

EXPATRIATE TEACHERS' BELIEFS – WORKING WITHIN
A UAE FEDERAL COMMUNITY COLLEGE

Informing in-service teacher education

George Anthony Degazon MBA, BA (Hons) QTS

Student ID: 4057862

Thesis submitted to the University of Nottingham

Program: EdD (Teacher Education)

11th April 2019

Abstract

What are the beliefs of expatriate teachers who live and work in a foreign country?

The research identifies and interprets the beliefs of expatriate teachers working within a federally run, English-medium college in the United Arab Emirates providing free vocational education to local Emirati students. The period of the study was from 2009 - 2010.

The study aimed to explore and understand their beliefs within the environment that affect expatriate teachers' practice.

An interpretative case study approach investigated ten expatriate teachers, (three English teachers and seven subject specialists) selected from a stratified sample employed within a vocational institution. Two semi-structured interviews were conducted, amounting to over 20 hours of recorded discussions. The political, social and cultural context was also documented through a literature review.

A vocational community of practice initiative provided the opportunity to collect data for a preliminary study. Discussion from two group sessions and four individual interviews provided three broad themes to frame the research questions:

- teaching and learning
- their knowledge of Emirati students
- their views on the organisation in which they work

The key questions explored expatriate teachers' perspectives about Emirati students and the organisational context in which they worked. Expatriate teachers were questioned on their understanding of the Emirati student approach to education, the Emirati student influence on the organisation and the cultural cues which affected their teaching. In addition, the study explored

expatriate teachers' perspectives on the organisational context in which they worked, the security of their employment and the issues affecting their morale.

The investigation adds to the collective understanding of expatriate teachers' perspectives and beliefs within a UAE Emirati cultural teaching context. The findings indicated that expatriate teacher beliefs are set within a political, social and employment context where the balance of power is with the employer and an employment landscape is governed through short-term employment contracts. Emirati student opinions obtained through regular feedback played an important role in teacher evaluations. The resulting insecure job context provided challenges for engagement, commitment and professional development.

Expatriate teachers expressed concern about the impact of student-teacher evaluations, student influence, their job security and the power of their employer. In addition, expatriate teachers commented that student success was supported by a positive teacher/ student working relationship with strong social and cultural connections, thus nurturing a student-centric approach to teaching, which was both vocational and practical.

There is a tension between raising standards and driving student achievement and the balance between failure and success, which could ultimately influence the job survival of the teacher within the institution.

This research contends that institutions who engage expatriate teachers must acknowledge and mitigate the political, social and cultural context in order to ensure that the goals of achieving student success are realised. Engagement could be in the form of continuous professional development, which incorporates social and cultural training to support contextual effective teaching practice.

Acknowledgements

I would like to express appreciation for the support and guidance offered by my supervisors, Dr Gordon Joyes, Dr Philip Hood and Dr Susan Jones, who provided a wealth of timely advice and support. In addition, I would like to express my gratitude to Dr Bob Richards who provided me unwavering support and unguarded access to understanding the context in which expatriate teachers live and work.

My deepest gratitude extends to the participants themselves who so willingly shared their time and experiences with me despite their extremely busy lives. This study would not have been possible without their generous and genuine contributions.

I would also like to thank family, colleagues and friends for their support throughout my studies.

Table of Contents

ACKNOWLEDGEMENTS	III
TABLE OF CONTENTS.....	IV
LIST OF TABLES	IX
LIST OF FIGURES.....	XI
GLOSSARY OF ABBREVIATIONS.....	XII
CHAPTER 1 INTRODUCTION	1
1.1 THE PURPOSE OF THIS RESEARCH.....	1
1.2 THE RESEARCHER’S BACKGROUND.....	3
1.3 THE RESEARCHER’S RESEARCH STANCE	6
1.4 RESEARCH THEMES AND OBJECTIVES	8
1.5 ANTICIPATED OUTCOMES	9
1.6 DATA COLLECTION.....	10
1.7 CHAPTER SYNOPSIS.....	11
CHAPTER 2 THE UNITED ARAB EMIRATES	14
2.1 THE UNITED ARAB EMIRATES CONTEXT.....	15
2.2 UAE NATIONAL EDUCATIONAL REFORM	20
2.3 THE INSTITUTIONAL CONTEXT.....	26
2.4 THE ORGANISATIONAL CONTEXT.....	29
CHAPTER 3 LITERATURE REVIEW	32
3.1 INTRODUCTION	32
3.1.1 <i>Literature Search</i>	34

3.2	INFORMING PERSPECTIVES ON TEACHING AND LEARNING.....	38
3.2.1	<i>Expatriate Teacher Characteristics and Beliefs</i>	38
3.2.2	<i>Teacher Commitment</i>	43
3.2.3	<i>The Teacher’s Knowledge Base</i>	45
3.2.4	<i>Summary</i>	47
3.3	INFORMING PERSPECTIVES ON EMIRATI STUDENTS.....	49
3.3.1	<i>The Social Cultural Context</i>	49
3.3.2	<i>Intercultural Encounters</i>	56
3.3.3	<i>Stereotyping</i>	58
3.3.4	<i>Summary</i>	59
3.4	INFORMING PERSPECTIVES ON THE ORGANISATION WHERE EXPATRIATES WORK.	61
3.4.1	<i>In-Service Professional Development</i>	63
3.4.2	<i>Social and Cultural Differences</i>	65
3.4.3	<i>Organisational Health and Teacher Efficacy</i>	68
3.5	MAKING SENSE OF THE EXPATRIATE TEACHERS CONTEXT	70
3.6	SUMMARY.....	73
CHAPTER 4	THE RESEARCH METHODOLOGY	75
4.1	INTRODUCTION	75
4.2	THE RESEARCH APPROACH.....	76
4.3	THE CASE STUDY DESIGN	77
4.3.1	<i>Data Trustworthiness</i>	81
4.3.2	<i>Semi-Structured Interviews - Rationale</i>	83
4.3.3	<i>Developing the Research Themes</i>	86
4.3.4	<i>Developing the Interview Questions</i>	88

4.3.5	<i>Research Themes, Objectives, Questions and Interview Questions</i>	95
4.4	DATA GATHERING	97
4.4.1	<i>Selecting The Research Participants</i>	97
4.4.2	<i>Sample Access</i>	101
4.4.3	<i>Semi-Structured Interview – Data Collection</i>	101
4.4.4	<i>Ethical Issues – Limitations and Weakness</i>	104
4.4.5	<i>My Role As Research Participant.</i>	106
4.4.6	<i>The Preliminary Pilot Study</i>	109
4.4.7	<i>Preliminary Pilot Study Findings</i>	111
4.5	THE PROCESS OF DATA ANALYSIS	116
4.5.1	<i>From Coding to Analysis</i>	120
4.5.2	<i>Data Presentation</i>	123
4.5.3	<i>Cross-Case Analysis – Causal Chains and Bronfenbrenner Ecological System</i> 125	
	SUMMARY.....	128
CHAPTER 5	DATA ANALYSIS	131
5.1	INTRODUCTION	131
5.2	EXPATRIATE TEACHERS' PERSPECTIVES ON TEACHING AND LEARNING	134
5.1.1	<i>The Expatriate Teacher's Profile and Background</i>	134
5.2.1	<i>Questions on General Teaching and Learning</i>	136
5.2.2	<i>RQ1 What is teaching?</i>	137
5.2.3	<i>RQ3 What is the purpose of education?</i>	139
5.2.4	<i>RQ5 Describe your philosophy of teaching?</i>	141
5.2.5	<i>Questions on Pedagogical Knowledge Base</i>	142

5.2.6	<i>RQ4 What knowledge is necessary for effective teaching?</i>	143
5.2.7	<i>RQ2 Is teaching a talent you are born with?</i>	145
5.2.8	<i>RQ7 Which teaching metaphor do you identify with, and why?</i>	147
5.2.9	<i>RQ6 If you could design your own teacher education program, what elements would you include?</i>	150
5.3	EXPATRIATE TEACHERS' PERSPECTIVES ON EMIRATI STUDENTS.....	154
5.3.1	<i>SQ1 How would you describe the student's approach to education?</i>	154
5.3.2	<i>SQ2 What Emirati cultural cues do teachers need to understand?</i>	162
5.3.3	<i>SQ3 To what extent do students affect your teaching behaviour?</i>	166
5.3.4	<i>SQ4 How do students affect policy at the college?</i>	171
5.4	EXPATRIATE TEACHERS' PERSPECTIVES ON THE ORGANISATION IN WHICH THEY WORK...	176
5.4.1	<i>OQ1 How secure do you feel in your job?</i>	176
5.4.2	<i>OQ2 What supportive behaviour do you expect from management?</i>	178
5.4.3	<i>OQ3 What makes this place and enjoyable place to work?</i>	182
5.4.4	<i>OQ4 What issues affect morale?</i>	184
5.4.5	<i>OQ5 Would you send your children here to be educated?</i>	186
CHAPTER 6	DISCUSSION OF FINDINGS	189
6.1	EXPATRIATE TEACHERS' ECOLOGICAL SYSTEM MODEL	192
6.2	EXPATRIATE TEACHERS' PERSPECTIVES ON TEACHING AND LEARNING.....	195
6.2.1	<i>Perspectives on Student Success</i>	195
6.2.2	<i>Perspectives on Life Long Learning</i>	202
6.3	EXPATRIATE TEACHERS' PERSPECTIVES ON EMIRATI STUDENTS.....	206
6.3.1	<i>Emirati Student Learning Dynamics</i>	207
6.4	EXPATRIATE TEACHERS' PERSPECTIVES ON THE ORGANISATIONAL CONTEXT	213

6.4.1	<i>Perspectives on Job Security: Fear and Professionalism</i>	216
6.4.2	<i>Perspectives on the Work Environment</i>	219
CHAPTER 7	SUMMARY	222
7.1	OVERVIEW OF THE STUDY.....	222
7.2	STUDY LIMITATIONS	226
7.3	FURTHER RESEARCH SUGGESTIONS.....	227
7.4	IMPLICATIONS AND CONCLUSION	229
REFERENCES	232
APPENDIX A	Visual Illustrations Views of Teaching and Learning.....	247
APPENDIX B	Participant Consent Form.....	250
APPENDIX C	Research Participant Information Sheet.....	251
APPENDIX D	Key Categories, Codes and Statements.....	253

List of Tables

Table 1: Research Themes and Objectives	8
Table 2: UAE Expat Population by Nationality (Official GMI Blog 2018)	18
Table 3: The causes of the deficient educational system in the UAE (Noor 2002)	21
Table 4: UAE Educational Master Plan	24
Table 5: Literature Search Databases and Terms	36
Table 6: Literature Selection	38
Table 7: Three categories of expatriate teachers in an international school (Hardman 2001:115)	40
Table 8 : Shulman's Categories of the Knowledge Base (Shulman 1987:8)	47
Table 9: Ten elements in research design for naturalistic studies (Lincol and Guba 1985)	77
Table 10: Criteria for case study research	78
Table 11: Validity and reliability in interviews (Cohen et al 2007:150)	82
Table 12: Interview Question Codes	89
Table 13: BQ – Background Questions	89
Table 14: RQ - Reasoning Questions derived from Fives and Buehl (2008)	90
Table 15: RQ – Reasoning Questions - Teaching perspectives and beliefs	92
Table 16: SQ – Student Interview questions derived from Shulman (1987)	93
Table 17: OQ - Organisational Questions as derived from Hoy et al (1991)	94

Table 18: Complete themes, objectives, research questions and interview questions.....	95
Table 19: Faculty by Nationality.....	99
Table 20: Faculty by Ethnicity	100
Table 21: Academic Department by Ethnicity and Sample Number	100
Table 22: Emergent research themes, objectives and questions.....	116
Table 23: Coding example.....	122
Table 24: Example - Key categories and codes referenced against participants.	123
Table 25: Statements made by participants	125
Table 26: Chapter 5 Organisation of themes, interview questions.....	133
Table 27: Research participant’s profile and attributes	135

List of Figures

Figure 1: The Onion: a model of levels of change (Korthagen 2004)	63
Figure 2 : Design framework for professional development (Goos et al 2007) ...	64
Figure 3: Bronfenbrenner's Ecological System Theory	71
Figure 4: The Research Development Process.....	75
Figure 5: Preliminary Phase - Outlining the Research Themes	86
Figure 6: The Research Phases.....	109
Figure 7: Items developed through analysis of source transcript	117
Figure 8: Category coding into three themes	118
Figure 9: Organising and conceptualising the data	119
Figure 10: Coding Table Key.....	124
Figure 11: Causal Chain.....	127
Figure 12: Causal Chain Example	190
Figure 13: Key Categories Mapped to the Expatriate Teacher Ecological System	192
Figure 14: Key Categories Supporting Student Success.....	197
Figure 15: Key Categories for Life Long Learning.....	202
Figure 16: Key Categories - Emirati Student Learning Environment	207
Figure 17: Key Categories - Job Security.....	216
Figure 18: Key Categories - Supportive Work Environment	219

Glossary of Abbreviations

ADEC - Abu Dhabi Education Council

GCC - Gulf Cooperation Council

KHDA - Knowledge and Human Resource Development Agency

NASR - National Authority for Scientific Research

OHEP - Office of Higher Education Planning

TCU - Technical Colleges of the UAE

TVET – Technical Vocational Education and Training

UNESCO - United Nations Educational, Scientific and Cultural Organization

UNEVOC - International Centre for Technical and Vocational Education and Training

NSW TAFE - New South Wales Technical and Further Education Commission

Chapter 1 Introduction

This research identifies and interprets the perspectives of expatriate teachers working within a UAE technical vocational context. For this research, the names of all participants and references to the institution are anonymous. This chapter will outline the purpose of the research aims, objectives and questions, an outline of the data collected and my own position in respect to the study.

1.1 The Purpose of This Research

According to ASDA'A Burson-Marsteller (2018), youth unemployment in the Middle East region has been consistently high around 25 per cent over the last ten years with 85 million adults being illiterate. GCC governments are seeking to diversify their economies from oil and gas and the dependency on US petrodollars while concurrently investing to prepare a generation of young Arabs for the new skills required for the next industrial revolution and the new industries that will provide a sustainable economic future. GCC governments are investing heavily in the education sector to bridge and build the skills required. A critical focus is on raising the quality of teacher training and ensuring that teaching and learning approaches are fit for purpose through adapting vocational curricula to provide a balance of practical skills and integrated work experience that is relevant to the future job market (Ey.com, 2018).

The efficacy of expatriate teachers to support workforce development is therefore critical to achieving ambitious employment targets. The UAE wishes to

provide 15,000 job opportunities with the goal of raising Emiratisation to 5 per cent in the job market (Gulf Business, 2018).

The study aims to identify and interpret expatriate teachers' perspectives on teaching and learning, the Emirati students they teach and the organisation and context in which they work and live.

The findings will apply to the initial multi-college system but may hold value for the other GCC college institutions that rely on expatriate teachers to support the vocational development and learning of national students.

This research explores expatriate teachers who are working within the Technical Colleges of the UAE (TCU) in the United Arab Emirates.

This research is of particular significance to the United Arab Emirate's federal, vocational, tertiary and college system, which prepares Emirati national men and women for the world of work. Ahmed (2012) reported that Emiratis are not motivated to enter the teaching profession due to its low status and poor pay compared to the opportunities that exist in other sectors of the economy and, therefore, there is a dearth of Emirati-trained and motivated faculty. Teachers are thus overwhelmingly expatriate and they come from a wide variety of foreign countries. Consequently, this brings differing cultural and social perspectives and life experiences to the work environment and a more urgent need to consider how Emirati students learn in the context of their own society

and culture in order to ascertain how best to enrich their college-learning experience.

1.2 The Researcher's Background

I arrived in the Middle East in 1990 as a sales manager for a Bahrain-based publishing company called Al Hilal International. Al Hilal published the Gulf Daily News (the local English language paper in Bahrain), and a range of trade publications (notably Gulf Construction and the Saudi Arabia Review—a leading construction magazine in the region). It was then that I was first introduced to the subtle differences in business etiquette, communication protocols and relationships that were needed to make things happen and for business to be successfully conducted. I worked extensively throughout Bahrain, Saudi Arabia and the United Arab Emirates, stayed on, and continued to work throughout the first Gulf War with Iraq.

It was during this time that I met an English teacher at a local international school in Bahrain, who encouraged me to consider education as an alternative career. Coincidentally, at the same time, I also met my wife—a Turkish Muslim woman whose middle-class family in Istanbul was strongly influenced by their own careers in the teaching profession. In 1993, I returned to England, to the University of Sunderland, to complete a 'fast-track' two-year teaching degree in Business Education that carried Qualified Teaching Status. On my graduation in 1996, I obtained a teaching position in Spennymoor Comprehensive, Country

Durham. Although brief, my probationary year teaching within the secondary school had a profound impact on me: I enjoyed the experience immensely. After completing one year, I successfully obtained a faculty position in a UAE Federal technical college commencing in August 1997. The reasons for my return to the Middle East were to meet my economic and immediate family needs as well as pursuing my interest in leveraging my contacts and knowledge of the Middle East. In essence, my employment contracts have been temporary, having had one and three-year sequential and contractual periods of employment, interspersed with time in the United Kingdom. Within the United Arab Emirates, I have taught a number of vocational, business-focused credentials, Higher Diploma Certificate (equivalent to GCE A levels), Diploma and Bachelors. I have been actively involved in college system-wide activities such as curriculum development and design and I have played a significant role in the development of the BAS eBusiness Management course modelled on the Edexcel Higher National Diploma and the Postgraduate Diploma in Management Studies. In 2007, I was promoted to a supervisor or 'chair' position, taking on administrative responsibility for over 500 students and 17 teachers. Importantly, as one of the few teachers in the Business Department with formal training in teaching, I was keen to promote the continual discovery of effective practice in the context of the college environment. I initiated activities that promoted enquiry into practice and conducted workshops that explored constructivism, action research, learning and teaching styles and assessment. I worked closely with a local

university's centre for professional development to coordinate the development of teacher pedagogical knowledge and to know our learners better. In May 2009, following the appointment of a new director, the college management team was restructured, and I then found myself as the Chair of Learning Innovation with the responsibility for teacher development and education. My appointment was a direct result of the interest I have for growing and developing teacher expertise for the benefit of students at the college.

I am aware of the pressures of working in an environment where there is no balance of power regarding management and employees, where there are no trade unions, where everyone is on three-year renewable contracts and that folklore within the organisation promotes caution rather than risk-taking.

Technical colleges of the UAE are representative of many institutions, which operate throughout the United Arab Emirates. Concern for one's professional and personal job security is reinforced on numerous levels throughout the organisation and wider environment. Sensitivity surrounds aspects of management or organisational criticism and students find themselves in quite influential positions, collectively driving decisions and seeking solutions to perceived issues such as grades, attendance and academic progression by directly approaching the most senior managers of the system to seek a more favourable outcome than perhaps the stated policies of the organisation required.

The alignment of my research and professional interests in understanding the context of expatriate teachers supported an approach to engage faculty and staff in productive and valuable professional development.

1.3 The Researcher's Research Stance

To help and support my role in developing in-service professional development, I embarked on my professional studies to understand how expatriate teachers approached their professional responsibilities considering the context in which they work. As I had the responsibility of ensuring that professional development affected student success, it was vital for me to understand how expatriate teachers approached their work. The research allowed me to engage and combine as an educational practitioner and a professional teacher trainer.

Patton (2015:43) indicates that research can help people understand and 'reflect on new ways of improving what they are doing or understand it in new ways.' As Pring (2004: 200) stated: '... educational policy and professional practice are ultimately about getting people to learn something and something which is deemed to be of value.'

In developing my research stance, I have reflected on my own beliefs and values, considered my context and determined a case study methodology that I believe is 'fit for purpose' for investigating vocational expatriate teacher education. As such, social research takes place from a background 'set' of ontological, epistemological and axiological assumptions as identified by Alvesson and Dietz

(2000:36). Social context is so dynamic that research may only capture moments in time that were perhaps only true at that point. I have lived for many years in Arabic and Islamic culture. I married a Muslim woman and have encountered quite alien perspectives and worldviews that do not mirror my background. From my perspective, when humans are involved, what is reality, truth and knowledge to one segment of society can be completely opposed and rejected by another. Small (2006:86) concludes in his discourse on Marx and Education that a 'common truth becomes un-justifiable' due to the continual change in perceptions, abilities and development. I also find that, as a practitioner engaged in research, my motivation to do so may be less noble than adding to a body of knowledge. I have to ask myself how much is it to serve my purposes for advancement and how much it is to enhance the effectiveness of my operations.

Alvesson and Dietz (2000) use a 'lens' as a metaphor for research interpretation rather than a mirror to reflect reality: a lens that is impacted by values and context; indeed, a lens which respects my view and opinion as a social actor involved within the event. I believe an interpretative case study methodology will provide a significant opportunity for 'actor' inclusion as well as adding to a wider body of knowledge for expatriate teacher development. The approach will also provide the opportunity to understand the different perspectives with which participants approach teaching, learning and professional development in

the context of their expatriate status. As Graddol et al (1994:6) considered: ‘we cannot assume that we already know others perspectives, even in our own society, because particular groups and individuals develop distinctive worldviews which are even more exasperated by the rich diversity of cultures and nationalities from which each participant comes.’

1.4 Research Themes and Objectives

The study aimed to gain an understanding of the context in which expatriate teachers practise and to explore their beliefs that influence approaches to teaching and learning.

Denscombe (2003) contends that in order to find an answer to the main question other questions emerge. The research main themes and objectives were developed from a preliminary study and the subsequent questions were drawn from a review of relevant existing literature, which informed each respective research area and is detailed in the research methodology chapter. It is important to note that this was a small-localised sample and therefore the data and conclusions are specific to this particular setting and are not generalizable unless the context is very similar. The themes and objectives that emerged from the preliminary research were as follows in Table 1:

Table 1: Research Themes and Objectives

<p>Theme 1: Expatriate Teachers Perspectives on Teaching and Learning Research Objective 1: To identify and interpret expatriate teachers’ perspectives on teaching and learning</p>
--

Theme 2: Expatriate Teachers Perspective on Emirati Students Research Objective 2: To identify and interpret expatriate teachers' perspectives on the Emirati students they teach
--

Theme 3: Expatriate Teachers Perspectives on the Organisation Research Objective 3: To identify and interpret expatriate teachers' perspectives on the organisation in which they work.
--

1.5 Anticipated Outcomes

The study aims to contribute to the broader understanding of expatriate teachers working within a vocational Middle East educational context. Why is this research necessary? Employment for education (E4E) is seen as a core to addressing the aspirations of the fast-growing Arab youth across the Middle East and Africa region. IFC (2011) stated that the Arab world has the highest youth unemployment in the world, standing at over 25%. Female youth unemployment is even higher, exceeding 30%, and two-thirds of the Arab world population is below the age of 29. Although the ability of teachers to meet this regional unemployment challenge was not directly addressed here, this investigation does question whether expatriate teachers seek to understand them. The research has value for more effective teaching and therefore currently for a significant TVET initiative currently underway in Saudi Arabia and across the GCC states as a whole. In order to accommodate 450,000 students, the Saudi government aims to create, by 2020, 100 technical colleges with a 41% increase in investment to the tune of USD 6.1 billion (Tago 2015). A key challenge for the international institutional operators within Saudi Arabia is recruitment and retention of vocational teachers who are able to cope with both the students

and the cultural context. It is anticipated that the insights of this research will inform critical stakeholders in E4E initiatives how to successfully support the goals and objectives of workforce development through assisting expatriate teachers in order to ensure that teaching is meaningful, relevant and engaging.

1.6 Data Collection

Denscombe (2003:31) comments that the strength of a case study approach is the multiple sources and multiple methods that are 'appropriate for investigating relationships and processes'.

Data collection for this research was gathered from three sources:

1. Recorded discussions with teachers engaged in a community of practice activity to explore broad themes for further investigation.
2. Recorded interviews with a purposeful sample of teachers to gain a deep understanding of their views, perspective and opinions of working within a foreign environment and teaching Emirati students.
3. Published work to inform the context: an in-depth review of published work to explore the context in which expatriate teachers work.

To understand the unique context of the inquiry, the research identifies the national, institutional and organisational environment in which the local culture is defined. Some areas were identified from the initial preliminary investigation such as the position of the participants in respect to themes of cultural pluralism, rapid organisational change and development, the expatriate employment context and views and perspectives of expatriate teachers on how Emirati students learn.

1.7 Chapter Synopsis

In addition to this introductory chapter, the thesis contains six additional chapters of which a summary is given within this section.

Chapter 2: The United Arab Emirates

The chapter explores the multi-layered context in which expatriate teachers work within the United Arab Emirates. The context is described from a macro to a micro level, scoping the national, social and cultural backdrop, drilling down through the institutional and organisational environment which informs and shapes the unique setting in which expatriate teachers at this federal tertiary institution operate. In addition, a review of current and in-service teacher education informs the major research themes that affect the perspectives of expatriate teachers. Those research themes revolve around the interaction of the organisation, the homogenous nature of the students and the relationships that teachers have with each other.

Chapter 3: Literature Review

In this chapter, the research themes identified guided the research questions to support the selection of the literature. A literature search was reported, providing the search approach, the keywords selected and the various databases used. The literature review provided a broad insight into teachers' beliefs, the organisation, the Emirati students and characteristics of expatriate teachers. In

addition, the literature identifies teacher perspectives by exploring characteristics, commitment and concepts of efficacy. As teachers express their beliefs on a very specific group of Emirati students, stereotyping is reviewed and explored. This chapter also details how the interview questions, BQ Background Questions, RQ Reasoning Questions, SQ Student Questions and OQ Organisational Questions are drawn and adapted from relevant and appropriate existing studies within this area.

Chapter 4: Research Methodology

This chapter outlines the phases of the research that occurred, the selection and determination of the appropriate methodology, the selection of the research participants, and my role and position as a research participant is discussed. The ethical issues—both the limitations and weaknesses—are stated. In addition, the process for the collection and analysis of the data is stated. Uri Bronfenbrenner’s ecological model is introduced, as well as the concept of causal chains to help discuss the findings.

Chapter 5: Data Analysis

The chapter introduces the research participants. There are two distinct groups of participants: those teachers employed to support and develop English language and those employed as vocational subject specialists. This chapter also analyses the data acquired. To support the analysis, the data is presented via two matrix tables which cross-tabulate data with participants.

Chapter 6: Discussion of Findings

In this chapter, the data is analysed and explored through mapping against Uri Bronfenbrenner's ecological system to provide context and indicate the factors that may affect expatriate teachers' practice. In addition, further analysis of the findings is explored through developing critical causal networks which indicate dominant beliefs and perspectives.

Chapter 7: Summary

The main findings are discussed and the implications for vocational expatriate teacher practice and professional development are considered. The limitations of the study, its transferability and lessons learned are explored. Further research areas are suggested to deepen understanding and widen the knowledge of expatriate teachers and the context in which they work. The importance of addressing the findings are discussed particularly in relation to meeting the challenge of developing skilled individuals to support the diversification of the United Arab Emirates economy.

Chapter 2 The United Arab Emirates

This chapter details the economic, political, social and cultural background in which expatriate teachers work and live. Exploring and understanding the multi-layered and multi-faceted beliefs of expatriate teachers within a very dynamic and rapidly-changing social and cultural context requires a thorough review to understand the context in which vocational expatriate teachers live, work and practise.

Expatriates working in developing countries have been stereotyped into three categories: mercenary, missionary or misfit. Stirrat (2008) explores these stereotypes through his anthropological critique of expatriate development workers. In summary, mercenaries are incentivised and motivated more by their income and earnings; they are expensive yet expendable. By contrast, missionaries are focused on a pursuit or an ideal. Misfits are, in some way, running away from something or they are people who could not find anything in their home country.

This simplistic stereotype as explored by Stirrat (2008) masks a highly individual story of involvement and engagement, where expatriates operate in a complex environment and their reasons for professional engagement and commitment are diverse and varied.

The policy, as well as the institutional, social and cultural context within the UAE, represent a unique environment in which expatriate teachers find themselves

working and living. The national context depicts the growth of a young country determining its path and development. The impact on funding and direction of a federal institution vocational college system such as the TCU provides significant organisational stress in long-term development and strategic direction.

Individual colleges within the TCU are flexible enough to adapt quickly to policy changes but the lack of a balance of power between faculty and management creates uncertainty and anxiety when policy change is introduced. To understand the complexity in which vocational expatriate teachers work, this section will explore the context from a national, institutional, organisational and cultural stance.

2.1 The United Arab Emirates Context

The United Arab Emirates was formed in 1971 after the British withdrew from the colonial administration of the Trucial States, an area that had been under its protection and guidance since 1819. The country comprises seven emirates, each governed by powerful ruling sheikhs (Lapidus 1988). The country has experienced a fast phase of economic expansion, fuelled by a large inflow of oil receipts and large foreign investments. Dubai was central to the UAE's growth, with real-estate development and multibillion-dollar headlining projects such as The Palm Island, Burj Al Arab, Dubai Marina, Dubai Sports City, Knowledge Village, Dubai Internet City and Academic City. The projects are designed to create and generate wealth through business and tourism and to protect the country from overreliance on the existing revenues from UAE's oil and gas

industry. The downturn in the global economy in 2008, brought about by the deflation of a credit bubble, had serious repercussions for Dubai and subsequently the United Arab Emirates. Dubai fuelled much of its expansion by raising vast amounts of credit from international investors through quasi-governmental organisations typified by Dubai World. According to Landon (2009), Dubai's debt troubles severely shook investor confidence and introduced a bout of austerity and cost-saving. From November 2008, there has been a steady outflow of expatriates to their home countries with significant job losses in real estate and construction. Tomlinson and McLean (2009) summarise Dubai's debt problems and the collapse of its real estate economy, highlighting the plight of investors who, if unable to pay their debts, could be jailed. They also indicated the exodus of expatriate labour due to the economic downturn. UAE economic challenges continue to persist in 2018 due to the subsequent drop in oil prices, the strength of the US dollar, and the implementation of Value Added Tax—which has reduced domestic consumer spending. The overall decrease in growth has reduced foreign direct investment and depressed real estate sales volumes (Reporter, 2018).

The long-term economic development of the United Arab Emirates would not be possible without expatriate workers. As Mercer (2007:275) observed: 'guest workers' (expatriate workers) made up around 80% of the population in 2005. All were subject to sponsorship, which allowed local employers the right to terminate employment at any time, with very little legal redress for the

employee. Expatriates are not able to claim citizenship, and losing a job means having to leave the country within thirty days and, depending on the employment status, the potential of a six to a twelve-month ban on returning to take up alternative employment. Trade unions are not permitted, and all expatriate education faculty are employed on fixed-term contracts from one to three years in length, and there are age restrictions making it difficult for individuals over 60 years of age to obtain the appropriate residence visa (Kantaria, Barr et al, 2018).

The United Arab Emirates has a social and cultural context that is Arabic and Islamic. Hofstede (2005:5) defines broad traits of Arabic Islamic cultures, where gender roles are well defined; males are assertive and material-wealth orientated, while females are 'tender' and focused on 'quality of life'. In addition, Hofstede (2005) contends that, within an Arabic culture, it is accepted that when power is distributed unequally, those in positions of authority maintain the interests of the society. Emirati nationals have a form of democracy, which allows them to vote for a representative on the Federal National Council, but executive decisions are taken by the ruling families of each Emirate who manage the national interests guiding the country's investment, policy and socio-economic development. The broad local Arab and Islamic cultural themes within UAE society—such as Arabic coffee pots, Arabic calligraphy, wind towers, camel racing tracks and falconry—are physical, identifiable and tangible. However, trying to define local culture is perhaps more

complex than simply accepting the broad character traits identified by Hofstede, or identifying them through the more overt physical signs.

The UAE national cultural context is very diverse due to the large percentage of the population being an expatriate. According to the Official GMI Blog (2018), the population of the UAE is 9.54 million, comprising of 72% male and 28% female. The total expatriate population is approximately 8.47 million, 46% come from India, Pakistan and Bangladesh.

Table 2: UAE Expat Population by Nationality (Official GMI Blog 2018)

Nationality	Population
India	2.62 million
Pakistan	1.21 million
Bangladesh	0.71 million
Philippines	0.53 million
Iran	0.45 million
Egypt	0.40 million
Nepal	0.30 million
Sri Lanka	0.30 million
China	0.20 million
All other countries	1.71 million
Total Expat Population	8.45 million

Findlow (2005) cited in Mercer (2007:275) describes the cultural climate as 'schizophrenic'. The UAE is a country that is currently an economic hub of the

Middle East, with services that compare to any major-developed western city. UAE has experienced rapid economic change from 1958 when there was no electricity, hospitals, modern schools, bridges or sealed roads. Continued change through the constant influx of expatriates and economic development is reflected in the management of national local policymakers. Kazim (2000) outlines how Islamic, transformational, colonial and contemporary continuities have informed a complex social discourse encompassing conservative, progressive and moderate approaches to development. Preserving the past, yet embracing globalisation, while seeking a balance between the two, appears to be a focus for the government (Kazim 2000:434). An example is the creation of a modern, global, banking system, which has developed Islamic financial products, or the funding of the latest educational systems while adhering to the social practice of gender segregation. In addition to Kazim (2000), who highlights the complexity of factors influencing policy, Findlow (2000:1) also confirms that identity within the Arab Islamic world is 'complex and diverse'. Culture cannot, therefore, be boiled down to prescribed ingredients. As Clarke and Otaky (2006:113) point out: '... formulaic stereotyping and overgeneralizing is reductive and limiting'. To what extent are individual reactions guided by cultural conditioning? From my perspective, culture plays a subtle part in shaping how people interact, communicate and develop relationships, and I acknowledge that this will affect my perceptions as a researcher. To be an effective researcher in such a complex cultural environment, it is essential to have a high degree of

intercultural intelligence and empathy. Understanding a viewpoint and belief of a particular person is very critical to working closely and productively, helping to avoid misunderstanding and reducing conflict. Spencer-Oatey and Stadler (2009:27) confirm that, for effective intercultural partnerships to be successful, the ability to develop rapport and to be sensitive to the social and professional context is highly significant.

The following section considers the institutional context in which the framework of teacher education and development is being considered.

2.2 UAE National Educational Reform

Educational reform has been dominated by a decision-making process that is firmly guided by social and cultural norms that encompass relationships and control through ruling family appointments. Clarke's (2008:48) discourse on UAE education development highlights the rapid pace of growth in population and the subsequent increase in educational infrastructure. However, Clarke (2008:49) cites Ahsan (2004:190) stating that the 'UAE promotes itself as a society that prioritises education, however, the figures present a discouraging picture'. The UAE's investment in education as a percentage of GNP does not compare favourably with its poorer less wealthy SE Asia neighbours such as Nepal and Pakistan. Moreover, Clarke (2008) cites Mograby (1999) in highlighting that less than 1% of GDP is invested in research and development in the UAE. Clarke (2008) claims that the lack of investment in education has led to an over-

reliance on outsourcing operations to expatriates to control and manage.

Emirati teacher education has been neglected and criticism has been directed at the quality of teachers. Muysken and Nour (2006:964) cites Al-Sulayti (2002) who observed that ‘the poor quality of the educational system in the Gulf countries is attributed to high repetition rates. Moreover, the educational system in the Gulf countries suffers from serious weak performance/low quality of teachers due to the lack of teaching skills and knowledge of the recent teaching and learning techniques/tools.’

Table 3: The causes of the deficient educational system in the UAE (Nour 2002)

Causes of deficiency	Basic (%)	Tertiary (%)
Inadequate assessment and monitoring of educational needs	83%	86%
Low quality/efficiency of educational system	79%	86%
Inadequate planning for educational needs	79%	86%
Lack of flexibility of educational institutions	76%	79%
Weak incentives for enrolment in technical education	76%	75%
Lack of modernisation and dynamism	76%	71%
Low involvement and spending by private sector	72%	68%
Low spending in technical education	69%	68%
Weak linkages [network] between universities, colleges, technical and training institutes	—	79%
Lack of infrastructures due to Inadequate investment (public spending on education)	55%	61%
Lack of teachers and mentors	55%	54%

Nour (2002a) explores some areas that contribute to the deficiencies within the national education system. These deficiencies have driven a multi-level agenda of education reform. Fox (2007) identified some challenges for UAE educational reform; the most challenging was the lack of an overall strategic plan and coordinated policy. This fragmented approach to educational policy and reform has created a number of competing agencies that follow their own agendas.

In the 1970s, a commitment was made for open access and fully funded education for all Emirati nationals. But this objective has been put at risk, as the federal budget for education has not kept pace with rising inflation. The result has been the reduction of revenues per student over a period, resulting in the lowering of effective education and a lack of access for students. In addition, the UAE has established educational 'free zones', specifically in Dubai where foreign entities can wholly own their organisations, thereby encouraging a wide variety of privately run, for-profit universities and colleges established in order to serve the interests of different nationalities that live and work in the UAE. This has created internal competition, where Emiratis who can afford to pay can attend those institutions such as Heriot-Watt and New York University.

Educational reform within the United Arab Emirates has been severely affected by the continual review processes and the inherently unstable nature of political and policy decision-making. The decentralisation of policy and operations for education has gathered pace with the establishment of individual emirate initiatives such as the Knowledge and Human Resource Development Agency (KHDA) and Abu Dhabi Education Council (ADEC). These institutions regulate and manage local policy for secondary and higher education within their respective emirate.

According to Fox (2007:3), the main educational imperatives from the 1970s have been guided by the following 'four original pillars of policy':

- The UAE would build and operate its own universities, separated by gender.
- A qualified, mostly international, faculty would be employed.
- Instruction would be in English.
- Education was to be for all qualified Emiratis and would include women.

Until 2009, the funding model had made these priorities appear increasingly difficult to achieve as the budget for education was predominately based on previous models that did not account for the rapid increase in enrolments, leading to significant funding gaps. However, the funding model has now changed to reflect a funding per student model and this has had a dramatic impact on the funding of the TCU, which has been reflected in their record enrolment for 2009/2010.

The policy document that aided and facilitated the change from a static budget-funding model OHEP (2007:24) outlined a master plan for educating over 50,000 Emiratis to the year 2020. (See Table 4).

Table 4: UAE Educational Master Plan

Goal 1: Provide Educational Opportunity for All Emiratis

Goal 1.1: Fund Educational Opportunity

Goal 1.2: Assure Incoming Students Are Prepared

Goal 1.3: Expand Participation of Males in Higher Education

Goal 1.4: Increase Opportunities for International Scholarships

Goal 2: Ensure High Quality Education

Goal 2.1: Eliminate the Quality Gap

Goal 2.2: Assure Quality Programs

Goal 2.3: Clarify Campus Missions and Develop Comprehensive
Higher Education Policy

Goal 2.4: Monitor and Maintain Quality in Non-Federal Sector

Goal 2.5: Improve Higher Education Data

Goal 3: Contribute to UAE Economic Development

Goal 3.1: Foster Relationships with Private Sector

Goal 3.2: Improve the Placement of Graduates in the UAE Economy

Goal 3.3: Conduct Research Relevant to the Needs of the UAE

Although the master plan is quite clear in its intent, the state of educational reform within the United Arab Emirates is fluid, dynamic and uncoordinated. In an interview with one of the senior directors at the Technical Colleges of the UAE, the below statements succinctly summarise the educational reform and policy landscape for the United Arab Emirates.

Well despite documents which you are referencing and despite some serious attempts on the part of the consultants and others to establish a theme and a common set of goals and objectives for education, it (is) actually very fragmented at all levels.

The United Arab Emirates is a young country, formed only in 1971, and many of its institutions are still developing and maturing their processes, in order to cope with the fast and dynamic changing political, economic and social landscape. As the country evolves, so do its policy responses. Planning is usurped by trial and error and extenuated through the force of continual change and review. As the

senior TCU director commented, it is an issue of institutional self-confidence and its subsequent immaturity.

At a federal level, there is the Ministry of Higher Education and Scientific Research and the Ministry of Education which is responsible for primary and K12. However, recently, new organisations have been formed for the explicit purpose of exerting local Emirati control on the quality and operations of primary, K12 and vocational education. Fox (2007:8) in his strategic review of education and policy in the UAE highlights the fragmentation, noting the lack of coordination between these agencies '(there) has neither been effective collaboration among these organizations, nor joint planning'.

Fox (2007) stated that Dubai, for example, began the Dubai Education Council in 2005 to address school reform, and created the Knowledge Village, a free zone for higher education campuses and a relatively new body called the Knowledge and Human Development Agency (KHDA) to oversee education quality. In addition, Abu Dhabi created the Abu Dhabi Education Council (ADEC) to manage educational priorities. The Emirate of Sharjah has created community colleges and independent universities, including the American University of Sharjah.

As Fox (2007) observed, these new local agencies have the power and influence to have a significant impact on educational decisions and policies within their domain. There has been a raft of reforms in schools, the management and leadership of schools and teacher education. They have made links with other

educational providers from around the world, establishing colleges and universities. An example is that both ADEC and KHDA have entered into agreements with Edexcel to provide vocational training directly to its young Emirati school leavers. Fox (2007:8) correctly indicated that these agencies have led to a more 'crowded policy environment and makes national policy more difficult to plan and implement. The trend is towards decentralization and increased local control'.

Agencies may without coordination choose different approaches which may not support common comparisons. ADEC, for example, has invested in establishing a vocational set of institutes, which are modelled after the Australian NSW TAFE system while KHDA has invested in Edexcel BTEC HND qualifications and processes for their own vocational initiative. In addition, ADEC has contracted out the running of a number of public schools to foreign contractors while KHDA has decided to build an external inspection unit to monitor school operations.

2.3 The Institutional Context

The Technical Colleges of the UAE (TCU) provides post-secondary vocational education to citizens of the United Arab Emirates. The education provided is designed to prepare Emirati nationals for professional and technological careers in both the government and private sectors in the rapidly developing economy and society of the UAE. Since their foundation, the Colleges have grown dramatically and continually, with both staff and student numbers rising. In

2000, there were 11,477 enrolled students and approximately 1,400 staff that has grown to approximately 23,000 students and 2,000 staff by 2018. There are now sixteen colleges in the system with separate facilities for female and male students in Abu Dhabi, Al Ain, Dubai, Sharjah, Fujairah, Madinat Zayed, Ruwais and Ras Al Khaimah. As technology plays an important role in preparing students for the world of work, the TCU has invested heavily in ensuring that its teachers and students have access to the latest commercial and enterprise related technology. The aforementioned creates the setting for this research and its purpose is to interpret and analyse the beliefs and influences of expatriate teachers engaged in practice within such a Middle East, vocational institute. Initial teacher training or teaching qualifications are not a requirement for entry to the TCU although experience in some form of teaching, be it commercial training or lecturing, is valued. Currently, there is no structured way to encourage professional teacher development within the TCU although there is ad hoc training through voluntary, informal peer-run teaching workshops. For example, new staff are encouraged to sign up to an instructional skills workshop (ISW) which is conducted over one week in a semester. The ISW is a program where new instructors can demonstrate their lesson delivery skills and can discuss their performance with their peers. The ISW program is coordinated by senior faculty who can share their experiences of teaching a homogeneous group of Emirati nationals. It does provide an opportunity to understand the student's specific learning needs, such as the lack of reading skills within their

culture, the focus of group norms over individualism, the role of religion and the impact of conducting education in a foreign language. Continuation of support is needed to aid the development of effective contextual teaching and learning strategies.

Technical vocational educational training (TVET) has long been the domain for technical practitioners and competency-based training. An emphasis is placed on skills and experience and, subsequently, the TCU has focused on teachers who have substantial hands-on practical experience. There is now a significant effort in developing an educational professional within the TVET world. On an international level, UNESCO (2002) is actively encouraging TVET teacher professionalism as it is deemed an essential catalyst to support education for sustainable development. Attwell and Brown (2001) recognise the merger between workplace training for the development of status and professionalism of the TVET teacher, and the challenge is to identify a process, which encourages the development of educational practice in the context of the organisation or institution.

The rationale for the study is based on the need to have professionally aware educators who operate effectively within the social and cultural context of the United Arab Emirates. Workplace training within the Technical Colleges of the UAE (TCU) is currently the main opportunity to develop educational professionalism. The TCU is orientated towards practical and applied vocational

education. Consequently, the TCU promotes a student-centred, constructivist and collaborative learning environment.

