curriculum in the education system. Through simple random sampling, data is collected from fifty respondents.

Results showed that FCI improves students' learning, keeps them busy completing their assignments, and motivates them to learn. It also showed that students take interest in academic activities, they work in teams, their teachers give them more time for study, and all of the above indicators contribute to an enhanced academic performance and higher quality education. It was concluded from the results of the study that the use of the FCI in Dubai Private Schools has a positive influence on both students' academic achievement, classroom activities, promoting teamwork among students, and teacher's transforming from being a lecturer to focusing on students during the educational process.

However, some opinions indicated that technical problems related to the Internet and electronic



devices could hinder distance learning students' work. It was also suggested that the flipped classroom method be reserved for literary subjects rather than scientific subjects.

### Implications for Classroom Practice

Based on the literature reviewed, there are three implications for classroom practice. The first implication is that cooperative learning is a valuable instructional procedure for promoting learners' engagement, classroom social interaction, cultural responsiveness, differentiated instruction and learning needs in general. The first set of studies' findings may have implications "at all levels beyond classroom practices, including decision-making, academic administration, curriculum planning, in-service and preservice teacher training and preparation, etc." (Almekhlafi, Ismail & Hassan, 2020, p.335). As a result of these studies, I believe collaborative learning will become more widely understood and its role in improving student learning will be better understood. In order to improve professional development and training for those who require it, curriculum developers and teacher trainers need to understand how teachers perceive and apply this strategy.

The second implication for classroom practice is that incorporating CALL as an instructional strategy in order to enhance students' English as a foreign language and to increase reading skills development in ELL. It is important to encourage and provide incentives to ESL teachers to integrate CALL into their classrooms so that their students' language proficiency will improve. According to Almekhlafi (2006), due to the UAE's growing international status, where

thousands of companies are moving into the country, it is increasingly important to integrate CALL into the schools. Through effective CALL, students will be better prepared to deal with the new demands that require fluency in English. Upon becoming a teacher, I will indeed use CALL in and outside the classroom as I believe "it helps teachers meet individual learning styles as technology can satisfy visual learners, auditory learners, and audio-visual learners" (Almekhlafi, 2006, p.136). Schools are increasingly implementing technology in the classroom as it becomes more necessary. In schools, teachers have had an easier time imparting knowledge because of the use of technology. In order to encourage more teachers to use technology in classrooms to promote language teaching and learning, it is important to reward teachers who integrate technology into their classes.

The third and final implication for classroom practice is the benefit of implementing blending face-to-face class interaction with online video and class preparation to gain mastery over features of the English language. According to Farah (2014), the UAE schools would need to implement new policies in order to align learning outcomes with teaching methods and adapt the learning environment accordingly in order to improve the language skills of Arab learners, whether they are in high school or higher education. Moreover, FCI improves the level of achievement of students of one of the most important skills in ESL, which is reading, as stated by (Khadragey, 2016). Teaching reading with the FCI approach to teaching has its own importance in applying new teaching strategies that are totally different from the F2F interaction method. FCI can treat both the weaknesses of underperforming students and the strengths and needs of outstanding students at the same time. F2F interaction cannot treat the specific needs of slow learners (Khadragey, 2016). In addition to applying new teaching methods, this would also promote the educational policy followed in UAE schools to achieve learning objectives and achieve positive outcomes.

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