2.4 The Organisational Context

Creek College in the academic year 2009 – 2010 has undergone a significant and dynamic management restructuring. This has caused significant disruption and anxiety within the working environment for all. The result of the restructuring requires a substantial investment in time and energy over and above the expectations of the past. Faculty and management were adjusting to these new demands. Faculty were relocated into a central work area in an effort to break down geographical barriers and silos that were present within the physical locations of the academic areas of the college. Understanding the impact of such a change on teaching efficacy through morale and commitment has become increasingly essential to guide further decision-making and action. The introduction of a pastoral organisational structure focused on student care and early intervention to support student success is an example of a fundamental shift in faculty responsibilities. The transitional change and the level of disruption was unprecedented in the college history as, since its inception, this was operated along very traditional community college lines modelled on Canadian college administration structures.

The main driver and initiator of the change was the newly appointed Senior Director. The purpose of the restructuring is to provide better life opportunities for learning for Emirati students through developing a professional teaching culture focused on collaborative, cross-disciplinary learning and promoting active enquiry into practice. There is also a proactive effort to develop a stronger connection with external stakeholders and extend service provision to expatriates within the Gulf region. Developing closer ties with prospective employers and feeder schools provides a better understanding of the needs of students and those of the larger community. To drive this reorientation, the Senior Director instituted a reorganisation that dramatically shifted the emphasis on administration and operations for management to one of strategy. This was done after a period of consultation and discussion with the existing management. The management changes have been far-reaching and, as of December 2009, faculty positions were revised and reallocated according to the initiatives and objectives. Brooks and Kakbadse (2014:61) on their reflections of organisational change, state that a key success factor was that the change was 'embedded within the key players', but cautioned that the approach can be an 'emotive and potentially difficult structure to deliver'.

The newly-created department of learning innovation is tasked with coordinating frontline services for faculty and students such as in-service professional development and teacher education, the establishment of a pastoral system that includes academic support for students at risk, the repositioning of the library to

enhance digital literacy, and the promotion of good research practice while outreaching to external stakeholders. Furthermore, the department is responsible for overseeing the redevelopment of learning spaces to accommodate the new focus on digital literacy and professional development with a total budget of over £1 million. In addition to the new management structure, new 'lead' faculty positions were also established. Lead faculty positions were part of an overall strategy to spearhead critical change across the college. The following five new areas were considered: pastoral development; assessment; teacher development; career programs; and applied research and entrepreneurship. Lead faculty positions were compensated with a reduction of eight hours from teaching and an additional monthly stipend of approximately £200.

Chapter 3 Literature Review

3.1 Introduction

In this chapter, the literature informs the three main research objectives as stated in Chapter 1 1.4:

1. To identify and interpret expatriate teachers' perspectives on teaching and learning
2. To identify and interpret expatriate teachers' perspectives on the Emirati students that they teach
3. To identify and interpret expatriate teachers' perspectives on the organisation in which they work

A wide range of existing literature was selected to understand and inform the study. The following research questions supported the selection:

1. What has been previously written about an expatriate teacher's identity, characteristics and their perspectives on teaching in the Arabic speaking context where this thesis is located? What has research found about how such perspectives shape their approach to teaching and learning?
2. What does the literature say about the culture of the Emirati education system and, as shaped by that culture, about the Emirati student's approach to learning, their behaviour, motivation, identity and values? How does this impact their learning?

3. What is the social, political and structural culture of the college context in which expatriates and students learn? How does this shape their perspectives, behaviours and relationship?

3.1.1 Literature Search

The literature search focused on published and peer-reviewed work that informed and supported the investigation. Sources were selected, especially where this had been carried out in the research context of the United Arab Emirates. The range of sources used informed the research questions and their design.

The sources were intended to fit specific criteria: that they were relevant to the research topic, up to date, were valid and reliable (or trustworthy in a qualitative interpretive context); and that, where possible, they provided references to other associated literature and were well-structured and presented.

To find the most relevant literature, I used some tools to assist in the selection, such as search engines, university library catalogues and online databases which provided access to conference proceedings, dissertations and journal articles.

I started with the university library access to online journals, Google Books and Google Scholar, as well as my own institution's library resources. The abstract and indexing provided a way to quickly skim and evaluate relevance to the areas under investigation. Where necessary, I ordered article copies through the British Library that I could not access.

Searching comprised two basic options using either selected keywords such as 'UAE, Teacher, Expatriate', or a more advanced search that filtered and selected by date, author and journal. Scanning the abstract and selecting the most

current years of publication supported the selection of the most appropriate and relevant sources.

The most notable finding was the lack of research within the Middle East Gulf countries. When narrowing the search for work published for the United Arab Emirates, Teachers and Expatriates from 1800 to 2009, only 8 results were reported. This confirmed value in providing an insight into the beliefs and perspectives of expatriate teachers working within a foreign context.

The literature search and selection shaped the investigation into the complex perspectives and beliefs of teachers, their approach to teaching Emirati students and exploring the context in which expatriates operated and informed the organisational, political, economic, social and employment environment. In 2009, academic research within the UAE was actively encouraged through funding and local universities. It is interesting to note that a search against the same critical basic search terms from 1951 – 2010 bore 144 results, while a search from 1951 – 2018 bore 338, with additional sources such as Austin et al (2014), Trembath (2016), O’Sullivan (2018) and Keith (2017). These additional sources provided informed insight into the professional lives of expatriate teachers working within the UAE as well as Engin and Mckeown (2017), O’Sullivan (2014) and Mclaughlin and Durrant (2017), who explored the motivation of Emirati students and learning approaches.

Table 5 : Literature Search Databases and Terms

Selected Databases Searched	Sage, ERIC, Science Direct, Informaworld, Proquest, Jstor, Elibrary, Taylor and Francis
Library	University of Nottingham, Open University Thesis, British Library, Elibrary,
Key Search Terms	Number of Results
United Arab Emirates, UAE. Expatriate, Teacher. Emirati	151
United Arab Emirates UAE, Students, Emirati, Education, Motivation	142
Wider Background Search Terms	
Teacher Beliefs, Teacher Commitment, Teachers Knowledge Base	
Culture, UAE, Arabic Culture, Expatriate Perspectives	
Organisation Culture, Differences, Context, Professional Development Framework,	

The number of initial references selected through the literature search, and which informed the research objectives, comprised the following:

Total References	257
Journal Article	127
Books	98
Web Pages	20
Newspaper Article	3
Conference Papers	4
Thesis	1
Reports	2
Unpublished Work	2

My initial search focused on the context in which expatriate teachers work and live. I explored the literature which outlined both the historical and future context of the educational landscape within the UAE. Resources were selected for their

relevance: Mercer (2007) and Moore-Jones (2017) explored the context of job security while Warner (2018), Fox (2007), Clarke and Otaky (2006) and Kazim (2000) explored UAE cultural and modernity, educational reform set against a dynamic economic background of rapid development and increasing Emirati national population growth. In addition to informing the macro level context, I selected sources to help frame the organisational context in which the expatriate teachers lived and worked, with relevance to the United Arab Emirates.

Importantly, through searching for literature to explore and understand the organisational environment and teacher perspectives, the Bronfenbrenner (1994) model for ecological human development emerged as a reference to understand and organise the factors which affect teacher beliefs and perceptions within the institution. The selected resources emerged to inform this study as detailed in Table 6.

Table 6 : Literature Selection

Research Themes	References
Informing Perspectives on Teaching and Learning	Warner (2018) Sharif et al (2016) Trembath (2016) Hardman (2001) Fives and Buehl (2008) Day (2007) Shulman (1987)
Informing Perspectives on Emirati Students	Mclaughlin and Durrant (2017) Moore-Jones (2017) Engin and McKeown (2017) O'Sullivan, (2014) Richardson (2004) Hofstede (2005) Hofstede (2001) Gay (2000)
Informing Perspectives on the Organisation where Expatriates work.	O'Sullivan (2018) Sharif et al (2016) Austin et al (2014) New York Times (2009) Tomlinson and McLean (2009) Clarke (2008) Fox (2007) Mercer (2007) Findlow (2000) Kazim (2000) Clarke and Otaky (2006) Nour (2002)
Making Sense of the Expatriate Environment	Bronfenbrenner (1994) Neal and Neal (2013) Johnson (2008) Tissington (2008) Hoy and Woolfolk (1993)

3.2 Informing Perspectives on Teaching and Learning

3.2.1 Expatriate Teacher Characteristics and Beliefs

Are there any common characteristics for expatriate teachers? Why do teachers take up employment in a foreign country? There are many varied reasons for

teachers to seek employment abroad.

Trembath (2016) reviewed current literature which explored the characteristics and motivations of expatriate teachers and analysed 23 papers to summarise the characteristics of expatriate academics. Trembath (2016:119) citing Richardson and McKenna (2002) and two additional studies from Froese (2012) and Slemer and Luring (2012, 2013) confirmed 'four heroes' categories for motivation to work in a foreign country:

1. Explorer – undertaken a foreign assignment as an opportunity
2. Refugee – driven by a desire to seek a better life
3. Mercenary – motivated by financial benefits
4. Architect – motivated by career opportunities.

Trembath's (2016:119) literature review stated that expatriates with explorer motivations might experience greater job satisfaction and work adjustment where those with refugee motivations may experience reduced performance levels and lower levels of satisfaction due to their desire to escape from poor labour markets in the home countries. There are correlations to the expatriate academic staff at the Technical Colleges of the UAE, western faculty, in particular, are attracted by the economic and lifestyle benefits that the country has to offer. Expatriates from less stable regions of the world find the United Arab Emirates a secure place for residency and an escape from insecurity within their home countries. Trembath's (2016:116) meta-analysis stated that the

definition for an ‘expatriate academic’ is one who has ‘moved their dominant place of residence across national borders to take up legal, long term, yet time-bound, employment in a teaching or research-related role with a university environment’. This definition aligns strongly with the expatriate teachers who took part in this study.

An alternative categorisation, identifying three categories of overseas teachers involved in K12 international schools and detailed in Table 7, was reviewed by Hardman (2001).

Table 7 : Three categories of expatriate teachers in an international school (Hardman 2001:115)

<p>Childless career professionals</p> <p>Motivation: happy working climate; feeling valued; new teaching; exciting activities; involvement with students Advantages: dedication, experience, may extend contract, welcomes change, no expense of children Disadvantages: Few, ideal teachers, may eventually turn into Penelope?</p>
<p>Mavericks</p> <p>Motivation: change of country, global travel, new school location, possible escape from our national system Advantages: enthusiasm and creativity, embraces change and responsibility, no expense of children, easy rapport with students, cheap, easy to acquire Disadvantage: unlikely to extend contract, may break off contract unexpectedly if personal circumstances are unsatisfactory, superficial commitment to school development plan (seen as an educational tourist)</p>
<p>Career professionals with families</p> <p>Motivation: prestigious school (rather than location), whole financial package (insurance, accommodation, pension, education for their own children), commitment of school to innovation and improvement, happy working climate Advantages: stability- less likely to leave on a whim, can create conditions for innovation in school, may bring to staff with a spouse, likely to extend the contract, if conditions are suitable for family, regards this post as stepping stone for the next, and gives much to school Disadvantages: expensive, huge investment with whole family, disaffected spouse or children may influence a teacher’s decision to stay.</p>

They add a caveat about the categories being simplistic in their description as they do not recognise the personal changes in behaviour that can occur within one's professional life—be it divorce, marriage or a change in individual circumstances such as a new job role or a promotion.

These broad characteristics of expatriate teachers do not fully explain or inform the larger multinational context of the Technical Colleges of the UAE.

The categories cannot define the capabilities of each teacher, nor can they stereotype preferred teachers from a recruitment perspective. As Hardman (2001:130) states: 'there is no simple formula, a unique combination of factors that influence their decision to stay and engage with the school and community'.

What are their beliefs and motivations? Are they individual or are they common themes? Fives and Buehl (2008:136) observe that there have been 'relatively few studies that have investigated teachers' beliefs about teaching knowledge or their implicit beliefs about the ability to teach'.

To understand how to elicit these perspectives for this research, Fives and Buehl (2008:136) have conducted a study to explore teachers' beliefs about teaching knowledge and ability and conclude that 'understanding teachers' epistemic beliefs about teaching knowledge may bring new insights into conceptual change, self-regulation and professional practice in teachers. Considering the re-organisation of the college, and the additional focus on teacher development, understanding teachers' perspectives has become an important element in

considering the type and nature of support to be provided to new and existing practitioners. Fives and Buehl (2008:172) acknowledge this issue, stating that 'If teacher educators can identify areas of teaching knowledge teachers and preservice 'teachers' (sic) do not particularly value, they can explicitly address issues related to the importance of that knowledge in class'. Teachers may question their ability, and their sense of teaching efficacy may be called into question if they believe teaching skill to be an innate ability rather than one that is developed and nurtured through time and process. As Fives and Buehl (2008:172) highlight, teachers 'may value different aspects of teaching knowledge' and if they 'do not recognise the value or even the existence of pedagogical content knowledge they may devalue their methods course and discard potentially valuable material'.

The expatriate categories stated by Trembath (2016) and Hardmen are very broad generalisations which indicate the relative motivations for taking up foreign employment. This research, however, necessitates a deeper understanding of their perspectives and beliefs to map the complex environment in which they work and live. Fives and Buehl (2008) research provide detailed questions and elicit discussion and data from research participants (see chapter 4.6).

3.2.2 Teacher Commitment

Is there a difference between teachers working and living within their own community and those working abroad in a foreign country? The issue of commitment is something that requires defining in terms of expatriate teachers.

Commitment, according to Day (2007), has a significant consequence for teaching and learning. Commitment is defined through personal values, professional interests and micro-political, emotional, social and political contexts of the teacher's work. Importantly, Day considers that the lack of commitment is a key to the failure to make any change, either from management or external organisations and, consequently, such people are less likely to endorse plans for teaching and learning improvements. Day (2007:215) states that teaching 'represents a significant emotional as well as a cognitive investment, it is not static or necessarily stable....it is affected primarily by teachers.

Day (2007:217) summarises Crosswell (2006:109) who suggests six dimensions of commitment.

- Commitment as passion
- Commitment as an investment of extra time
- Commitment as a focus on the well-being and achievement of students
- Commitment has a responsibility to maintain professional knowledge
- Commitment is transmitting knowledge and/or values
- Commitment is engagement with the school community

How does commitment translate to teachers as expatriates? Day (2007:216) states that 'without commitment, change efforts especially those which are initiated from outside the school or other organisations will be limited in their success'. Considering the dynamic change in both operations and expectations at the college, the issue of commitment, and perhaps even loyalty, are areas for investigation. Loyalty is considered by Day (2007:217) quotes Tyree (1996:296) in recognising that 'commitment to teaching reflects a commitment to the school as much as a commitment to students in subjects'.

Austin et al (2014:542) who analysed the nature of faculty work experience in the United Arab Emirates stated that research indicated that employment practices and workplace policies had an impact on faculty institutional commitment and satisfaction. Expatriate faculty in the United Arab Emirates have no tenure and are on fixed-term contracts.

Helsby et al (1997:9) also consider loyalty to the institution and comment that commitment is the 'display of degrees of dedication and commitment, working long hours as a matter of course and accepting the open-ended nature of the task involved and maximum effort to do the best you possibly can, have a constant quest for improved performance'. In addition, engagement in professional development is also seen as a sign of commitment to the profession. Tyree (1996) stated that commitment was expressed in caring for the career continuance and saw that commitment was an occupational competence. Nurturing and growing commitment is an important aspect of a healthy, vibrant

school, as confirmed by the research undertaken into organisational health and climate by Hoy et al (1991). Day (2007:217) commented that if 'policymakers and school head-teachers were serious about the need to raise standards of teaching, learning and achievement they would need [sic] to pay attention to teacher's emotional and intellectual commitment'. A pre-requisite to understanding the nature of commitment is defined by appreciating the supportive and nurturing organisational context in which the teachers find themselves working. Commitment is the practice of one's values, moral purposes and beliefs, and it contributes to the realisation of a teachers personal and professional identities. Commitment, or the lack of it, is a crucial factor in the performance and effectiveness of teachers. Initial commitment may be affected by the circumstances that develop and are affected by management and colleagues. Commitment is affected by the level of teacher efficacy, which is the extent to which teachers believe that they can affect change and positive learning for students.

3.2.3 The Teacher's Knowledge Base

What are successful expatriate teachers, and what are the key questions to ask to ascertain the attributes of successful practice?

Shulman (1986) coined the phrase pedagogical content knowledge (PCK) and stressed the importance of such knowledge for successful teaching. Shulman suggested that successful teaching was the mastery between communicating and representing subject content in the best way that students learn. Teachers

connect ideas and ground those ideas in everyday life contexts to enable students to form their understanding. Shulman (1987) went further and developed a Model of Pedagogical Reasoning which outlined a cycle of activities for teachers to complete: Comprehension, Transformation, Instruction, Evaluation, Reflection and New Comprehension. Critical to developing PCK is the process of comprehension and transformation, where the subject matter is reorganised to best fit the student's curriculum and context (Gudmundsdottir 1990:47).

The model set forward by Shulman is dynamic, changing and developing with each cycle, allowing teachers to meet the needs of the learners through contextualising the subject matter and modifying instruction.

Shulman's work has been critically evaluated; in particular, the PCK components have been subject to review and clarification such as Gudmundsdottir and Shulman (1987) Grossman (1990), Marks (1990), Tamir (1988) and Magnusson et al (1999). Shulman's initial categorisation focused on a more generic set of components as opposed to reviewing the components against an academic discipline such as Mathematics or Science.

Expatriate teachers face significant challenges in adapting and transforming their teaching to a specific culture and context and also in meeting the demands of organisational culture, shaped by the Emirati society, which it is designed to serve. Shulman (1987) outlines categories of the knowledge base that forms

teacher knowledge. What are the sources of the knowledge base for teaching?

Shulman (1987:8) suggested a framework that stated the 'categories of knowledge that underlie the teacher understanding needed to promote comprehension among students.

The framework provides a useful template to guide the interview questions and to organise the data, codes and categories, as detailed in Chapter 4.

Table 8 : Shulman's Categories of the Knowledge Base (Shulman 1987:8)

Knowledge of Educational Ends

- Knowledge of educational ends, purposes and values in philosophical and historical grounds.

Pedagogical Knowledge Base

- General pedagogical knowledge, with special reference to broad principles and strategies of classroom management and organization that appear to transcend subject matter
- Pedagogical content knowledge, that special amalgam of content and pedagogy is uniquely the province teachers, their own special form of professional understanding
- Content knowledge and curricular knowledge, with a particular grasp of the materials and programs that serve as tools of the trade for teachers

Knowledge of Learners

- Knowledge of learners and their characteristics
- Expatriate Teachers Knowledge of their Educational Context
- knowledge of educational contexts, ranging from the workings of the group of classroom, governance and financing of school districts, to the character of communities and cultures

3.2.4 Summary

To analyse and present expatriate teachers' perspectives on teaching and learning, Shulman's teacher knowledge base provides a framework to order and

categorise the many questions investigating the areas discovered during the preliminary research phase.

Fives and Beuhl (2008) are helpful in providing specific questions to explore the beliefs and views of teachers, highlighting areas which they feel to be important in contributing to student success. Expatriate teachers are a diverse set of individuals, who undertake a foreign teaching post for a variety of reasons.

Trembath (2016) and Hardman (2001) claim that expatriate teachers are affected by their immediate context, both professional and personal.

Understanding what drives expatriate teacher commitment and engagement therefore requires an understanding of the many influencing factors within the context that expatriate teachers work and live.

3.3 Informing Perspectives on Emirati Students

3.3.1 The Social Cultural Context

The cultural context, which influences and affects both students and teachers, is complex and provides a rich backdrop to this study. Mclaughlin and Durrant's (2017:167) study into student learning approaches in the UAE focused on a highly homogenous set of Emirati males 'in this context conformity and reputation would have been important aspects of individual success and likely to have an influence on how students approach their learning and may set them apart from students in other contexts'. Engin and Mckeown (2017:684) in their study on the motivation of Emirati males and females to study at higher education in the UAE, identified how Emirati collectivist cultural orientation, social status and pressure to secure a future were dominant themes.

Understanding and appreciating the cultural, contextual and motivational factors will support a better understanding of how Emirati students and their expatriate teachers engage.

Merton et al (2004) considers the diversity of cultures within a higher education context such as academic cultures, student cultures, management cultures, teaching cultures and other sub-cultures. Cultures and sub-cultures play an essential role, in as much as they represent a sense of group identity, personal commitment and a way of doing things (ibid). Academic departments establish their own culture and become the 'locus for how its members define their roles

as and identify with their institution and academic discipline' (Mills et al 2005:597). In a broader sense, it is an approach that considers general nationalities, regions and populations, Richardson (2004:431) sees a culture and its traditions as learned thinking habits 'the collective programming of the mind which distinguishes the members of one group or category of people from another'.

Cultural differences between perception and understanding of the world can be misinterpreted and different cultural backgrounds can provide false signals.

Minnis (2000) states that western expatriate teachers in Brunei (another predominately Islamic country) that are committed to a constructivist teaching ideology can encounter difficulties if educational practices are not filtered through local culture. Richardson (2004:432) states that a culturally sensitive pedagogy for developing countries should embrace local behaviour and attitudes which would make the student's learning more relevant and authentic'. Minnis (2000) describes an educational practice that focuses on the individual at odds with a Brunei culture that places high value on a collective community.

Mclaughlin and Durrant (2017:169) stated that Emiratis students within their study possessed an orientation towards collectivism and conformity with a focus on social achievement as a critical external outcome.

The student body has a strong national social and cultural identity which is underpinned by the Islamic faith. Teachers are reminded daily of the Arabic Islamic cultural environment in which they work. There are the physical signs

such as the frequent calls to prayer, the separation of education for men and women, selection of Halal food within the cafeteria, the wearing of national dress such as the male kandoura and female abaya, their greeting customs and the non-tangible sensitive issues with politics, religion and the complex social relationships between male and female. Socio-cultural sensitivity, which includes sensitivity between both students and also staff—is therefore of particular importance. This is further emphasised during the Islamic holy period of Ramadan when local cultural and religious values, not only need to be observed, but are legally required, as dictated by Shariah Law.

A specific Arabic cultural value is 'wasta' or influence. It is a form of corruption that leverages a person's influence or connection to make something happen or short circuits a meritorious process. This is not specific to the UAE but more aligned with the collective tribal nature of Arabic culture. Wasta is widely understood within the wider GCC region and supports nepotism and often the circumnavigation of laws, bureaucracy and decisions. As Bayazidi (2005) commented, wasta is something that 'we don't usually hide but we brag about it and offer to provide the same wasta to people around us to help them out'. Ridgeway (2005) provides an insight into how wasta was wielded to secure a position within his department. Wasta transfers into education, such as to secure a position in a specific programme, review of grades achieved or seeking special consideration provided for the treatment of a specific student.

The majority of teachers are expatriates, drawn from a wide range of countries from around the world. Such a diverse number of different nationalities provides a complex background in developing teaching practice. Feldman and Thomas (1992), in their investigation of expatriate career management, made an interesting observation that expatriates face difficulties in sharing neither the same culture nor the experiences of many of those they work with.

In considering a framework for in-service vocational teacher training, it is easy to consider that such activities need to take into account a cultural filter—not just to ensure that it is appropriate, but also to promote better learning and development. A cultural filter acknowledges the context in which learners understand, develop and grow by adapting pedagogical approaches to teaching and learning. For example, it is sometimes necessary to pre-screen information to avoid discomfort for students, such as avoiding images of food or drink during the holy month of Ramadan or a subtle alignment and identification with Islamic faith and scholarly activity to develop deeper committed learning.

In order to consider a cultural filter, it is also necessary to understand the need for such an approach and consider how appropriate the goals and objectives meet the needs and desires of the students.

The expatriate teachers within the research study are employed to support the learning of a specific homogenous national group. Emirati students learn within their own culture, identity and values. This is a complex and foreign environment

for many vocational teachers from outside the GCC region. As identified by Mclaughlin and Durrant (2017), Emirati students value collective support that often conflicts with western education which values individual creativity and development. In order to teach within this environment, and to aid learning and development, one needs to be culturally sensitive and aware. Understanding Emirati students and the way they learn is an area within the literature that has not been substantially researched. Richardson (2004) examined the compatibility of United Arab Emirates cultures and values with the assumptions of reflective practice and suggested that, contrary to the view that allowing students to engage in reflection is beneficial, the practice hinders the learning process. This research highlights a difference in learning style, specifically when students are studying in English, when it is their second language. The classroom dynamic, the interactions between the students within the class, the relationship between the teacher and student and, indeed, the student and college administration, are very different from western ideals, values and expectations.

Problems faced at the college relate to independent learning, time management and issues concerning cheating and plagiarism. The collective view of mutual support for each other encourages students to work collaboratively rather than individually. O'Sullivan (2014:288) commented that culture plays a role in the behaviour of students in a non-western context. A number of those cultural learning traits were captured within a review of students as trainee teachers at UAE institution. Richardson (2004:430) cites Minnis (1999), who concluded that

the tribal nature of Arab society subordinates individual aspirations for the benefit of the collective, a feature that correlates closely with UAE society and family values. Richardson (2004:435), in conclusion, states it is 'clear that cultural values represent powerful constraints on individual behaviour', highlighting the tension between focusing on a student-centred education, which fosters individualism. In some families, encouraging a daughter or wife to rebel against an expected role may be seen as unwelcome. The UAE is a male-dominated society, where roles in Islam and Muslim families are defined.

Richardson (2004) cites Mulder (1996:44) who observes that 'men are expected to be assertive and dominant over women in social relations and demonstrative of ambitions and competitive behaviour, whilst women are nurturers and central to the home'.

Independent learning appears to be a significant challenge for Emirati students, particularly in the first year of higher education at the Technical Colleges of the UAE. Richardson (2004:432) characterises Emirati education in Arab primary and secondary schools as 'passive learning and memorisation'.

Richardson (2004) concluded that reflection as perceived by the West may not be in the interest of aiding student teachers.

Hofstede and Hofstede (2005:96) identifies Arab Islamic countries as those that are orientated strongly towards collective, rather than individual, society norms. Hofstede and Hofstede (2005) contends that students brought up in a collectivist

environment are less likely to speak up in class without being sanctioned by the group. Also, students will be even more hesitant when the group is large and comprises unknown people. Hofstede and Hofstede (2005) suggests that, to increase student participation in the class, large groups should be broken down into smaller subgroups of 3 to 4 people. Groups can discuss for 3 - 5 minutes an issue under debate and then a spokesperson can be identified for each group to report back. Subgroups within the class can form along the lines of tribal or family backgrounds. Interestingly, members of these subgroups expect preferential treatment over and above others. Whereas we consider nepotism as an unethical conflict of interest, not supporting one's family or tribal members is actually immoral. Maintaining harmony within the class is essential and avoiding confrontation and conflict is necessary not to hurt anyone. The teacher should be aware that they are addressing a group rather than an individual as it is the group that sets the norms in and out of the class. As Mclaughlin and Durrant (2017) observe, students in a collectivist society consider education as a process to learn how to do things in order to contribute to their society. Additionally, it is essentially seen as a rite of passage, where qualifications allow a higher degree of status within their specific groups, as well as attracting financial benefits in their place of work.

The social status attached to the qualification is deemed of more value than mastering the subject. Hofstede and Hofstede (2005:99) suggest that, in

collectivist societies, there is pressure to seek qualifications through unusual and 'irregular ways such as a black market'.

3.3.2 Intercultural Encounters

Hofstede and Hofstede (2005:331) considers the impact on intercultural encounters within an educational environment suggests a source of problems are between the 'different value patterns in the cultures from which teacher and student come'. (re-phrase above sentence/ lacks grammatical sense)

The fact that language plays a critical part in ensuring the learning process is positive suggests that teachers should teach within the student's language.

Language encompasses, translates and transmits a cultural dimension to discussion and information and meaning. Hofstede (2001:452) highlights the difference in cognitive abilities between cultures. The way we think and approach issues differ from one culture to another, depending on the environment in which we are brought up and develop. Our cultural conditioning will alter our perceptions and generate different expectations as to why we are engaged in an educational enterprise. Teachers may impose their own values on students who do not recognise or understand their insistence on the individual endeavour and creative thought that was derived from an individualism-orientated society.

Gay (2000:77) stated that 'culture is dynamic, complex, interactive, and changing, yet a stabilising force in human life'. The different perspectives which

culture can bring to an environment provide a very complex work setting for expatriate teachers. Daly (2005:45) offers some practical advice for those engaged in overseas training. In particular, he highlights the issue of gender as being a cultural challenge, notably for women—although the issue is not insurmountable. He further suggests establishing an environment of respect by acknowledging and understanding the local language and being aware of the local news and how it impacts the country. In addition, he suggests a comparative approach to understanding both home and foreign aspects for discussion. One critical issue concerning assessment is to ensure that all learners know and understand the evaluation process in order to mitigate pressures and expectations from cultures that tend to negotiate and barter. The characteristic of grade negotiating and bartering is specifically relevant within the United Arab Emirates, where Emirati students will contest the grades given. Daly (2005:193) also raises the importance of cultural awareness as the key to successful teaching and training within a foreign country and succinctly discusses three elements of culture:

- familiarity with the trainee (student) culture juxtaposed against one's own
- understanding existing gender distinctions,
- being cognizant of occupational status distinctions

Understanding the differences between one's ethical perspectives and those of the country where one lives can save considerable embarrassment. I remember learning a very valuable lesson while working in Saudi Arabia. One of my

customers used the Arabic expression 'inshallah' that means God willing when we were discussing a particular operation. I, unfortunately, turned to the customer and said, 'No not inshallah, tomorrow'. I realised that I had offended him by not trusting the statement, which is a declaration of faith. Other examples include understanding what is acceptable and what is not acceptable in gesture, speech, behaviour or image. Many teachers will use video and audio to convey complex messages. Simple mistakes, however, can be made which will cause anxiety and concern. I once had to make a presentation to the whole college faculty on strategic-planning and vision for the college. Even though I double checked my presentation with the management team, I still managed to flash a flag of Israel, incorporated into the global unity motif, up on the screen. In a country and region where Israel is not recognised as a state and no reference is made to it in maps, television and newspapers, this caused offence within the audience. In the Arab world, it is particularly easy to unintentionally offend when one comes from a Western culture where aspects of political, social and cultural norms are deemed unacceptable.

3.3.3 Stereotyping

In conducting research, expatriate teachers' beliefs and perceptions on Emirati students provides the possibility of stereotyping characteristics, whether positive and negative. Al Waqfi and Forstenlecher (2010:368) stated that 'Beliefs are foundations for stereotyping of the out-groups which may lead to negative attitudes and possibly discrimination against members of those groups,

conducted research on expatriate perception, beliefs and views in the United Arab Emirates and on Emirati work ethics'. They found that the perceptions of United Arab Emirate citizens were generally negative, specifically with respect to Emirati 'skills and competencies, work ethics, cultural disposition and effectiveness of Emiratisation' (ibid 364). Care should be taken to understand the underlying factors. According to Hills and Atkins (2013:206) 'Non-westerners seldom understand the foundation of western values and indicates a need to teach cultural understanding to all participants in the Gulf workplace'.

Cultural orientation is therefore important to allow teachers to focus on the individual and to challenge stereotypes and encourage a positive learning environment. Stereotyping can be self-fulfilling. Al Waqfi and Forstenlecher (2010:368) cite Page (2007), noting that motivation may be reduced for those 'subjected to negative perceptions'.

3.3.4 Summary

The Emirati Arabic Islamic culture, their relationships to each other, the effect of their parents' attitude and broader social norms, their own national identity and previous educational experience provide a complex and unique setting in which to conduct teaching and learning. The literature highlights the subtle factors that impact student learning and motivation within a collectivist-orientated society and the pressures of family and social status. Engin and McKeown (2017:684) found that family was seen as a motivational force with students wanting to fulfil their family's expectations of them.

Teachers face significant challenges in coping with surface and deep learning and teaching in English as a foreign language. Mclaughlin and Durrant (2017:169) suggest that a more structured instructional approach with considerable teacher input and feedback to help students achieve would be required. Understanding how expatriate teachers perceive success and their perceptions of how Emirati students are motivated to learn will be an essential element of this research.

3.4 Informing Perspectives on the Organisation where Expatriates work.

Levin (1998) considers change as a defining characteristic of a community college, as it meets the ever-changing needs of the community it services. McKinney and Morris (2010) suggest that there are two dominating theories that, when considered together, can determine why organisations change, neo-institutional theory and globalisation theory. McKinney and Morris (2010) cite Powell and DiMaggio (1991) who emphasise that the role of the local environment and the institution itself are the 'primary catalysts' for change to enhance 'prestige and reputation'. However, when taking into consideration the pressures of global interdependence, partnerships and competition, additional emphasis is placed on reacting to demand change, as the characteristics of the community are challenged and altered. McKinney and Morris (2010) review the changes and issues brought about by an American Community College introducing a baccalaureate degree program. There are some parallels to the change process underway at Creek College, specifically the introduction of a streamlined degree program and the focus on applied research. McKinney and Morris (2010) state that the institution 'will demonstrate characteristics of both global and local identities', something that is reflected in the Creek College re-organisation, which aims to reach, not only into the local community, but to connect with overseas partners such as the University of Waterloo. The re-organisation at the college has directly impacted the contribution required by

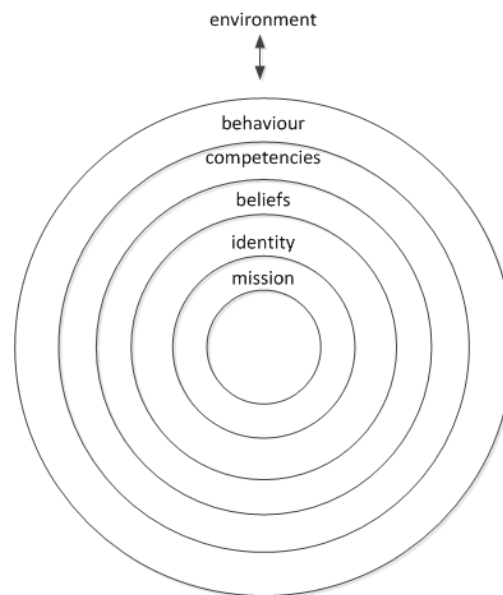
faculty to activities over and above the normal teaching load of 20 hours a week. As with all change, there is resistance. Bolognese (2002) cites Folger and Skarlicki (1999:36) in defining resistance as 'employee behaviour that seeks to challenge, disrupt, or invert prevailing assumptions, discourses and power relations.'

Bolognese observes the different states of resistance and acknowledges the literature which suggests that employees can cognitively overcome resistance, but performance can be compromised by emotional responses through frustration and anxiety. The issue of teachers resisting change could also be linked to work by Dent and Goldberg (1999:26) who suggest that resistance is a result of a loss of status, or, more importantly from a teacher perspective, of loss of autonomy and voice on management decisions. The political and organisational context of expatriate employment shapes and directs the response and, indeed, the level of active participation. There is a real fear that any formal professional development may be reflected in a managerial evaluation. Mercer (2007) studied a sister institution and found that professional development was viewed as a management tool rather than a developmental tool for teachers. In my opinion, this leads to an unhealthy relationship between efforts to encourage professional development within the organisation. In addition, the content of rapid organisational development and change provides additional challenges regarding resistance and compliance which may not necessarily lead to productive and effective teaching.

3.4.1 In-Service Professional Development

Teachers approach their own learning depending on a variety of factors which affect their motivation and beliefs.

Figure 1: The Onion: a model of levels of change (Korthagen 2004)

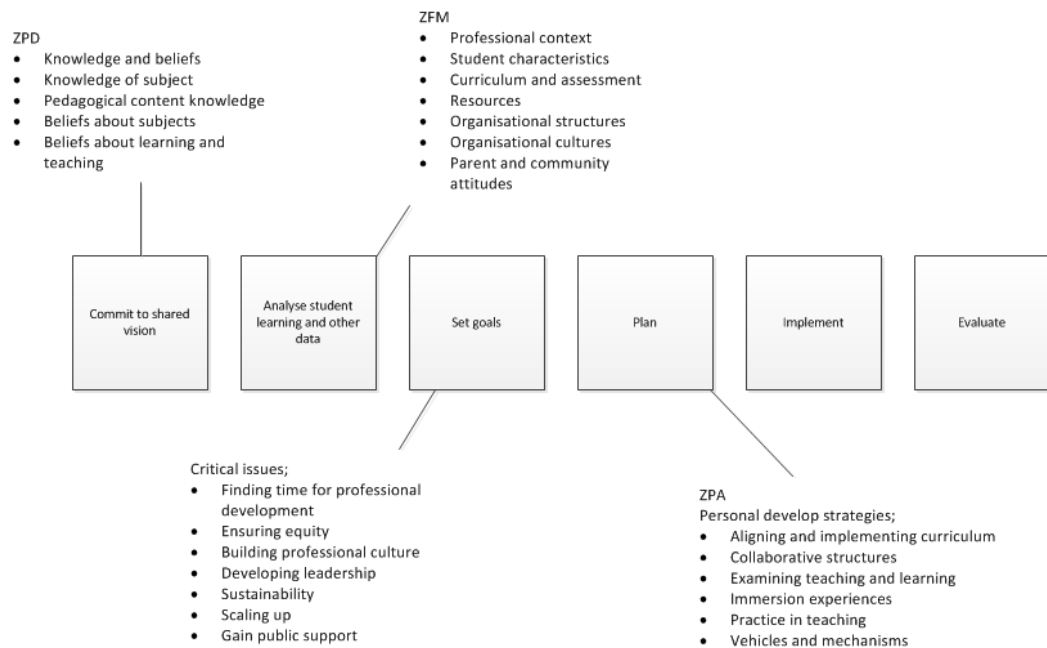


According to Korthagen (2004:80), the onion model in Figure 1 shows ‘the various levels in people that can be influenced’. Korthagen (2004) indicates that teachers are influenced in their development and practice by their immediate environment, which conditions their subsequent behaviour, competencies, beliefs, identity and mission. He also posits that only the environment and behaviour can be observed, whereas competencies, beliefs, identity and mission are harder to evaluate and understand.

In addition, Korthagen (2004:93) argues for a more holistic approach to teacher education—one that includes insights into transpersonal, positive psychology of the teacher and one that is purely based on the development of teaching

competencies. In essence, Korthagen (2004:94) highlights the need to develop educators who have a professional identity, one that is self-assured in developing their core qualities. The environment plays a critical role in considering effective teacher development. Goos et al (2007:25) explain that Valsiner (1997) reinterpreted and extended Vygotsky's concept of the Zone of Proximal Development (ZPD) to 'incorporate social setting goals and actions of participants. The two additional zones are called the Zone of Free Movement (ZFM) and the Zone of Promoted Action (ZPA). Goos et al (2007) also confirms the importance of understanding the background in which teachers are located as a complex environment in which to conduct professional development (see Figure 2).

Figure 2 : Design framework for professional development (Goos et al 2007)



Goos (2005:39) considered that previous research had not taken into account the possible relationships between setting, actions and beliefs, and how relationships may change over time across different changing contexts. The concern is that professional development reflects and adapts to the dynamic context in which teachers work. How does professional growth play a part in the motivation and support of expatriate teachers within the current research context? Austin et al (2014:552), who surveyed some institutions in the UAE, indicated that professional development was supported through funding to attend conferences, occasional workshops or seminars. Respondents, however, indicated diminishing funding and the lack of the connection between appraisal and structured professional growth. Austin et al (2014:553) stated that the most frequent comment was that faculty were 'on their own' and that instructors turn to each other for help.

3.4.2 Social and Cultural Differences

According to Sulieman (1996) and Hernandez-Tutop (1999), preparing teachers for practising in social and culturally-diverse environments is a necessity.

Sulieman (1996), Hernandez-Tutop (1999) and Urciuoli (1999) consider multiculturalism from the perspective of the United States, where a diverse learner population is being facilitated by a teaching body dominated by a homogenous cultural group. However, in the TCU, the situation is the opposite: the expatriate teachers are multicultural and diverse, and the student body is

monocultural. Expatriate teachers need to be flexible, tolerant and have a high degree of empathy to understand, not only their students, but also their professional colleagues. Hamada (2004:34) suggests that the 'new information and communication technologies (ICT)' in education could support and promote cultural pluralism rather than a monoculture where western practice and language dominates. The process of developing curriculum and learning activities requires teachers to reflect on their collaborative interaction with students and colleagues and to appreciate each other's differing perspectives.

How equality and democratic values apply within the United Arab Emirates is subject to debate, considering the undemocratic political landscape of the country. An example is Dubai—an emirate ruled by the all-powerful Maktoum family. It is a country where ruling families hold all the key positions in Government as well as supporting Businesses. A previous director of a UK University in Dubai characterised the political landscape as a paternalistic benevolent dictatorship. Unfortunately, this made Newsweek and, shortly after, he was promptly asked to leave the U.A.E. This highlights the requirement for expatriates to be sensitive to the social, political and cultural environment where Western ideas of autonomy, democracy and free speech run contrary to the context. Austin et al (2014:549) found examples of staff in the UAE who had been terminated for vocalising a difference of opinions from their institutional leaders. This context of job insecurity and lack of transparency in decision-

making 'undermines commitment to the institution and the faculty willingness to take risks' (p.550).

Respecting the cultural identity of learners will focus teachers on growth, development and potential. A cultural pluralism should be actively promoted in order for vocational expatriate teachers not to be swayed by existing preconceptions and beliefs—thus avoiding stereotyping Emirati students and their approach to learning.

Banks (2004) considers factors in curriculum design and teaching such as recognizing language barriers and discovering the traditions and the cultural mix; understanding appropriate and inappropriate teaching and classroom behaviour; understanding the role of parents; and adjusting the student's active learning skills in order to reflect the student's life experiences and traditional cultural expectations.

For example, in the Technical Colleges of the UAE, Emirati women will not readily accept photographs or videos to be taken or used without the express permission of their family. Social networking, chat and discussion are restricted and actively curtailed, as is political and religious discourse. These examples show that the way technology is used within the design and delivery of the curriculum needs to be carefully planned and coordinated. The promotion of cultural sensitivity, multiculturalism and cultural pluralism is needed to address preconceptions and stereotyping of Emirati students in the UAE.

Having established the need to be culturally sensitive from both a pedagogical and moral perspective, it is important that such cultural sensitivity is coordinated within the provision of in-service training. The research will explore this by questioning the thoughts and perceptions of expatriate teachers.

3.4.3 Organisational Health and Teacher Efficacy

According to Hoy and Woolfolk (1993:355), a teacher's sense of efficacy is 'their belief in their ability to have a positive effect on student learning'. Teacher efficacy is an area of significant interest and research, and there has been a number of quantitative instruments that have been developed to understand and measure teacher efficacy. In 1976, the RAND Corporation first investigated this area by asking two questions, one which measured personal teaching efficacy (that indicates the level of confidence which teachers have in their ability to teach) and the other which measured the general teaching efficacy which explores a teacher's level of perceived effect on students regardless of external factors related to the student.

As Tschannen-Moran and Hoy (2001:783) state that 'Efficacy affects the effort they invest in teaching, the goals they set, and their level of aspiration.' There is a strong correlation between a teacher's sense of efficacy and student achievement, as stated by Tschannen-Moran and Hoy (2001:783) who cite (Moore and Esselman 1992; Ross 1992 Ashton and Webb 1986; Armor et al 1976). The link between student achievement and teacher efficacy is dependent on a number of factors. One important and prominent factor, which Hoy and

Woolfolk (1993) explored, was the impact of organisational health.

Organisational health, according to Hoy and Woodfolk's Organisational Health Inventory (OHI), comprises institutional integrity, where teachers are protected from both parental and community unreasonable requests. Principal or senior management has the ability to influence the ability to gain appropriate resources while minimising administrative impediments to work and demonstrating a sincere and genuine consideration for faculty. Morale plays an important factor, indicating an environment where teachers like and help each other and are proud of where they work. Another critical factor is the emphasis placed on academic achievement, where the learning environment is well ordered, where students work hard, and where teachers believe that students can fulfil their potential.

Hoy and Woolfolk (1993:357) found that healthy schools comprised 'a strong academic emphasis with a principal who has influence with superiors and is willing to use it on behalf of teachers – was conducive to the development of teachers' beliefs that they can influence student learning.' Therefore, there is a clear relationship between organisation health and teacher efficacy.

The research will attempt to explore to what extent expatriate teachers are impacted by the environmental context in which they work and the students whom they teach.

3.5 Making Sense of the Expatriate Teachers Context

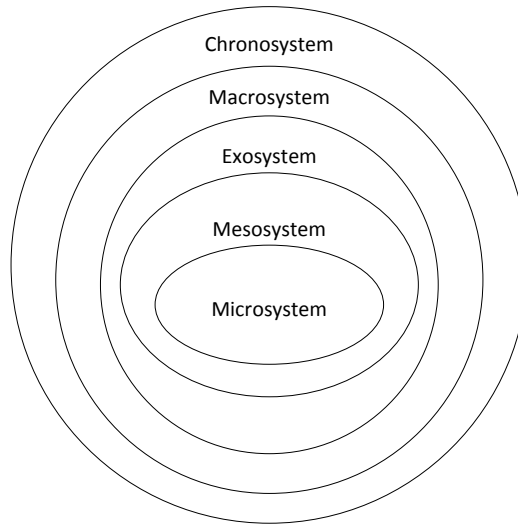
Borko (2004:4) 'to understand teacher learning, you must study it within these multiple contexts, taking into account both the individual teacher learners in the social systems in which they are participants.

How can we make sense of this complex environment? Johnson (2008) and Tissington (2008) used an ecological perspective to understand an educational system. Johnson explored student achievement and dynamics of a school while Tissington explored teacher competence. Johnson and Tissington used Uri Bronfenbrenner's (1994) ecological systems theory as a framework to analyse and critique the systems under study. Neal and Neal (2013:723) state that the model is widely recognised 'for underscoring the importance of interdependent and multilevel systems on individual development'. The model supports analyses linkages and relationships between stakeholders within their environmental context by identifying the relationships and influencing factors through five interrelated levels. These levels support mapping of the complex environment in which expatriates work and live.

For Bronfenbrenner and Morris (1998:996), the development and growth of an individual is a result of a complex 'reciprocal interaction between ever-changing and evolving biopsychological human organism and the objects and people within their immediate and remote environment'. The five interrelated levels and forms of interaction occur within a series of nested ecosystems, where expatriate teachers are embedded. In support of the analysis, each of the five

systems is defined in the context of the expatriate teachers, the organization and the landscape in which they live and work as illustrated in Figure 3.

Figure 3: Bronfenbrenner's Ecological System Theory



The microsystem is depicted by interpersonal relationships, social roles and activities given in an immediate setting. In this analysis, the microsystem represents an expatriate teacher's relationships with their students, management and peers within the workplace. These relationships affect their beliefs and values in teaching and learning.

The mesosystem refers to relationships and connections, and links two or more microsystems together—such as how the expatriate teacher moderates or develops their teaching and learning practice to meet the needs of Emirati students.

The exosystem involves links within the college in which the expatriate teacher plays no active role. The college, via its rules, policies and procedures, curriculum reform, leadership and management style have an impact on the way that expatriate teachers develop.

The macrosystem comprises a pattern of micro-, meso- and exosystems characteristics of a given culture or subculture, with particular reference to the belief systems, bodies of knowledge and lifestyles (Bronfenbrenner 1994:40).

The macrosystem describes the wider society and the social and cultural backdrop in which the expatriate teachers live and work. Examples of specific issues are the policy of Emiratisation, federal budget decisions and changes in expatriate labour laws and rights.

The chronosystem refers to changes and events that affect environments over time, which support transition. As an example, expatriate teachers are on limited time contracts that have the potential to impact behaviour and job security.

Also, budgeting constraints, driven by economic forces and geopolitical events, provide stress and tension within the immediate context. For the purpose of this analysis, only four of the systems will be used as the macrosystem will incorporate time-bound constraints such as limited contracts, national policy on expatriate labour.

This model provides a framework to examine and link together the various themes, objectives and questions with the research, and is used to support the cross-case research analysis in Chapter 5.

3.6 Summary

To what extent does the personal, political and organisational context of expatriate employment shape and direct the response and, indeed, the level of active participation in supporting the education of Emirati students? There is a real fear that any formal professional development may reflect in a managerial evaluation. A recent four-year study within a UAE sister college by Mercer (2007) considered professional development as a management tool for teacher appraisal rather than a developmental tool for teachers. In addition, the content of rapid organisational development and change provides additional challenges regarding resistance and compliance, which may not necessarily lead to productive and effective teaching. Appreciation of social and cultural differences in Western societies focus on promoting and celebrating diversity through orientating teaching for sensitive integration and cultural pluralism. In the United Arab Emirates, multiculturalism appears not to conform to western norms. Indeed, governmental institutions actively discriminate against race and nationality through pay, perceived status and work conditions. The nationality of teachers and their perceptions of inequality within the workplace and how that impacts their actions in the classroom is an area for further investigation.

The literature review provides useful reference and evidence to inform the study. In order to understand the context, we need to understand the teachers, their background and views, and their perspectives of teaching.

The study will further explore expatriate teachers' views and perspectives on Emirati students and the organisation in which they work. The research will provide additional information to identify some critical factors affecting expatriate teachers as they work in a foreign environment.

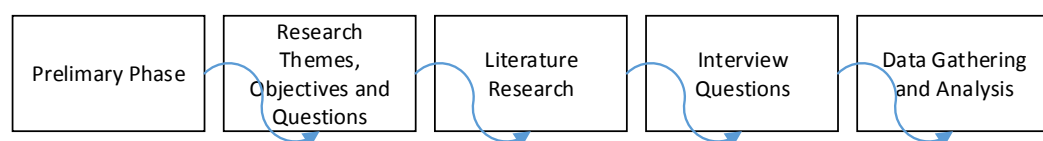
Chapter 4 The Research Methodology

4.1 Introduction

This chapter explains the choice of research approach and rationale for the selection of an interpretive case study methodology, the selection of candidates and the choice of the research instrument. According to Lincoln and Guba's (1985:226) ten-step guide for naturalistic studies, the focus of the inquiry will determine the paradigm of focus and substantive theory to guide the research. The research explored a complex social environment where perspectives, beliefs and opinions were gathered from a stratified sample of expatriate teachers within an Emirati student context. The chapter will maintain that understanding expatriate teachers' subjective perspectives in the context of their work supported a case study approach to analyse their complex views.

The research collected data from a stratified sample of ten expatriate teachers and explored the vocational and educational context in which they worked and lived. As Yin (2003) indicates, a researcher should narrow the area to key topics or, as Stake (2005:448) calls them, issues which are the 'dominant themes. Three research themes, objectives and questions emerged from the preliminary study and, subsequently, the literature review informed the interview questions.

Figure 4: The Research Development Process



The data was analysed with the help of NVIVO 8 to identify key categories and Uri Bronfenbrenner's (1994) ecological system, as described in the literature review in chapter 3, was used to map key categories that influenced behaviour.

4.2 The Research Approach

Recognising my own interests within this work is important. It is impossible for me not to be actively connected or play a significant part in the development of the process or phenomena and, as such, many of the positivist methodologies are not appropriate. Due to my professional connection and personal interests, there is very little disconnected objectivity that I can bring to this study.

However, this should not preclude me from investigating and understanding my context, how expatriate teachers approach their work and what promotes successful personal and professional development and growth. Indeed, it is a vital part of determining an appropriate structure that supports professional development in context.

In developing my own personal research stance, I have reflected on my own beliefs and values, considered my own current context and determined a case study methodology that I believe is 'fit for purpose'—specifically for investigating expatriate teacher education. As such, social research takes place from a background 'set' of ontological, epistemological and axiological assumptions as identified by Alvesson (2000:36).

Patton (2002:43) indicates that a case study approach helps a group of people to understand and ‘reflect on new ways of improving what they are doing or understand it in new ways.’ The investigation was ‘emergent’ using the preliminary study to frame the broad research themes, which subsequently informed the research questions. I found it useful to follow the research guided by a ten-step framework, as suggested by Lincoln and Guba (1985:226):

Table 9: Ten elements in research design for naturalistic studies (Lincoln and Guba 1985)

1. Determining a focus for the inquiry
2. Determining the fit of paradigm to focus
3. Determining the fit of the inquiry paradigm to the substantive theory selected to guide the inquiry
4. Determining where and from whom data will be collected
5. Determining successive phases of the inquiry
6. Determining instrumentation
7. Planning data collection and recording modes
8. Planning data analysis procedures
9. Planning the logistics,
a. prior logistical considerations for the project as a whole
b. the logistics of field excursions prior to going into the field
c. the logistics of field excursions while in the field, logistics of activities following field excursions
d. the logistics of closure and termination
10. Planning for trustworthiness.

4.3 The Case Study Design

Yin (2003) defines a case study as:

An empirical inquiry that: investigates a contemporary phenomenon within its real-life context, when the boundaries between phenomenon and context are not clearly evident, and in which multiple sources of evidence are used [to increase validity and reveal diverse perspectives] (pp 23–25).

Denscombe (2003:30) identifies the rationale for a case study approach as a ‘spotlight on one instance’ to be investigated ‘in-depth’. The case itself is a phenomenon that already exists in a ‘natural setting’. Denscombe (2003:35) raises the key issue of ‘generalisation in social research’. Although this study is limited to one institution, it is a ‘single example of a broader class of things’.

Stake (2005:444) commented that a case should focus on ‘experiential knowledge of the case and close attention to the influence of its social, political, and other contexts’.

Denscombe (2003:39) provides a useful checklist to define the suitability and appropriateness of a case study approach:

Table 10: Criteria for case study research

Case Study Selection Criteria
1) Is the research based on a ‘naturally occurring’ situation?
2) Have the criteria for selection of the case (or cases) been described and justified?
3) Has the case been identified as a particular instance of a type of social phenomenon (e.g. kind of event, type of organization)?
4) Have the significant features of the case been described and have they been compared with those to be found elsewhere among the type of thing being studied?
5) Is the case a fairly self-contained entity?
6) Have the boundaries to the case been described and their implications considered?
7) Has careful consideration been given to the issue of generalizations stemming from research?
8) Does the research make suitable use of multiple methods and multiple sources of data?
9) Does the research give due attention to relationships and processes, and provide a ‘holistic’ perspective?

The case explores 'naturally occurring' phenomena by a self-contained, defined set of expatriate teachers within a vocational education setting in the United Arab Emirates. The case is representative of the 14 other institutions across the country and has significant implications in the approach to engage and support expatriate and vocational teachers to develop effective teaching practice within that particular context. The aim of the case study is to demonstrate the importance of perspectives, relationships and processes to provide as an outcome recommendation for a more holistic approach which will inform professional development and possibly recruitment. The analysis of the case was formulated as an inductive process, with themes and questions developing from the investigation.

Crichton and Childs (2005:2) writes: 'Although it might appear that the approach to the data collection is unstructured and at times chaotic and eclectic, it does not suggest that the collection of data has not been considered and planned.'

The design and development were impacted by a number of constraints. There were limitations in time due to a new position I took on in March 2009 which made it difficult to manage the continuation of my initial research plan and schedule. However, I prioritised a limited preliminary study to identify a number of key themes in the consideration of an appropriate design for the 2009/2010 academic year. To determine the focus of the enquiry, I first explored the research paradigm selected through actively reflecting and exploring my own values, beliefs and research methodology.

I could take a traditional, scientific positive method of reviewing appropriate literature, deriving a model or, indeed, perhaps using a published or modified model and then employing a variety of data-collecting methods to collect and collate empirical evidence to test a hypothesis. This would require a large sample and possibly multiple sites. Elliott (2006:185) is against this approach. In his attempt to redefine the nature of research for education, he claims that a focus on a process which opens up new ways for educational practice is justification enough for considering a post-positivist, active approach to research. Guba and Lincoln (1994:110) consider the differing paradigms within qualitative research. Ontologically, the research position is relativist; realities are 'apprehendable in the form of multiple intangible mental constructions, socially and experientially based, local and specific in nature'. The epistemology is transactional and subjective. The research and participants are interactive and linked so that the findings are created as the investigation proceeds. This research affects individual experiences and behaviour. It alters the participant's perceptions of their own reality and affects the learning of others. This research will not passively observe 'reality' but will be an integral part of refining the process in which teachers develop. Extending Guba and Lincoln's (1994:113) 'constructivist paradigm, the subject of context, and its place within development, needs consideration and will lead to a complex subjective and interpretative research approach'.

I believe an interpretative case study methodology will provide a significant opportunity for 'actor' inclusion as well as adding to a wider body of knowledge for expatriate-teacher development. The approach will also provide the opportunity to interpret and analyse the different perspectives with which participants approach both teaching and learning and professional development in the context of their expatriate status. According to Graddol et al (1994:6): 'we cannot assume that we already know others' perspectives, even in our own society, because particular groups and individuals develop distinctive world views', which is even more exasperated by the rich diversity of cultures and nationalities from which each participant comes.'

4.3.1 Data Trustworthiness

This case study was carried out within an interpretive framework and the focus was to assure that trustworthiness was aimed for rather than a strict measure of validity and reliability. Cohen et al (2007:150) commented that the 'inferences about validity' are made predominately on whether the questions asked to meet and measure what is 'claimed to be measured'. An area for concern is the tendency to overstate or understate an attribute value. Cohen et al (2007) consider the method of 'convergent validity' where a comparison is sought with other data from another measure, where two measures match, then the validity of the measure is proven. Minimising bias is as Cohen et al (2007:204) concludes the most effective way to ensure greater validity. In order to understand the source of bias, one needs to appreciate and understand the characteristics of the

respondent, interviewer, and the nature and content of the questions. This includes the following:

Table 11 : Validity and reliability in interviews (Cohen et al 2007:150)

The attitudes, opinions and expectations of the interviewer

A tendency for the interviewer to see the respondent in his or her own image

A tendency for the interviewer to seek answers that support preconceived notions

Misperceptions on the part of the interviewer of what the respondent is saying

Misunderstanding on part of the respondent of what is being asked.

In addition, researching sensitive subjects is where an interview may be seen to be significantly intrusive and invasive. The interviewer could be seen as someone who could use the information in a negative way. As Cohen et al (2007:150) states: ‘... as someone who could impose sanctions on the interviewee, or as someone who can exploit the powerless, the interviewee is in the searchlight that is being held by the interviewee’. Cohen et al (2007:204) report that Gadd (2004) suggests an interviewee may reduce his or her willingness to participate or ‘open up’ if the interview is deemed too threatening.

The data collected was conducted over the final semester of the academic year 2008 - 2009. Ten face-to-face interviews were conducted through a semi-structured interview that explored their background before entering teaching, their views and perspectives on teaching, on the Emirati students they taught and on the organizational environment in which they found themselves. The interviews lasted approximately 40 – 65 minutes and, with the permission of the

participants, were audio recorded. The interviews, amounting to over 16 hours of audio, were transcribed to establish the dataset for review.

To ensure the accuracy of the transcription, the participants were invited to check their contribution for accuracy. All interviewees confirmed that the transcriptions were a true reflection of their interview and so no modifications to the originals were made.

4.3.2 Semi-Structured Interviews - Rationale

Semi-structured interviews are used within this case study extensively to collect the data and as such, care and attention is required to support the trustworthiness of the data. Hammersley and Atkinson (2007:181) consider respondent validation and triangulation as two strategies to tackle issues of interviewer and interviewee bias. The main aim is to open a dialogue between the researched and researcher in order to ascertain whether or not the research participants can validate the behaviour within the analysis. The strength of the approach lies in the access it provides to the respondent's wider knowledge and experience of the relevant facts and events than those of the researched.

However, it appears to be a contested area. Hammersley and Atkinson (1995: 228) comments on Ball's (1981 and 1984) experience of holding two seminars with a school's staff where he presented some of his findings, where he felt that, although the process had 'some merit it was far from problem-free'.

Hammersley and Atkinson (2007:182) quote Moffat (1989:329) who reports how the research conducted on students at Rutgers University was amended and

revised. There are dangers, clearly: respondent validation provides an opportunity for revisionism that also could be shaped by bias inherent in the interviewing process in the first place. In addition, many of the meanings that are constructed are only done so retrospectively through memory—something that can change, depending on context, location, perspective or feeling at the time. Respondent validation, according to Hammersley (2007:183), should be treated as ‘yet another valuable source of data and insight’ and, perhaps, is conducted also on ethical grounds. In addition, triangulation can also be aided by allowing the research participants to view their accounts and to consider whether their perspectives would draw similar or different conclusions. According to Hammersley (2007:183), the process can be very time-consuming due to the number of permutations of cross-checking one could undertake, and outlines the use of a method of triangulation where data is produced from different research collection channels and compared in order to provide an opportunity for checking interpretations. Triangulation cannot confirm an inference, specifically if all the data points are compromised through sampling or collection error. Hammersley (2007) warned against being too optimistic that aggregated data would be unproblematic, although Lever (1981) considered that the differences in data gathered from observation and data collected from a questionnaire, confirmed stereotyped behaviour. Lever (1981:205) highlights the differences between perception and action of the research participants. In essence, one can derive as much meaning from the differences discovered through the

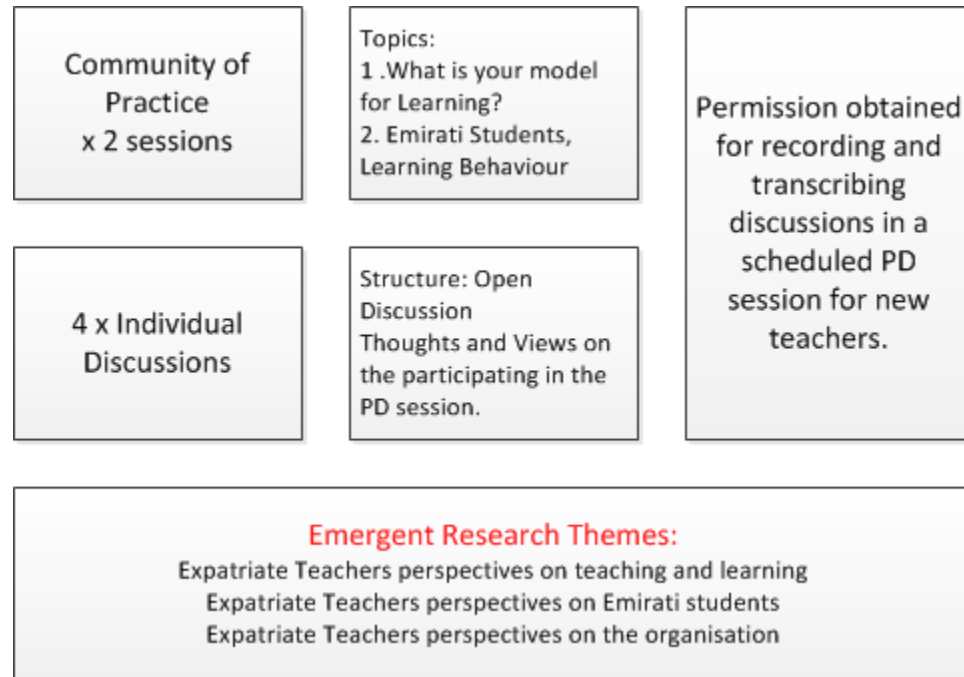
triangulation process, as additional data collected, although it could be hard to find relationships between data collected from different sources. Hammersley (2007) concludes that the traditional understanding of triangulation and validity, where data is confirmed and compared against other methods, is unsustainable on the grounds that the phenomenon under investigation is only as valid at that point in time incorporating both the subtleties and nuances between participant and researcher. The social interchange that occurs, within that space and time, ultimately exists independently of other events. In order to provide further insight into the social and cultural environment in which the research is taking place, each method used to collect data must be considered against its context, reflected upon and, where appropriate, validated. In interpreting and analysing the data, Dey (1993a:232) poses six questions to guide the context and subsequent outcome that will offer a potential check on the credibility and trustworthiness of the assumption's opinions and observations.

1. Are the data based on one's own observations, or is it hearsay?
2. Is there corroboration by others of one's observation?
3. In what circumstances was an observation made or reported?
4. How reliable are those providing the data?
5. What motivations would have influenced the participant's report?
6. What biases might have influenced how an observation was made or reported?

To aid the accuracy of the data collected, all meetings, discussion and observations will be transcribed and recorded through a digital voice recorder.

4.3.3 Developing the Research Themes

Figure 5: Preliminary Phase - Outlining the Research Themes



In commencing this study, I was interested in the phenomena of a more coherent and structured approach to in-service professional development and whether it could successfully contribute, not only to organisational development, but to both teacher and student success. This research is an opportunity to better understand the perspectives of teachers in the context of a foreign country in an effort to meet their needs directly and to develop a productive professional development and in-service education that makes a difference to students in and outside the classroom. The process of this research has already made a significant impact into guiding the nature and direction of

the initiatives underway at the college. Ultimately, the EdD itself has driven the establishment of a teacher-development centre that not only impacts the college but also has ambitions to aid and support the wider community in Dubai. The synergy between the research and my own interests and motivation is aligned with the restructuring of the college and with the importance the institution places on investing in teaching and learning that improves life chances for its students. Understanding the wider context of the research is critical to understanding the situational pressures on behaviour and attitude of the participants within the investigation.

The data collected for the preliminary phase was conducted over the final semester of the academic year 2008 to 2009. Permission was granted by all participants and was according to BERA (2004) ethical guidelines for access to the sessions. In addition to gaining access to the two group discussions, participants were invited to individual unstructured interviews. The individual interviews were audio recorded to preserve voice and were transcribed directly via voice recorder. Participants were given the opportunity to review their transcripts for accuracy, but none modified or amended the data. Using Nvivo 8, a qualitative computer software package, transcripts were categorised and coded against emerging themes. The coding was revised and reviewed as the material was considered and referred to at least four times. The main codes were selected and revised, and they were then categorised using the tree node feature, highlighting the major themes that impacted expatriate teachers

Three broad themes were identified through content analysis: the context of the organisation; the influence and behaviour of the students and the perspectives that expatriate teachers have towards their teaching and learning. The group met twice and the group discussions were facilitated by the coordinator around general topics of interest, exploring the teacher's mode of learning and their experiences with Emirati student learning. The nature of the group was diverse, which is fairly typical of an expatriate workplace. The participants were from Pakistan, India, England, America and Canada/Ukraine. Data was collected directly from the transcription of the meetings and through individual open discussions with participants. Out of the five participants, four were recently appointed faculty to the Business Department. The participants met in a small meeting room for approximately one hour within their professional development time allotted within the week.

4.3.4 Developing the Interview Questions

'Research interviews, although apparently a perfectly natural means of communication and enquiry, are in practice riddled with numerous pitfalls for the unwary' Wragg (2002:143)

The three main themes, research objectives and questions that emerged from the preliminary study guided the literature review to inform the study. To support the analysis, the interview questions were coded according to the following three themes:

Table 12: Interview Question Codes

Themes	Interview Question (Codes)
Theme 1: Expatriate Teachers' Perspectives on Teaching and Learning	BQ= Background RQ=Reasoning
Theme 2: Expatriate Teachers' Perspectives on Emirati Students	SQ=Student
Theme 3: Expatriate Teachers' Perspectives on the Organisation in which they work	OQ=Organisation

Both the preliminary study and literature review provided a supportive framework in which to develop interview questions to help inform the research. The preliminary study explored the background of the teachers and their approach to learning, whereas these interview questions explored the research candidates' perspectives and beliefs generated from the preliminary phase.

Table 13: BQ – Background Questions

<p><i>Expatriates Teaching Experience and Background</i></p> <p>BQ1: Why did you become a teacher?</p> <p>BQ2: How many years have you been in teaching? Have you had certified teacher training?</p> <p>BQ3: Why did you decide to work here? What is your main motivator?</p> <p>BQ4: Tell me a little bit of your background, your career and how came into teaching?</p> <p>BQ5: What do you most remember about your own education?</p> <p>BQ6: Tell me about the characteristics of one teacher who you felt had the most positive impact on you?</p> <p>BQ7: Tell me about the characteristics of one teacher who you felt had the most negative impact on you?</p>

4.3.4.1 Teaching and Learning

In learning contexts, pre-service and practising teachers may be guided by their beliefs about teaching knowledge and ability. Such beliefs may lead them to question the value of information

presented, make epistemic assumptions about the nature of teaching knowledge, question the validity of knowledge content, and support their views on teaching and the need for teacher education. Understanding these beliefs in the context of learning to teach and their relation to other important outcomes (e.g., classroom practices, student achievement) can inform the development of learning experiences tailored to the needs of future and practicing teachers. Fives and Buehl (2008:134)

To understand and identify an expatriate teacher’s perspective on teaching and learning, Fives and Buehl (2008:173) provided through their research an open-ended list to assess beliefs regarding teaching knowledge and ability.

The following interview questions were derived through their research:

Table 14: RQ - Reasoning Questions derived from Fives and Buehl (2008)

Fives and Buehl Questionnaire	Derived Interview Questions
<ol style="list-style-type: none"> 1. What is teaching? 2. Is teaching a talent people are born with? Please explain. 3. What do you believe is the purpose of schools? 4. What knowledge is necessary for effective teaching? Please be specific. 5. Describe your philosophy of teaching. 6. In the next 20 years. . . <ol style="list-style-type: none"> a. How much do you think the knowledge needed for effective teaching will change? b. In what way(s) do you think the knowledge needed for teaching will change? Please provide specific examples. 7. Where does knowledge of how to teach come from? 8. What knowledge do teachers hold that is unique to the teaching profession? 9. Can someone learn how to be an effective teacher? Please explain. 	<ol style="list-style-type: none"> RQ1: What is teaching? RQ2: Is teaching a talent you are born with? RQ3: What is the purpose of education? RQ4: What knowledge is necessary for effective teaching? RQ5: Describe your philosophy of teaching? RQ8: What are the characteristics of an effective teacher?

<p>10. If you could design your own teacher education program what elements would you include? Please explain.</p> <p>11. Choose one or more of the following that best represents your beliefs about teaching? Please explain your selection(s). a. Teaching is an art. e. Teaching is transformation. b. Teaching is a science. f. Teaching is modelling. c. Teaching is persuasion. g. Teaching is scaffolding d. Teaching is transmission. h. Teaching is — (add your own).</p> <p>12. The following Teacher Goals have been identified in a variety of research studies. Please rank these goals in order of importance based on your own belief system from 1 (most important) to 13 (least important). - Equality among students - The products of learning - Instruction based on student interests - Student independence - Learning standards - Content specific knowledge - Academic excellence - Critical thinking in students - Life-long learning - Generalized skills and abilities - Instruction based on subject matter - The process of learning - Student creativity</p>	<p>RQ6: If you could design your own teacher education program what elements would you include?</p> <p>RQ7: Which teaching metaphor do you identify with and why?</p> <p>RQ8: What are the characteristics of an effective teacher?</p>
--	---

Eight questions were derived from the list to extract an understanding of an expatriate teacher’s perspective on teaching and learning. The focus was to abridge the version and focus on the core information needed. Table 14 indicates the interview questions drawn from the Fives and Buehl questionnaire.

Table 15: RQ – Reasoning Questions - Teaching perspectives and beliefs

Theme 1 Expatriate Teachers' Perspectives on Teaching and Learning

RQ1: What is teaching?

RQ2: Is teaching a talent you are born with?

RQ3: What do you believe is the purpose of education?

RQ4: What knowledge is necessary for effective teaching?

RQ5: Describe your philosophy of teaching?

RQ6: If you could design your own teacher education program what elements would you include?

RQ7: Which teaching metaphor do you identify with and why?

RQ8: What are the characteristics of an effective teacher?

4.3.4.1.1 Elucidation of RQ7: Which teaching metaphor do you identify with and why?

As a tool used during the preliminary student and to further support open discussion on perspectives and beliefs on teaching, I made use of a number of visual illustrations to elicit discussion and responses. I placed six illustrations (Appendix A) in front of each participant, and asked them the question: 'RQ7 - Which teaching metaphor do you identify with and why?' The six metaphors for teaching were depicted by the following illustrations:

1. A potter
2. A guide and a traveller
3. A petrol pump attendant
4. A builder
5. A child throwing stones in a pond
6. A gardener

This led to a broad discussion and the identification of certain teaching and learning styles by the participants.

4.3.4.2 The Emirati Student

Shulman (1987:8) posited a framework stating that the ‘categories of knowledge that underlie the teacher understanding needed to promote comprehension among students.’ Knowledge of learners and, importantly, their characteristics was one of the categories of the knowledge base, and so the following interview questions were identified with reference to the preliminary study and the discussions taken to understand the expatriate teacher’s perspective of the Emirati student.

Table 16: SQ – Student Interview questions derived from Shulman (1987)

Theme 2: Expatriate Teachers’ Perspectives on Emirati Students

SQ1: How would you describe Emiratis students approach to education?

SQ2: What Emirati cultural cues do teachers need to understand?

SQ3: To what extent do students affect your teaching behaviour at the college?

SQ4: How do students affect college policy? (additional question to SQ3)

4.3.4.3 The Organisation

In order to prompt discussion on the organisational perspective, interview questions were derived from a specific instrument developed by Hoy et al (1991) to measure the openness and health of the organisation. In an attempt to quantify aspects of high-performing educational institutions, Hoy et al (1991) principally reviewed primary and secondary schools in America. They decided to measure the effectiveness of schools by attempting to measure the climate and health of the institution. In essence, they were benchmarking teacher

perceptions of the institution, their colleagues and students. In the context of this study, exploring the climate of the organisation provides a richer understanding of investigation. In order to understand the context in which expatriate teachers work, the questions posed were:

Table 17: OQ - Organisational Questions as derived from Hoy et al (1991)

Theme 3: Expatriate Teachers' Perspectives on the Organisation in which they practice.

OQ1: How secure do you feel in your job?

OQ2: What supportive behaviour do you expect from management?

OQ3: What makes this place enjoyable and not enjoyable to work here?

OQ4: What issues affect morale?

OQ5: Would you send your child here to be educated?

4.3.5 Research Themes, Objectives, Questions and Interview Questions

Combining the list of interview questions derived from the literature review provides the following complete summary in Table 18:

Table 18: Complete themes, objectives, research questions and interview questions.

Theme 1: Expatriate Teachers’ Perspectives on Teaching and Learning
Research Objective 1: To identify and interpret expatriate teachers’ perspectives on teaching and learning
Research Questions: What are expatriates teachers backgrounds, what are their knowledge and views of teaching and learning? To what extent do teachers passionately commit and engage in teaching in context as a foreign worker (expatriate) in the United Arab Emirate?
<i>Expatriate Teachers Profile and Background – BQ Background Questions</i> BQ1: Why did you become a teacher? BQ2: How many years have you been in teaching? Have you had certified teacher training? BQ3: Why did you decide to work here? What is your main motivator? BQ4: Tell me a little bit of your background, your career and how came into teaching? BQ5: What do you most remember about your own education? BQ6: Tell me about the characteristics of one teacher who you felt had the most positive impact on you? BQ7: Tell me about the characteristics of one teacher who you felt had the most negative impact on you?
<i>Questions on General Teaching and Learning – RQ Reasoning Questions</i> RQ1: What is teaching? RQ3: What is the purpose of education? RQ5: Describe your philosophy of teaching? RQ8: What are the characteristics of an effective teacher?
<i>Questions on Pedagogical Knowledge Base – RQ Reasoning Questions</i> RQ4: What knowledge is necessary for effective teaching? RQ2: Is teaching a talent you are born with? RQ6: If you could design your own teacher education program what elements would you include? RQ7: Which teaching metaphor do you identify with and why?

Table 18 continued on next page.

Theme 2: Expatriate Teachers' Perspectives on Emirati Students

Research Objective 2: To identify and interpret expatriate teachers' perspectives for the 'national' Emirati students they teach

Research Questions: What affect does the unique position of the Emirati students play in the disposition and performance of an expatriate teacher?

Exploring perspectives on Emirati students - SQ Student Questions

SQ1: How would you describe Emirati students approach to education?

SQ2: What Emirati cultural cues do teachers need to understand?

SQ3: To what extent do students affect your teaching behaviour at the college?

SQ4: How do students affect college policy?

Theme 3: Expatriate Teachers' Perspectives on the Organisation in which they work.

Research Objective 3: To identify and interpret expatriate teacher perspectives on the organisation which they work.

Research Questions: What are their perspectives on the organisational dynamics, their employer, their colleagues and the climate and culture

Exploring perspectives on the Organisation - OQ Organisation Questions

OQ1: How secure do you feel in your job?

OQ2: What supportive behaviour do you expect from management?

OQ3: What makes this place enjoyable and not enjoyable to work here?

OQ4: What issues affect morale?

OQ5: Would you send your child here to be educated?

4.4 Data Gathering

The primary data collection techniques will be semi-structured interviews. I will be very much an active participant observer engaging in supporting participant progress. The key question for me is: 'what is going on here?' I will attempt to answer it by collecting data through multiple methods and applying the principle of triangulation to cross-check and arrive at a more complete picture of the phenomenon that is occurring. Merriam (1998:134) suggests that the 'emergence of regularities' serves as the indicator that a sufficient amount of data has been collected, noting further that 'data collection in a case study is a recursive, interactive process in which engaging in one strategy incorporates or may lead to subsequent sources of data'. Merriam indicates the iterative nature of the methodology, where new information and themes are constantly being discovered and that the volume of data allows a richer interpretation. The use of a preliminary phase allowed the development of the main themes to explore and guided the construction of a comprehensive research design and interview questions, to understand the perspectives and issues surrounding expatriate teachers working in the context of the institution.

4.4.1 Selecting The Research Participants

Cohen et al (2007:101) state that 'the quality of a piece of research stands or falls not only by the appropriateness of methodology and instrumentation but also by the suitability of the sampling strategy that has been adopted'. As

Fogelman (2002:98) states, identifying the relevant population is an important part of developing your research question’.

The appropriateness of the instrument used and constructed for the population surveyed is important in considering the use of sampling. The main concern is that a sample is representative of the population and is accessible. Sampling is required as the time or resources to interview all the faculty at the institution is not available.

Hammersley and Atkinson (2007:37) confirm that ‘no setting will prove socially homogeneous in all relevant respects, and adequate representation of the people involved in a particular case will normally require some sampling’.

Hammersley and Atkinson (2007:38) consider the standard demographic approach to sampling persons can perhaps be based on gender, race, ethnicity, occupation or educational qualifications. However, they make the point that the sample is usually further defined by either member-identified categories or observer-identified categories.

For the purposes of this study, I am interested in understanding the perspectives and attitudes of the expatriate faculty and I have thus created a sample stratified by ethnicity and academic discipline. Further sample stratification by gender could have been explored but, due to the limitations in time, the additional complexity would need to be addressed in further research. As a baseline, nationality allows a basic representation of the diversity of teachers working

within the focus College. Ethnicity provides an additional social and cultural filter broadly determined simply by first language and country of birth. There is a total of 115 faculty staff at Creek College from 20 different countries.

Table 19: Faculty by Nationality

Country	Count of Nationality
Australia	6
Brazil	2
Canada	16
Egypt	1
France	1
India	5
Iraq	3
Ireland	6
Jordan	4
Lebanon	4
New Zealand	4
Pakistan	2
Philippines	1
Slovakia	1
South Africa	1
Sudan	1
Syrian Arab Republic	2
United Kingdom	36
United States	18
United Arab Emirates	1
Grand Total	115

However, nationality does not clearly define one’s social and cultural background. In particular, certain nationalities—such Canadian and Americans—having emigrated from their home country, have been naturalised. To understand ethnicity, we can determine three main geographical areas represented within faculty at Creek College as being Asian, Middle East and

Western. When defined by country of birth and first language, we can break down faculty into the following areas:

Table 20: Faculty by Ethnicity

Ethnicity	Faculty	%
Asian	12	10%
Middle East	34	30%
Western	69	60%
Grand Total	115	100

Further stratification can be defined by academic departments within the college and the result can be seen in Table 20;

Table 21: Academic Department by Ethnicity and Sample Number

Academic Department	Ethnicity	Sample No
Engineering, Civil, Electronics	26	
Asian	2	1
Middle East	14	2
Western	10	2
Business, IT, Applied Media	32	
Asian	9	1
Middle East	13	2
Western	10	2
Aviation	4	
Asian	1	1
Western	3	1
Foundation, English	53	
Middle East	7	1
Western	46	2
Grand Total	115	15

To ensure a more representative sample would require more time and resources that are currently available to me. This stratified sample from the faculty population could be more representative with a larger number of selected participants, but, as Hammersley and Atkinson (2007:106) observed, it may be

possible to check with participants whether their views are representative and/or to compare the characteristics of the sample with existing information of the population under investigation. Selection of the sample frame was completed randomly.

4.4.2 Sample Access

Access to the sample was achieved by sending an invitation email to participants, indicating that their involvement was voluntary, subject to their agreement and strictly confidential. The participants also signed a research participant declaration and a copy was provided for their own reference. Although fifteen teachers were invited, only ten were interviewed due to issues regarding their availability and willingness to participate.

4.4.3 Semi-Structured Interview – Data Collection

The sampled research participants were interviewed for approximately 45 to 60 minutes prior to the end of the first semester in January 2010. Follow-up interviews were conducted between March and June 2010 to explore further issues and to validate respondent information. In total, each participant met with me approximately three times.

The interviews followed a broad thematic approach, which drew from the three themes identified from the preliminary study and highlighted in the literature.

The participants discussed through an open question and unstructured approach their perspectives on:

- Teaching and learning
- Influences from their education
- Characteristics of teaching behaviour
- The organisation, their colleagues and students

Basic information was collected about their previous teaching experience and where they have originated from. They were encouraged to elaborate and expand on issues and to include additional information and provide examples where necessary. In follow up interviews, some topics were revisited at subsequent interviews to deepen understanding and to take advantage of the developing relationship and rapport between the participants and myself. In addition, the interviews explored the context of the organisation, such as the resignation of the college director and the change within middle management that affected morale and wellbeing. In addition, I also cross-referenced issues of significant importance with each participant, without revealing the source of the issue—thereby protecting anonymity and confidentiality.

Throughout the interviews, I attempted to draw out their understanding and perspectives, allowing them to explain their thoughts and experiences. The follow-up discussions highlighted the issue of selective recall and memory.

Crowe (1998:344) quoting Frow noted that ‘memory processes and retrieval of information are always reconstructed rather than recalled’. Research based on thoughts, experiences and perceptions are discussed through an emotional and linguistic lens at that moment and are affected by the uniqueness of time and context.

The interviews were digitally audio recorded, with the permission of the participants. Interviewees were informed of the purpose, and confidential nature, of the research and signed an ethics letter (see Appendix B). The interviewees were invited to a comfortable, small, private office space, away from distractions, although this was still at the institution and in college time. The exact time and date of the interview was decided by the participant, in order to ensure they had no pressure or stress in making other commitments. So as to avoid fatigue, I purposely avoided late evening. Thus, morning was identified as the most suitable option for a meeting.

Time is a significant resource and constraint when considering the amount required to conduct an inquiry. In an effort to streamline data collection, a number of hard resources were required. An audio recorder was used to collect interviews and meetings. It preserved voice and other subtler aspects of the meetings, such as laughter, disputes and emotional cues. In addition, speech-to-text software was used to fast track transcription of the key discussions, observations and statements. Speech-to-text software allows the researcher to review and consider the audio recording while transcribing quickly and accurately. Thus, one hour of recording took approximately two hours of transcription.

Some of the participant's first language was Arabic, although all the interviews were conducted in English. I noted that with at least two participants, certain questions and vocabulary proved difficult to understand. However, as the

interview was in the form of a conversation, there were many opportunities to rephrase and clarify any misunderstanding

4.4.4 Ethical Issues – Limitations and Weakness

Ethical issues were considered and research adhered to the British Educational Research Association (2004) guidelines in order to ensure the integrity and respect for research participants. According to the guidelines, voluntary informed consent was sought, the right to withdraw was provided, and, importantly, their privacy secured. Personal details were not disclosed, and all materials have been anonymised to protect the identities of the participants. The introduction of the Data Protection Act (1998) ensures that privacy and anonymity have legal ramifications, thus respecting personal data that is held. Busher (2002:74) commented that the 'notion of informed consent is problematic' and this is specifically true within the context of the current institution. The focus on self-development and structured learning define an educational professional at the college, placing value on reflective practice and action research in developing teaching and learning skills, knowledge and understanding. The participants are obliged to engage within the initiative as new employees against an environment where the political landscape of the college system and the contractual employment of service places the balance of power squarely in the hands of the employer—a common feature in the Middle East. Busher (2002:72) states that the context has an impact on the ways in which researchers engage with other participants, highlighting the nature of the

institution and people and the socio-political context in which the research is carried out. In this environment, employment contracts are renewable every three years and, as such, there is no security in long-term service. Busher (2002:80) raised the point that data-gathering for research purposes might be used 'within the micro-political (management) processes.'

Newkirk (1996) claimed we have 'a special obligation to recognise the vulnerability of those we study' and, indeed, I was aware of the potential harm or stress I could cause and was keen to mitigate any issues related to my professional position within the institution. Malone (2003:803) identified the inherent danger of insider research and the issue of coercion and resistance that research participants could experience. My initial stance was to ensure that participants did not feel under pressure and vulnerable. The ethical research protocols that frame this research are reciprocity, equality of status and openness, and are discussed in the next section on my role as a research participant.

Safeguards were introduced to ensure there was no undue pressure posed by engaging voluntarily as a research participant. The confidentiality of data and the assurance that this will not play a part within any management sphere is acknowledged on their enrolment as a participant (see Appendix C). Lincoln and Guba (1985:370) warned that the 'the virtual impossibility of writing a foolproof

report should be humbling to the inquirer who glibly promises protection without appreciation the full implications of the promise'. In order to help support and protect identities, the collected data was anonymised and made no reference to actual names or actual places.

When considering safeguards for my research, participation was subject to each participant's voluntary consent, based on the conditions of anonymity and confidentiality. Bassey (1999:39) believes that integrity is open to 'scrutiny and judgment by others' as well as to critical self-reflection. Data collected was shared and discussed with the relevant participants to ensure full disclosure and provide an opportunity for amendment, reflection and review. In addition, it was made clear that the research participants could at any time withdraw from the study.

Further assurances were provided from the senior management of the college. Permission from the senior director was sought to conduct the research on the understanding that any findings would not be shared with the institution and that all data would be held off campus.

4.4.5 My Role As Research Participant.

My own motivation, background, interest and knowledge that precedes this research has by default guided the choice and nature of the research undertaken.

Reflexivity recognises that researchers are an inescapable part of the social world they are researching Hammersley and Atkinson (1983:14). As Cohen et al (2007:171) suggest: ‘... researchers should acknowledge and disclose their own selves in the research seeking to understand their influence on, the research’.

As a participant and actor within the scene, I believe that I need to clearly state my position within the research, my interests, motivation and background that led me to grow and develop knowledge and interest around expatriate teacher development.

I am required to mitigate any power position that I have and the existing relationships which I have already formed within the wider organisation to ensure those that I interview do not modify their behaviour, providing what they feel is expected, as opposed to a true account of their thoughts, feelings and perceptions, to teaching within the context of the college. Trust, perception and the participant’s own predisposition to the nature of research undertaken, will impact the outcome and behaviour. I do understand that the role of a participant observer is to understand these dynamics, which will inform and shape the data collected from the position.

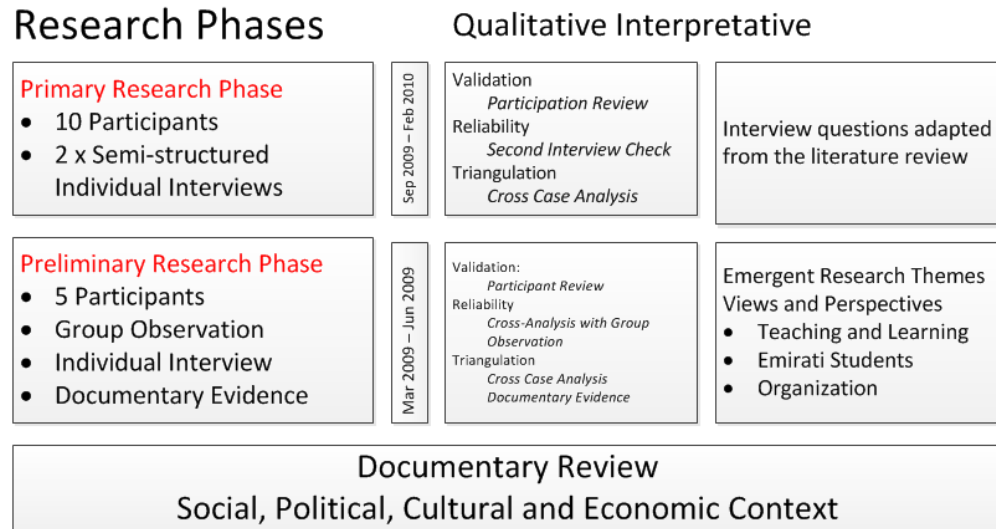
The interviews were conducted in English. Five of the participants were not native English speakers, and care was taken to ensure a they had a full understanding of the questions. However, explanations from participants varied and it was noticeable that some participants provided limited responses. The

barrier of language will have limited the use of vocabulary and expression when responding to some questions.

The questions in themselves were not politically charged, and each participant volunteered freely their time to discuss the issues. However, in discussions of the organisation and management, one participant wanted to speak without recording. Although the assumption is that the responses are a true reflection of the participant's opinions, the answers could have been tempered, considering the researcher's authority status as a line manager within a department. This was mitigated by the strong and sincere ethical commitments and assurances to maintain anonymity and confidentiality which were both provided verbally and in writing.

4.4.6 The Preliminary Pilot Study

Figure 6: The Research Phases



The research was conducted over two distinct phases and the preliminary phase outlined the research themes and objectives supporting the literature review and identification of the interview questions. The purpose of the preliminary phase was to understand and identify the main issues and concerns of the participants and to consider the emergent theoretical themes that arose from group observation and individual interviews. Beginning in January 2009, a small community of practice group was formed to help the orientation of both new and adjunct faculty. The initiative occurred within the same academic department at the institution. I invited five participants (four male and one female) who were involved in a college community of practice-initiative to take part in the preliminary phase of the research. Participants were given information about the research and a declaration to sign that stated their rights.

In addition, assurance was provided from the senior director that, in order to preserve the anonymity of the participants, no information from the pilot would be shared within the institution. Out of the five participants invited, one declined. Towards the end of the preliminary phase, it was interesting that the participant who had initially declined was willing to participate in the next phase in the following academic year. The group within the structure of the critical friend initiative met three times. Twice the group discussions were facilitated by one of the participants. The third time they met was for a presentation by an external party focused on teacher effectiveness. All participants were interviewed for approximately 20 minutes each and their subsequent discussions were transcribed. In addition, the first meeting was observed and written field-notes were taken. The second meeting was recorded by audio and transcribed. The third meeting was audio recorded and coded directly by themes. In total, approximately 2 hours of audio required transcribing. In addition, two e-mails sent by the coordinator that coordinated logistics with the group were collected and one additional interview was held with the coordinating participant to consider further issues specifically related to motivation and involvement. My analysis and review of this preliminary phase is discussed in greater detail in the next section.

The main research phase was conducted from September 2009 to June 2010. A sample number of faculty from academic departments were invited to discuss their perspectives on teaching and learning, students and organisational issues.

Each of the interviews lasted approximately for one hour and were audio recorded. The interviews were repeated to clarify areas of discussion and also to support the validity and triangulation of data.

4.4.7 Preliminary Pilot Study Findings

Three broad themes have emerged through the review of the preliminary study. The context of the expatriate teacher at the college plays a significant part in the underlying motivation to participate actively in a college. In-service teacher education could be viewed very negatively by participants as they may consider it as a form of evaluation and accountability, which, within the context of being a foreign worker in the United Arab Emirates, may enforce a feeling of insecurity. Initial anxiety generated by participating in an unknown or unclear activity with peers may prevent engagement. It is quite normal for individuals to be apprehensive when engaged in a relatively strange group activity where sensitive issues are being discussed.

‘... probably in the beginning the people were thinking that they are guinea pigs, so that was the beginning we were a little bit cautious, but I think as soon as we started to move with our meetings that feeling evaporated’ Participant 3 (15.04.09)

However, there are some differences brought about by the political environment when one is a foreign guest worker and the employment protection which they have enjoyed in their own country is missing.

'Compared to a place like Canada where I worked in the risk is much higher. Definitely the risk is much higher, and I know the real events when teachers didn't do what they supposed to do because of fear and because they are not willing to go higher and continue, it's here, it's here, the simple fact culturally it's here and also students are different here, students go directly to you for the supervisor and they complain and anything or nothing if I put them absent and they come to complain..' Participant 3 (24.04.09)

Participant 3 highlights the issue of security of tenure and involvement in activities may be driven by fear that a teacher's contract will not be renewed. In addition, the students have significantly more leverage than their counterparts in other countries, placing pressure on faculty to walk a tightrope between ensuring that students are satisfied with their teaching and also ensuring that they are deemed to be effective teachers by their respective college. Students are more belligerent in seeking address when they feel they have been unfairly evaluated or that they have been disadvantaged. In some cases, the students will bypass normal grievance procedures and processes and go directly to the Minister of Higher Education to seek redress.

Teachers are aware of the relative power of students, as well as the 'wasta' (an Arabic word for influence) that they may have and exercise. The extent to which fear for security and tenure plays a part in motivating participation within professional development/in-service education needs to be evaluated against the value and effect of learning within professional development.

'I think there is a respect issue here as well, potentially they are in the same room all the time, if you go to them it's their room, if they are coming to your room that gives you instant respect, gives you a notch higher' Participant 2 (16.4.09)

The concern of respect and face refers to a complex relationship between student and faculty where the balance of power is established through rapport and negotiation. Considering the sensitivity around the influence of students in the organisation, teaching behaviour is further conditioned by the nature and context of recruited faculty. The issue also concerns the students and how they learn within the classroom.

'.....according to XX, and she is doing some action research that is really interesting really interesting, it's actually an insult as well, but also somebody who is putting their own interests above the interests of the group in other words by asking that question you're making us look bad, because we are not asking the question, there is some stuff about group norms going on, here, I see something connected with that, if I gave an activity that involves say drawing a demand and supply and then I want people to draw it on the board, there seems to be less risk-taking involved if I asked them to do it in a small group and one of the group comes up and therefore it is shared answer but if I asked one, there is a risk that he is wrong and I had humiliated him in front of the whole class if it's individual they really hate it if it's a small group it is not quite so bad because there is a shared risk, spreading the risk between a group, therefore you are not humiliating one and they can shrug it off as a bit of a joke.' Participant 4 (16.04.09)

Understanding the dynamics of students within the organisation, and their cultural cues, is an important part of rapport-building and developing an environment for productive learning. The students, therefore, could affect teaching behaviour and provide significant learning for any new expatriate teacher within the organisation.

The TCU actively recruits subject specialist faculty with relevant industry experience. In many cases, however, the new faculty have a very limited amount of experience in teaching within classrooms.

‘think one of the things is we went through a period of management, and XX said this to me one of my strategies is to throw people in the end and see if they can sink or swim’ in other words I'm not giving anybody swimming lessons and said that to me after he gave me COMP 150 and COMP 100 in first semester, I came here as banking teacher and suddenly, you know, COMP 150, but at the end of the semester he said okay you are on my list now you can teach and I thought it was stupid foolhardy system but maybe to be fair to XX in the early days there was no alternative.’

Participant 4 (1.6.09)

The college has had a ‘sink or swim’ approach with new faculty, with little orientation for those faculty with limited teaching experience. For faculty with limited experience in teaching, involvement and participation in a group activity— which highlights areas for development—may be fairly daunting, considering the context in which they are working. The organisation, therefore, plays a significant part in the way faculty approach professional development and it can be assumed that it also conditions behaviour accordingly.

The preliminary phase also raised an interesting potential correlation between those faculty who purposely chose to teach as a second career, to those who found themselves teaching due to limited options within their own career path. The difference lies in the intrinsic motivation for participating in professional development/in-service education opportunities at the college.

‘I think that critical friends you targeted the first year teachers and adjuncts perhaps and there was a purpose in that, so in sense it was extrinsically driven, according to that purpose and if you said ok we want to have a critical friends program lets have volunteers for it, or we want to have, or we want to see if there is any value teachers developing portfolios can we have volunteers and you will see that the intrinsic motivation comes to the front.’

Participant 2 (24.05.09)

4.4.7.1 Preliminary Phase Summary

Expatriate teachers’ perspectives guide and shape their engagement, performance and behaviour. Thus, understanding their views could potentially provide better information to design effective and needs-based in-service education to directly address relevant contextual issues and concerns. This is complex and multi-layered and the issues are summarised as follow in Table 22:

Table 22: Emergent research themes, objectives and questions

<p>Theme 1: Expatriate Teachers’ Perspectives on Teaching and Learning Research Objective 1: To understand and identify expatriate teachers’ perspectives on teaching and learning Research Questions 1: <i>What are expatriate teacher’s backgrounds, what are their knowledge and views of teaching and learning? To what extent do teachers passionately commit and engage in teaching in context as a foreign worker (expatriate) in the United Arab Emirate?</i></p>
<p>Theme 2: Expatriate Teachers’ Perspective on Emirati Students Research Objective 2: To understand and identify expatriate teachers’ perspectives on the Emirati students they teach. Research Questions 2: <i>What effect does the unique position of the Emirati students have on the disposition and performance of an expatriate teacher?</i></p>
<p>Theme 3: Expatriate Teachers’ Perspectives on the Organisation Research Objective 3: To understand and identify expatriate teachers’ perspectives on the organisation in which they work. Research Questions 3: <i>What are the organisational dynamics, climate and culture that affect teacher efficacy and motivation to improve and develop?</i></p>

4.5 The Process of Data Analysis

Within a qualitative framework, the data allows for a rich exploration of a multi-layered and complex reality that each participant experiences and reflects.

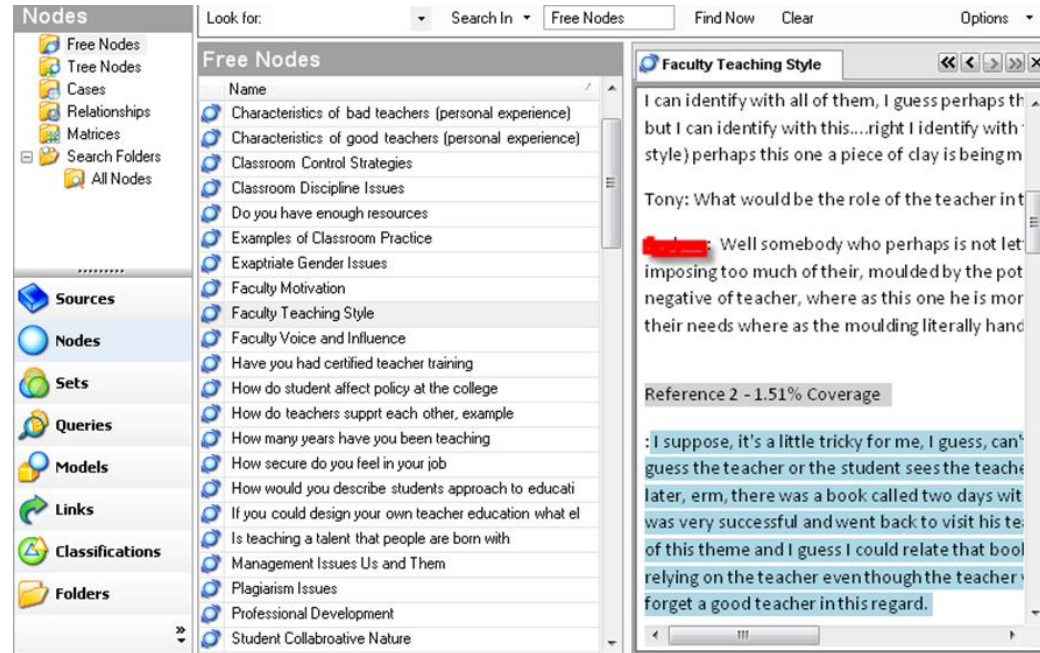
Crabtree (1999) as cited by Cohen et al (2007:198) considers three main approaches to analysis:

- The realist, focusing upon grounded-theory techniques
- The neo-positivist, employing a more structured interview
- The narrative, using the interplay between interviewer and interviewee to construct life histories.

Through the preliminary study, the research themes emerged and allowed a focus on developing the study by defining the interview questions and providing the data for content analysis. Once the data was coded and categorised, a cross-

case analysis was conducted to identify expatriate teachers' perspectives and beliefs.

Figure 7: Items developed through analysis of source transcript



Transcripts were loaded into a computer-based software Nvivo 8, which supported the coding and categorising of data described later in this chapter. The interview questions (as indicated in the free nodes: Figure 7) provided the basis of analysis. The data was organised and grouped into categories which supported the analysis of different perspectives on central issues.

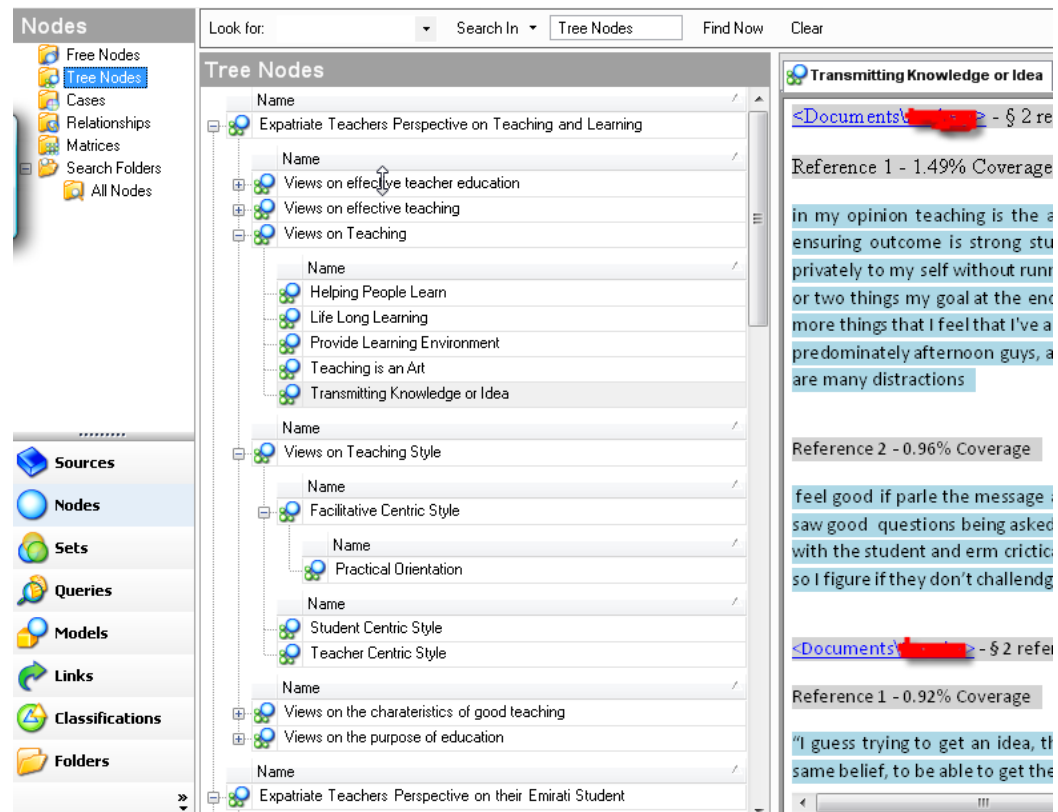
Goetz and Le Compte (1981:58) highlights the importance of the process of iteration, refining and reviewing the analysis of the data into the 'process of category coding'. The coded data was then divided into their respective categories:

Figure 8: Category coding into three themes

Name	Sources	References
TL Where does knowledge of how to teach comes from	6	7
TL What knowledge does teachers know that is unique to the tea	6	6
TL Views on the purpose of education	9	17
TL Views on Teaching	9	15
TL Views on Effective Teaching	7	10
TL Views on characteristics of good teachers	9	12
TL If you could design your own teacher education what element	8	8
TL Characteristics of bad teachers (personal experience)	7	10
TL Can someone learn to be an effective teacher	5	5
TL Views on Teaching Style	7	11
Students What students actions have affected you personally	8	12
Student Views on student cultural cues	7	13
Student To what extent do students affect your teaching behavior	8	10
Student Plagiarism Issues	0	0
Student How would you describe students approach to educatio	9	20
Student How do student affect policy at the college	9	11
Student Exapatriate Gender Issues	0	0
Student Examples of Classroom Practice	1	1
Student Collabroative Nature	3	3
Student Classroom Discipline Issues	3	3
Student Classroom Control Strategies	1	2
Student Casuses for Student Demotivation	1	1
Organisation Would you send your child here to be educated	9	9
Organisation What supportive behaviour do you expect from ma	9	19
Organisation What management actions have affected you pers	7	7
Organisation What makes this place enjoyable and not enjoyabl	7	10
Organisation What issues affect morale	8	14
Organisation What does it take to fail here	5	6

In the categorising and conceptualisation of data, an inductive analysis ensures that the patterns and themes emerge directly from the data. This iterative process involves comparing and refining the categories within the major themes. As Lincoln and Guba (1985:341) state: this action ‘stimulates thought that leads to both descriptive and explanatory categories.’ Figure 9 provides the result of conceptualising and categorising the data. As Dey (1993b:102) states: ‘we have to be both attentive to the data and tentative in our conceptualisations of them’.

Figure 9: Organising and conceptualising the data



The first interview was structured with specific research questions related to beliefs in teaching and learning, derived from the qualitative research conducted by Fives and Buehl (2008). Other questions related to students and the organisation were supported by work into teacher efficacy by Hoy and Woolfolk, (1993). The second follow up interview was open-ended, using visual teaching metaphors to prompt discussion and also provide an opportunity to triangulate and validate findings from the initial interview.

The first interview was conducted using a standardised open-ended format. The questions were decided in advance following the guidelines explored within the

literature. All interviewees were asked the same basic questions and in the same order. The resulting answers allow for increasing the opportunity to compare responses while reducing interviewer effects and bias. The second interview was informal and conversational, reviewing previous discussions in more depth and additional questions were explored in the course of the interview with each individual respondent. Visual metaphors were used to provide cues to further explore teachers' beliefs and knowledge (see Appendix A). This interview provided opportunities for triangulation of respondent answers and the opportunity to explore in more depth reasons and issues that arose.

The data analysis incorporated two techniques initially: the content analysis method to derive codes and categories; and a deeper cross-case analysis method involving the development of causal chains to identify key drivers of behaviour for expatriate teachers.

4.5.1 From Coding to Analysis

Coding means naming segments of data, which simultaneously categorizes, summarizes, and accounts for each piece of data. Coding is the first step in moving beyond concrete statements and data to making analytic interpretations. Charmaz (2006:43) states that coding provides the 'bones' of the investigation while the 'theoretical integration' assembles them into a 'working skeleton'. Coding forms the building blocks for interpretation and analysis. Responses were transcribed and coded using qualitative computer software.

The data was coded annotated and compared and contrasted through a number of iterations. The coding was re-visited and reviewed to confirm that the coding was accurate or whether new codes should be formed and developed. The second interview provided an opportunity for cross-tabulation and triangulation. There were two distinct coding phases. The first phase coded segments of data. This initial coding provided the opportunity to consider the emergent categories. Initial coding was guided by Charmaz 's (2006:49) code for coding:

- remain open
- stay close to the data
- keep your code simple and precise
- construct short-codes
- preserve actions
- compare data with data
- move quickly through the data

According to Charmaz (2006) staying close to data means to echo the language and words used by the participant and to identify their action. An example of initial coding, discussing a negative experience with a teacher, is shown in Table 23:

Table 23 : Coding example

Excerpt:	Initial Coding:
<p>I was in Boarding school near Reading, it was merchant navy school we had for example, I was very keen on Geography, physics and maths, I like geography but the teacher was very aggressive and very grumpy doesn't interact much and doesn't, it's not conducive to an atmosphere of learning in other words, basically out of fear you try to do your best because he was very aggressive, it was not just me it</p>	<p>Teacher very aggressive</p> <p>Very grumpy, doesn't interact</p> <p>Do things out of fear.</p>

The second phase as Charmaz (2006:46) identified focused on 'using the most significant and/or frequent initial codes to sort, synthesise, integrate and organise large amounts of data'. This more focused coding developed the main categories. The process of focused coding is an active intervention by the researcher, while still keeping codes close to the data. Charmaz (2006:59) stresses the requirement to 'move across interviews and observations and compare people's experiences, actions and interpretations.' The participant

responses were collated by the questions asked, and their answers were initially coded and then reviewed, to identify categories emerging from the analysis.

4.5.2 Data Presentation

According to Miles and Huberman (1994:11), the second major analysis activity is data display. Displays are supportive of compressing and organising information that allows for conclusions to be considered and drawn. Clear displays also demonstrate the data reduction processes and the analysis which is undertaken.

Table 24 provides an example of the table display; Figure 10 provides a key for the table.

Table 24 : Example - Key categories and codes referenced against participants.

What is teaching?	Aeq	Beq	Cep	Dan	Ebn	Fmn	Gen	Hen	Kin	Lin
Holistic Learning and Development										
RQ1 share knowledge	0	0	0	0	0	1	1	0	0	0
RQ1 create learning environment	1	0	0	0	0	0	0	1	0	0
RQ1 benefit other students	0	1	0	0	0	1	0	0	0	0
RQ1 learn something new	0	1	0	0	0	0	0	1	0	0
RQ1 challenge students	0	1	0	0	0	0	0	0	0	0
RQ1 helping to learn	1	0	0	0	1	0	0	0	0	0
Transmitting Information										
RQ1 communicate an idea	0	1	0	1	0	0	1	0	0	0
RQ1 transmitting an idea	0	0	0	0	0	0	1	1	1	1
RQ1 learn information	0	0	1	0	0	0	0	1	0	0
RQ1 teaching important information	0	0	0	0	0	0	1	0	0	0

RQ1 Key Categories	EFL Teacher	Subject Teacher	%	Statements
Holistic Learning and Development	3	3	55	11
Transmitting Information	1	5	45	9

Figure 10: Coding Table Key

Interview Question	Statement Made										
	Teachers of English (EFL Teachers)			Vocational Subject Teachers							
	Aeq	Beq	Ceq	Dan	Ebn	Finn	Gcn	Hcn	Kin	Lrn	
What is teaching?											
Holistic Learning and Development											
RQ1 share knowledge	0	0	0	0	0	1	0	0	0	0	
RQ1 create learning environment	1	0	0	0	0	0	0	1	0	0	
RQ1 benefit other students	0	1	0	0	0	1	0	0	0	0	
RQ1 learn something new	0	1	0	0	0	0	0	1	0	0	
RQ1 challenge students	0	1	0	0	0	0	0	0	0	0	
RQ1 helping to learn	1	0	1	0	1	0	0	0	0	0	
Transmitting Information											
RQ1 communicate an idea	0	1	0	1	0	0	1	0	0	0	
RQ1 transmitting an idea	0	0	0	0	0	0	1	1	1	1	
RQ1 learn information	0	0	0	0	0	0	0	1	0	0	
RQ1 teaching important information	0	0	0	0	0	0	1	0	0	0	
RQ1 Key Categories	EFL Teacher			Subject Teacher			%	Statements			
Holistic Learning and Development	3			3			55	11			
Transmitting Information	1			5			45	9			

Total Statements Made in Key Category Per Teacher Type
% = Number of Key Category Statements / Total Number of Statements x 100
Total Number of Statements per Key Category

To support and visually confirm patterns within the analysis, the data is presented in tables that cross-tabulate information with participants. The table records the key categories, and statement codes by participants are presented. Participants Aeq, Beq and Ceq are English as a Foreign Language teachers who have had formal teacher training. The table highlights the key categories, cross-tabulated by coded statements. A table summary presents the coded statements made within each key category as a percentage of the total statements made and raw statement count numbers in the last two columns.

The percentage is calculated as follows

$$\text{Total Category Responses} / \text{Total Number of Responses}$$

The raw statements are displayed in the table directly under the table headings.

For example, the statements that accrue to the key category Holistic, Learning and Development are presented as below:

Table 25 : Statements made by participants

RQ1 Category: Holistic Learning and Development
Aeq: you can't teach you just provide the situation and the circumstance in which the students can learn
Beq: if students can pick up on one or two or hopefully more things that I feel that I've achieved my goal,
Beq: want the students to challenge me, so I figure if they don't challenge me and I they don't ask questions then I haven't been teaching
Ceq: teaching is really helping people learn
Ebn: helping somebody to learn
Fmn: I am more than happy to share my knowledge with anyone
Hen: I prefer learning because I believe the students have to learn the information or understand the information
Hen: learning is best achieved when you produce the right conditions and atmosphere

For reference, the categories, codes and table of statements are reported in Appendix D.

4.5.3 Cross-Case Analysis – Causal Chains and Bronfenbrenner Ecological System

Miles and Huberman (1994:222) state that building and developing causal models is essentially a higher order effort to derive a testable set of propositions about a complete network of the articles and their relationships'. The key categories that emerge from coding the statements from the expatriate teachers are considered in the way they are linked to support an overarching belief.

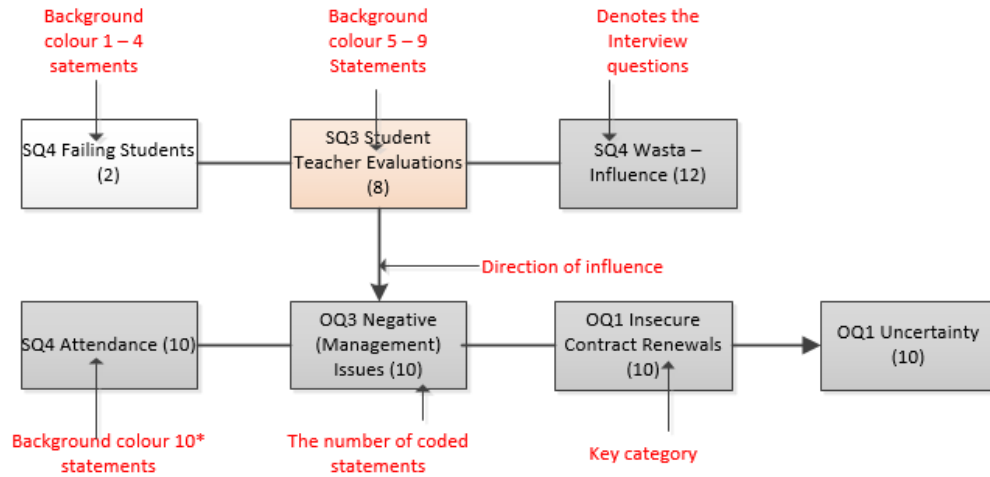
Causal models essentially highlight the connections between variables from multiple case analyses. In developing meta-matrices, Miles and Huberman (1994:224) suggest four rules for building causal models:

- Rule 1: Order the model *temporally*. Which variables of those found relevant occur first in time, along the way during implementation and which is seen as early and late.
- Rule 2: Which variables might reasonably be expected to have a direct *impact* on other variables, both preceding them in time and have some plausible direct connection.
- Rule 3: Check *case informant's explanations*. What causal linkages do they claim to present?
- Rule 4: Consider what available research and theory have to say about causal connections.

In developing causal models, a number of iterations were constructed. Outliers and extreme cases are considered in the model, accommodating information rather than trying to explain it away. The models cluster together key categories that develop an overall network highlighting the main drivers of expatriate behaviour, perspectives and views. Categories are denoted by the interview question code and SQ4, and the number of statements is denoted in brackets (2)

As an example, in Figure 11 the causal chain maps the key categories that support the issue of job insecurity.

Figure 11: Causal Chain



The causal chain indicates the underlying influences on a belief or perception expressed by the expatriate teachers. In Figure 11, the direction of influence indicates how certain key categories reinforce and support a perception and, in this example, highlight the expatriate teacher’s ‘uncertainty’ over job security.

Also, to understand the wider context in which expatriate teachers work, Uri Bronfenbrenner’s (1994) ecological system as described in the literature review in Chapter 3, provides a useful model to highlight those key categories that play a part in influencing behaviour.

To deepen the analysis, categories are mapped within the various 4 layers—the microsystem, mesosystem, exosystem and macrosystem—to provide a model of key influencers in order to comprise an Expatriate Ecological System Model.

The data is analysed by the following layers:

The Microsystem

The microsystem highlights the direct important relationships that have the most impact on their beliefs and values in teaching and learning.

The Mesosystem

The mesosystem refers to relationships and connections between two or more microsystems. A number of critical links connect teachers with teachers, supporting a collegial work environment.

The Exosystem

The exosystem involves links between the context in which they work, in which the expatriate teachers play no active role.

The Macrosystem

The macro ecosystem described the social and cultural backdrop in which expatriate teachers work and live.

The model indicates an environment that is influenced by a number of external factors outside of the expatriate teacher's control.

Summary

This chapter reviewed the rationale for the selection of the case study and the development of the research themes.

A qualitative case study approach was adopted to understand a phenomenon that is generally representative of a setting across the United Arab Emirates within the national vocational educational system. Denscombe (2003:39) provided a useful check to define the suitability and appropriateness of a case study approach. The main characteristic of this study explores a naturally occurring situation, bounded by a self-contained representative set of expatriate teachers.

The initial primary research phase identified the broad research themes, investigating the teaching and learning, Emirati students and the organisation. Research themes and questions were informed through literature and developed to support open questioning and interviewing.

A representative, stratified sample was drawn from the faculty, based on academic discipline and broad ethnicity. 15 teachers were invited to take part in the research but only 10 participated due to time issues and pressure of work. Semi-structured interviews were used to elicit discussion and data and the data was reviewed and checked with the participants to confirm its authenticity. BERA (2004) guidelines were followed to ensure the authenticity of the data, anonymity and protection of the candidates. Considering the highly political nature of the context in which the study was conducted, BERA (2004) guidelines were followed to ensure the authenticity of the data, anonymity and protection of the candidates. The data was collected, transcribed and analysed using Nvivo 8 qualitative software. Data was presented in tables which allowed the

development of causal chains to indicated commonalities in responses and concerns.

The next chapter presents the data and analysis of the findings.

Chapter 5 Data Analysis

5.1 Introduction

This research explores the beliefs and perspectives of the foreign expatriate teacher in the context of working within the United Arab Emirates. Its aim is to ensure that the best vocational, pedagogical practices support Emirati learners in order to give them the necessary technical and soft skills to work within their respective economies.

To support this aim, there are three research objectives:

Theme 1: Expatriate Teachers Perspectives on Teaching and Learning Research Objective 1: To identify and interpret expatriate teachers' perspectives on teaching and learning
--

Theme 2: Expatriate Teachers Perspective on Emirati Students Research Objective 2: To identify and interpret expatriate teachers' perspective on the Emirati students they teach

Theme 3: Expatriate Teachers Perspectives on the Organisation Research Objective 3: To identify and interpret expatriate teachers' perspectives on the organisation in which they work.
--

The Middle East Expatriate context defined in Chapter 2 detailed a very challenging and fast-moving political environment, a confused policy and budgeting landscape with competing regulatory agencies—all of which was set within an insecure employment market where teachers are employed on three-year contracts and with minimal employee power.

In this chapter, the data collection was conducted over the final semester of the academic year 2008 - 2009. Ten face-to-face interviews were conducted through

a semi-structured interview that explored the following: their background prior to entering teaching; their views and perspectives on teaching, on their Emirati students and on the organizational environment in which they found themselves. The interviews, which lasted approximately 40 – 65 minutes, were audio recorded with the permission of the participants. The interviews, amounting to over 16 hours of audio, were transcribed to establish the dataset for analysis.

The interview questions explore participant beliefs and knowledge in teaching and learning, the cultural learning context of Emirati students and the impact of the organisational context in which the participants work. The chapter addresses the three main research themes, reporting the data against each one of the interview questions as depicted in Table 26.

Table 26: Chapter 5 Organisation of themes, interview questions

<p>Chapter 5.2 Expatriate Teachers’ Perspective on Teaching and Learning</p> <p><i>Expatriate Teachers Profile and Background – BQ Background Questions</i></p> <p>BQ1: Why did you become a teacher?</p> <p>BQ2: How many years have you been in teaching? Have you had certified teacher training?</p> <p>BQ3: Why did you decide to work here? What is your main motivator?</p> <p>BQ4: Tell me a little bit of your background, your career and how came into teaching?</p> <p>BQ5: What do you most remember about your own education?</p> <p>BQ6: Tell me about the characteristics of one teacher who you felt had the most positive impact on you?</p> <p>BQ7: Tell me about the characteristics of one teacher who you felt had the most negative impact on you?</p>
<p><i>Questions on General Teaching and Learning – RQ Reasoning Questions</i></p> <p>RQ1: What is teaching?</p> <p>RQ3: What is the purpose of education?</p> <p>RQ5: Describe your philosophy of teaching?</p> <p>RQ8: What are the characteristics of an effective teacher?</p>
<p><i>Questions on Pedagogical Knowledge Base – RQ Reasoning Questions</i></p> <p>RQ4: What knowledge is necessary for effective teaching?</p> <p>RQ2: Is teaching a talent you are born with?</p> <p>RQ6: If you could design your own teacher education program what elements would you include?</p> <p>RQ7: Which teaching metaphor do you identify with and why?</p>
<p>Chapter 5.3 Expatriate Teachers’ Perspectives on Emirati Students</p> <p><i>Exploring perspectives on Emirati students - SQ Student Questions</i></p> <p>SQ1: How would you describe Emirati students’ approach to education?</p> <p>SQ2: What Emirati cultural cues do teachers need to understand?</p> <p>SQ3: To what extent do students affect your teaching behaviour at the college?</p> <p>SQ4: How do students affect college policy?</p>
<p>Chapter 5.4 Expatriate Teachers’ Perspectives on the Organisation in Which They Work</p> <p><i>Exploring perspectives on the Organisation - OQ Organisation Questions</i></p> <p>OQ1: How secure do you feel in your job?</p> <p>OQ2: What supportive behaviour do you expect from management?</p> <p>OQ3: What makes this place enjoyable and not enjoyable to work here?</p> <p>OQ4: What issues affect morale?</p> <p>OQ5: Would you send your child here to be educated?</p>

5.2 Expatriate Teachers' Perspectives on Teaching and Learning

5.1.1 The Expatriate Teacher's Profile and Background

The following data was derived from semi-structured interviews that details both the background of the participants and their motivation for entering teaching and working in the United Arab Emirates. The key questions posed were the following:

BQ1: Why did you become a teacher?

BQ2: How many years have you been in teaching? Have you had certified teacher training?

BQ3: Why did you decide to work here? What is your main motivator?

BQ4: Tell me a little bit of your background, your career and how came into teaching?

BQ5: What do you most remember about your own education?

BQ6: Tell me about the characteristics of one teacher who you felt had the most positive impact on you?

BQ7: Tell me about the characteristics of one teacher who you felt had the most negative impact on you?

In summary, Table 27 details the 10 research participants and their respective subject discipline.

Table 27: Research participant’s profile and attributes

Participant	Subject Area	QTT*	Gender	Arabic Speaking	Length of Service
Aeq	English	Yes	F	No	4 Years
Beq	English	Yes	M	No	3 Years
Ceq	English	Yes	M	No	20 Years
Dan	Aviation	No	M	No	4 Years
Ebn	Business	No	F	No	4 Years
Fmn	Engineering	No	M	Yes	6 Years
Gcn	Construction	No	M	No	6 Years
Hen	Engineering	No	M	Yes	12 Years
Lin	Information Tech	No	M	Yes	10 Years
Kin	Information Tech	No	F	Yes	4 Years

*Qualified Teacher Training, through English Language Instruction through CMALT or DELTA certification.

The participant background data reveals two distinct groups of teachers. The first group comprises teachers of English as a Foreign Language while the second comprises vocational subject specialist teachers.

The three teachers of English have consciously chosen their career path and have actively developed their skills and teaching practice. The English teachers have chosen to use their skills to support non-native English speakers. They have all achieved a level of further and higher education and have had some experience of teaching previously before joining the college. They have all invested time in continuing professional development. There was not one pathway into teaching

and all three had different motivations. Aeq grew up as an expatriate and found her teaching career through involvement in library work. Beq's motivation and influence was his immediate family and brother. Ceq was attracted to teaching English as a means of travel but demonstrated his commitment by obtaining a teaching credential and by his continuous professional development. The backgrounds of each of the English teachers are different, but the subject on which they are focused provides a professional educational structure in which to develop and work.

Vocational subject teachers come from a variety of industry backgrounds and have rather different routes and motivations for working as expatriate teachers. There was no one route into teaching and it appears that, through their travel with family, their industry experience and, in some cases, who they talked to and knew within the institution, they were provided with the opportunity to get into teaching in their area of subject expertise.

5.2.1 Questions on General Teaching and Learning

The responses to the interview questions, which were reviewed and coded, developed key categories. Shulman's PCK framework provided a useful tool to organise and report the findings. Shulman (1987:10) suggested that teachers had knowledge of educational ends, purposes and values, and their philosophical and historical grounds. He recounted the writings of Plato, Dewey Neill, and Skinner and the impact of research on teacher efficacy, as these ideas and opinions (knowledge of educational ends) informed teacher practice.

Three key questions derived from Fives and Buehl's (2008) research into teachers' beliefs, that explored expatriate teachers' knowledge of education, were:

- What is teaching? (RQ1)
- What is the purpose of education? (RQ3)
- Describe your philosophy of teaching (RQ5)

The data was collated within a table for each research question (see Appendix 4) that details the categories and coded statements. Where direct quotes and statements are provided, the relevant coding will appear in brackets i.e. Aeq's comment that 'you can't teach, you just provide the situation and the circumstance in which the students can learn,' appears in the relevant table as Aeq RQ1 (Creating a learning environment) in Appendix D.

5.2.2 RQ1 What is teaching?

Two key categories, Holistic Learning and Development and Transmitting an Idea, emerged from the data analysis for the question 'What is teaching?'

The statements from the teachers, which were attributed to the category 'Holistic Learning and Development', indicated a broad understanding of the purpose of teaching. The statements acknowledged the wider educational values of sharing and growing. Conversely, those statements relating to the category 'Transmitting Information' narrowly defined the concept of teaching to delivering or communicating information (Appendix D RQ1).

5.2.2.1 Holistic Learning and Development

The category summarises coded statements that indicate a wider and more learner-centric approach to teaching. Examples are stated include sharing knowledge in order to help students to learn. Aeq, Beq and Ceq, (the teachers of English) focused on the wider more holistic nature of teaching. Aeq (RQ1 Creating a learning environment) commented 'you can't teach you just provide the situation and the circumstance in which the students can learn'.

Subject teachers Ebn, Fmn, Gen and Hen used wider language to answer the question and indicated an appreciation of the more holistic role of a professional educator. Fmn indicated his willingness to share, stating that (RQ1 share knowledge) 'I am happy to share my knowledge with anyone' while Ebn commented that they were (RQ1 helping to learn) 'helping someone to learn'.

5.2.2.2 Transmitting Information

When asked 'What is teaching?' four teachers declared that teaching was transmitting an idea or transferring knowledge.

The statements were one-line comments without much elaboration. Dan was more articulate (RQ1 Communicate an idea): '...trying to get an idea, themes something to get across to another person, to get them in the same belief, to be able to get them to come back with something similar'.

Dan has the least teaching experience of all the participants. The data suggests that the teachers of English have a broader understanding of what teaching is compared to the subject teachers.

5.2.3 RQ3 What is the purpose of education?

The interview question queries the participant's views and perspectives of education in general. The answers to the question, 'what is the purpose of education?' were analysed and three main categories emerged from the data: Life Long Learning, Vocational skills, and Society. Life Long Learning included coded statements, which highlighted personal growth, critical thinking and life skills. Vocational Skills focused on foundation industry knowledge. Statements around Society indicated a wider duty and purpose for education to develop community (see Appendix D RQ3)

5.2.3.1 Life Long Learning

Three teachers of English, Aeq, Beq, Ceq and one subject expert, Ebn, identified with personal growth and provided supporting comments on the purpose of education.

Three subject specialist teachers also acknowledged life-long learning. Gcn expressed that education makes a 'better all-round student', Ebn also expressed that the 'purpose of education is to become a better person', whereas Hen stated it was for 'life-long learning'.

5.2.3.2 Vocational Skills

The statements put forward by the subject teachers Fmn, Dan and Gcn, highlighted the development of vocational skills, or life skills, that were important for economic achievement. Hen commented (RQ3 developing a foundation of knowledge) ‘Raising the standard and knowledge of people to an acceptable level to give them the right tools to succeed in life’ and as Dan commented (RQ3 providing valuable vocational skills) ‘providing working skills to (so that the students) go out in their country to work’. As a subject teacher, the emphasis on vocational skills is relevant and appropriate, considering the practical nature of the subjects that they teach. Calderhead (1996:720) commented that subject area beliefs are guided by their specific area. For instance, a history teacher may see their subject as the ability to acquire and recall factual knowledge. As subject teachers are hired for their skills and practical industrial experience, the emphasis on vocational skills is to be expected within this context.

5.2.3.3 Society Development

Three subject teachers—Lin, Kin and Ebn—made broad references to the development of society. Lin commented that the purpose of education was to support society as a whole, whereas Kin felt it was a fundamental difference that marked out humanity. Ebn was more specific in considering the impact on society and commented on the religious duty of Muslims to seek education (RQ3 religious duty to educate and grow): ‘... we live within a Muslim country and part

of the religious duties is to seek knowledge and is one of the commandments in the Koran'. This view echoes the strong Arabic Muslim context in which the teachers work.

The common denominator between the three subject teachers is that they are all Muslim and their reference to society could come from their common religious focus on community and society.

5.2.4 RQ5 Describe your philosophy of teaching?

Answers to the question were coded and arranged into three categories:

Support Student Learning, Subject Knowledge and Information and Student Relationships (see Appendix D RQ5).

5.2.4.1 Support Student Learning

Teachers of English—Aeq and Ceq—and subject teachers—Fmc, Gcn and Kin—used language to highlight their philosophy of teaching as supporting student learning. Aeq (RQ5 develop learning environment) commented 'Discover student talents, discover student abilities, discover student weaknesses and provide a learning environment where they can grow' while Ceq (RQ5 focus on the process of learning) stated that the 'process of learning stands out for me'.

5.2.4.2 Subject Knowledge and Information

Four subject teachers—Dan, Gcn, Hen and Lin—identified their philosophy of teaching with deepening subject knowledge and information. Lin stated (RQ5 practical teaching) that his philosophy of teaching was 'skill-orientated rather

than theoretical'. Hen (RQ5 firm subject foundation) commented 'to grasp the basic fundamentals of the subject to build them with the right foundations'. Subject teachers commented on the importance of the depth of subject knowledge which aligns with previous statements on teaching that focused on vocational skills.

5.2.4.3 Student Relationships

Three teachers—Beq, Ebn and Gcn—commented on the significance of developing student relationships. Beq (RQ5 empathy with students) stressed the importance of empathising with students: 'Caring, compassion, sensitivity (to students)—those are the underpinnings of my philosophy.'

Gcn (RQ5 build rapport) considered the importance of student relationships, referring to the 'need to build rapport (with students)' while Ebn (RQ5 challenge students) focused on the importance of challenging students beyond their comfort zone and the need 'to push them'.

5.2.5 Questions on Pedagogical Knowledge Base

Shulman described pedagogical content knowledge (PCK) as a distinctive element of blending pedagogy and content which is most likely to distinguish the understanding of a content specialist.

The participants commented on the need to understand the learners and their community to ensure that subject material was relevant, practical and taught with an understanding of the specific context of the students. Shulman (1987:

17) comments that adaptation is the ‘process of fitting the represented material to the characteristics of the students.’ Expatriate teachers need to contend with a strong cultural and social lens to adapt material. Indeed, the challenge is to ensure that learning experiences are translated into an experience that, in this case, Emirati students can understand and engage with.

The four key questions, derived from Fives and Buehl’s (2008) research on teachers’ beliefs, which explored expatriate teachers’ pedagogical knowledge base, were:

- What knowledge is needed for effective teaching? (RQ4)
- Is teaching a talent you are born with? (RQ2)
- Which teaching metaphor do you identify with and why? (RQ7)
- If you could design your own teacher education program what elements would you include? (RQ8)

5.2.6 RQ4 What knowledge is necessary for effective teaching?

The question elicited 20 statements in total and were categorised into three key categories: Teaching and Learning Knowledge, Subject Knowledge, Understanding Students. The understanding of students, their culture and community was an important knowledge point to support learning (see Appendix D RQ4)

5.2.6.1 Teaching and Learning Knowledge

Hen (RQ4 Pedagogical Knowledge) confirmed the need to understand good practical teaching methodology, stating: ‘You definitely need knowledge on

teaching techniques and methodology’. Dan (RQ4 understanding the learning process) acknowledged the need for his own growth in understanding learning, commenting: ‘I need to have growth in different areas (such as understanding the learning process) to become a good teacher.’ Teachers such as Lin and Kin commented on the importance of understanding the mechanics of the class ensuring student participation with a focus on practical skills.

5.2.6.2 Understanding Students

Nine teachers commented on the importance of understanding the students, their cultural and social factors, in order to connect to students in a meaningful and relevant way. Hen (RQ4 Social Connection) commented on the need for socially connecting with students to understand them: ‘I think you have to have some degree of social skills to know how to read your students, know where they are going, know what they want, know what attracts them to information, know what the best method of giving them that information so I think there is a very important social factor here.’

Importantly Hen acknowledges the importance of knowing the learners ‘socially’ in order to ensure that the best learning style is accommodated.

Connecting with Emirati students provides a foundation for relating to them as learners. Gnc (RQ4 Personality and Background) stated that to understand their personality and background would help understand their motivation to learn.

5.2.6.3 Subject Knowledge

The issue of subject knowledge was discussed by four teachers: Aeq, Hen, Ebn and Lin.

Table 40 provides a strong indicator that the depth of subject knowledge is important. Aeq expands on this and indicates that a wider depth of knowledge is required to understand the students and the objectives of the teaching or the 'end goal'.

5.2.7 RQ2 Is teaching a talent you are born with?

According to Fives and Buehl (2008:169), 'those who view teaching as a skill or ability that is learned or acquired over time value different types of knowledge than those who view teaching as an innate ability'. The question posed was to understand any differences in views or opinions between the participants. The answers were coded within two categories. Statements indicating an inherent talent were coded as 'innate ability' whereas those statements indicating development were coded as 'nurtured or developed' (see Appendix D RQ2).

5.2.7.1 Innate Ability

Seven teachers indicated that teachers possessed an innate ability, which allowed them to be successful teachers. Hen (RQ2 Born to Teach) commented that if teachers 'were born with the talent to teach then this does help'. Fmn simply commented that some people are 'born to teach'. Aeq (RQ2 Natural Instinct Required) said that '... you can be taught to teach but it doesn't mean

you have any flare or any natural instinct' while Gcn stated that 'people must have the knack for it (teaching)'. Ebn (RQ2 Talent Exceeds Training) also commented on the special ingredient inherent in good teachers with the statement: '... some people have some certain talents that play very well into teaching and I think some people really do have something that goes beyond what you can reach in training'.

Overall, the seven participants agreed that there was something innate or special about teaching.

5.2.7.2 Nurtured and Developed

Six teachers made the comment that teaching can be developed. Dan, in particular, was keen to stress that teaching could be learned, and he reflected on his own interest in learning more about teaching and its body of knowledge.

Dan (RQ2 Grow to Be a Teacher) said: 'I need to have growth in different areas to become a good teacher'. Hen stated that 'you can improve by doing (practice)'.

Dan (RQ2 Grow Through Professional Development) felt that the way to 'grow and develop deeper understanding (was through) professional development'.

Gcn (RQ2 Talent Needs To Be Developed) stressed the theme that talent needs developing: '... anybody has got talent, whether it's football or teaching or whatever, but it's developed ... it has to be developed'. Teaching was a unique skill but one that could be developed and expanded with professional

development and, importantly, it could be learned from others.

5.2.8 RQ7 Which teaching metaphor do you identify with, and why?

This led to a broad discussion amongst the participants on the identification of certain teaching and learning styles. Each metaphor was reviewed and explained from the perspective of the individual research candidate. The categories were developed from the discussions and were coded with the following headings: Appreciating Differences, Setting Expectations, Facilitating Student Learning and Focusing on Vocational Skills (see Appendix D RQ7)

5.2.8.1 Facilitating Student Learning

Four teachers— Ceq, Ebn, Gcn and Kin— identified with a facilitative style of teaching. Both Ceq and Gcn (RQ7 developing signpost for learning) commented on the need to signal and sequence learning to students. Gcn indicated the need to provide a sequence of learning that students can follow: ‘... teachers give an indication of the sequence of events.’ Ceq (RQ7 developing sign post for learning) made reference to the guide and the traveller, commenting that there is ‘... nothing that makes learning English easy for them, it's not intuitive in a way that is designed with the lack of any kind of signposts to really help them.’ Ceq continues to focus on facilitation (RQ7 Guiding Students) commenting that ‘learning a second language with Arabic speaking students (is difficult and)... they really don't have much of a map’. Kin (RQ7 Guiding Students) confirms that guiding students is a more appropriate teaching style by commenting on the

importance of 'helping them to move (on) and just get(ing) them to make a step towards (success)'.

5.2.8.2 Appreciating Differences

Aeq and Beq, both teachers of English, stressed the need to appreciate differences in students. As Beq (RQ7 Appreciating Differences in Students) said: '... everyone has different needs and wants'. Aeq (RQ7 Appreciating Differences in Students) commented on the need to accommodate 'different learning styles.' In addition, Beq (RQ7 Cultural Differences) acknowledged the importance of culture diversity, commenting on differences between Asian and Arabic students: '... Arabic students, in general, they (sic) are very different from the Asian students.' Beq (RQ7 Collective Wellbeing) strongly identified with the Gardener metaphor, as someone who appreciated and valued diversity, but was responsible for collective success. The gardener was responsible for 'all of the garden to grow.'

5.2.8.3 Student-Centred

Hen and Fmn identified with a teaching focus that fostered project-based work and team building opportunities within their teaching. References to project-based work were included under this category, as the learning was driven by the student.

Fmn (RQ7 Student Centred) said: '... in fact, I am using something similar to this with students, like teamwork, its student centred so basically especially when it

comes to projects this is one of my main courses in the college'. Hen (RQ7 Project Based Work) reinforced the practical nature of his subject, stating the importance of 'learning by doing just practical (activities) especially in engineering'. Fmn stressed the need for teamwork and collaborative learning (RQ7 Collaborative Learning), commenting on how the process of engaging students in the development and completion of a project 'will have one task and we come altogether and try to see how we can integrate the finished task for each student together so basically the end result is a complete project.'

5.2.8.4 Vocational Skills

Dan and Hen commented on the focus required in teaching for developing practical vocational skills. Dan (RQ7 developing practical skills) stressed the importance of being work-ready: '... when they leave our program, they should be ready to go into the world of professional aircraft mechanics' and that they should have strong grounding and 'technical knowledge so that they can do the job with some hands-on skills.' Hen (RQ7 Teaching Vocational Skills) commented on how important it was to be grounded in practical activities by stressing the importance of 'learning by doing'.

5.2.8.5 Setting Expectations

Three teachers—Ebn, Kin and Lin—commented on the need to set high academic expectations for students and to challenge and motivate them in order to develop their lives overall. Ebn (RQ7 Challenging Students) commented on the

metaphor of the guide and traveller, stating that it was ‘important they (the students) go through the difficulty of the terrain,’—thus indicating the need to challenge students wherever possible. Lin (RQ7 Challenging Students) also agreed about the concept of challenges, adding that, ‘through difficulties comes achievement.’

Kin (RQ7 Achieving High Levels of Performance) also felt that it was important to set high expectations, recognising that ‘students progress moving from level to level’. (doesn’t make sense to me but I am not interfering much with direct quotes, even though there are sometimes grammar or sense issues)

The question asked teachers to identify a teaching style, which most aligned with their own view and perspective of teaching. In general, the favoured teaching context was facilitative and student-centred, where the development of practical vocational skills was also regarded as important. In addition, teachers of English found it important to appreciate a student’s individual needs in order to support growth and development.

5.2.9 RQ6 If you could design your own teacher education program, what elements would you include?

The participants defined what they considered was critical teacher knowledge for a teacher education program (see Appendix D RQ6).

5.2.9.1 Teaching Practice

Six teachers—Aeq, Ceq, Dan, Hen, Kin and Lin—commented on practical elements that would support quality initiatives in teaching practice. The organisation of a lesson, managing differentiation, developing assessment and dealing with plagiarism, the application and learning of new educational technology, managing a classroom and developing a deep understanding of the subject knowledge were all included.

Ceq (RQ6 Working Outside of the Curriculum) referred to being flexible in adapting teaching practice to requests from students: ‘... working outside of the curriculum..... when they say this is what we would like to do, you should be able to provide them with it.’ In addition, Lin (RQ6 Training to Transmit Information) did not articulate any further than commenting that teacher education is all about training to transmit information. Only Dan commented on the need to deepen subject knowledge, which is surprising, considering the vocational nature of the subject teachers. The expatriate teachers in the study expressed a requirement for professional development in order to understand their students, their culture, and to support effective teaching practice specific to their subject area. Calderhead (1996:717) cites Shulman (1986) as important in ‘developing a depth of pedagogical knowledge specific to a subject for teachers to support learning.’

5.2.9.2 Personal Skills

Four teacher statements, by Beq, Cep, Fmn and Gcn, were categorised as personal skills relating to the emotions, characteristics and personality of the teacher. Each teacher commented on a particular attribute, such as dedication to teach, strong communication skills, the ability to empathise with students and to understand their emotions and behaviour. Beq (RQ6 Strong Communication Component) commented on the need for a ‘strong communicative component’ in the teacher education programme. Cep (RQ6 Spontaneity) commented on the need to adapt quickly to a new opportunity for learning and to ‘teach spontaneously.’ Gcn (RQ6 Dedicated to Teach) focused on the importance of dedication: ‘dedicated... you have to be as dedicated as you can to get across what you want to teach them and don't get bored with it.’ Fmn (RQ6 Emotional Psychology) stressed the need for an ‘emotional’ connection with students.

5.2.9.3 Cultural Intelligence

Surprisingly, only two teachers—Beq and Hen—noted that cultural intelligence played a significant part in the success of a teacher. Beq (RQ6 Cultural Knowledge of Students) stated that teachers needed a ‘good cultural knowledge’ of the students. Hen (RQ6 Cultural Element) considered the importance of culture, stating that ‘if you are teaching in the UK and you are teaching here, there is a different mentality... you have to look at that... (it is) important’.

5.2.9.4 Sharing Practice

Two teachers—Ebn and Kin—commented on the need to share and collaborate as teachers. Ebn (RQ6 Learn From Each Other) used an analogy to stress the importance of communication and sharing: ‘it's almost like the psychologist had to go before they start receiving patients in clinics, they had to go through a therapy themselves serving teachers.’ Kin (RQ6 Sharing Good Practice) simply stated: ‘its knowledge sharing’ in relation to teacher collaboration.

5.3 Expatriate Teachers' Perspectives on Emirati Students

In the literature review, the importance of cultural awareness is stressed by Daly (2005) as being critical for a successful overseas experience. The students within this context are homogenous. They are Emirati males, Arabic speaking and guided by Islamic principles of faith and behaviour. Understanding the student culture and how they best learn is a vitally important factor for success.

Four questions were posed to explore this area:

- How would you describe the student's approach to education? (SQ1)
- What Emirati cultural cues do teachers need to understand? (SQ2)
- To what extent do students affect your teaching behavior? (SQ3)
- How do students affect policy at the college? (SQ4)

5.3.1 SQ1 How would you describe the student's approach to education?

In answering the question, six key categories were identified once the answers were coded. They are as follows: Group Learning Culture, Emirate Student Learning Motivation, Class Discipline, Secondary High School Issues, Afternoon Students, Arab Personality and Emotion. (see Appendix D SQ1)

5.3.1.1 Group Learning Culture

Hen (SQ1 Bedouin Tradition of Group Support) observes that group work is a function of their past tribal experiences, commenting that: '... over here they see the students... I think it might be from the survival instinct they have as a Bedouin of the desert where they have got to come together, you would expect

that they would help each other a lot in class and that sometimes makes it difficult when you want to separate them to do tasks ... they seem to enjoy working together and helping each other.'

Hen also believes (SQ1 Want to Group Learn) that teaching should incorporate these strengths: 'I think as a teacher you have to have an eye on that, I mean maybe allow some group work and they do like that and may be enhanced and make it a better way of learning ... maybe.' Hen (SQ1 Allow Them to Teach Other) provides an example of how to tap into their group work ethic by providing an opportunity to peer teach: '... each student takes on another student and teaches them just for that class and they found that very beneficial for both of them ... I think when you have this one-to-one interaction (it fits with) the Emirati cultural values.' Hen elaborates further by stating that personal attention is appreciated by the student, and ensuring that no student loses face in front of their peers is an important consideration when teaching Emirati students: '... it is very important in the culture not to expose somebody's weaknesses in front of the class... in front of their friends. People here are very emotional, sometimes they are more emotional than logical.'

Ebn also considers collaborative work to be a function of their culture and, indeed, heritage. Ebn was concerned that anyone who demonstrated individual capabilities would be alienated within the class, something that she explained as 'the Egyptian syndrome'. Emirati students would call someone who is openly demonstrating their ability in class an Egyptian, which, within their culture and

society, is a derogatory term. Ebn (SQ1 Not Individual but A Collective) provides an example of adapting to this issue within her teaching: 'I think we should use the tribe again... what I try to do this semester was when I called adopt an Egyptian... I separated them (the students) into groups based on the results they got on an English and Math diagnostic test I gave them in their first week. so, I had an idea of where they are in respects to the rest of the group... I separated them into groups as my idea was to use peer tutoring as part of the class, and that really works ...I gave them a question for example so that the group that would answer the question first would get points for the group no matter who did it in the group, so now the Egyptian is no longer an egotistical guy, he is now the champion of that group by benefiting the group... I hope to move them away from criticizing.....I never got so much participation than when I was doing this.'

Lin also considers (SQ1 Choose Groups Themselves) working groups as an important part of his teaching strategy, but, like Ebn is careful on how they are constructed and prefers to select the groups rather than letting students determine their working groups: '... no, my way, I put them together in working groups, I don't allow the selection, I tolerate them, but I don't base the lab organisation on it.'

5.3.1.2 Emiratis Student Learning Motivation

Although there are many factors related to a low motivation for learning, one concern was the student's strategic decision to gain the qualification to support their career, but without a deeper appreciation for the learning process. An

extenuating, extrinsic motivation for Emirati students who are employed in government ministries is that they are awarded a pay rise for gaining higher qualifications. The statements are echoed by the participant's comments in Table 29.

The lack of motivation to learn is a consistent theme according to many of the teachers. Table 59 highlights the broad range of comments on the student's level of performance and motivation.

Ebn (SQ1 learning process not knowledge) observes a surface learning characteristic of students, who focus on the understanding process to achieve success, rather than really understanding the underpinning knowledge of the subject: '... it give(s) them the procedure or the steps... it's not learning about a topic, it's learning about a process and ...then in the repeating the exam and then forgetting it.'

Aeq and Dan (SQ1 Not Use to Learning) comment that the students are not well prepared for higher education and the initial experience in a college of further education. According to Aeq, 'it's a bit of a shock and I think they also get a shock that we are actually interested in them learning and interested in them as people and they realise after that a while.' Dan simply stated that the students were simply 'not prepared for the type and nature of learning required in the way we consider learning to be.'

5.3.1.3 Class Discipline

Lin (SQ1 no classroom etiquette) also commented on behaviour which was disruptive in a classroom or in an exam situation: ‘... when they come in, they should say hi to everybody, they don’t say hello it means they are not good or something, in-class exams (they ask for things such as a pen) I say what are you talking about.....they don’t know or don’t feel that this is a bad practice.’

Lin (SQ1 Culture of Saying Hi To Everyone) commented on this and the disruptive nature of their desire to acknowledge all those that enter: ‘... sometimes I am in the middle of my lecture and the student comes in and salaam alikum and everyone says to him ‘hello, how are you?’ and then he will tell a story, short or long, doesn’t really matter when he arrives there... perhaps about the traffic or about his son in the desert... this is like disturbing me and I am always telling them that this is not good, this is a very bad habit, when you come in, say hello and sit down, you should enter quietly into the classroom.’

Fmn (SQ1 Differentiate Between Class and Out of Class) considers student behaviour in and out of class as something that needs to be addressed through constant prompting. He states that ‘students need to differentiate when they are in a class and when they’re out of class... some students think that going to the class and, for example, starting to talk with each other... they forget where they are now... this is the classroom, this is teaching... to me this is a bit related to their culture, they still do not differentiate between the difference in their behaviour outside the classroom and inside the classroom.’

Hen (SQ1 Emotional Not Rational) places an emphasis on the emotional state of the students: ‘... the students here are very emotional, sometimes they are more emotional.’ Emotional responses to situations can be difficult to manage. The issue of ‘saving face’ is important in order to maintain the integrity and cooperation of students within a class. Classroom control is maintained by dealing with students on a one-to-one basis rather than as a whole. A whole class can act together and impact a teacher. For example, Ebn (SQ1 Refuse To Take A Test) recalled a whole class that refused to take a test because they felt they were simply not prepared.

5.3.1.4 Secondary High School Issues

Aeq (SQ1 Low Expectations at High School) considered that the students had similar expectations of the education they received from the secondary school, stating that ‘I think they come here expecting, what they got in high school. They are expecting a rote learning.’ Gcn simply stated that ‘I don’t think enough is being done (in their) secondary education to prepare them for this (their college education).’

Beq (SQ1 No Role Models From Their Secondary School) also commented: ‘I think they have not been exposed enough earlier on to the kind of academia (behaviour) that they need to be exposed (to)’.

Fmn (SQ1 No Connection between School and University) commented on the lack of maturity which he found in dealing with students: ‘we always need to

remind them that this is a classroom, so basically it is a matter of talking to small kids. This is an indication that their previous secondary school experience had not prepared them adequately for the transition to higher education.’

Lin (SQ1 Secondary School Issue – Bad Habits) also confirms that, in his opinion, education in secondary school didn't provide them with a good foundation to learn: ‘... frankly no, I feel that their secondary education is not as good as we need.’

The participants’ perspectives of inadequate secondary school education are also expressed in the variety of federal government initiatives and concerns that have been made public about the standard and quality of government schools. The investments made by individual Emirates to regulate and inspect quality in secondary schools by KHDA and ADEC (See Chapter 1 section 1.3.2) have been considerable and have highlighted the poor state of the public school system in the UAE.

5.3.1.5 Afternoon Students

The federal higher education organisation allows afternoon students to study full time. Aeq (SQ1 Attitude Change with Older Students) considers the afternoon student’s attitude to be different to those students coming directly from high school’. The afternoon students are usually mature students with families, who are undertaking study to directly improve their status at work. Beq (SQ1 Afternoon Students Come To Class Tired) notes how tired afternoon students are

when they come to class. This is not surprising, considering that afternoon students are working students and they are also undertaking full-time study at the college, thus working from 7:30 to 15:00 and studying from 15:00 to 19:30.

The divide in attitude and maturity of students, from the morning full-time students to the afternoon working student, places pressure on teachers to meet the needs of two very different groups, with quite different motivation levels.

Beq (SQ1 Difference Between Students - Afternoon and Morning) comments on the 'vast difference' between the students, considering the working students to be more focused on learning.

5.3.1.6 Arab Personality and Emotion

In addition to the difference between morning and afternoon students at the college, another factor that plays an important part in their education is the unique Arab personality and emotional landscape which teachers have to navigate. Lin (SQ1 Emotion and Relationships) commented on one of his bachelor students and the emotional impact of a bad grade, which can be taken very personally. Ebn (SQ1 Dealing with Conflict and Problems) feels that the students need to be handled like any other relationship and there is a need to actively work on conflict issues and problems. Hen (SQ1 Arabs Emotional Beings) sums up the issue: 'Arabs, in general, are more emotional people.' When you mix highly-charged and personal relationships with adolescent pressures, you have to,' in Ceq's opinion, (SQ1 Adolescent Issues : Authority), be assertive in developing the necessary learning behaviour: '... there have been times when

students question the role of authority of the instruction... what is considered to be appropriate behaviour can sometimes be a point of contestation... such as recording attendance, especially when 10% absence can lead to dismissal from the college.'

5.3.2 SQ2 What Emirati cultural cues do teachers need to understand?

To understand how the participants worked with students, the participants were asked to comment on the cultural characteristics or cues that the teachers need to understand, in order to work successfully within the context of the organisation. A key category was the issue of plagiarism and cheating. Participants also commented on the need for teachers to understand the student culture and the necessity to focus on more practical, rather than theoretical, learning activities (see Appendix D SQ2).

5.3.2.1 Plagiarism and Cheating

Arabic culture is group-orientated, where importance is placed on helping each other as part of a collective. This sometimes lends itself to academic dishonesty, which, from the student's perspective is simply helping each other.

Dan (SQ2 Plagiarism Focus) thought it was simply a lack of understanding: 'I guess I was sort of shocked that they were supposed to write an essay and after pushing the student after it was due, I found that his essay was printed copies off the internet, where he got the stuff from. I thought, what was this? I guess it's not knowing the work ethic or academic procedure.' Beq (SQ2 Plagiarism Focus)

managed the issue of plagiarism using an electronic cloud-based service to screen work and set a benchmark to support originality: ‘... all my students had them printout the (plagiarism) report and attach it and benchmark, one of the team leaders (the course leader) indicated last semester (the plagiarism score) to be 20% even better go for 10, the tactic I said that I will reward those who write in their own words, if I know it's your own words I will reward you.’

Beq (SQ2 Plagiarism not wrong but helping) considered his own approaches to dealing with plagiarism: ‘I really dealt with the plagiarism issue, I really dealt with (it) this semester and nipped it in the bud... (the issue of plagiarism) stems from them and their prior academic experience... I don't really blame them for that because I think they have been exposed to that and, in some cultures, they think its honourable.’ Beq considers the student's approach to plagiarism as something that has been conditioned by their culture. In addition, Beq commented on the sensitivity of managing issues of academic dishonesty: ‘regarding plagiarism, I am very careful not to say you cheated...It's a learning process for development (to) try to foster creativity and originality.’

Beq (SQ2 Plagiarism not wrong but helping) suggests that students did not understand the western academic perspective that is being applied: ‘... just trying to talk (to) them about their high school experience, they said whoever nationality that was really just gave them the answer, and stuff like that.’

Gcn (SQ2 Plagiarism not wrong but helping) commented on the propensity for students to copy work: ‘... you might easily in your class get one bright person or one hard-working person and if you're not careful, take class assignments for example or class questions and allow them to do outside of class that the one person will do them and everybody else copies them... not everybody else but quite a large number.’

Kin (SQ2 Dealing with cheating incidents) has faced cheating incidents in the past: ‘... I faced cheating incidents even in Al Garabia... the start of the exam, I say, listen Gentlemen, Ladies (teacher explains the plagiarism rule) ... inside myself I am crying not to make any of the students lose their futures for a very stupid thing (students who cheat and get caught).’

This issue of plagiarism within the college is treated with great seriousness, as the consequence of plagiarism is dismissal, not just from the organisation, but from all federal educational institutions in the United Arab Emirates.

5.3.2.2 Acknowledge Student Culture

Three teachers commented on the importance of understanding the students, their culture and adapting to the environment. As Gcn (SQ2 Importance of understanding the student culture) stressed: ‘... we need to understand everything, and effectively, in the way that they conduct themselves... we are not in our homeland, we are in somebody else's... we have to appreciate it and we have to abide by their culture.’ As Hen (SQ2 Adapt to the immediate

environment) observed: teachers need to be 'smart enough to adapt to the new environment' to ensure a good understanding of what is successful in the classroom.

5.3.2.3 Independent Learning Activities

Aeq (SQ2 Focus on independent learning activities) commented: 'You want them to have the natural interest in natural curiosity, but a lot of our students don't have a natural curiosity, it's not built into them... probably knocked out of them at an early age.' In addition, Aeq (SQ2 Keep reinforcing material) suggests the need to continuously reinforce learning so students can consolidate their understanding: '... if I just stopped talking about the first part and didn't mention for two months when I went back, there is a good chance that they don't remember it.' Beq (SQ2 Teacher considers it a learning process) supported a learning process that fostered 'development, creativity and originality'. Fostering independent learning activities is challenging considering the background and context of the students who have, in the opinion of some of the participants, not been fully prepared at their previous school.

Summary

The participants stressed that the Emirati learning style had been set from their early experiences of rote learning and the students were also influenced by their collaborative and social approach to education. Contrary to western academic ideology, plagiarism is not perceived as cheating, but rather as an act of support

and of helping a friend. Cheating is standard behaviour and is socially acceptable. In addition, there was an interesting comment on the realisation that the institution was applying a western educational ideology, where time management was not one of the student values. They did feel that the students had a good sense of humour and that they were more effective when working in groups, although this in itself was difficult, where one student may actually end up completing all the work for the others. Some of the participants demonstrated a different understanding of the students due to the fact that they could communicate in Arabic and had an Islamic-orientated background. They felt that they could connect with the students and that the language was not a barrier, but that it was helpful in explaining subject terminology, and at times they wove religious themes within their context to support student focus and motivation.

5.3.3 SQ3 To what extent do students affect your teaching behaviour?

How do students impact teacher behaviour? The question sought to understand the complex interplay of student and teacher within an expatriate environment. Three key categories were identified: Student-Teacher Evaluations, Arabic Language and Relevance to Real Life (see Appendix D SQ3).

5.3.3.1 Student-Teacher Evaluations

Student-teacher evaluations are an integral part of teacher performance appraisal and as such, create a certain amount of anxiety for teachers and students alike. Beq (SQ3 focused on doing the best job) felt that he can only do his best in supporting students: ‘... if I do my best and I know I'm doing my best, I think it will all come out in the end, but that's not to say that I don't want to be liked... everybody wants to be liked, but I feel that I put my best foot forward and quite often I don't rethink about the evaluations, or when I'm dealing with a student, I don't think about evaluations, really at all’. Beq (SQ3 teacher evaluation pressure), however, commented on how students can use the student-teacher evaluation in a more negative way and recounted a veiled threat which he received: ‘I was quite strict with a student, now when I say strict I was never yelling, never... I just said, look you have to get this done, and the student said in a humorous way, ‘teacher evaluation’... he was laughing but I (know that) some teachers would be upset’.

Ceq (SQ3 teacher evaluation affect behaviour) reflected that student-teacher evaluations supported critical review and reflection: ‘... yes, I think it is true to a certain extent I think this is a short window in the course of the academic year and when you know you they are going to have some, they are going to do student evaluations, you might want to kind of lightening up a little bit, do not drive them so hard or be so demanding... I have had some negative feedback

from some students and my supervisor and I do talk about it and some supervisors would say we expect this.'

Ceq (SQ3 teach how I teach regardless of teacher evaluation) felt that those teachers who demanded a lot from students, and who had high expectations of them, should not be concerned with student-teacher evaluations: '... if you have integrity, you are going to be very demanding and ask a lot of your (students), whether they're happy or having an argument or a disagreement, that can change something, but at the end of the day the way I teach and what I teach and how I teach it isn't affected by that in the long run because I get feedback from the other end, even if it's not written down somewhere that I'm doing a pretty good job'.

Students place emphasis on relationships and friendships, and when teachers are demanding, they may see this as more of a negative reflection on their relationship, rather than on the professional teacher attempting to stretch, develop and encourage them educationally.

Lin (SQ3 teacher evaluation feedback) found student feedback helpful in understanding how he could do a better job, stating that he could 'rely on student feedback. I relied on it in the past and it helped me in rectifying some behaviour in the class. I think it is very important. Sometimes I feel that the students don't know how to answer. Sometimes there are questions they don't know the answer to so they throw in something, but it's ok. The general

outcome behind the student evaluation for the teacher is important, it helps out the teachers... please be honest... just say how you feel exactly, because I need to use it.'

Dan (SQ3 teacher evaluation pressure) commented on the impact and threat of student-teacher evaluations: 'We haven't had so much problem with students going outside and complaining, I have heard it happen to one of our faculty, but she survived that as well. It doesn't concern me so much. I know it exists. I know it's out there, students play with it, I was going through material and they come back to me in a review and they say student evaluations are coming up, well ok. They know they have some leverage and I take a step back and say should I blame the students for this? Not really because the college system has allowed this to happen'.

5.3.3.2 Relevance to Real Life

Three teachers commented on the need to ensure that teaching is relevant to the real lives of the students. Fmn (SQ3 interaction and feedback) commented on the need to be 'hands-on' in order for the students to value the activities, whereas Hen said that (SQ3 interaction and feedback) 'relevance...relevance to industry' helped motivate students. Dan (SQ3 interaction and feedback) commented on the need to match the pace and support with the realities of teaching Emirati students: '(they are) not good at multitasking. If they have two exams coming up in a week, one day after another one, they will study for the

first exam for the entire week because they can't task themselves to do the second task. They seem to be horrible at that.'

Use of religion is not common within the classroom although Ebn felt it had, under certain circumstances, a very positive role: 'I know it's a bit delicate, but I use religion a lot because that is the way of getting through to them... I am the convert who is ignorant in Islam so I can bring up any questions... recently a student said something mean to another student... very racist nature... and I stopped the class and dealt with it by using religion... clearly the religion says it cannot be racist... only God knows who is best.' Ebn goes further by illustrating that, as a teacher, she can reach an understanding through religion: 'I can bring in religion and go closer to them because they're speaking the same language so I use that or either the subjects to motivate them... for example in economics we talk about the Muslim world and the Muslim civilisation and how we went through a period of tremendous power and how it declined and what are the economic issues related to that, so that brings me closer to them.'

5.3.3.1 Arabic Language

Fmn speaks Arabic and considers it a significant advantage in managing student behaviour in class (SQ3 Arabic language issue avoid speaking it): '... this (is) a clear point where they avoid talking, because they know I understand Arabic and what they say, but to me, because they know that I'm standing there I know what they say in Arabic and so they avoid talking about certain things together, this is one thing.' Learning survival Arabic for non-speaking Arabic faculty could

prove to be a significant advantage within an in-service education program. Fmn (SQ3 English terminology – student speak Arabic) concludes that although English is important, Arabic definitely helps with explaining a difficult topic: ‘... if I know some special terminology, but they don't understand that, I try to explain to them, other than that to me, it should be all in English, because later on as I tell all students you need to be good in English, when it comes to engineering terminology they must understand in English, they must learn it in English because nobody will ever use Arabic words so.’ Fmn’s comments are also echoed by Ebn (SQ3 language barrier Arabic) who wishes to access the Arabic world to enable better teaching: ‘... the fact that I don't speak Arabic keeps them slightly more distant and they have their world, the world of Arabic where they can say whatever comes to mind, and the world of the English where I can participate... sometimes I ask myself whether learning Arabic shouldn't be part of our PD because in some cases it would help to get through to the student if we knew how to express ourselves in Arabic ‘. (SQ4 How do students affect policy at the college)

5.3.4 SQ4 How do students affect policy at the college?

How do students affect college policy? Three key categories were identified and summarized: Wasta – Influence, Attendance, and Failing Students (see Appendix D SQ4).

5.3.4.1 Wasta - (Arabic: واسطة)

Wasta is an Arabic word that loosely translates into 'who you know'. It refers to using one's relationships, connections and/or influence to get things done.

In this context, wasta can be construed as students attempting to influence decision-making through strong political relationships. Dan's comment (SQ4 have some power) was fairly strong and adamant that students were able to influence decisions: 'Students run this college would be my comment. The bottom line is students run the college, they have a huge influence on what happens here. I mean, we are in their environment so in a way there is some justification. In my department, the standards are set by the external agency, they are international, and we have to meet those standards, which is a problem when our students don't meet it, but they don't have the leverage to come and say the standard needs to be lower... maybe in other departments. Overall there seems to be a culture here that the students don't come up to standard, so we lower the standards, so the student goes on. I think that gives the student much more leverage.'

Dan's department's academic operations are unique, in that both curriculum and assessments are governed by a third party. He suggests that it is principally due to their influence, that standards are much lower.

Ebn (SQ4 wasta usage) indicated that students individually tried to influence decisions but did not do so. As a college-wide, collective, student body, 'they

might try and influence through the usual wasta, whatever, but as a student body that is not happening.'

In addition, both Fmn and Gcn agreed that students do have influence, but it depends on the issue under question, and whether there are enough of them to come together to complain. Fmn (SQ4 influence through a group) stated that 'if you look at it this way, there might be some big issue which is why the whole group went there (to the supervisor to complain).' Gcn (SQ 4 group power can change) said: '...(if) they gather themselves together and all agree on something then they could affect policy, erm, probably stand a better chance of affecting policy here than they would in a European (further education).'

Student class size and choice of major is based on student numbers. The small number of students at the college means that only a limited number of majors can be run at any one time. Students, therefore, sometimes face difficulty in choosing a preferred major.

Kin (SQ4 no wasta, sheikh supportive) recounted a time when a student tried to use wasta to reverse a decision: 'One of (my) students at Ras Al Khaimah... she was in (her) last year and the last semester of her bachelor degree and she plagiarized and copied the stuff from one of the internet sites without citation or rephrasing it and she has been dismissed....she went to Sheikh three times, VC, she plagiarized and she has been warned beforehand and she did it.'

Wasta is a key feature of Arabic culture and there is an opportunity for students to complain directly to the Chancellor. The majlis culture allows for direct representation and for decisions to be given quickly. Students have very powerful channels of communication, which can impact college decision-making.

5.3.4.2 Attendance

Ceq (SQ4 attendance policy not effective) was critical at what he saw was a lack of commitment to apply a policy which impacted teaching and learning: ‘... we have over the last four or five years seen policy says 10% and you get a warning, a letter 15, and get called into the office and then you can be expelled... maybe four or five years ago this was the case... we did see students expelled, now we don't see that happening... we have students with 23% absence... as a teacher you have to ask yourself: is the policy important? is it a good one? is one that we need to address? what's going on? and I don't think that's the case, I don't think we as an institution are doing that.’

Attendance and its importance within this context play a large role in the administrative duties of teachers and managers. Ebn (SQ4 outside issues timetable and attendance) commented that the students regarded the attendance policy as ineffective and understood how to get around it: ‘... they do affect the attendance policy, they know, the problem is that they are transferring the information from one student to another... oh don't worry, they will forgive you, they will send you a warning letter and nothing will happen.’

As a Federal government institution, attendance is a requirement for registration and, indeed, successful graduation. In addition, student numbers and their registration, play a direct part in the budgeting of the college, and numbers are audited twice an academic year. Critically, the students have not only to be registered, but also have to have been seen to be attending regularly. Teachers are obliged to track and record attendance to support the auditing, and evidence of that is required for budget release. However, as Gcn (SQ4 lack of punctuality and responsibility) observed: ‘... they (students) feel they can walk into the class even if you got 10 minutes to go, it's your last, in your second period and I won't abide by that, but there has been a change in attitude in timekeeping.’

5.3.4.3 Failing Students

Hen (SQ4 fail a student) commented on the ability to fail students and maintain the standards of the college. The issue of failing students highlights a tension between what qualities are expected of a successful student and on the overall ability of a student to engage in learning. Hen (SQ4 ethical consideration) said: ‘If the student is not good enough and I have tried my best to bring him up to standard and he is just not capable, he has to fail, you know, ethics are very important for the general environment of the college but I, we, do want to have, how do you say this a good pass rate.’ Hen identifies the tension that arises as a result of the need to have a good pass rate and the ability to fail students.

5.4 Expatriate Teachers' Perspectives on the Organisation in Which They Work

The organisational context and the background of rapid change provide a challenging backdrop for expatriate teachers. In Chapter 1, the organisational context was characterised by significant change, management restructuring and the introduction of competency performance management. As explored in the literature review, Chapter 2, Bolognese (2002) considered that employees would resist change if their responses were guided by frustration and anxiety. Hoy's and Woolfolk's (1993) research into organisational climate and health provides some key questions to understand the level of security, support, morale and confidence that teachers had within the institution in which they worked. The questions to understand the context in which expatriate teachers work were:

- How secure do you feel in your job? (OQ1)
- What supportive behaviour do you expect from management? (OQ2)
- What makes this place an enjoyable place to work? (OQ3)
- What issues affect morale? (OQ4)
- Would you send your children here to be educated? (OQ5)

5.4.1 OQ1 How secure do you feel in your job?

Nine teachers commented on the issues of uncertainty and the relative insecurity of non-contract renewal. One teacher commented on the issue of health and its impact on job security (see Appendix D OQ1).

5.4.1.1 Uncertainty

The comments reflected the level of uncertainty about their job security. Hen (OQ1 uncertainty brings insecurity) said: ‘... after some people were let go, I think there is uncertainty, not certain what is going to happen, I think management should come out and say what is going to happen, why these decisions were made, is there another batch of people?’ The lack of communication or information also fosters an unhealthy environment, as Hen (OQ1 rumours fuel insecurity) describes: ‘Rumours are going around which is not healthy... people want to know where they stand... you could say that the college in the past has been stagnating and now it’s becoming more dynamic to evolve.’ The issue of feeling uncertain of what can happen is echoed by Beq (OQ1 anything can happen): ‘I also know philosophically anything can happen any time.’ Stressing the mercurial nature of employment, Dan said: (OQ1 anything can happen) ‘(I) feel kind of secure day to day but I also know that I am in an environment where I can walk down the hallway and the wrong person, you know, he picks on something, and that’s it.’

5.4.1.2 Insecure Contract Renewals

Not knowing when, and how, contracts are renewed with fellow colleagues causes some anxiety. Lin (OQ1 contract non-renewals not explained) commented on the uncertainty from not knowing why their colleague’s contracts were not renewed: ‘... yeah, I have heard them talking with some anger about it, I was the one that was asking why, is there a reason for this?...

the answer always back to me was no we don't have that.' Ceq (OQ1 no information on non-renewals of contracts causes insecurity) comments on the lack of transparency or feedback on contract renewal: '... a few of the people I have spoken who are not being rehired, don't really know why they are, some of the answers have been very vague or not very serious, at least in their own eyes, I think there should be very real feedback so that. Ok, if it's age it's age, if it's classroom performance, there should be a real reason.' Aeq (insecure due to non-renewals) commented on her own uncertainty: '(I'm) not so secure if I am honest, because there were so many people (employment contracts) not renewed.'

5.4.1.3 Health Issues

Beq (OQ1 concerned with health issues) worried about specific health issues with regard to his continued employment: '(I) was very worried with my back, I have to say my back (health issue), I was worried about that.'

5.4.2 OQ2 What supportive behaviour do you expect from management?

Five key categories were determined for supportive behaviour from management: professional trust, decision making, recognition of performance, supporting policy and administrative pressure (see Appendix D OQ2).

5.4.2.1 Professional Trust

Aeq (OQ2 professional trust required) commented on the professional trust expected in supporting tough decisions: 'I would expect to be backed up, something got to a point where you could do all you could do, for example of supposing a student failed you have done everything expected of you for them to pass treat me as a professional appreciates that I have done everything I could do.' Dan (OQ2 professional trust required) hoped that his 'line manager would defend (him) before I am even brought into the picture to me something was wrong.' He concluded: (OQ2 trust in the professional) 'I feel I would have the support providing I was not doing something wrong.' The issue of job insecurity plays a significant part in the desire and wish for management to be supportive, as the consequences for lack of support, could lead to a termination of tenure. In addition, a disconnect from the management was echoed by two participants. Ceq (OQ2 disconnection of supervisor from teaching and learning) wanted engagement within the classroom commenting 'more involvement in watching classes seeing teachers, talking to teachers, what are we doing, how is it going' while Ebn (OQ2 management recognizes learning) 'knowing that management recognizes that learning is the most important thing'.

5.4.2.2 Decision-Making

Ceq (OQ2 faculty has no voice) felt that 'the main issue (is that) our voices are not heard' and that their 'position' as an educational professional was not respected: '... when our opinion is not valued' this affects morale 'knowing that it

is not a good decision, but we continue to do it.' Lin (OO2 management to take decisions based on teacher feedback) felt that he was not really in control: '... my job is to record an incident and it's up to the management to make a decision.'. Hen (OO2 transparency and inclusion) echoed the lack of decision-making indicating how a new IT system was introduced without consultation: '... for example a new portal came out from the dark'. Hen also wished for greater 'democracy' and consultation.

5.4.2.3 Recognition of Performance

Fmn (OO2 recognised achievement and contribution) commented on the lack of recognition by management for performance: '(recognition) does not have to be material ... a thanks for this... ' would be helpful. Beq (OO2 supportive) felt 'impressed (that) everyone was very approachable,' indicating that management was supportive and 'extremely congenial to me.' The participants were expressing their individual perspectives of management support and it appears to be non-conclusive.

5.4.2.4 Supporting Policy – Attendance and Punctuality

An area for concern expressed by participants was the management approach to the lack of support for college policy on attendance and punctuality. Attendance is a federal requirement for funding. Gcn (OO2 attendance and punctuality) said that 'students are habitually late, even though it's recorded... no action is taken against them.' Hen (attendance not backed but policy) stated that 'they (students) go over ten per cent (absence) and nothing happens, we don't know

whose responsibility it is.’ Gcn (OQ2 no consequences) commented on the frustration felt by teachers: ‘... it’s extremely frustrating for a teacher (when) a student walks into a class, says hello to everyone and then ten minutes later another student walks in and disrupts the class.’

5.4.2.5 Administrative Pressure

Ebn (OQ2 issues of bureaucracy) commented on the restrictive administrative pressure: ‘... we wish to have more flexibility to do things in different ways but because of the limitations that are really bureaucratic nature.’ Gcn (OQ2 grade issue) commented on the administrative pressure undertaken as a lead teacher of a course and managing grading issues: ‘Where I am sharing a course with three other teachers and I might be the leader, I look at the grade results and can compare them all.’ Gcn (OQ2 grading stress) went further and commented on the anxiety of grade entry for students: ‘... teachers are concerned about how the results of students will reflect on them...’—thus, indicating the link between grade, performance and job insecurity.

5.4.3 OQ3 What makes this place and enjoyable place to work?

Participants responded by outlining a number of reasons why the place of work was enjoyable and not enjoyable. The key category—Negative Issues—documented all the areas that made the place not enjoyable. Conversely, participants also highlighted enjoyable reasons, such as a Collegial and Supportive Environment and Good Working Conditions (see Appendix D OQ3)

5.4.3.1 Negative Issues

Aeq (OQ3 startup issues each year) commented on the disorganization faced each year: ‘Everything is disorganized, and you don’t know what you are teaching, and you don’t know where everything is... it’s stressful and it affects you.’ Ceq (OQ3 classrooms not well designed) commented on the building itself: ‘... physically it’s not a well-designed building, the classrooms are not very good, and they are clearly too small.’ Dan (OQ3 student-teacher relationship) felt the students and their lack of maturity could pose challenges: ‘... interesting people (students) to chat, socialize with. Their immaturity can be a headache.’ Gcn (OQ3 too many teaching hours) was concerned with the amount of teaching hours that prevented opportunities to enrich the curriculum: ‘... If I want to go to Parsons and talk about their latest bridge designs, it’s extremely difficult, when you are teaching in classes all day.’ Gcn (OQ3 working too much to speak to others) felt that faculty were working too many hours and didn’t socialize as much: ‘... (we) tend to be stuck in front of a computer or in front of the classroom.’

5.4.3.2 Collegial and Supportive Environment

Aeq (OQ3 collegial environment) said: '... it affects the classroom as well because you're going to the class, you're happy and you talked to the other teacher about their things, and you share the hours or share the time or somebody needs this or that, that's what makes it enjoyable.' A good collegial work environment was echoed by Ceq (OQ3 people like working together) who felt that 'teachers here really like working together, they like working with each other.'

Fmn (OQ3 people like working together) commented on the fact that you can 'make good friends.' Lin (OQ3 people get on good atmosphere) also agreed that, in general, the environment was positive: 'In general, the atmosphere here is healthy, I think whether teachers are in business or IT or even in Engineering they are ok with each other, that's what I feel.' Aeq (OQ3 sharing practice with others) outlined the support each person brings to a project 'so everyone knows what's happening, we are all taking other opinions into account, sharing best practices.'

5.4.3.3 Good Working Conditions

Gcn and Lin (OQ3 good facilities) commented that the facilities were 'very good' with good sporting facilities. Gcn (OQ3 good salaries) and (OQ3 positive working conditions) in general, felt that salaries and working conditions were good.

5.4.4 OQ4 What issues affect morale?

Participants responded by outlining a number of factors that affected morale: access to good teaching resources, the effect of micropolitics, resources such as time, student factors, merit pay and supportive colleagues (see Appendix D OQ4)

5.4.4.1 Good Teaching Resources

The teachers were generally positive about the access to resources such as equipment, books, stationary and the support received from the learning resource-centre. Individual comments highlighted delays in responsiveness to requests for support and some concerns over the lack of time and the ability to fix issues quickly when discovered.

5.4.4.2 Micro-Politics

Micro-politics within the organisation were mentioned by Ebn (OQ4 cynical environment problematic) as being unhelpful to collegiality, highlighting the issues of gossip, egos and people 'using strong words, negative words to refer others.' Dan (Q4 cynical environment problematic) also comments on people 'sitting around a lunch table and complaining about small things' (formatting problem here). Beq (OQ4 moaning about students) says: '(the) negativity thing is one of my pet peeves when individuals moan about students... there is some student bashing that goes on.'

5.4.4.3 Resources - Time

Gcn (OQ4 problem is teaching time) considered that the length of teaching time negatively impacted a teacher's morale: 'I am so bogged down with teaching hours, 20 hours teaching minimum, double that for your prep work and there is a lot of prep work in engineering.' Ceq (OQ4 non-teaching duties a problem) also commented on the length of teaching time: 'I am teaching 25 hours, I was asked, I wanted to help but I can't believe how adversely it affects me, even my lifestyle... I have stopped working out, those extra six hours are not just extra six hours, they are more like eighteen, that cuts into prep time, that cuts into getting stuff organised... (I have) stopped interfacing with students for giving feedback.'

Teaching time was also an issue highlighted by Fmn (OQ4 not enough time): 'I think it's too much for a teacher to go beyond 20 hours teaching a week... (with less teaching time) teachers would have more time to help and interact with other things. Ebn (OQ4 time overloaded faculty) confirmed that the 'single most important problem is (teaching time) timing... I am sure I could do a better job if I had more time to prepare.'

5.4.4.4 Student Factors

Ebn (OQ4 class sizes a problem) observed that large classes affected her ability to individualize her teaching as they were 'putting 20 or more in a class.'

Ceq (OQ4 student behaviour is frustrating) also alluded to the frustration of teaching unmotivated students who are 'always being later and not putting work in.'

5.4.4.5 Merit Pay

Merit Pay affected morale. Aeq (OQ4 merit pay problematic) said: '... what causes disharmony is merit pay, because you are not giving merit pay for what you do in the classroom... you are given merit pay for other things... I don't think it is very clear and you are not sure who is getting it and who isn't getting it and if everyone gets it.' Dan (OQ4 merit pay problematic) complained that regardless of merit pay costs are going up generally: '... one income becomes tight, I have lost money because of the cost of living going up.'

5.4.4.6 Supportive Colleagues

As in the previous section, collegiality re-appeared as a theme for one participant. Aeq (OQ4 excellent faculty support and team) was pleased with the supportive, collegial environment in which she worked: 'I think it's other colleagues and having support from them, we have a really strong team.... there is no backstabbing of one-upmanship.'

5.4.5 OQ5 Would you send your children here to be educated?

Participants were offered the opportunity to express their trust and confidence in the institution and responded by underlying the trust in their fellow teachers but indicated the negative learning environment (see Appendix D OQ5)

5.4.5.1 Trust in Fellow Teachers

All the participants express significant confidence in the teachers who worked within the organization. In table 98, the comments underline the trust and confidence the participants have in their fellow colleagues.

The comments demonstrate the mutual respect they have for their working colleagues. There is a certain *esprit de corps* for expatriate teachers who identify with each other and rally together, as colleagues who are working and living in a foreign country.

5.4.5.2 Negative Learning Environment

The majority of participants, when asked whether they would send their own children to the institution, expressed support for the teachers, but that they were less confident about the learning environment, principally due to their belief on the Emirati student's approach to learning. Aeq (OQ5 no good learning environment) stated: 'I would send them to the teachers who teach here if they were teaching a subject, I am confident about the teachers, but are not happy with the learning environment.' Gcn (OQ5 not confident about the reputation) also expressed his concern about the nature and quality of the college: 'No I wouldn't erm, well I don't think we have raised the bar high enough within the college ...we are tertiary education and we are not top line education... we have got some people on the teaching side and the backup side who are capable of doing that but I think as a unit or entity we are not at that level where I would send my child for tertiary education'.

Ceq (OQ5 not a high performing learning environment) said: 'I don't think it's on par with what we have in terms of a positive learning environment where people have collectively the will and the motivation to learn... at Wollongong University there is a very strong collective effort, you have a few people who are very relaxed but you don't have whole classes who don't want anything to do.'

Dan (OQ5 no good learning environment) provided an example of how both learning and teaching styles appeared to be at odds with expatriate students and Emirati students: 'You couldn't mix Emirati with expats, but I can say this based on fact because they did this in Abu Dhabi... they took on a bunch of paid students and mixed them with a bunch of Emirati students and it worked out horribly, they got together and refused to continue with a class. You got a group of really motivated students who read the books etc. and then get a group of students who don't do anything, and they really got frustrated and then push for the course at a proper pace... at the first exam all the Emiratis fell off so, in the end, they broke the class into two.'

Chapter 6 Discussion of Findings

The previous section documented data collected from interviewing expatriate teachers on their perspectives and views on pedagogical knowledge, the students that they teach, and on their immediate organisational and educational context.

This chapter discusses and analyses the findings for each of the research themes and objectives. In this section, to understand the larger system in which expatriate teachers are employed, the key categories, drawn from the data analysis, have been mapped and aligned with Uri Bronfenbrenner's (1994) ecological system, as discussed in Chapter 4.5.3. In addition, throughout the chapter, the key categories set within the various layers—microsystem, mesosystem, exosystem and macrosystem—provide a model of key influencers. These systems indicate the degree of influence and relationships by a number of external factors that are outside the expatriate teacher's control.

In addition, key categories were mapped through developing critical, causal networks highlighting connected categories that influence each other to provide a more detailed picture of beliefs expatriate teachers have expressed within this specific context.

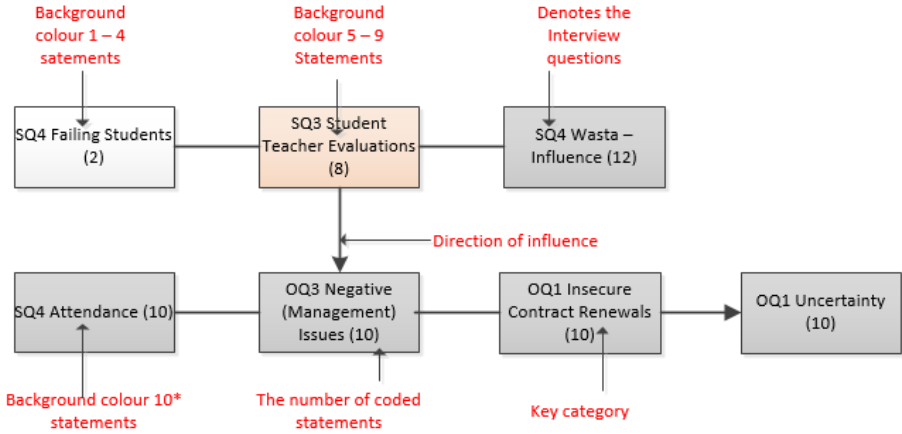
Miles and Huberman (1994:222) state that building and developing causal models is essentially a higher order effort to derive a testable set of propositions about a complete network of the articles and their relationships'. As stated in

section 4.5.3 the causal chains are developed with reference to the key categories developed from each of the three main research themes and areas objectives.

<p>Theme 1: Expatriate Teachers’ Perspectives on Teaching and Learning Research Objective 1: To identify and interpret expatriate teachers’ perspectives on teaching and learning</p>
<p>Theme 2: Expatriate Teachers’ Perspective on Emirati Students Research Objective 2: To identify and interpret expatriate teachers’ perspectives on the Emirati students that they teach</p>
<p>Theme 3: Expatriate Teachers’ Perspectives on the Organisation Research Objective 3: To identify and interpret expatriate teachers’ perspectives on the organisation in which they work.</p>

Figure 12 repeats the causal chain example from section 4.5.3 and highlights the various elements to each of the key categories as derived from Miles and Huberman (1994:224).

Figure 12: Causal Chain Example

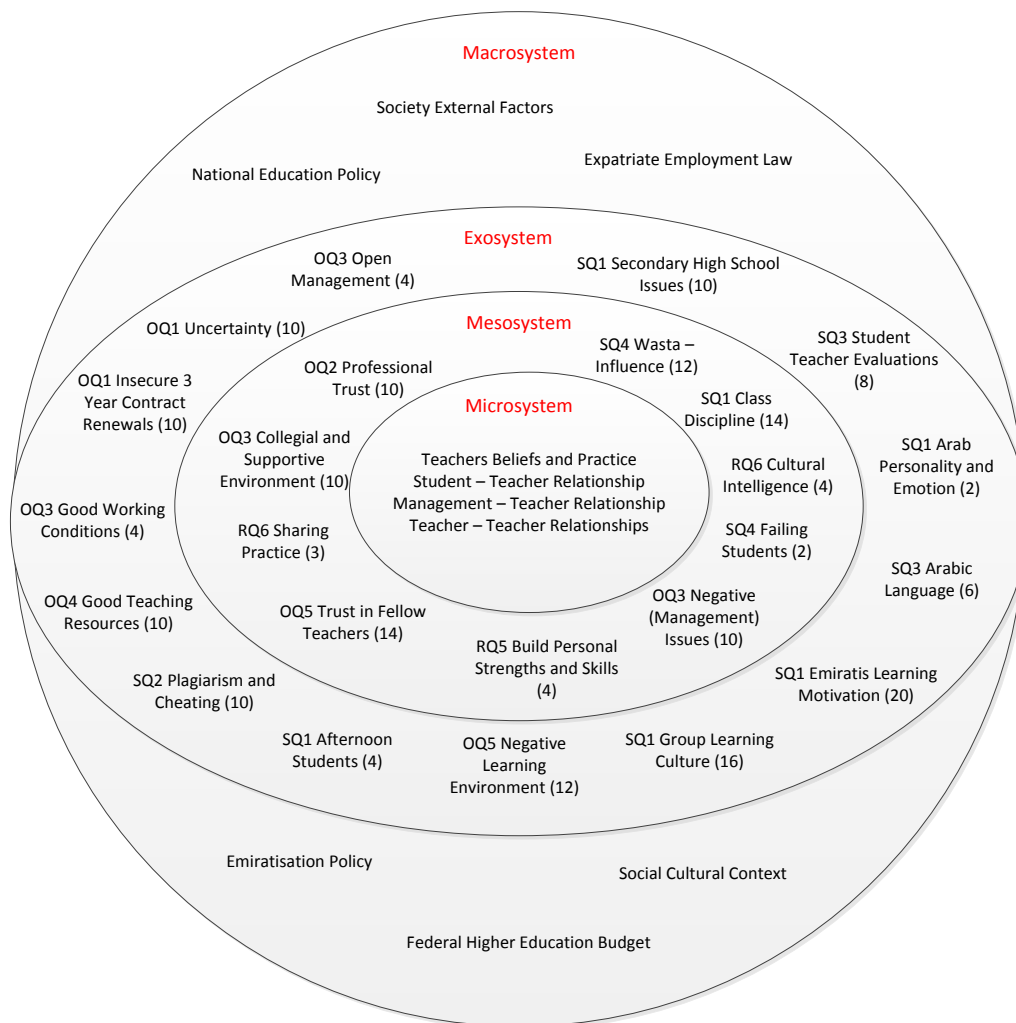


This chapter highlights the competing influences that affect expatriate teachers’ perspectives. In this section, each one of the research areas objectives is

considered and a causal chain is developed to provide a new insight into the context and perspective of an expatriate teacher. In analysing their views of teaching and learning, we highlight their perspectives on critical characteristics for teacher success, their perspectives on life-long learning and their perspectives on Emirati student learning dynamics. In addition, in considering their perspectives on the organisation, both job security and a collegial work environment emerge as core views affecting their morale and behaviour. This provides a model to map those key categories that play a part in influencing expatriate teacher behaviour and perspectives.

6.1 Expatriate Teachers' Ecological System Model

Figure 13: Key Categories Mapped to the Expatriate Teacher Ecological System



The key categories are mapped against Uri Bronfenbrenner's (1994) ecological system. The four systems as depicted in Figure 13 determined the best fit for each key category by the relative influence expatriate teachers had on each item. Throughout this chapter, references are made to the four systems as the key categories are explored more deeply to understand the beliefs and perceptions expressed by the participants.

The four systems are the macrosystem, exosystem, mesosystem and the microsystem. The macrosystem—which is typified by both the wider legal, social and cultural factors—highlights the drive in educational reform, open access for all Emirati students to education and the restrictive and limited Emirati employment law (see section 1.3.1:7). Restrictive employment laws are also in the exosystem, specifically in the processes and policies of the organisation. As indicated in section 5.4.1.1 expatriate teachers voice their concerns on the insecurity of their contracts and the importance of good student-teacher evaluations (see 5.3.3.1) which are explored later in this chapter. The tension between ensuring job security and good student-teacher evaluations have implications on the level of anxiety versus the integrity and quality of teaching. Those key categories placed in the exosystem were categories that expatriate teachers had little or no control over. Resources, organisational policy and process, the Arabic language, and student-teacher evaluations are elements which are outside their control—they are decided by either the organisation, the government or the student.

The key categories that fell in the mesosystem focused on those areas where expatriate teachers had significant influence in shaping and managing. Uniquely, within this context, students have influence within the organisation. Indeed, Dan (see 5.3.4.1) suggested that it is due to the student's influence that (educational) standards were much lower. The mesosystem highlights both the professional trust and collegial support that faculty (see 5.4.3.2) value which mitigates the

impact of management decision-making (see 5.4.2.2.) and the effect of influential students.

Where the balance of power is with the employer, and the status of the student is elevated, student-teacher evaluations become a feedback feature, which can for some teachers be a significant point of stress and anxiety. Consistent poor feedback may not be supportive of contract renewal and, as such, can impact the morale and motivation of teachers. Student voice and influence can affect teaching behaviour, as teachers worked towards gaining positive feedback to secure their future employment.

The use of an ecological systems model to map a context for a teacher has provided a new insight into some key drivers of concern which may impact behaviour.

Expatriate teachers' views, beliefs and ultimately their actions in the classroom are affected by their immediate context, specifically their working environment.

The expatriate teacher's ecological system has an influence on teaching practice and behaviour. In a teacher's home country, specifically in the case of Western expatriates, there are significant safeguards for teachers, who have a measure of recourse, if their professionalism is challenged or if a situation arises which threatens their tenure. Expatriate teachers within the United Arab Emirates have no professional bodies to protect their employment rights. Grievance procedures

and the employment law is arbitrated by both the local government and the employer.

In summary, there is a connection between a social, cultural and organisational environment and the way that expatriate teachers connect and work with their peers, management and students that affect teaching and learning practice.

6.2 Expatriate Teachers' Perspectives on Teaching and Learning

6.2.1 Perspectives on Student Success

The key categories coalesced into three distinct areas: student orientated, teaching focus and context sensitivity.

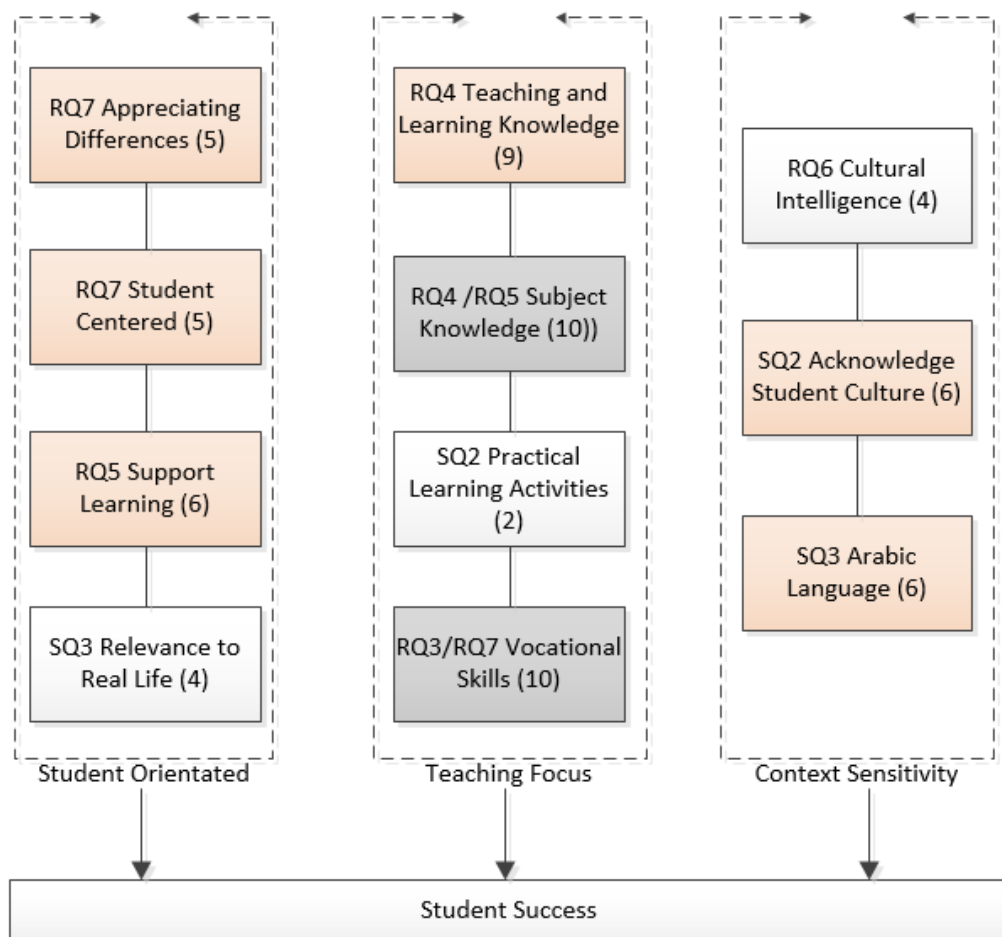
Considering the students, and their influence within the organisation, a strong, positive, working relationship with students was seen as important. A strong positive relationship with students (see 5.3.1.1) helps teachers connect both socially and culturally to minimize the risk of personality providing grounds for student dissatisfaction. The key categories indicated a teaching and learning focus with an emphasis on practical and vocational skills, accompanied by a deep subject and pedagogical knowledge (see 5.3.1.2). These categories focus beliefs influence relationships and map within the microsystem. The microsystem highlights direct important relationships that have the most impact on their beliefs and values in teaching and learning. The microsystem highlights teachers' personal beliefs and their interpersonal relationships with management, students and their peers. Management and their actions shape the culture of the

organization in the same way that a teacher's relationship with their students shapes teaching behaviour and teaching practice.

In addition, participants acknowledge the necessity of being culturally intelligent (see 5.3.4.3), attuned to the student culture and aware of the Arabic language and its impact around them. Expatriate teachers need to understand and engage with the cultural context, their Emirati students and to be aware of the Arabic language environment which provides challenges to learn in English.

The teaching style is influenced not only by their belief on what works in the classroom (see 5.3.4.1) but by the very strong and social cultural context in which students learn (see 5.4.2.2).

Figure 14: Key Categories Supporting Student Success



Fives and Buehl (2008:135) commented that 'beliefs influence how future and practising teachers approach the task of learning to teach and the knowledge that they construct from the experience'. The impact of teaching beliefs and knowledge on action and behaviour has been an area of significant interest for researchers. According to Pajares (1992), there is a difficulty in describing attitudes that come from beliefs, which have an effect on teaching style and behaviour. What is important is that beliefs provide context for a subjective reality, determine planning and action, what should be taught, and how to

assess. Consequently, the importance of understanding beliefs for a teacher educator is necessary to support growth and development and help teachers determine an appropriate pedagogical response to the multitude of situations that occur.

Expatriate teachers perceived student success to be supported by being student-orientated, focused on teaching and context-sensitive. To be student-orientated is to meet individual learning needs and to establish a positive working relationship with students. A strong positive relationship helps teachers cross the barrier both socially and culturally and to minimize the risk of personality clashes providing grounds for student dissatisfaction. Yinger and Henderick-Lee (1993: 121) considered that a teacher's working knowledge is dependent on finding ways to interact within various environmental systems stating that teachers are 'to facilitate conversations with the appropriate systems.' The systems that Yinger and Henderick-Lee refer to are cultural, physical, social, historical, and other personal systems comprising ecological intelligence.

Expatriate teachers perceived that student success is supported by practical learning that is student-centred and relevant to their lives. The teachers within the study shared some common views on a preferred, effective, teaching style, one where teamwork and collaboration were encouraged through a facilitative teaching framework. This teaching style leveraged positive cultural learning behaviour of Emirati students, one which supported group work, valuing the group over the individual. In addition, faculty considered student educational

conditioning from their previous primary and secondary school experiences and expressed the importance of repetition of the learning process to capitalise on their memorisation skills. Importantly, many of the teachers expressed a focus on practical and concrete activities to support 'learning by doing'. The teachers of English predominately supported a facilitative style of teaching, whereas subject specialists were less committed to any particular style and their comments about their preferred teaching styles ranged from facilitative to teacher-centric. Teachers felt that the students were unable to learn independently and needed some support and guidance from the teacher.

The participants expressed strong views when broadly discussing their individual views on effective teaching. The two key areas were a strong understanding of subject knowledge and a teaching methodology, which allowed students to learn effectively. As experts employed from a foreign country, their expertise is the key reason for their being hired.

English content specialists focused on a strong knowledge base and good communication skills in order to ensure that the students understand concepts and constructs within the area of study, and a personal interest and concern for individual student success. In addition, comments focused on the technical and pedagogical knowledge and the importance of keeping up to date with technology and how it can be used within the classroom. The teachers of English commented on developing strong communicative and intercultural skills, which are necessary when you consider that English-language teaching employment

opportunities are usually international. Teachers of English were more inclusive of a wide range of practical skills required to do the very best for students in helping them learn and grow. Their focus on softer and experiential practical skills is in contrast to the elements suggested by the subject specialists. The teachers of English are educational career professionals who have had the opportunity to engage in professional studies and continuing educational development.

Subject specialists, within this specific context, were recruited with no experience of any formal type of teacher training and therefore relied on their own intuition and experience on what they deemed it was important to teach and learn at the college. In considering the question, they focused on a firm foundation of good subject knowledge. Other considerations were the importance of understanding the student, having an appreciation for understanding teaching techniques, and connecting with students emotionally and socially.

One notable exception is the vocational teacher Ebn. Ebn's background reveals an active engagement in action research to understand student learning. This is a sign of an active practitioner expanding their professional knowledge. Edwards (2010:1) considers those engaged in understanding their knowledge and expertise within a specific context as a professional developing practice for the benefit of themselves and others. Wider enquiry into practice is seen as important professional conduct. Wilensky (1964:141) comments that 'the degree

of professionalization is measured not just by the degree of success in the claim to exclusive technical competence, but also by the degree of adherence to the service ideal and its supporting norms of professional conduct'. Ebn is growing professionally developing knowledge specific to teaching and learning context. Ebn's language and vocabulary in answer to the questions bridge the views and perspectives of subject teachers and the teachers of English.

Importantly, context sensitivity, acknowledging the student's culture and understanding the barrier of language will all contribute to support the shaping of practice within a classroom.

According to Mclaughlin and Durrant (2017:167), Emirati learning behaviour is shaped by a cultural context that conflicts with western educational values, thus creating a very challenging instructional environment for an expatriate teacher. Stereotyping a group with an approach and behaviour establishes a bias in the participants' perspective and can condition their approach and thought process for Emirati teaching and learning.

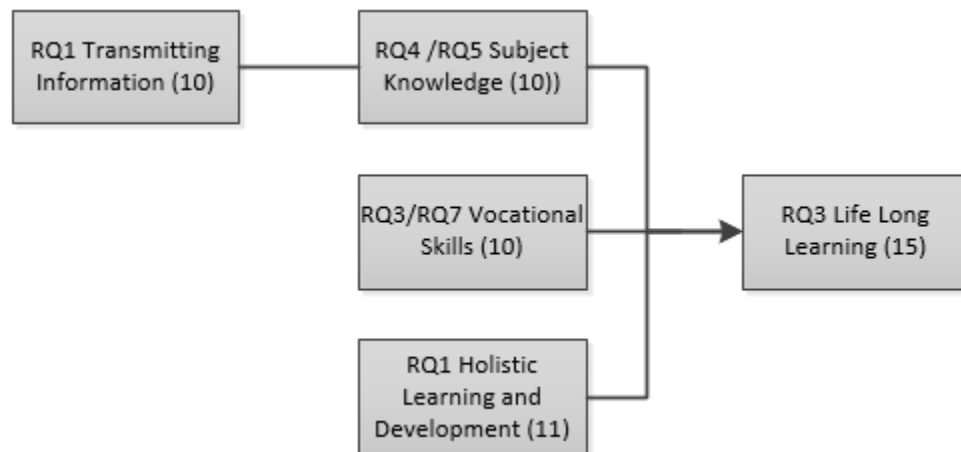
Learning behaviour from their group learning culture, a lack of classroom discipline and a lack of independent learning skills have resulted, as viewed by the candidates, in a negative learning environment which has been highlighted by plagiarism or cheating in assessments. The mature afternoon students, who tend to be in full-time work, are more focused on studying, because of the intrinsic value of the program to their careers. Emirati students are usually

rewarded for achieving a qualification by an additional increment of pay and therefore working afternoon students are more motivated to pass the program.

The teaching style is influenced, not only by their perspective on what works in the classroom, but by the very strong, social, cultural, context in which students learn.

6.2.2 Perspectives on Life Long Learning

Figure 15: Key Categories for Life Long Learning



Within this specific context, all the expatriate teachers commented on the importance of a more holistic education one which focuses on relevancy and making education provide value in their lives. Relevancy is translated through the student-centred methods used in delivery and the identification of appropriate subject knowledge coupled with hard technical skills to support Emirati student careers and work.

In considering expatriate teachers' understanding of teaching and learning within this context, the participants concluded that (teaching) was transmitting

an idea or piece of knowledge in a nurturing environment, wrapped within varying interpretations and perspectives of lifelong learning development. Although the central theme of teaching was that of verbally communicating or transmitting an idea or knowledge, the wider descriptions illustrated a richer and deeper appreciation for more rounded educational goals.

Analysis of the subsequent discussion around the visual metaphors (Appendix A) indicated a subtle polarisation of views, where the teachers of English used language that stressed the importance of appreciating differences and meeting the individual needs of students but the subject teachers highlighted the need for setting challenging expectations to drive achievement, yet teaching in a student-centred way that supported the development of vocational skills relevant to the workplace. Woolfolk-Hoy et al (2006:726) cite Pajares (1996) confirmed that the research on teacher beliefs and knowledge is conceptually 'messy', although there were differences in perspectives for teachers of English and the vocational teachers within the study.

Teachers of English had a more holistic view of teaching, one that encompassed lifelong learning and a desire to be focused on the individual student, whereas the Subject teachers, who had not been exposed to training or teaching and learning theory, found it more difficult to find the words to convey their thoughts and perspectives. Calderhead (1996:720) recognised that some student teachers 'may view teaching as a process of knowledge transmission' and that

narrow views present 'difficulties when student teachers are encouraged to adopt a more constructivist approach towards teaching and learning'.

Subject teachers were more fragmented in their understanding of teaching and learning, stressing transmitting an idea or information but also considering learning and individual growth and development. In addition, considering that English is a second language for some participants, an extra level of complexity is added within understanding their thoughts and ideas.

The process of exploring the participant's views on the purpose of education elicited perspectives including holistic growth and development, supporting lifelong learning, practical work and life skills and, in one participant's view, a religious and spiritual grounding.

The teachers of English stressed that the purpose of education was lifelong learning, personal development and growth. The reinforcement of wider principles of teaching and learning were reflected by all participants.

Subject teachers expressed the purpose of education as a function of society and the community, where students were prepared for life, and developed practical, industrial skills to be effective. In addition, a depth of understanding and knowledge was considered a requirement for successful learning. One participant commented on the Islamic religious imperative to continue to learn and grow and also that education was a hallmark of humanity.

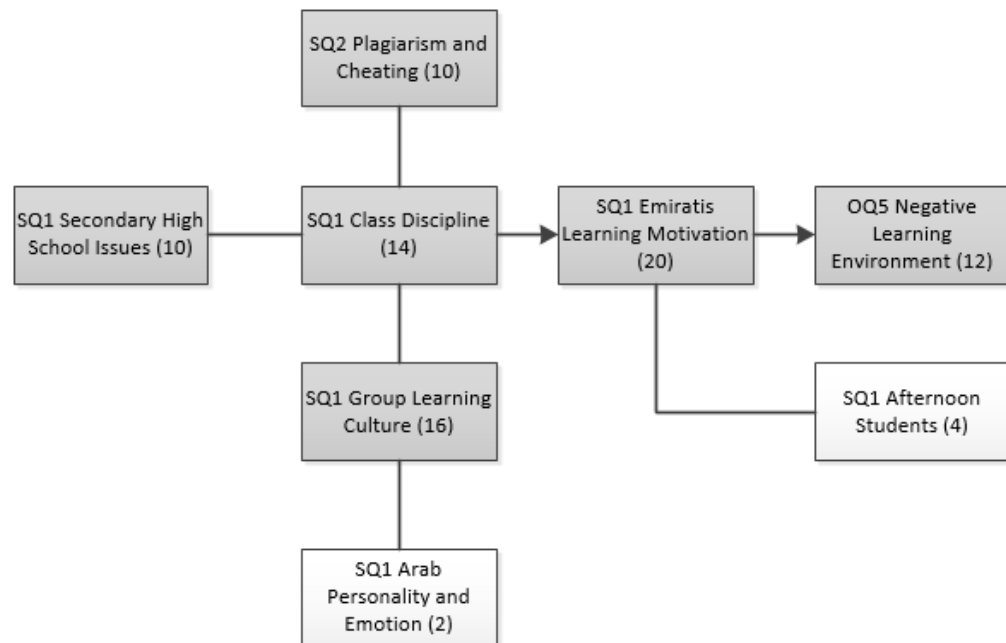
The microsystem underlines the direct and important relationships that have the most impact on whose beliefs and values in teaching and learning. The microsystem highlights the teacher's personal beliefs that drive student success and life-long learning, which are positive drivers in establishing relationships with their peers, management and students.

6.3 Expatriate Teachers' Perspectives on Emirati Students

The research participants voiced concerns with the general student attitude and motivation for learning. O'Sullivan (2014:288) commented that culture plays a role in the behaviour of students in a non-western context. According to the participants in Figure 16, factors contributing to a negative learning environment include students' early experiences in primary and secondary education, specifically in public schools which tend to focus on collective learning and shared responsibility and support which, in the opinion of the participants, has led to an acceptance of plagiarism and cheating. Mclaughlin and Durrant (2017: 169) stated that Emiratis students within their study possessed an orientation towards collectivism and conformity with a focus on social achievement as a critical external outcome. There is a risk that the participants could be over-stereotypical which has provided a negative bias to their views and their behaviour.

6.3.1 Emirati Student Learning Dynamics

Figure 16: Key Categories - Emirati Student Learning Environment



The participants' views of a negative learning environment were reinforced by their perspective of the student's lack of motivation. Al Waqfi and Forstenlechner (2010: 368) stated that 'Beliefs are foundations for stereotyping of the out-groups which may lead to negative attitudes and possibly discrimination against members of those groups.' Stereotyping Emirati student learning behaviour could affect the quality of education provided if teachers are pre-conditioned that Emirati students are not engaged positively with learning. The real opportunity from the study suggests a better understanding of teaching and learning required for Emirati student success and engagement. Respecting the cultural identity of learners will focus teachers on growth, development and potential. As Engin and McKeown (2017:684) states: '... cultural pluralism should

be actively promoted in order for vocational expatriate teachers not to be swayed by existing preconceptions and beliefs, thus avoiding stereotyping Emirati students and their approach to learning'. An exception to this negative view is the learning behaviour of the afternoon students, whose maturity supports a more positive learning context. The participants perceived that some students were focused on gaining the qualification, rather than appreciating the process of learning. According to the participants, the lack of motivation was manifested in poor attendance (see 5.3.4.2), lateness and low performance (see 5.3.2.2). The student approach to learning was credited by poor preparation at secondary and primary school, and the uninspiring rote learning methods they had experienced (see 5.3.1.4). According to Mclaughlin and Durrant (2017:169): '... higher education is not deeply rooted in the Emirati culture. As such, the more individualistic characteristics of learning associated with the Western model of tertiary education may not translate well to the current context.'

Clearly, if expatriate teachers are delivering a model based on western principles of creative critical individualism, they may find Emirati students responding negatively to the mode of teaching. Richardson (2004:432) commented that a culturally sensitive pedagogy should embrace local behaviour and attitudes which would make the student's learning more relevant and authentic'.

However, it was recognised that student attitudes did positively change as they progressed through the levels at the college. It was perceived by the participants that students were often focused on achieving a qualification rather

than on the learning process, as graduation provided immediate higher social status and salary at work. Engin and McKeown (2017:688) also commented that there was 'a sense amongst faculty that Emirati students do not have to worry about the future, that they are financially secure, and therefore do not have specific, tangible goals for their studies... leading to a perceived lack of motivation in students by faculty'.

It was acknowledged by the participants that students preferred group work and responded to practical hands-on experiences. Hofstede and Hofstede (2005:96) identifies Arab Islamic countries as those that are orientated strongly towards collective, rather than individual, society norms, and therefore the learning approach should encourage group work and learning dynamics within the class. It was felt that students needed better preparation at secondary school, as they displayed poor math skills post-secondary education, and that they needed more information to make appropriate study choices.

According to the participants, the profile of the students at the organisation had changed, due to the college accepting Emirati students with lower English proficiency and high school test scores than in previous years. However, the Emirati students were well received and respected in the community, due to their practical experience provided at the college. However, the same concerns were echoed about their attitude and level of motivation, although this improved as students connected the relevance of their education with work. The concern for Emirati students who are not engaged in the learning process is one

that is not unique to the United Arab Emirates and there are significant investments being made in the public secondary and primary school education, as detailed in the national educational reform in Chapter 2.

According to the participants, understanding the student cultural cues and the impact of teaching style is, therefore, an important aspect of successful teaching within the context of this organisation. Banks (2004:65-70) considers factors in curriculum design and teaching such as recognizing language barriers, discovering the traditions and the cultural mix, understanding appropriate and inappropriate teaching and classroom behaviour, understanding the role of parents and adjusting the student's active learning skills so that they reflect the student life experiences and traditional cultural expectations.

The participants stated that student learning behaviour had been formed from their early experiences of learning and were guided by their collaborative and social approach to education. Contrary to western academic ideology, plagiarism is not seen as cheating (see 5.3.2.1), but as a matter of support and help for a friend. In this context, according to the participants, cheating is socially acceptable. As Hostede and Hofstede (2005) indicated, it is very important in collective societies to support one another.

Students had a good sense of humour and were more effective when working in groups, although this, in itself, was difficult where one student may actually end up completing all the work for the others.

Importantly, those participants who could communicate in Arabic and had a similar Islamic-oriented background demonstrated a different understanding of the students. These participants felt that they could connect with the students and that the language was not a barrier but helpful in explaining subject terminology and at times wove religious themes within their context to support student-focus and motivation (see 5.3.1.6). Language can prove to be a significant barrier to connecting and supporting students when English is a second language.

All the participants understood the sensitivity required to teach in an Arabic Islamic context and were careful to avoid subjects that potentially could cause offence. In particular, it was important to work towards the students' strengths for group work, understanding the nature of the whole class, as opposed to the individual, which met the cultural norms and expectations of the class. Some aspects of their culture were intrusive, such as the propensity to disrupt a class by coming in late and acknowledging all within the class. Some of the participants highlighted how unprepared students could be for their classes.

The participant's observations and comments centred on the need for students to connect emotionally with teachers, and how forming strong relationships tapped into the Arab personality and played an important part in developing their learning skills where relationships play a key role in successfully understanding and working with Emirati students.

The exosystem identifies factors that affect the expatriate teacher's behaviour but which teachers have little influence over. The issue of job uncertainty is highlighted by time-limited, renewable contracts. The risk of non-contract renewal is heightened, when expatriate teachers find themselves dealing with an unpredictable situation, brought about by being in a foreign working context. Difficult domains for teachers to connect with are handling Emirati student learning and motivation, the Arabic language, the contrasting emotions and personality and the challenges brought about by their secondary education experience, class discipline and the issues of plagiarism. As identified by Mclaughlin and Durrant (2017), Emirati students value collective support, and this often conflicts with western education, which values individual creativity and development. In order to teach within this environment, one needs to be culturally sensitive and aware in order to aid learning and development. This clash in teaching methodology could be explored further to understand whether this is the cause for the perceived lack of motivation and engagement.

The mesosystem refers to relationships and connections between two or more microsystems. A number of critical links connect teachers with teachers, thus supporting a collegial work environment. However, the relationship between managing student learning and job security creates a difficult tension for practice. Failing students, dealing with low motivation, issues of attendance and class discipline, are difficult to manage when the power-influence of students can place an expatriate teacher in a challenging position. The issue of

understanding the Emirati student through their social and cultural lens provides an opportunity to shape a more informed approach to teaching and learning.

These findings have a significant implication for in-service teacher education which necessitates a deep orientation and understanding of Emirati students and their motivation to learn to support student success.

6.4 Expatriate Teachers' Perspectives on the Organisational Context

The pressures from the external work context have an impact on teacher efficacy in the classroom. Teachers are not detached from the environment in which they work; they impact the organisation either positively or negatively. Austin et al (2014:542) who analysed the nature of faculty work experience in the United Arab Emirates stated that research indicated that employment practices and workplace policies had a significant impact on faculty institutional commitment and satisfaction.

The exosystem involves influential factors in which the expatriate teachers play no active role. The issue of job uncertainty is underlined by time-limited, renewable contracts. The risk of non-contract renewal is heightened when expatriate teachers find themselves dealing with an unpredictable situation, brought about by being in a foreign working context. Difficult domains for teachers to connect with are handling Emirati student learning and motivation,

the Arabic language, emotions and personality and the challenges brought about by a poor secondary education experience that increases the risk of poor class discipline and issues of plagiarism. The organisation plays a significant role in acknowledging these challenges and meeting them by providing more structured and strategic support to help expatriate teachers cope with the challenge of a new and foreign learning environment,

There are many diverse reasons for working in a foreign environment, such as career choice and lifestyle, but there are also attractions concerning working for a supportive organisation. Good working relationships with colleagues and students who are sociable, were strong factors involved in establishing an appealing work environment. Participants felt that their colleagues valued their opinions and also shared best practice and ideas. However, the context in which they work continues to undergo significant change. Dynamic organisational change within a context where the staff voice is considered unheard, and on occasions, negativity towards colleagues and students impacts morale within the organisation. However, there was also an acknowledgement of strong collegiality, supported by good practice and motivation within the workplace. There are, therefore, contradictory messages on the health of the organisational context in which expatriates work.

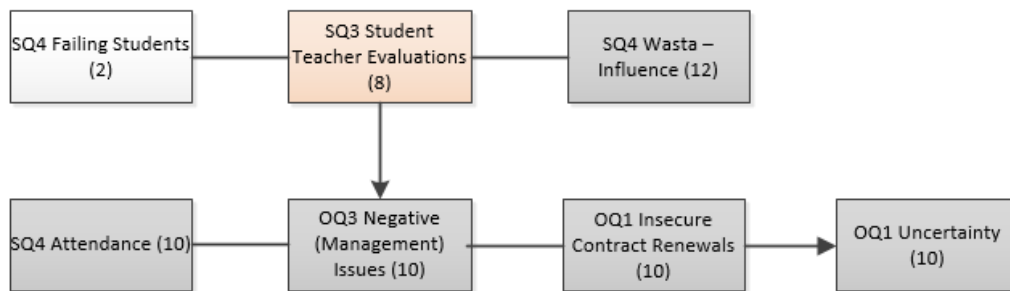
In an effort to determine the confidence in which the participants view their work environment, the question was asked whether they would send their own children to be educated at the institution. There was high confidence with the

teachers but not with the learning environment in which Emirati students were educated. The main issue was whether or not the learning environment was a positive one. There was broad consensus that collectively all the college staff tried to make work and life at the college a very positive experience.

The question is whether the expatriate teacher is committed to the mission and values of the institution. Do they actively seek renewal of their skills and abilities to understand the context in which they work, and the learning environment required for students to be considered successful? Austin et al (2014:554) found that limited job security also undermines institutional commitment, contributing to a situation where instructors see themselves primarily as employees fulfilling jobs rather than as institutional citizens contributing to the overall institutional quality.

6.4.1 Perspectives on Job Security: Fear and Professionalism

Figure 17: Key Categories - Job Security



An important exosystem environmental factor is the level of job insecurity for expatriate teachers. In this specific context, where students have influence within the institution, student-teacher evaluations may affect teaching behaviour because of the value they hold when it comes to contract renewal. Emirati students are emotionally charged, and their evaluations focus on the personality and relationship the teacher has with the class. There is pressure for teachers to ensure that the students are passing and achieving learning goals within the course, as failing students could cause unanticipated consequences to the teacher’s job security. Students have influence or ‘wasta’, which they can exercise to their benefit. As Bayazidi (2005) commented, wasta is something that ‘we don’t usually hide but we brag about it, and offer to provide the same wasta to people around us to help them out.’

A majli’s culture of complaint and negotiation empowers students to proactively seek recourse from any issue, by petitioning higher levels of authority up to the Chancellor’s office, a member of the ruling family within the country. In addition,

the power of the students manifests itself through the disregard for the attendance policy, where teachers feel they are not directly supported by the senior management. Time and the concept of time with the Emirati student culture is in itself problematic, as is the concept of deadlines, which as echoed by one participant are a western principle of efficiency. The key to understanding a student concept of time is the moment. The moment of interaction is all that matters, regardless of the time of day. Students often contact teachers late at night or early in the morning. Their days appearing unregimented and, in some ways, chaotic. Expatriate teachers commented that the fact that many students are late, and eight am starts invariably creep towards nine am starts.

Management's inability to affect change in student behaviour or support teachers causes insecurity and discontent among the teachers.

The issue of uncertainty provides a level of anxiety which impacts teaching practice, assessment and grading. Insecure contract renewals directly impact the nature of relationships with students and, ultimately, with the teaching experiences and assessment of performance.

The level of job insecurity which expatriate teachers face is an important environmental factor. Issues are highlighted through their expression of uncertainty (see 5.4.1.1) and the insecurity of job contracts (see 5.4.1.2). These issues are situated within the exosystem, demonstrating the lack of influence that teachers have within the scope of securing employment. Austin et al (2014: 550) comments on 'a constant recognition that one's position (Expatriate

teacher in the UAE) was temporary, completely dependent on administrative decisions, and susceptible to termination at any time. Such lack of security undermines commitment to the institution and the instructor's willingness to take risks.'

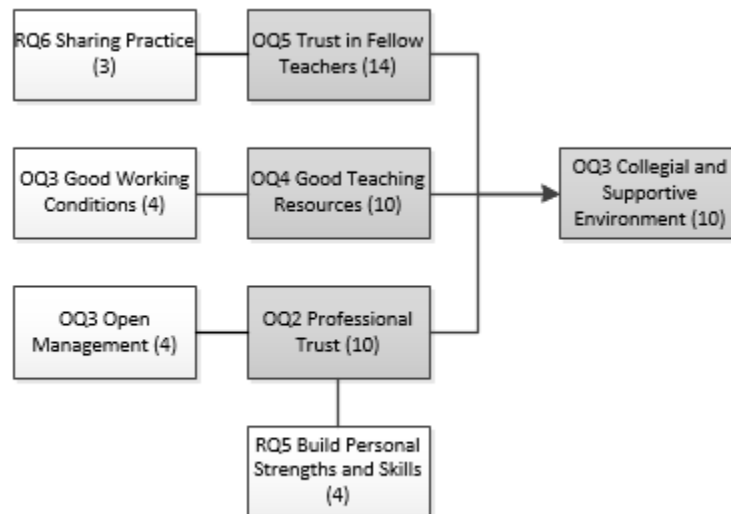
An added anxiety is the amount of influence that students can wield (see 5.3.4.1). Their influence is apparent in the student teacher evaluations (see 5.3.3.1) that can affect teaching behaviour because of the value they hold when it comes to contract renewal. Emirati students can be emotionally charged, and their evaluations focus on the personality and relationship the teacher has with the class (see 5.3.1.6). The effort to nurture strong student relationships (see 4.8.1) is important to be a successful expatriate teacher in this context.

There is pressure for teachers to ensure that the students are passing and achieving within the course, as failing students could cause unanticipated consequences to the teacher's job security. In addition, the power of the students manifests itself through the disregard for the attendance policy (see 5.3.4.2)—a policy which teachers feel is not directly supported by management.

The issue of uncertainty provides a level of anxiety, which impacts teaching practice, assessment and grading. Job security, therefore, directly impacts the nature of relationships with students and, ultimately, the teaching experiences and performance assessment.

6.4.2 Perspectives on the Work Environment

Figure 18: Key Categories - Supportive Work Environment



In contrast to this, within an exosystem dominated by the issues of job security and the influence of students, is the collegial environment that is supported by fellow colleagues. There is mutual professional respect for each other, confirmed through sharing practice, supported by the provision of good teaching resources. The issue of mutual respect and trust is set in a situation where expatriates identify with their circumstances and situations. Their camaraderie is supportive of each other. While there may be cliques of nationalities that can identify with each other and socialise, it is clear that each has a healthy mutual respect. This translates into healthy morale and an environment where teachers seek support and advice from others to deal with their immediate challenges. Designing and leveraging a collegial network, to deliver in-service professional development, appears to be an opportunity for support that is untainted by the stresses of

unsupportive management and the insecure job environment. Goos (2005) provides a framework for mapping and developing in-service professional development. Using the stated zones, one can categorise the findings and suggest actions for improving effective professional development.

Goos (2005) suggests that professional development reflects and adapts to the context. Professional development is effective when it focuses on successful student cultural orientation and supports the adoption of teaching styles which proves effective within their national context. Participants expressed a mutual professional respect for each other that is demonstrated through sharing practice (see 5.4.3.2) and supported by the provision of good teaching resources (see 5.4.4.1). The issue of mutual respect and trust is set in a situation where expatriates identify with their circumstances and situations. Teachers are faced with numerous challenges to morale (see 5.4.4) such as micro-politics of the context and lack of time due to teaching a workload of 20 hours. The macrosystem describes the social and cultural backdrop of the context in which the expatriate teachers work and live. The macrosystem discriminates in favour of Emiratis and the rights of employers. Trade unions are banned and there is no right of assembly (Kantaria, Barr et al, 2018). The macrosystem reinforces the guest status of the non-national employee, reinforcing issues like job security and uncertainty. There have been moves to provide more relative security for expatriates but there is still no opportunity to gain citizenship and the benefits and security that this would provide. Designing and developing professional

development that is both participatory and collaborative could support this challenging exosystem, one that reduces the anxiety of job insecurity and minimises management from the process, so it is seen as professional development by and for the teachers and less as a judgemental tool or linked to teacher appraisal as reported by Mercer (2007).

Chapter 7 Summary

7.1 Overview of the study

Recent geopolitical instability in the region—the Arab spring and the rise of Islamic fundamentalism, specifically the conflicts in Syria, Iraq, Libya Afghanistan and, more recently, Yemen—have created an urgency to invest in the establishment of vocational education systems underpinned by best international practice. According to ASDA'A Burson-Marsteller (2018), Youth unemployment in the Middle East region has been consistently high, around 25 per cent over the last ten years with 85 million adults being illiterate. GCC governments are seeking to diversify their economies from Oil and Gas and the dependency on US petrodollars while concurrently investing to prepare a generation of young Arabs for the new skills required for the next industrial revolution and the new industries that will provide a sustainable economic future.

GCC governments are investing heavily in the education sector to bridge and build the skills required. A critical focus is raising the quality of teacher training and ensuring that teaching and learning approaches are fit for purpose through adapting vocational curricula to provide a balance of practical skills and integrated work experience that is relevant to the future job market (Ey.com, 2018).

The efficacy of expatriate teachers to support workforce development is therefore critical to achieving ambitious employment targets. The UAE wishes to provide 15,000 job opportunities with the goal of raising Emiratisation to 5 per cent in the job market (Gulf Business, 2018).

This research explores the beliefs and perspectives of foreign expatriate teachers in the context of working within the United Arab Emirates, an Arab Islamic culture, and the challenges and potential solutions to ensure that the best vocational, pedagogical practice helps Emirati learners to acquire the necessary technical and soft skills to work within their respective economies.

There is a lack of research literature, specifically in understanding how expatriate teachers' beliefs can affect practice. The implications of the context on teaching practice and on professional development within this specific environment are of interest to those seeking the very best vocational education to support nationalisation, specifically within the GCC states (see 1.3.1).

Understanding the key drivers of behaviour and motivation of expatriate teachers can enable the introduction of an appropriate framework of support and development in order to ensure that professional growth enhances student success.

A reminder of the key research themes and research objectives are:

<p>Theme 1: Expatriate Teachers' Perspectives on Teaching and Learning Research Objective 1: To identify and interpret expatriate teachers' perspectives on teaching and learning</p>

Theme 2: Expatriate Teachers' Perspective on Emirati Students Research Objective 2: To identify and interpret expatriate teachers' perspectives on the Emirati students that they teach
--

Theme 3: Expatriate Teachers' Perspectives on the Organisation Research Objective 3: To identify and interpret expatriate teachers' perspectives on the organisation in which they work.

How the area was researched and analysed

A qualitative, inductive case study approach investigated three broad themes: expatriate teachers' perspectives on teaching and learning; their understanding and knowledge of Emirati students; and their views on the organisation in which they work. Ten participants were selected from a stratified sample of the college and two semi-structured interviews were conducted amounting to over 20 hours of data collection.

Through a literature review, the interview questions were informed by studies conducted by Fives and Buehl (2008) and Hoy and Woolfolk (1993). Fives and Buehl (2008) developed a questionnaire for investigating teachers' knowledge and beliefs. Six open-ended questions explored teachers' beliefs, exploring their understanding of the philosophy of teaching and discussing their understanding of learning styles. Hoy and Woolfolk's (1993) study into organisational effectiveness framed questions that explored teachers' views and opinions about the students they teach and the organisational context in which they worked.

Four key questions explored expatriate teachers' perspectives on Emirati students, questioning their understanding of the student's approach to education, the student's influence on the organisation and the cultural cues, which affected their teaching. Five questions explored teachers' views and perspectives on the organisational context in which they worked, whether or not they felt secure in their employment, issues that affected their morale, their views on management and the level of confidence they had in the quality of education that was being delivered at the institution.

The data was analysed in two phases. In the first phase, the data was analysed using a contrast and comparison method. Using qualitative analysis software, the transcripts of each participant were scanned and coded according to their apparent meaning. Codes were then categorised according to an overarching theme. These codes and categories are documented in the first part of the analysis in chapter 4. In addition, the second phases considered how the categories influence and are linked to each other, to identify key drivers of behaviour and motivation for the expatriate teachers. The categories and their relationships and links were organised by Uri Bronfenbrenner's (1994) ecological system to appreciate the larger context in which expatriates need to work. Cross-case analysis techniques, such as causal networks, highlighted the key drivers for teachers within each of their perspectives on teaching and learning, Emirati student learners and the organisation in which they work.

What new findings emerged?

The employment context for expatriate workers is inherently unstable and insecure (see 1.3.1:7). There are contextually unique power relationships at play that affect the morale and behaviour of teachers. The wider context is marked by a lack of collective bargaining, limited job contracts and a national landscape which provides a degree of employment protection but without the opportunity for citizenship.

Expatriates work in a highly complex environment that provides challenges for engagement, commitment and professional development. Day et al (2007) investigated the multitude of challenges that affect teachers and their engagement and commitment.

There has been literature on the importance of ensuring how professional development is culturally and contextually relevant e.g. Bohannon (1981), Minnis (1999), and Lamontagne (2005). However, the evidence in this study suggests there is a heightened pressure affecting job security. The insecure job

environment may affect the teacher's behaviour in risk-taking and curtails professionalism. Examples of concerns were raised with the impact of student-teacher evaluations, job security and the power of their employer.

There is a paradox with the UAE's desire to progress educational reform and strive for excellent practice and the insecure work environment embodied by the UAE's social and cultural landscape, the institution's policy and management and student impact on decisions affecting teacher job security.

The impact of stereotyping Emirati student learning also emerged but its impact on practice and approach requires additional research. There are difficult questions related to identifying and interpreting the perspectives of expatriate teachers towards the Emirati students they teach. To what extent are the beliefs that are expressed a reflection of inadequate teaching practice? Perhaps the beliefs reflect a student's attitude to a teaching approach they do not find stimulating or supportive of their aspirations.

7.2 Study limitations

The sample size, although randomly chosen and stratified according to nationality, was relatively small at below 10%. The key limitation is the confidence of transferability of the findings to another context or to a larger stakeholder group. Each organisation has very different leadership and management styles that affect the behaviour and response of the participants. Job security is a limitation to the veracity of the respondent's answers. Where power relationships are unbalanced, the resulting answers to questions are potentially constrained to what the participant thinks the interviewer wishes to hear.

The validity and reliability of participant answers to the interview questions are sensitive to the immediate context and prevailing policies at the time. In section 4.5.4.5 merit pay was raised as an issue affecting morale. Subsequently, the issue of merit pay was dropped as a policy. Its validity as a source of concern for teachers was resolved by its removal. In addition, the institution that was the focus of the study has since undergone substantial change in management at all levels, thus providing a very different context.

7.3 Further Research Suggestions

The aim of this research was to understand the perspectives of expatriate teachers and the key drivers that affected their motivation and behaviour. Commitment is defined through the personal values, professional interests and micro-political, emotional, social and political contexts of their work (Day 2007: 215). Importantly, Day considers the lack of commitment as a key to the failure of any change either from management or external organisations, and that makes it less likely that teachers will actively endorse plans for teaching and learning improvements. Understanding how the key drivers behind motivation and behaviour affect practice, engagement and commitment to professional development, would support a deeper understanding of effective training and development for teachers operating within such a context. Developing, designing and testing a professional development model that acknowledges the limitations, yet draws on the strengths of the context, would extend this research. Conducting similar research into different expatriate teacher

environments within other GCC states could provide interesting comparative data to validate those drivers, which are common to expatriate teachers throughout the Middle East and those which tend to be unique to each specific institution. Since the beginning of this research, much has happened within that specific context, such as significant upheaval with management, policy and even mission and vision. A repeat of the research with the same sample group, research themes and questions would serve to appreciate the impact of the changes that have occurred.

7.4 Implications and Conclusion

The analysis of Bronfenbrenner's ecological system can highlight interrelated influences, which affect expatriate teacher beliefs and perceptions within their foreign environmental context. By identifying the relationships and influencing factors through interrelated levels, organisations can recognise and engage actively to address and mitigate factors that may prevent expatriate teachers from supporting Emirati students effectively.

Day (2007:218) commented that if the administration, 'policymakers and school head-teachers were serious about the need to raise standards of teaching, learning and achievement, and teachers themselves, will need to pay attention to teachers emotional and intellectual commitment needs throughout all professional learning phases of their careers'. Understanding a context, which does not pay attention to a teacher's emotional and intellectual commitment, presents some challenges to those who wish to ensure a high performing teaching and learning culture. Designing and leveraging a collegial network to deliver in-service professional development appears to be an opportunity to counter an environment that creates, according to the participants, uncertainty and job insecurity. Hoy and Woolfolk (1993) found that healthy organisations, where there was 'a strong academic emphasis and a principal who has influence with superiors and is willing to use it on behalf of teachers – was conducive to the development of a teacher's beliefs that they can influence student learning'. The evidence did not highlight strong line management support and focus on

professional development. Although opportunities are provided (see 5.4.2.3), this was not emphasised by the participants. Lack of teacher influence will support teachers resisting change. Dent and Goldberg (1999:26) suggest that resistance is a result of a loss of status or, more importantly from a teacher perspective, of a loss of autonomy and voice on decisions made by management. Exclusion from decision-making and consultation was echoed by a number of participants (see 5.4.2.2).

Korthagen (2004) indicates that teachers are influenced in their development and practice by their immediate environment and that environment conditions their subsequent behaviour, competencies, beliefs, identity and mission.

Mitigating environmental factors, that do not support teacher development and growth, would help those expatriate teachers understand the type of teaching practice and style which is effective within their context. Goos (2005) observes that professional development reflects and adapts to the context. Designing and developing professional development that is both participatory and collaborative could provide a better environment. It could reduce the anxiety of job insecurity and exclude management appraisal from the process so it is accepted without any preconceptions about the purpose but is focused on professional development and non-judgemental as noted by Mercer (2007).

In conclusion, if the GCC states are to tackle the issue of consistent and chronic youth unemployment, a focus on effective development of relevant and future skills is needed (ASDA'A Burson-Marsteller 2018).

As GCC governments diversify their economies from the traditional oil and gas industries into transshipment, logistics, retail, hospitality and tourism, investments are required to prepare a generation of young Arabs for new skills required for the future. A critical focus is on raising the quality of teacher training, thus ensuring that teaching practice is fit for purpose and relevant to meet the demands of the future job market (Ey.com, 2018). The UAE is seeking to provide 15,000 job opportunities with a target of increasing Emiratisation to 5 per cent in the job market (Gulf Business, 2018). The efficacy of expatriate teachers to support workforce development is critical in ensuring that Emirati students have the necessary technical and soft skills to cope. Organisations employing foreign expatriate teachers should mitigate insecurity and address negative stereotypes in order to provide the best possible environment for growth and development.

References

Ahmed, A. (2012). 'Missing' Emirati men return to teaching profession in Abu Dhabi. [online] The National. Available at: <https://www.thenational.ae/uae/missing-emirati-men-return-to-teaching-profession-in-abu-dhabi-1.454410> [Accessed 8 Apr. 2018].

Alvesson, M. & Dietz, S. (2000) Chapter 2 - Alternative Social Science Research Perspectives. *Doing Critical Management Research* London, Sage Publications.

ASDA'A Burson-Marsteller (2018). *Arab Youth Survey*. [online] Available at: <http://www.arabyouthsurvey.com/pdf/whitepaper/en/2018-AYS-White-Paper.pdf> [Accessed 1 Sep. 2018].

Attwell, G. & Brown, A. (2001) The education of teachers and trainers in Europe: issues and policies. *Fourth International Conference: Vocational Education and Training Research*. University of Wolverhampton.

Austin, A. E., Chapman, D. W., Farah, S., Wilson, E. & Ridge, N. (2014) Expatriate academic staff in the United Arab Emirates: The nature of their work experiences in higher education institutions. *Higher Education*, 68, 541-557.

Banks, J. A. (2004) Remembering Brown: Silence, loss, rage and hope. *Multicultural Perspectives*, 6.

Bassey, M. (1999) *Case Study Research in Educational Settings* Buckinghamshire, Open University Press.

Bayazidi, I. (2005) *Bel Wasta*. [online] Available at: <http://isam.bayazidi.net/archives/2005/06/bel-wasta/>. [Accessed 1 Aug. 2012]

British Educational Research Association (2004) *Revised Guidelines for Educational Research BERA*. [online] Available at: <http://www.bera.ac.uk/files/guidelines/ethica1.pdf>. [Accessed 23 Jul. 2007]

Bolognese, A. F. (2002) *Employee Resistance to Organizational Change*. [online] Available at: <http://www.newfoundations.com/OrgTheory/Bolognese721.html>. [Accessed 19 Jan. 2010]

Borko, H. (2004). Professional Development and Teacher Learning: Mapping the Terrain. *Educational Researcher*, 33(8), 3-15.

Bronfenbrenner, U. (1994) Ecological models of human development *International Encyclopedia of Education* 3, 1643-1647.

Bronfenbrenner, U. & Morris, P. A. (1998) The ecology of developmental processes. In Damon, W. & Lerner, R. (Eds.) *Handbook of child psychology: Vol 1: Theoretical models of human development* 5th ed. Hoboken NJ John Wiley & Sons

Brooks, M. and Kakabadse, N.K. (2014) Introducing matrix management within a children's services setting—personal reflections. *Management in Education*, 28(2), 58-63.

Busher, H. (2002) Case Study. In Coleman, M. & Briggs, A. R. J. (Eds.) *Research methods in educational leadership and management* London, Paul Chapman.

Calderhead, J. (1996) Teachers: Beliefs and Knowledge. In Berliner, D. C. & Calfee, R. C. (Eds.) *Handbook of Educational Psychology* New York Simon & Schuster Macmillan.

Charmaz, K. (2006) *Constructing grounded theory*, London; Thousand Oaks, Calif., Sage Publications.

Children's Learning In Science (Project). (1987). *CLiS in the classroom: approaches to teaching*. Leeds, Centre for Studies in Science and Mathematics Education, University of Leeds.

Clarke, M. (2008) *Language teacher identities: co-constructing discourse and community*, Clevedon, Multilingual Matters.

Clarke, M., & Otaky, D. (2006). Reflection 'on' and 'in' teacher education in the United Arab Emirates. *International Journal of Educational Development*, 26(1), 111-122.

Cohen, L., Manion, L. & Morrison, K. (2007) *Research methods in education*, London, Routledge.

Crichton, S., & Childs, E. (2005). Clipping and coding audio files: A research method to enable participant voice. *International Journal of Qualitative Methods*, 4(3), 40-49.

Crosswell, L. (2006) Understanding teacher commitment in times of change. *Unpublished EdD thesis submitted* Brisbane, Australia, Queensland University of Technology.

Crowe, M. (1998). The power of the word: some post-structural considerations of qualitative approaches in nursing research. *Journal of Advanced Nursing*, 28(2), 339-344.

Daly, J. (Ed.) (2005) *Training in Developing Nations: A handbook for expatriates*, Armonk, New York ME Sharpe.

Day, C. (2007) *Teachers Matter: Connecting Work, Lives and Effectiveness*, Buckingham, GBR, Open University Press.

Denscombe, M. (2003) *The Good Research Guide: For Small Scale Research Projects (2nd Edition)*, McGraw-Hill Education.

Dent, E. B., & Goldberg, S. G. (1999). Challenging “resistance to change”. *The Journal of applied behavioral science*, 35(1), 25-41.

Dey, I. (1993a). *Creating categories*. Qualitative data analysis. London: Routledge.

Dey, I. (1993b). *Qualitative Data Analysis: A user friendly guide for social scientists*. London, Routledge.

Edwards, A. (2010). *Being an expert professional practitioner: The relational turn in expertise* (Vol. 3). Springer science & business media.

Elliott, J. (2006). Educational research as a form of democratic rationality. *Journal of Philosophy of Education*, 40(2), 169-185.

Engin, M., & McKeown, K. (2017). Motivation of Emirati males and females to study at higher education in the United Arab Emirates. *Journal of Further and Higher Education*, 41(5), 678-691.

Ey.com. (2018). *EY - How will the GCC close the skills gap?*. [online] Available at: <https://www.ey.com/em/en/industries/government---public-sector/ey-how-will-the-gcc-close-the-skills-gap> [Accessed 01 Apr, 2018].

Feldman, D. C., & Thomas, D. C. (1992). Career management issues facing expatriates. *Journal of international business studies*, 23(2), 271-293.

Findlow, S. (2000). *The United Arab Emirates: Nationalism and Arab-Islamic Identity* (No. 39). Abu Dhabi, Emirates Center for Strategic Studies and Research.

Fives, H., & Buehl, M. M. (2008). What do teachers believe? Developing a framework for examining beliefs about teachers' knowledge and ability. *Contemporary Educational Psychology, 33*(2), 134-176.

Fogelman, K. (2002) Surveys and Sampling. In Coleman, M. & Briggs, A. (Eds.) *Research Methods in Educational Leadership and Management* London, Sage.

Fox, W. H. (2007) *The United Arab Emirates: Policy Choices Shaping the Future of Public Higher Education*. Center for Studies in Higher Education. [online] Available at: http://repositories.cdlib.org/cshe/CSHE_13_07. [Accessed 23 Aug. 2009]

Gay, G. (2000) *Culturally Responsive Teaching: Theory, Research, and Practice*. , New York, Teachers College Press.

Goetz, J. P., & LeCompte, M. D. (1981). Ethnographic research and the problem of data reduction¹. *Anthropology & Education Quarterly, 12*(1), 51-70.

Goos, M. (2005). A sociocultural analysis of the development of pre-service and beginning teachers' pedagogical identities as users of technology. *Journal of Mathematics Teacher Education, 8*(1), 35-59.

Goos, M., Dole, S. & Makar, K. (2007) Designing Professional Development to Support Teachers' Learning in Complex Environments. *Mathematics Teacher Education and Development, 8*, 23-47.

Graddol, D., Maybin, J., & Stierer, B. (Eds.). (1994). *Researching language and literacy in social context: a reader*. Multilingual matters.

Grossman, P. L. (1990). *The making of a teacher: Teacher knowledge and teacher education*. Teachers College Press, Teachers College, Columbia University.

Guba, E. G. & Lincoln, Y. S. (1994) *Chapter Six Competing paradigms in qualitative research*. In Denzin, N. K. & Lincoln, Y. S. (Eds.) *The Landscape of Qualitative Research: Theories and Issues*. Thousand Oaks CA, Sage.

Gudmundsdottir, S. (1990). Values in pedagogical content knowledge. *Journal of teacher education*, 41(3), 44-52.

Gudmundsdottir, S., & Shulman, L. (1987). Pedagogical content knowledge in social studies. *Scandinavian Journal of Educational Research*, 31(2), 59-70.

Gulf Business. (2018). *UAE asks 2,000 companies to prioritise Emirati hiring*. [online] Available at: <http://gulfbusiness.com/uae-government-asks-2000-companies-prioritise-emirati-hiring/> [Accessed 5 Sep. 2018].

Hamada, B. I. (2004) ICTs and cultural diversity with special reference to the Islamic perspective. *Journal of International Communication*, 10, 34-53.

Hammersley, M. & Atkinson, P. (1995) *Ethnography: principles in practice*, London, Routledge.

Hammersley, M. & Atkinson, P. (2007) *Ethnography: principles in practice*, London, Routledge.

Hardman, J. (2001) Improving Recruitment and Retention of Quality Overseas Teachers. In Blandford, S. & Shaw, M. (Eds.) *Managing International Schools*. London, Routledge Falmer.

Helsby, G., Knight, P. & Mcculloch, G. (1997) *Professionalism in crisis? : a report to participants on the Professional Cultures of Teachers Research Project*, University of Lancaster, Centre for the Study of Education and Training.

Hemric, M., Eury, A. & Shellman, D. (2010) Correlations Between Perceived Teacher Empowerment and Perceived Sense of Self-Efficacy. *Journal of Scholarship & Practice* 7, 37 - 34.

Hernandez-Tutop, J. (1999) *Multiculturalism: Similarities and Differences*. U.S. California.

Hills, R. C. and Atkins, P. W. (2013) Cultural identity and convergence on western attitudes and beliefs in the United Arab Emirates. *International Journal of Cross Cultural Management*, 13(2), 193–213.

Hofstede, G. (2001) *Culture's consequences: comparing values, behaviors, institutions, and organizations across nations*, Thousand Oaks, Calif.; London, Sage Publications.

Hofstede, G. H. & Hofstede, G. J. (2005) *Cultures and organizations: software of the mind*, New York; London, McGraw-Hill.

Hoy, W. K. & Woolfolk, A. E. (1993) Teachers' sense of efficacy and the organizational health of schools. *Elementary School Journal*, 93, 355.

Hoy, W. K., Tarter, C. J. & Kottkamp, R. B. (1991) *Open schools/healthy schools: measuring organizational climate*, Newbury Park; London.

IFC (2011) *Education for Employment: Realizing Arab Youth Potential* Washington DC, IFC, [online] Available at: <https://www.ifc.org/wps/wcm/connect/1a854480482cc759a513edd1c8896efa/e4eReportFinal.pdf?MOD=AJPERES> [Accessed 13 Nov, 2011]

Kantaria, S., Barr, G. and Vesuvala, R. (2018). *Employment and employee benefits in the United Arab Emirates: overview*. [online] Uk.practicallaw.thomsonreuters.com. Available at: [https://uk.practicallaw.thomsonreuters.com/6-503-3460?transitionType=Default&contextData=\(sc.Default\)&firstPage=true&comp=pluk&bhcp=1](https://uk.practicallaw.thomsonreuters.com/6-503-3460?transitionType=Default&contextData=(sc.Default)&firstPage=true&comp=pluk&bhcp=1) [Accessed 20 July 2018].

Johnson, E. (2008) Ecological Systems and Complexity Theory: Toward an Alternative Model of Accountability in Education. *Complicity: An International Journal of Complexity in Education*, 5, 1-10

Kazim, A. (2000) *The United Arab Emirates A.D. 600 to the present: a socio-discursive transformation in the Arabian Gulf*, Dubai, Gulf Book Centre.

Keith, P. A. F. (2017) An Investigation into Experienced Expatriate Lecturers' Perceptions of Continuing Professional Development. *PhD thesis* The Open University.

Korthagen, F. A. J. (2004) In search of the essence of a good teacher: towards a more holistic approach in teacher education. *Teaching and Teacher Education*, 20, 77-97.

Landon, T. (2009) Dubai Debt Woes Raises Fear Of A Wider Problem. *New York Times*. New York

Lapidus, I. M. (1988) *A history of Islamic societies*, Cambridge, Cambridge University Press.

Lever, J. (1981). Multiple methods of data collection: A note on divergence. *Urban Life*, 10(2), 199-213.

Levin, J. S. (1998). Presidential influence, leadership succession, and multiple interpretations of organizational change. *The Review of Higher Education*, 21(4), 405-425.

Lincoln, Y. S., & Guba, E. G. (1985). Establishing trustworthiness. *Naturalistic inquiry*, 289, 331.

Magnusson, S., Krajcik, J. & Borko, H. (1999) Nature, sources, and development of pedagogical content knowledge for science teaching. In Gess-Newsome, J. & Lederman, N. G. (Eds.) *Examining pedagogical content knowledge: The construct and its implications for science education*. The Netherlands: Kluwer Academic Publishers.

Malone, S. (2003). Ethics at home: Informed consent in your own backyard. *Qualitative Studies in Education*, 16(6), 797-815.

Marks, R. (1990). Pedagogical content knowledge: From a mathematical case to a modified conception. *Journal of teacher education*, 41(3), 3-11.

McKinney, L., & Morris, P. A. (2010). Examining an evolution: A case study of organizational change accompanying the community college baccalaureate. *Community College Review*, 37(3), 187-208.

McLaughlin, J., & Durrant, P. (2017). Student learning approaches in the UAE: the case for the achieving domain. *Higher Education Research & Development*, 36(1), 158-170.

Mercer, J. (2005). Challenging appraisal orthodoxies: Teacher evaluation and professional development in the United Arab Emirates. *Journal of Personnel Evaluation in Education*, 18(4), 15-287.

Merriam, S. B. (1998) *Qualitative research and case study applications in education*, San Francisco, Jossey-Bass Publishers.

Merton, P., Froyd, J., Clarke, C. & Richardson, J. (2004) Challenging the Norm in Engineering Education: Understanding Organisational Culture and Curricula Change. *American Society for Engineering Education Annual Conference & Exposition*.

Miles, M. B. & Huberman, A. M. (1994) *Qualitative data analysis: an expanded sourcebook*, Thousand Oaks, Calif. ; London, Sage.

Mills, M., Bettis, P., Miller, J. & Et Al (2005) Experiences of academic unit reorganization: Organizational identity and identification in organizational change. *The Journal of Higher Education*, 28, 597-619.

Minnis, J. R. (2000). Caught between tradition and modernity: Technical-vocational education in Brunei Darussalam. *International Journal of Educational Development*, 20(3), 247-259.

Al-Waqfi, M., & Forstenlechner, I. (2010). Stereotyping of citizens in an expatriate-dominated labour market: Implications for workforce localisation policy. *Employee Relations*, 32(4), 364-381.

Moore-Jones, P. J. (2017) Social Stratification in Dubai and its Effects on Emirati Students and Multicultural Faculty Members in Higher Education *Journal of Humanities and Cultural Studies* 2, 1 - 18.

Muysken, J., & Nour, S. (2006). Deficiencies in education and poor prospects for economic growth in the Gulf countries: The case of the UAE. *The Journal of Development Studies*, 42(6), 957-980.

Neal, J. W., & Neal, Z. P. (2013). Nested or networked? Future directions for ecological systems theory. *Social Development, 22*(4), 722-737.

Newkirk, T. (1996) Seduction and betrayal in qualitative research. In Mortensen, P. & Kirsch, G. E. (Eds.) *Ethics and representation in qualitative studies of literacy*. Urbana, IL, National Council of Teacher of English, 3-16

Nour, S. (2002). *Skill creation, human resources development and policy intervention: a survey and interviews with policymakers and experts in the UAE*, unpublished document, February-April. [Google Scholar]

Official GMI Blog. (2018). *UAE Population Statistics in 2018 (Infographics) | GMI*. [online] Available at: <https://www.globalmediainsight.com/blog/uae-population-statistics/> [Accessed 20 Sep. 2018].

OHEP. (2007) Educating The Next Generation Of Emiratis: A Master Plan For UAE Higher Education. Office of Higher Education and Planning. [online] Available at: <http://www.napo.ae/ohepp/htm/planning.htm> [Accessed 23 Sept, 2009].

O'Sullivan, K. (2014). Teacher, It's not Cheating-It's Cooperation! Academic Dishonesty in the Arabian Gulf. *International Journal of Arts & Sciences, 7*(2), 287-295

O'Sullivan, K. (2018). The Expatriate Manager in a University in the United Arab Emirates: The Dynamics of Workplace Diversity. *International Journal of Innovative Research and Development 7, 1 - 9*

Pajares, M. F. (1992). Teachers' beliefs and educational research: Cleaning up a messy construct. *Review of Educational Research, 62*(3), 307-332.

Patton, M. Q. (2002) *Qualitative evaluation and research methods: Integrating Theory and Practice*, Newbury Park, Calif.; London, Sage.

Pring, R. (2004) *Philosophy of Educational Research*, London, Continuum.

Reporter, S. (2018). *UAE economic challenges to persist in 2018*. GulfNews. [online] Available at: <https://gulfnews.com/business/economy/uae-economic-challenges-to-persist-in-2018-1.2255141> [Accessed 20 July 2018].

Richardson, P. M. (2004). Possible influences of Arabic-Islamic culture on the reflective practices proposed for an education degree at the Higher Colleges of Technology in the United Arab Emirates. *International journal of educational development*, 24(4), 429-436.

Ridgeway, W. G. (2005) *Corruption in Arabia - wasta meets meritocratic appointment practices*. [online] Available at: <http://www.socialaffairsunit.org.uk/blog/archives/000511.php> [Accessed Aug 1st, 2012]

Sharif, T., Upadhyay, D., & Ahmed, E. (2016). Motivational factors influencing teaching (FIT) as a career: An empirical study of the expatriate teachers in the Emirates. *The journal of developing areas*, 50(6), 209-225.

Shulman, L. (1986) Those Who Understand: Knowledge Growth in Teaching *Educational Researcher*, 15, 4-14.

Shulman, L. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard educational review*, 57(1), 1-23.

Small, R. (2006) *Marx and education*, Aldershot, Ashgate

Spencer-Oatey, H., & Stadler, S. (2009). *The global people competency framework: Competencies for effective intercultural interaction*. Centre for Applied Linguistics, University of Warwick.

Stake, R. (2005) Qualitative Case Studies. In Denzin, N. K. & Lincoln, Y. S. (Eds.) *The SAGE handbook of qualitative research*. Thousand Oaks; London, Sage Publications.

Stirrat, R. (2008) Mercenaries, Missionaries and Misfits, Representations of Development Personnel. *Critique of Anthropology*, 28, 406-425.

Suleiman, M. F. (1996) *Preparing Teachers for the Culturally Diverse Classrooms*. Kansas U.S.

Tago, A. H. (2015) Thousands of applicants for Colleges of Excellence. *Arab News* Riyadh.

Tamir, P. (1988) Subject matter and related pedagogical knowledge in teacher education. *Teaching and Teacher Education for Information*, 4, 99-110.

Tissington, L. (2008) A Bronfenbrenner Ecological Perspective on the Transition to Teaching for Alternative Certification. *Journal of instructional psychology*, 35, 106-110.

Tomlinson, H. & Mclean, J. (2009) How Dubai's burst bubble has left behind the last days of Rome. *Timesonline*. London. [online] Available at: http://www.timesonline.co.uk/tol/news/world/middle_east/article6945283.ece [Accessed Dec 6, 2009]

Trembath, J. L. (2016). The professional lives of expatriate academics: construct clarity and implications for expatriate management in higher education. *Journal of Global Mobility*, 4(2), 112-130.

Tschannen-Moran, M., & Hoy, A. W. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and teacher education*, 17(7), 783-805.

Tyree, A. K. (1996) Conceptualising and measuring commitment to high school teaching. *Journal of Educational Research*, 89(5), 295-304.

Unesco (2002) *Technical and vocational education and training for the twenty-first century*. [online] Available at:
<http://unesdoc.unesco.org/images/0012/001260/126050e.pdf> [Accessed Oct 10, 2010]

Urciuoli, B. (1999). Producing multiculturalism in higher education: Who's producing what for whom?. *International journal of qualitative studies in education*, 12(3), 287-298.

Valsiner, J. (1997). *Culture and the development of children's' action: A theory of human development*. John Wiley & Sons.

Warner, D. R. (2018) Education Policy Reform in the UAE: Building Teacher Capacity. *Mohammed Bin Rashid School of Government Policy Brief*

Wilensky, H. L. (1964). The professionalization of everyone?. *American journal of sociology*, 70(2), 137-158.

Woolfolk-Hoy, A., Davis, H., Pape, S. J. (2006) Teacher knowledge and beliefs. in Alexander, P. A., Winne, P.H., (Ed.) *Handbook of educational psychology* 2nd ed. New York Routledge.

Wragg, T. (2002) Interviewing. In Coleman, M. & Briggs, A. R. J. (Eds.) *Research methods in educational leadership and management*. London, Paul Chapman.

Yin, R. (2003) *Case Study Research: Design and Methods* Thousand Oaks: Sage Publications.

Yinger, R., Hendericks-Lee, M. (1993) Working knowledge in teaching. in Day, C., Calderhead, J., Denicolo, P. (Ed.) *Research on teacher thinking: Understanding professional development*. London, Falmer Press.

Appendix A – Visual Illustrations – Views of Teaching and Learning - Children's Learning In Science (Project) (1987)

Views of Teaching and Learning Cartoons

Name:.....

Date:.....

1



A piece of clay is being moulded by the potter.

2



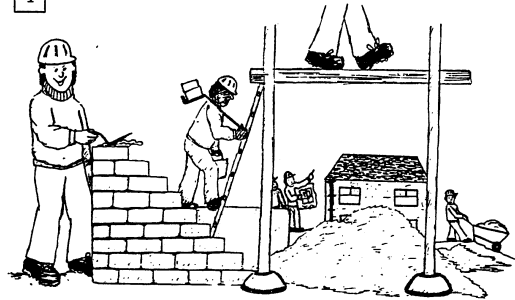
A guide and a traveller are moving through hilly terrain. There are a lot of hills, and one or two are very tall indeed. The view of the landscape changes as they ascend the higher ground.

3



A petrol pump attendant is putting petrol into a car. The driver, who sometimes uses self-service petrol stations, will soon be able to drive away.

4



Many people work on the building site. They are involved in clearing, carrying, building, planning and supervising.

5



A child is throwing stones into a pond, and watching the ripples spread outwards.

6



A gardener, surrounded by a range of garden equipment, is tending some of the different types of plant in the garden. He prefers the garden as it is, but realises that there are many types of garden.

Appendix B – Participant Consent Form

Project title

Working Title: Expatriate Teachers' Beliefs – Working within a UAE Federal Community College

Researcher's name: George Anthony Degazon

Supervisor's name : Gordon Joyes

- I have read the Participant Information Sheet and the nature and purpose of the research project has been explained to me. I understand and agree to take part.
- I understand the purpose of the research project and my involvement in it.
- I understand that I may withdraw from the research project at any stage and that this will not affect my status now or in the future.
- I understand that while information gained during the study may be published, I will not be identified and my personal results will remain confidential.
- I understand that I will be audiotaped / videotaped during the interview.
- I understand that data will be stored on softcopy media
- I understand that I may contact the researcher or supervisor if I require further information about the research, and that I may contact the Research Ethics Coordinator of the School of Education, University of Nottingham, if I wish to make a complaint relating to my involvement in the research.

Signed (Research participant)

Print name

Date

Contact details

Researcher: George Anthony Degazon

Supervisor: *Gordon Joyes* gordon.joyes@nottingham.ac.uk

School of Education Research Ethics Coordinator:
roger.murphy@nottingham.ac.uk

Appendix C – Research Participant Information Sheet

This information sheet is for those who are considering participating in research undertaken by George Anthony Degazon.

Why do this research?

The purpose of the study is to understand the social, cultural and professional influences which affect and shape teachers perspectives engaged in practice. The research is designed to explore and discover the key variables which affect beliefs to inform professional development.

Background

The college is piloting a structured community of practice approach to develop teachers contextual orientated pedagogy. Through this initiative, there is an opportunity to discuss and explore beliefs and perceptions that affect practice. This initiative has emerged over a two years where the department has experimented with action research and mentoring. A college facilitator actively coordinates discussion and where appropriate intervenes to suggest approaches for application and review as a critical friend. In addition, a teaching portfolio is required to be completed by all participants. A journal is a core component to the portfolio and is intended to encourage active reflection which leads to changes in behaviour that ultimately encourages student success. Initial teacher training or teaching qualifications are not a requirement for entry to the XXXXXXXX although experience in some form of teaching, be it commercial training or lecturing is valued. Areas of interest are exploring perspectives on assessment, classroom behaviour and student motivation, lesson planning and curriculum management, organisational administration and student citizenship, growth and development.

The research topic is the following:

Working Title: Expatriate Teachers' Beliefs – Working within a UAE Federal Community College

What are your rights and my responsibilities?

- You can take part in as little or as much of the research as you want to
- You can change your mind about any interviews or meetings at any time
- You can withdraw from the study at any point
- You can ask for any information you have given to be removed from the study and I will do so
- All data will be anonymised before it is used in my thesis or any other public context.
- Your participation in the research is completely voluntary and you are at liberty to withdraw at anytime without prejudice or negative consequences

What will the research involve?

The research will mainly be based around informal Interviews - these may take place one-to-one with me or with your colleagues. I may also use other methods with you (with your agreement) such as video diaries, observations, participating in a survey. The extent of your input and time in this research is for you to determine.

What will the data be used for?

After it has been anonymised (changing names and places so that individual participants cannot be identified) the data will be analysed to help me answer my research questions. It will then be used in my EdD thesis and I may also use it in articles for journals and conferences. So I may quote things that you have said (although you will not be named). I will also provide a report on my findings for participants so that you know what I have found.

Contact details

Should you require further information please contact.

Researcher: George Anthony Degazon email : tony.degazon@XXXXX

Supervisor: Gordon Joyes email: gordon.joyes@nottingham.ac.uk

Should you wish to register a complaint on ethical grounds regarding this research please contact:

School of Education Research Ethics Coordinator: roger.murphy@nottingham.ac.uk

Appendix D – Key Categories , Codes and Statements

RQ1 – Interview Question – What is teaching?

What is teaching?	Aeq	Beq	Cep	Dan	Ebn	Fmn	Gcn	Hen	Kin	Lin
Holistic Learning and Development										
RQ1 share knowledge	0	0	0	0	0	1	0	0	0	0
RQ1 create learning environment	1	0	0	0	0	0	0	1	0	0
RQ1 benefit other students	0	1	0	0	0	1	0	0	0	0
RQ1 learn something new	0	1	0	0	0	0	0	1	0	0
RQ1 challenge students	0	1	0	0	0	0	0	0	0	0
RQ1 helping to learn	1	0	1	0	1	0	0	0	0	0
Transmitting Information										
RQ1 communicate an idea	0	1	0	1	0	0	1	0	0	0
RQ1 transmitting an idea	0	0	0	0	0	0	1	1	1	1
RQ1 learn information	0	0	0	0	0	0	0	1	0	0
RQ1 teaching important information	0	0	0	0	0	0	1	0	0	0

RQ1 Key Categories	EFL Teacher	Subject Teacher	%	Statements
Holistic Learning and Development	3	3	55	11
Transmitting Information	1	5	45	9

RQ1 Key Category Holistic Learning and Development

Aeq: you can't teach you just provide the situation and the circumstance in which the students can learn
 Beq: if students can pick up on one or two or hopefully more things that I feel that I've achieved my goal,
 Beq: want the students to challenge me, so I figure if they don't challenge me and I they don't ask questions then I haven't been teaching
 Cep: teaching is really helping people learn
 Ebn: helping somebody to learn
 Fmn: I am more than happy to share my knowledge with anyone
 Hen: I prefer learning because I believe the students have to learn the information or understand the information
 Hen: learning is best achieved when you produce the right conditions and atmosphere

RQ1 Key Category Transmitting Information

Hen: Teaching is standing there transmitting,
 Gcn: getting across to the person you are trying to teach
 Lin: Transferring knowledge
 Kin: Knowledge transfer

RQ2 – Interview Question – Is teaching a talent that you are born with?

Is teaching a talent that you are born with?	Aeq	Beq	Ceq	Dan	Ebn	Fmn	Gcn	Hen	Kin	Lin
Innate Ability										
RQ2 teaching is a skill	0	0	0	0	0	0	0	1	1	0
RQ2 natural instinct required	1	0	0	0	0	0	1	0	0	0
RQ2 born to teach	0	0	0	0	0	1	0	1	0	0
RQ2 teachers talented but can grow	0	0	1	0	0	0	0	0	0	0
RQ2 talent exceeds training	0	0	0	0	1	0	0	0	0	0
Nurtured and Developed										
RQ2 grow to be a teacher	0	0	0	1	0	1	0	0	0	0
RQ2 talent needs to be developed	0	0	0	0	0	0	1	0	0	0
RQ2 grown through working with talented people	0	0	0	0	0	0	0	0	1	0
RQ2 grow through professional development	0	0	0	1	0	0	0	0	0	0
RQ2 balance between nature and nature	0	0	0	0	0	0	0	0	0	1
RQ2 develop a talent	0	1	0	0	0	0	0	0	0	0

RQ2 Key Categories	EFL Teacher	Subject Teacher	%	Statements
Innate Ability	2	5	53	8
Nurtured and Developed	1	5	47	7

RQ2 Key Category Innate Ability

Aeq: You can be taught to teach but it doesn't mean you have any flare or any natural instinct

Beq: good communicators and develop the talent

Ceq: some teachers who are clearly have an excellent aptitude towards ... become a good teacher through practice

Ebn: some people have is some certain talents that play very well into teaching and think some people really do have something that goes beyond what you can reach in training

Fmn: born to teach

Gcn: people must have the knack of being able to teach just as they have a knack to play football

RQ2 Key Category Innate Ability

Beq: it's a talent for those who want to get into the field they can certainly learn to be good communicators and develop the talent

Dan: I need to have growth in different areas, to become a good teacher

Gcn: anybody has got talent whether it's football or teaching or whatever but it's developed it has to be developed

Hen: you can improve and (by) doing,

Kin: I can say that you need skills to the teacher in addition to the degree qualification, you need to skills for the ability to approach people this is the teaching..

Lin: a combination of the knowledge and parent, but sometimes you can say it's an art as well

RQ3 – Interview Question – What is the purpose of education?

What is the purpose of education?	Aeq	Beq	Cep	Dan	Ebn	Fmn	Gcn	Hen	Kin	Lin
Life Long Learning										
RQ3 personal growth	1	1	1	0	1	0	0	0	0	0
RQ3 life long learning	0	0	1	0	1	0	0	1	0	0
RQ3 critical thinking and lifelong learning	1	1	0	0	0	0	0	0	0	0
RQ3 better all round student	0	0	1	0	1	0	1	0	0	0
RQ3 developing empathy	0	1	0	0	0	0	0	0	0	0
RQ3 personal life skills	0	0	1	0	0	0	0	0	0	0
Vocational Skills										
RQ3 providing valuable vocational skills	0	0	0	1	0	0	0	1	0	0
RQ3 develop a foundation of knowledge	0	0	0	0	0	1	0	1	0	0
RQ3 fundamental knowledge for life	0	0	0	0	0	0	0	1	0	0
Society										
RQ3 what makes us human	0	0	0	0	0	0	0	0	1	0
RQ3 support society	0	0	0	0	0	0	0	0	0	1
RQ3 religious duty to educate and grow	0	0	0	0	1	0	0	0	0	0

RQ3 Key Categories	EFL Teacher	Subject Teacher	%	Statements
Life Long Learning	3	3	64	14
Vocational Skills	0	3	22	5
Society Development	0	3	14	3

RQ3 Key Category Life Long Learning
Beq: just to grow, to grow, and I'm getting very general just to enlighten oneself
Aeq: to help people grow
Ceq: process of learning I think, the self-awareness that students get
Ebn: educate and grow

RQ3 Key Category Vocational Skills
Dan working skills to go out in their country and to work,
Fmn build a foundation for students,
Hen setting the foundation
Hen The basic fundamentals of the subject is strong to build them with the right foundations
Hen Raising the standard and knowledge of people to an acceptable level, give them the right tools to succeed in life”

RQ3 Key Category Society Development
Ebn: we live within a Muslim country is also part of the religious duties to seek knowledge is one of the commandments in the Koran, it is part of that
Kin: education, it is the thing that recognises that distinguishes people from other animals on this planet no robots were no animals are studying, human beings are involved in education and studying things
Lin: fulfil the needs of society, ..my own education same the line

RQ4 – Interview Question - What knowledge is necessary for effective teaching?

What knowledge is necessary for effective teaching?	Aeq	Beq	Cep	Dan	Ebn	Fmn	Gcn	Hen	Kin	Lin
Teaching and Learning Knowledge										
RQ4 pedagogical knowledge	0	0	1	0	0	0	0	1	0	0
RQ4 making the subject relevant	0	0	0	0	1	0	0	0	0	0
RQ4 knowing how to deliver material	0	0	0	0	0	0	0	0	0	1
RQ4 involving students in the classroom	0	0	0	0	0	0	0	0	1	0
RQ4 developing practical skills	0	0	0	0	0	0	0	0	0	1
RQ4 understanding the learning process	0	0	1	1	0	0	0	0	0	0
RQ4 knowledge of end goal	1	0	0	0	0	0	0	0	0	0
Understanding Students										
RQ4 what motivates them	0	0	0	0	0	0	0	1	0	0
RQ4 relating to students	0	0	0	0	1	0	0	0	0	0
RQ4 personality and background	0	0	0	0	0	0	1	0	0	0
RQ4 knowledge of students	1	0	1	0	0	0	0	0	1	0
RQ4 understanding people	0	1	0	0	0	0	0	0	0	0
RQ4 culture of the place	0	0	0	0	0	1	0	0	0	0
RQ4 social factor	0	0	0	0	0	0	0	1	0	0
Subject Knowledge										
RQ4 knowledge of the subject	1	0	0	0	1	1	0	1	0	1

RQ4 Key Categories	EFL Teacher	Subject Teacher	%	Statements
Teaching and Learning Knowledge	2	5	45	10
Understanding Students	3	5	41	9
Subject Knowledge	1	4	23	5

RQ4 Key Category Teaching and Learning Knowledge

Aeq: knowledge of the subject, knowledge of the students and knowledge of the end goal as well
 Ceq: understand that the learning process
 Ebn: relate that subject to their experience
 Hen: need knowledge on teaching techniques and methodology
 Kin: because when you are able to approach them (students) successfully
 Lin: very important a curiosity in delivering the material is also very important

RQ4 Key Category Understanding Students

Aeq: knowledge of the students and knowledge of the end goal
 Ebn: psychology really in the end understanding the students and how you
 Gcn: personality and their background
 Hen: know how to read your students, know where they are going, know what they want, know what attracts them to information, to know what the best method of giving them that information

RQ4 Key Category Knowledge of the subject

Aeq: knowledge of the subject, knowledge of the students and knowledge of the end goal as well
 Hen: need good knowledge of the subject
 Ebn: subject related knowledge I think the teacher understands the subject at a level that is probably deeper
 Lin: knowledge base must exist

RQ5 – Interview Question – Describe you own philosophy of teaching?

Describe your own philosophy of teaching?	Aeq	Beq	Ceq	Dan	Ebn	Fmn	Gcn	Hen	Kin	Lin
Support Student Learning										
RQ5 life skills	0	0	0	0	0	1	0	0	0	0
RQ5 build independent learning	0	0	0	0	0	0	1	0	0	0
RQ5 supporting self development	0	0	0	0	0	0	0	0	1	0
RQ5 focus on the process of learning	0	0	1	0	0	0	0	0	0	0
RQ5 discover students talents	1	0	0	0	0	0	0	0	0	0
RQ5 encourage student self awareness	0	0	1	0	0	0	0	0	0	0
RQ5 develop learning environment	1	0	0	0	0	0	0	0	0	0
Subject Knowledge and Information										
RQ5 firm subject foundation	0	0	0	0	0	0	0	1	0	0
RQ5 practical teaching	0	0	0	0	0	0	0	0	0	1
RQ5 getting across information	0	0	0	0	0	0	1	0	0	0
RQ5 develop deeper understanding	0	0	0	1	0	0	0	0	0	0
Student Relationships										
RQ5 empathy with students	0	1	0	0	0	0	0	0	0	0
RQ5 tough yet gentle	0	0	0	0	1	0	0	0	0	0
RQ5 challenge students	0	0	0	0	1	0	0	0	0	0
RQ5 build rapport	0	0	0	0	0	0	1	0	0	0

RQ5 Key Categories	EFL Teacher	Subject Teacher	%	Statements
Support Student Learning	2	3	47	7
Subject Knowledge and Information	0	4	27	4
Student Relationships	1	2	27	4

RQ5 Key Category Support Student Learning
<p>Aeq: Discover student talents, discover students abilities, discover students weaknesses and provide a learning environment where they can grow</p> <p>Ceq: process of learning stands out</p> <p>Fmn: skills its life its everything related to life</p> <p>Gcn: if you don't even know the answer just to go and find the answer to that question</p> <p>Kin: you are a supporter who can help them to reach to the point that you want them to reach</p>

RQ5 Key Category Subject Knowledge and Information
<p>Dan: to grow and develop deeper understanding</p> <p>Gcn: to understand what I'm trying to get across to them</p> <p>Hen: to grasp the basic fundamentals of the subject in strong to build them with the right foundations</p> <p>Lin: skill oriented rather than theoretical teaching or behaviour</p>

RQ5 Key Category Student Relationships
<p>Beq: Caring, compassion, sensitivity those are my underpinnings of my philosophy</p> <p>Ceq: students get about themselves enables them makes them enablers of language learning the better they know themselves, the more improvements</p> <p>Ebn: the need to push my students if I don't push them</p> <p>Gcn: need to build rapport</p>

RQ6 – Interview Question – If you could design your own teacher education program what elements would you include?

If you could design your own teacher education program what elements would you include?	Aeq	Beq	Cep	Dan	Ebn	Fmn	Gcn	Hcn	Kin	Lin
Teaching Practice										
RQ6 developing assessment	0	0	0	0	0	0	0	0	1	0
RQ6 dealing with plagiarism	0	0	0	0	0	0	0	0	1	0
RQ6 classroom management	1	0	0	0	0	0	0	0	0	0
RQ6 working outside of the curriculum	0	0	1	0	0	0	0	0	0	0
RQ6 stating a practical setup of a program	0	0	0	0	0	0	0	0	1	0
RQ6 deep subject knowledge	0	0	0	1	0	0	0	0	0	0
RQ6 training to transmit information	0	0	0	0	0	0	0	0	0	1
RQ6 seeking development in technology	0	0	0	0	0	0	0	1	0	0
RQ6 new technology	0	0	0	0	0	0	0	1	0	0
RQ6 learn to teach to needs	0	0	1	0	0	0	0	0	0	0
Personal Skills										
RQ6 strong communication component	0	1	0	0	0	0	0	0	0	0
RQ6 emotional psychology	0	0	0	0	0	1	0	0	0	0
RQ6 dedicated to teach	0	0	0	0	0	0	1	0	0	0
RQ6 spontaneity	0	0	1	0	0	0	0	0	0	0
Cultural Intelligence										
RQ6 intercultural training	0	1	0	0	0	0	0	0	0	0
RQ6 cultural knowledge of students	0	1	0	0	0	0	0	1	0	0
RQ6 cultural element	0	1	0	0	0	0	0	1	0	0
Sharing Practice										
RQ6 sharing good practice	0	0	0	0	0	0	0	0	1	0
RQ6 learn from each other	0	0	0	0	1	0	0	0	0	0
RQ6 follow best practice	0	0	0	0	1	0	0	0	0	0

RQ6 Key Categories	EFL Teacher	Subject Teacher	%	Statements
Teaching Practice	2	4	48	10
Personal Skills	2	2	19	4
Cultural Intelligence	1	1	19	4
Sharing Practice	0	2	14	3

RQ6 Key Category Teaching Practice

Aeq: classroom management, a lot of the time

Ceq: working outside of the curriculum and with the people that I'm dealing with, this is the man or woman this is a student or a class, but when they say this is what we would like to do you should be able to provide them

Dan: to grow and develop deeper understanding and professional development in his content area

Fmn: new technology, e-learning, get there learn this software

Fmn: but he has updated himself or herself with new technology

Kin: called a diagnostic program, to find out their levels first and filter them, actually I have gained this from the training that I have

Kin: building a successful assessment

Kin: the plagiarism, which

Lin: It's the transmission of information

RQ6 Key Category Personal Skills

Beq: strong communicative component

Ceq: teacher has to do is teach spontaneously

Ceq: ability to respond to a classroom and pick up where they are

Gcn: dedicated you have to be dedicated as you can to get across what you want to teach them and don't get bored with it

Gcn: it is better if there is an official route where teachers can go to and gain a teacher qualification

Hen: psychology, I would include some what we call emotional sociology,

RQ6 Key Category Cultural Intelligence

Beq: strong cultural

Beq: intercultural communication training

Beq: good cultural knowledge of the students

Hen: if you are teaching in the UK and you are teaching here, there is a different mentality, you have to look at that that's important

RQ6 Key Category Sharing Practice

Ebn: accumulated knowledge out there in terms of best practice

Ebn: it's almost like the psychologist had to go before they start receiving patients in clinics they had to go through a therapy themselves serving teachers

Kin: Its all of them, its knowledge sharing

RQ7 – Interview Question – Which teaching metaphor do you identify with and why?

Which teaching metaphor do you identify with and why?	Aeq	Beq	Cep	Dan	Ebn	Finn	Gcn	Hen	Kin	Lin
Facilitating Student Learning										
RQ7 guiding students	0	0	1	0	0	0	0	0	1	0
RQ7 guiding independent learning	0	0	0	0	1	0	0	0	0	0
RQ7 changing student lives	0	0	0	0	0	0	0	0	1	0
RQ7 developing signposts for learning	0	0	1	0	0	0	1	0	0	0
Appreciating Differences										
RQ7 cultural differences	1	1	0	0	0	0	0	0	0	0
RQ7 collective wellbeing	0	1	0	0	0	0	0	0	0	0
RQ7 appreciate differences in students	1	1	0	0	0	0	0	0	0	0
Student Centered										
RQ7 student centered	0	0	0	0	0	0	0	1	0	0
RQ7 project based learning	0	0	0	0	0	1	0	1	0	0
RQ7 teamwork	0	0	0	0	0	0	0	1	0	0
RQ7 collaborative learning	0	0	0	0	0	0	0	1	0	0
Vocational Skills										
RQ7 teaching vocational skills	0	0	0	1	0	0	0	1	0	0
RQ7 developing practical skills	0	0	0	1	0	0	0	1	0	0
Setting Expectations										
RQ7 challenging students	0	0	0	0	1	0	0	0	0	1
RQ7 achieving high levels of performance	0	0	0	0	0	0	0	0	1	0

RQ7 Key Categories	EFL Teacher	Subject Teacher	%	Statements
Facilitating Student Learning	1	3	25	6
Appreciating Differences	2	0	21	5
Student Centered	0	2	17	4
Vocational Skills	0	2	17	4
Setting Expectations	0	3	13	3

RQ7 Key Category Facilitating Student Learning

Ceq: learning a second language to leave here who were Arabic speaking students they really don't have much of a map

Ceq: nothing that makes learning English easy for them, it's not intuitive in a way that is designed with the lack of any kind of signposts to really help them, there is no clear marked trail they need somebody to take them through their past

Ebn: ultimately responsible whether they take the advice or not

Gcn: also teaches gives an indication of the sequence of events and it also gives an indication of the elements that are involved.

Kin: student instead helping them to move and just get them to make a step towards this point make it easy

RQ7 Key Category Appreciating Differences

Aeq: different types of learning styles

Aeq: different types of students we have in the classroom about one's quiet ones

Beq: for Arabic students in the general they are very different from the Asian students

Beq: so, right off the bat number six everyone is different and everyone has different needs and wants

Beq: caretaker and somebody who ensures that in order for the garden as a collective whole ensure it grown

RQ7 Key Category Student Centred

Fmn in fact I am using something similar to this with students, like a team work, its student centred so basically especially when it comes to projects this is one of my main courses in the college

Fmn will have one task and erm lets say after some time we come altogether and we try and see how we can integrated the finished task for each student together so basically the end result is a complete project

Fmn. So its teamwork.

Hen learning by doing, Learning by doing just practicality especially in engineering where is experimenting seeing

RQ7 Key Category Vocational Skills

Dan: ideally when they leave our program they should be ready to go into the world of professional aircraft mechanic,

Dan: technical knowledge that they can do the job with some hands on skills, which they also develop as they go working before they get their licence

Hen: learning by doing,

Hen: earning by doing just practicality especially in engineering where is experimenting seeing

RQ7 Key Category Setting Expectations

Ebn: it's important that they go through the difficulty of the terrain

Ebn: for me if you think in terms of energy a lot of what we do is really changing the guys

Kin: the difference in the students way of thinking but we don't feel it sometimes we think we are doing our job as a teachers but we make difference in a student's life

Kin: student progress moving from level to level and we just compare it to the level of difficulty that they might face when they come to the higher level or much advanced programmed, when they chose it themselves

Lin: difficulties in that but the achievement is

SQ1 – Interview Question – How would you describe students approach to education?

How would you describe students approach to education?	Aeq	Beq	Cep	Dan	Ebn	Fmn	Gcn	Hen	Kin	Lin
Group Learning Culture	0	0	0	0	0	0	0	0	0	0
SQ1 collective support - helping each other	1	0	0	0	0	0	0	0	1	1
SQ1 collective affecting motivation	0	0	0	0	1	0	0	0	1	0
SQ1 not individual but collective	0	0	0	0	1	0	0	0	0	0
SQ1 enjoy working in groups	0	0	0	0	0	0	0	0	1	0
SQ1 want to group learn	1	0	1	0	1	0	1	1	0	1
SQ1 Bedouin tradition of group support	0	0	0	0	0	0	0	1	0	0
SQ1 allow them to teach each other	0	0	0	0	0	0	0	1	0	0
SQ1 choose groups themselves	0	0	0	0	0	0	0	0	0	1
SQ1 group dynamics can change	0	0	0	0	1	0	0	0	0	0
SQ1 group power	0	0	0	0	0	1	0	0	0	0
Emirati Student Learning Motivation										
SQ1 students only interested in the qualification	0	1	0	0	0	1	1	1	0	0
SQ1 lacking motivation	1	0	1	0	0	0	0	1	1	0
SQ1 don't appreciate learning	0	0	0	0	1	0	0	0	0	1
SQ1 gender difference in attitude	0	1	0	0	0	0	0	0	0	0
SQ1 not use to learning	1	0	0	1	0	0	0	0	0	0
SQ1 standard of students dropping	0	0	0	0	0	0	0	1	0	0
SQ1 learning process not knowledge	0	0	0	0	1	0	0	0	0	0
SQ1 older students better in attitude	0	0	1	0	0	0	0	0	0	0
SQ1 challenging to develop independent learning	0	0	1	0	0	0	0	0	0	0

Class Discipline										
SQ1 classroom control	0	0	0	0	0	1	0	0	0	0
SQ1 behavioral issues	0	1	0	0	0	0	0	0	0	0
SQ1 differentiate between class and out of class	0	0	0	0	0	1	0	0	0	0
SQ1 students have a great sense of humor	1	0	0	0	0	0	0	0	0	0
SQ1 face...don't expose weakness to others	0	0	0	0	0	0	0	1	0	0
SQ1 emotional not rational	0	0	0	0	0	0	0	1	0	0
SQ1 culture of saying hi to everyone	0	0	0	0	0	0	0	0	0	1
SQ1 no classroom etiquette	0	0	0	0	0	0	0	0	0	1
SQ1 developing strategies to adapt	0	0	0	0	0	0	1	0	0	0
SQ1 all unique individuals	0	0	0	0	1	0	0	0	0	0
SQ1 weak students over needy	1	0	0	0	0	0	0	0	0	0
SQ1 refused to take test	0	0	0	0	1	0	0	0	0	0

Secondary High School Issues										
SQ1 low expectations at high school	1	0	0	0	0	0	1	0	0	0
SQ1 no connection : school and university	0	0	0	0	0	1	0	0	0	0
SQ1 secondary schools condition students	0	1	0	0	0	0	0	0	0	0
SQ1 no role models from their secondary school	0	1	0	0	0	0	0	0	0	0
SQ1 secondary school issue bad habits	0	0	0	0	0	0	0	0	0	1
Afternoon Students										
SQ1 attitude change with older students	1	0	0	0	0	0	0	0	0	0
SQ1 afternoon guys come to class tired	0	1	0	0	0	0	0	0	0	0
SQ1 difference between students (afternoon and	0	1	0	0	0	0	0	0	0	0
SQ1 Afternoon guys an achievement	0	1	0	0	0	0	0	0	0	0
Arab Personality and Emotion										
SQ1 very social interaction	0	0	0	1	0	0	0	0	0	0
SQ1 issues of discipline and dealing with problem	0	0	1	0	0	0	0	0	0	0
SQ1 emotion and relationship	0	0	0	0	0	0	0	0	0	1
SQ1 dealing with conflict and problems relationships	0	0	0	0	1	0	0	0	0	0
SQ1 Arabs emotional beings	0	0	0	0	0	0	0	1	0	0
SQ1 adolescent issues authority	0	0	1	0	0	0	0	0	0	0
SQ1 adolescent issues	0	0	1	0	0	0	0	0	0	0

SQ1 Key Categories	EFL Teacher	Subject Teacher	%	Statements
Group Learning Culture	2	6	32	18
Emiratis Student Learning Motivation	3	7	30	17
Class Discipline	2	5	19	11
Secondary High School Issues	2	3	11	6
Afternoon Students	2	0	7	4
Arab Personality and Emotion	0	1	2	1

SQ1 Key Category Group Learning Culture

Aeq: Brilliant when they working groups they always supported other

Aeq: the idea that everybody is working together in a classroom, you've got students who are more capable than others in certain areas so you put stronger students with weaker students and they help each other, in this society that works anyway, a classroom is a...., they're all helping each other and/or working together as a tribe, I don't know how that will work next year and are not necessarily in a class but erm.

Ebn: class behaviour the group behaviour that has to be taken into consideration you remember I guess a year ago we had some groups that were difficult this semester it's been much easier I have got really nice groups it was a lot of fun,

Ebn: see that in individual students but not in the groups, so there is a problem there, that sometimes shows off, what I call the Egyptian paradigm, if you have a students who somehow showing good work or participating in class that is frowned other students make fun of it because they see it as someone who is being egotistic,

Ebn: group depending on who the leaders of the group that becomes a problem I think there is an issue that their way of see education and the way they see objectives here and that really is a problem to motivate them

Ebn: for example how about have the equivalent of the house system that you have in some schools so now you are doing well is benefitting a larger group you know what you mean, something like that, it's not simple but I think it can be done, if we attach the benefits of everyone else we get out of this"

Fmn: don't think they have any influence, okay they have the right to go and for example complain, to the supervisor or chair or whatever but I don't think they have any influence, however if you look at it this way they might be some big issue which is why the whole group went there, but I don't think there is

Gcn: one thing that the standout we've have got this family culture where you might easily in your class get one bright person or one hard-working person and if you're not careful, take class assignments for example or class questions and allow them to do outside of class that the one person will do them and everybody else copies them

Gcn: someone worked hard they wouldn't want to share that information with the other students here they are quite prepared to do, it's very rare that you get a student, but it does happen it's very rare that you get a student who won't share his ability our his knowledge to help the others through

Hen: think it might be from the survival instinct they have as a Bedouin of the desert where they have got to come together, you would expect that they would help each other a lot in class and that's sometimes makes it difficult when you want to separate them to do tasks

Hen: seem to enjoy working together and helping each other

Hen: I got for example a higher diploma class in Mechatronics come into a Diploma class and each student takes on another student and teaches them just for that class and they found that very beneficial for both of them

Kin: I have this in every class which really puts a lot of pressure, because I have to take care of the other students, here they like working in groups,

Kin: Groups, groups they like very well, sometimes I am asking them purposely I have designed a couple of questions something, this should be done individually, oh miss you told us last time it was a group work, I want you to do it individually I need to look at the level that you are in and I want to find out if you are able to go to be at this level or not, so I explain it to them they like working in a group, in the Al Garabial I engaged two students in one programming project, Ms...I don't want to work with her, she is late, she is lazy, she is going home frequently, left the work I can't do it, maybe the subject itself is more difficult than math this what I have to compare between the two colleges, the quality of the students here and there, so to approach them if you think and encourage them in group work make them busy, make them busy this is the key, the secret for the students here"

Lin: No, my way, I put them together in working groups, I don't allow the selection, I tolerate them, but I don't base the lab organisation on it, so most of my courses arranged to what I see fit for the course, so you choose the people within the groups themselves

Lin: generally they prefer to work together in groups but why, varies between one teacher and another some of them try to hide themselves from being interviewed directly or individually some others will benefit from strong students and some strong students appreciate to help weak students it varies from one student to another.

SQ1 Key Category Group Emiratis Student Learning Motivation

Aeq: think so often we think that they're not interested in anything, they just never thought about it before, what do you think he thinks? ... I wouldn't teach something they weren't interested in, it would be ultimately boring

Aeq: lacking, I think some of them are highly motivated and they seem to be the ones that do really really well, and then there are guys who I'm not really sure why they know why they're here, I think they think it's a good idea probably a little bit like when we were at school,

Aeq: think I may come to us it's a bit of a shock and I think they also get a shock that we are actually interested in them learning and interested in them as people and they realise after that a while".

Beq: There are some that are not concerned so much about the process they just want the certificate, but after in my way, not that I am completely adept at it, I have kind of tried to coax them into learning and trying to understand that,

Beq: Yes, but not only here but in other,

Ceq: really have the impression that students were a little bit more earnest than adopted, perhaps a more I want to learn attitude, I am here really to learn, they would have fun and maybe have a few disciplinary problems unless I see things through tinted glasses, I don't remember, I won't call it disdain, rather a lack of drive or personal motivation to work here, we are going to make something of ourselves, I can see it in some of the projects there is no love there, I can see students come in late and I can say well why is that a problem, students don't come to class and the answer is "well I am busy there was work to do" and you think wait a minute where are your priorities are they here or are they somewhere else,

Ceq: they weren't necessary better academically but I think they were better in terms of their attitude"

Ceq: one of the aspects which is the most challenging is getting the students to accept the responsibility of their own learning and a lot of activities are designed to initiate them and let them go on to work on my row and whether they have any problems or questions, then they come back and ask for the teacher to intervene

Ebn: let's call it a classroom culture not to confuse with general cultural side of it, I notice very often perhaps most students don't appreciate learning,

Ebn: it is give them the procedure or the steps of any, it's not learning about a topic its learning about a process and they like to work and then in the repeating in the exam and then forgetting it, learning is not like that we know and independent learning in my mind is when you are actually independent when you are throwing yourself in the darkness what can you learn you have to figure it out for yourself and it's hard for the guys

Fmn: there are a few that came to the college just to get the certificate

Gcn: some of them want to learn others just want to get a qualification, whatever it is, diploma of some sort to go out into industry because they guaranteed a certain income

Gcn: majority of them do actually want to learn which is a good sign, but I think, I don't think as far as I can ascertain is enough being done to their secondary school to prepare them for this"

Hen: In my judgement I think that the general standard of students in the last few years has been going down, so I give you an example, I think that the Higher Diploma students today are the same standard of the Diploma students of about seven or eight years ago

Hen: I interact with a lot of students, I ran sport her for ten years, I ran the football team for eight, nine years and I did like eight, ten sports day I have always had this interaction with students, I meet a lot of my students and students from my past outside, you know, I have a good social network with them, they tell me a lot of things, a lot of students want a piece of paper and I don't need to say it, there are a percentage who want to gain knowledge and want them to do well for themselves, you know I would say about 20% there is another 30% which I would say also have an interest in the subject but I would say there is a good number that is basically want to get a piece of paper that want to improve their status at work"

Hen: but I think a lot of people's attitude at least 50% say that we just want that piece of paper"

Kin: some of them are motivated already to be honest, accept for a new things, some of them really challengeable I have to stand on their desk every class if they did the classwork or are they busy with their blackberries

Lin: Here in this country, I can classify them into three categories actually, some of our students are coming here they know why they are coming here exactly, and they are coming to learn, practice and learn the skills, some other are here they find it an opportunity for them with their employer, like police or army and they find it an opportunity to relax for a while and some of them they don't know why they are here but these are the minority, I have in every class one out of twenty who doesn't know why he is here , or suddenly discovers that he doesn't like this field for all of a sudden, you don't know why or how"

SQ1 Key Category Students only interested in the qualification

Beq: There are some that are not concerned so much about the process they just want the certificate'

Fmn: There are a few that came to the college just to get the certificate'

Gcn: Some of them want to learn others just want to get a qualification, whatever it is, diploma of some sort to go out into industry because they guaranteed a certain income

Hen: I meet a lot of my students and students from my past outside, you know, I have a good social network with them, they tell me a lot of things, a lot of students want a piece of paper.....but I would say there is a good number that is basically want to get a piece of paper that want to improve their status at work'

SQ1 Key Category Lacking motivation

Aeq Lacking, I think some of them are highly motivated and they seem to be the ones that do really really well, and then there are guys who I'm not really sure why they know why they're here, I think they think it's a good idea probably a little bit like when we were at school,

Ceq I won't call it disdain, rather a lack of drive or personal motivation to work here, we are going to make something of ourselves, I can see it in some of the projects there is no love there

Hen I don't need to say it, there are a percentage who want to gain knowledge and want them to do well for themselves, you know I would say about 20% there is another 30% which I would say also have an interest in the subject but I would say there is a good number that is basically want to get a piece of paper that want to improve their status at work

Kin some of them are motivated already to be honest, accept for a new things, some of them really challengeable I have to stand on their desk every class if they did the classwork or are they busy with their blackberries

SQ1 Key Category Group Learning Culture

Aeq: you see them round the halls and realise their attitude to education is different from when they came into foundations

Beq: predominately afternoon guys, and I think that's a little bit different to become to the class tired,

Beq: getting something out of those guys, is a major achievement for me

Beq: vast difference students are alert and it's very easy to get the point across,

SQ1 Key Category High School Issues

Aeq: everyone University everyone goes to college and pick something you like and you do it, erm I think that the whole experience of education is probably very different and not what we experienced generally in western high schools so if they being hit at an early age by what we have been hit with, if they had been hit at an early age with interesting classes and things they might have changed their, but I think they come here expecting foundations what, what they got in high school there they are expecting a rote learning, they are expecting....

Beq: from a cultural perspective I know nothing of their high schools here but I understand a lot of their idea of academic stems from,

Beq: I think they have not been exposed enough earlier on to the kind of academia that they need to be exposed to believe that is changing and so, I have just it again, particularly this last semester, I guess they cultural/academia how it fits into their culture

Fmn: basically students need to differentiate when they are in a class and when they're out of class some students think that going to the class and for example starting talking with each other, they forget that they are now, this is the classroom this is teaching, to me this is a bit related to their culture, they still not yet differentiate the difference between their behaviour outside the classroom and inside the classroom, so we need to always remind them that now that this is a classroom, so basically it's a matter of talking to a small, small kids

Gcn: majority of them do actually want to learn which is a good sign, but I think, I don't think as far as I can ascertain is enough being done to their secondary school to prepare them for this"

Lin: "frankly no, I feel that their secondary education is not as good as we need, we need to put the foundation year as our base perhaps the current situation we cannot do it, but let's keep it in mind for the future"

SQ1 Key Category Group Afternoon Students

Aeq: you see them round the halls and realise their attitude to education is different from when they came into foundations

Beq: predominately afternoon guys, and I think that's a little bit different to become to the class tired,

Beq: getting something out of those guys, is a major achievement for me

Beq: vast difference students are alert and it's very easy to get the point across,

SQ1 Key Category Arab Personality and Emotion

Dan: the personal relationship their interaction they are very social to begin with that's never been an issue or problem it's just the discipline and teaching.

SQ2 – Interview Question – What Emirati cultural cues do teachers need to understand?

What Emirati cultural cues do teachers need to understand?	Aeq	Beq	Cep	Dan	Ebn	Fmn	Gcn	Hen	Kin	Lin
Plagiarism and Cheating										
SQ2 plagiarism not wrong but helping	0	1	1	0	0	0	1	0	1	0
SQ2 exam invigilation issues	0	0	0	0	0	0	0	0	0	1
SQ2 plagiarism focus	0	1	0	1	0	0	0	0	0	0
SQ2 dealing with cheating incidents	0	0	0	0	0	0	0	0	1	0
Acknowledge Student Culture										
SQ2 delve into background to understand	0	1	0	0	0	0	0	0	0	0
SQ2 importance of understanding student culture	0	0	0	1	0	0	1	0	0	0
SQ2 adapt to the immediate environment	0	0	0	0	0	0	0	1	0	0
Independent Learning Activities										
SQ2 keep reinforcing material	1	0	0	0	0	0	0	0	0	0
SQ2 teacher considers it a learning process	0	1	0	0	0	0	0	0	0	0
SQ2 focus on independent learning	1	0	0	0	0	0	0	0	0	0

SQ2 Key Categories	EFL Teacher	Subject Teacher	%	Statements
Plagiarism and Cheating	2	4	60	9
Acknowledge Student Culture	1	3	27	4
Independent Learning Activities	2	0	13	2

SQ2 Key Category Plagiarism and Cheating

Beq: really dealt with the plagiarism issue, I really dealt with this semester and nipped it in the bud, returned stuff but I think again, someone said it her best that issues of originality and I think that stems from them and their prior academic experience, I don't know if I, maybe I am taking a very liberal approach, I don't really blame them for that because I think they have been exposed to that and in some cultures, it may have been when I was in Indonesia they think its honourable

Beq: I think the plagiarism 1 to early, I just told students directly that it has to be in your own words, I can help you to paraphrase, I can say the plagiarism issue affected me emotionally, but I don't have it and in the end they rewrote it and I was pleased, going back to..... I was insistent on SafeA sign so that all my students had them printout the report and attach it, and the benchmark , one of the team leaders said last semester 20% and that of my guys, yes try for 20 even better go for 10, the tactic I said that I will reward those who write in their own words, if I know it's your own words I will reward you and that means more to me, they might be grammar yes will do with the grammar but it's more important, As regards Safeassign I said in a nice way,

Ceq: what we call cheating but what they call collaboration and that's part of our role because it's not been done in primary and secondary schools where I understand, I am not speaking from experience, but students have told me that cheating is absolutely standard behaviour, its socially acceptable its part of the process, in coming here our institutional position is that you can't cheat well that's very hard for them to make that adjustment especially in year 1 so you can expect to have a few challenges there"

Gcn: one thing that the standout we've have got this family culture where you might easily in your class get one bright person or one hard-working person and if you're not careful, take class assignments for example or class questions and allow them to do outside of class that the one person will do them and everybody else copies them

Gcn: someone worked hard they wouldn't want to share that information with the other students here they are quite prepared to do, it's very rare that you get a student, but it does happen it's very rare that you get a student who won't share his ability our his knowledge to help the others through

Kin: she was in the last year and the last semester of her bachelor degree and she plagiarised and copied the stuff from one of the internet sites without cited or rephrased it and she has been dismissed, the situation has been mentioned in the news for three days and they reach Sheikh Nayhan they reached her mother who appeals that they need her to graduate and work

Kin: "I was really feeling sad for the students, I don't know what you call it in English but he was not speaking clearly and he was (stammering) in the classroom, this was the first time since I arrived here in the UAE, I faced any cheating incidents even in Al Garabia, the start of the exam I say listen Gentlemen, Ladies...miss we know it we know it, please don't say it again, these things, but inside myself I am crying not to make any of their students loss their futures

Lin: invigilator, what are you talking about, no I am just asking him for a pen, then put your hand up, ..such things, they don't know or don't feel that this is a bad practice"

SQ2 Key Category Acknowledge Student Culture

Beq: if anybody really delve into their back ground where they come from then they would understand how they are,

Gcn: we need to understand everything, and effectively in the way that they conduct themselves, we are in, we are not in our homeland, we are in somebody else's we have to appreciate it and we have to abide by their culture

Hen: it should not affect teaching because the teacher should adapt, ok to the new environment and build a system where he can transmit information in the same manner that he has always being doing it but making sure that they learn it so it's basically it would affect the teacher but as a teacher you need to be smart enough to adapt to the new environment

SQ2 Key Category Independent Learning Activities

Dan: guys learn through sight, physical, hands on, touch see, get them away from the rote learning of words, and I am probably the same way to, let me see you touch it let me take it apart, oh now I know how this relates.

SQ3 – Interview Question – To what extent do students affect your teaching behavior at the college?

To what extent do students affect your teaching behaviour at the college?	Aeq	Beq	Ceq	Dan	Ebn	Fnn	Gcn	Hcn	Kin	Lin
Student Teacher Evaluations										
SQ3 watch what you say	0	1	0	0	0	0	1	0	0	0
SQ3 teacher evaluation pressure	0	1	0	1	0	0	0	0	0	0
SQ3 focused on doing the best job - students	0	1	0	0	0	0	0	0	0	0
SQ3 teacher evaluations affect behaviour	0	0	1	0	0	0	0	0	0	0
SQ3 teach how i teach teacher eval	0	0	1	0	0	0	0	0	0	0
SQ3 teacher evaluations feedback	0	0	0	0	0	0	0	0	0	1
Relevance to Real Life										
SQ3 feedback and interaction	0	0	0	1	0	1	0	1	1	0
SQ3 Religion to Support Teaching	0	0	0	0	1	0	0	0	0	0
Arabic Language										
SQ3 language barrier arabic	0	0	0	0	1	0	0	0	0	0
SQ3 arabic language issue avoid speaking it	0	0	0	0	0	1	0	0	0	0
SQ3 english terminology - student speak arabic	0	0	0	0	0	1	0	0	0	0

SQ3 Key Categories	EFL Teacher	Subject Teacher	%	Statements
Student Teacher Evaluations	2	3	47	7
Relevance to Real Life	0	5	27	4
Arabic Language	0	3	20	3

SQ3 Key Category Student Teacher Evaluations
<p>Beq: not really, because if I do my best and I know I'm doing my best, I think it will all come out in the end, but that's not to say that I don't want to be liked everybody wants to be liked, but I feel that I put my best foot forward and quite often I don't rethink about the evaluations, or when I'm dealing with a student, I don't think about evaluations, really at all, until Mercy sends a message that says they check them</p> <p>Beq: “Nor really, although I was quite strict with a student, now when I say strict I was never yelling, never, I just look you have to get this done, and the student said in a humorous way “ teacher evaluation”, he was laughing but I, some teachers would be upset, but I took it in the context, I knew that he was joking, I had taught last semester, and even after the student evaluations would come out, he was still saying it so I knew it didn't really bother me too much, and already had my mind made up and said to him you got to get this in and he did, so..</p> <p>Ceq: yes, I think it is true to a certain extent I think this is a short window in the course of the academic year and when you know you they are going to have some, they are going to do student evaluations you might want to kind of lighting up a little bit, do not drive them so hard or be so demanding</p> <p>Ceq: really like you as a teacher I know you're doing the right thing, what they say in the evaluations at some point in time, whether they're happy or having an argument or a disagreement, that can change something, but at the end of the day the way I teach and what I teach and how I teach it isn't affected by that in the long run</p>

because I get feedback from the other end even if it's not written down somewhere that I'm doing a pretty good job

Gcn: rely on student feedback, I relied on it in the past and helped me in rectifying some behaviour in the class, I think it is very important sometimes I feel that the students don't know how to answer , sometimes there are questions they don't know the answer so they throw in something but it's ok the general outcome behind the student evaluation for the teacher is important, it helps out the teachers, please be honest just say how do you feel exactly, because I need to use it

SQ3 Key Category Relevance to Real Life

Dan: I could walk in and say that is your problem you have poor planning and you should have thought ahead but at the same time what am I going to accomplish in that hour?

Fmn: always focus on hands-on and I know what the market needs to basically I try to convey or try to focus on the skills so when they go after their graduation they don't outside they have all the skills to get them up and running, so basically most of the students they value, especially when they come to our college because of the good reputation

Hen: relevance, I think a lot of our courses are relevant to industry, even though there is something that needs to be tuned, fine-tuned in conjunction with industry, ok but in general there is relevance but I think a lot of people's attitude at least 50% say that we just want that piece of paper

Ebn: so if there is an issue in us recently there was a student said something mean to another student very racist nature and I stopped the class and dealt with it by using in with religion clearly the religion says it cannot be racist is only God knows who is best at whatever he can't by looking at the person judge so we talked about it briefly earthing these and many other circumstances I can bring religion and go closer

SQ3 Key Category Arabic Language

Ebn: the fact that I don't speak Arabic keeps them slightly more distant and they have their world the world of Arabic where they can say whatever comes to mind and the world of the English where I can participate, sometimes I ask myself whether learning Arabic shouldn't be part of our PD because in some cases it would help to get through to the student if we knew how to express ourselves in Arabic

Fmn: this clear point where they avoid talking, because they know I understand Arabic and what they say, but to me, because they know that I'm standing there I

know what they say in Arabic and so they avoid talking about certain things together, this is one thing”

Fmn: was happy when I was there, but the quality of students I mean when you are teaching, the level of English, when you ask them to conduct extra0currECIALUAR activities or a survey or projects, they tell you what is the point behind this, but here it seems they are armed already, they can conduct a survey at anytime, conduct interviews and this stuff,

SQ4 – Interview Question – How do students affect policy at the college?

How do students affect policy at the college?	Aeq	Beq	Cep	Dan	Ebn	Fmn	Gcn	Hen	Kin	Lin
Wasta - Influence										
SQ4 group power can change	0	0	0	0	0	0	1	0	0	0
SQ4 have some power	0	0	1	1	0	0	0	1	0	0
SQ4 influence through a group	0	0	0	0	0	1	0	0	0	0
SQ4 issue of sections and programs	0	0	0	0	0	0	0	0	0	1
SQ4 minimal influence	0	1	0	0	0	0	0	1	0	0
SQ4 no wasta .shk supportive	0	0	0	0	0	0	0	0	1	0
SQ4 represent and complain for the class	0	0	0	0	1	0	0	0	0	0
SQ4 right to complain	0	0	0	0	0	1	0	0	0	0
SQ4 sheikh supports us	0	0	0	0	0	0	0	1	0	0
SQ4 students not listened to enough	0	0	0	0	1	0	0	0	0	0
SQ4 wasta usage	0	0	0	0	1	0	0	0	0	0
SQ4 veiled threats	0	0	0	0	1	0	0	0	0	0
SQ4 student complains	0	0	0	1	0	0	0	0	0	1
SQ4 limited influence	0	0	0	0	0	1	0	0	0	0
Attendance										
SQ4 attendance policy not effective	0	0	1	0	0	0	0	0	0	1
SQ4 changed attendance policy	0	0	1	0	0	0	0	0	0	1
SQ4 consistent approach to rules	1	0	0	0	0	0	0	0	0	0
SQ4 employer related for attending	0	0	0	0	0	0	0	0	0	1
SQ4 culture of punctuality	0	0	1	0	0	0	0	0	0	0
SQ4 western academic imperialism	0	0	1	0	0	0	0	0	0	0
SQ4 outside issues timetable and attendance	0	0	0	0	1	0	0	0	0	0
SQ4 lack of punctuality and responsibility	0	0	0	0	0	0	1	0	0	0
Failing Students	0	0	0	0	0	0	0	0	0	0
SQ4 ethical consideration	0	0	0	0	0	0	0	1	0	0
SQ4 fail a student	0	0	0	0	0	0	0	1	0	0

SQ4 Key Categories	EFL Teacher	Subject Teacher	%	Statements
Wasta - Influence	2	7	63	17
Attendance	2	3	30	8
Failing Students	0	1	7	2

SQ4 Key Category Wasta

Ebn: No I feel that students are not listened to enough,

Ebn: and they might try and influence through the usual wasta

Ebn: the students don't know how to organise themselves when they want something, sometimes you have to go to them and say guys you sitting here complaining is not going to do anything get together form a little commission, whatever, 2 – 3 guys who are not overly upset and can communicate well and go and see the supervisor and talk nicely

Ebn: the fact that I don't speak Arabic keeps them slightly more distant and they have their world the world of Arabic where they can say whatever comes to mind and the world of the English where I can participate, sometimes I ask myself whether learning Arabic shouldn't be part of our PD because in some cases it would help to get through to the student if we knew how to express ourselves in Arabic

Ebn: I spent my whole weekend preparing for this review session with questions, and of course I didn't say that I felt like that and then afterwards we talked about it with the financial services after their mid-term exam, they, one student was very upset with his results and he asked me about my martial arts or whatever and he says yes miss but you cannot stop a moving car can you and the language was a little bit aggressive, you know you might be hit by a student today and so on, because they were all very upset,

Fmn: don't think they have any influence, okay they have the right to go and for example complain, to the supervisor or chair or whatever but I don't think they have any influence, however if you look at it this way they might be some big issue which is why the whole group went there, but I don't think there is

Gcn: but they gather themselves together and all agree on something and then they could affect policy,

Hen: think it's very minimal, but I think in general when the standard of students goes down we don't want to bring the college standards down, so I think there comes a time when there might have to be more strictness

Hen: I think they have got some power, I think they can be used when they are needed to be used, but what I think is that students must not think or must not be lead to believe that they can have things easy I think they have got know that they got to work hard to succeed, you know

Hen: Sheikh Nayhan supports us, you know

Kin: can't say yes, as I haven't faced any situation, with wasta, even I have a piece of Gulf News, not gulf news we call it Al Khaleej, version of the gulf news, when one of students at Ras Al Khaimah she was in the last year and the last semester of her bachelor degree and she plagiarised and copied the stuff from one of the internet sites without cited or rephrased it and she has been dismissed, the situation has been mentioned in the news for three days and they reach Sheikh Nayhan

Lin: Perhaps there is another point, when we have trouble opening another section, and the number of students is limited and we cannot open a section and we don't know what to do with this 4 -5 students so sometimes we send them back, come back next semester or next year perhaps we have an opportunity for you and then they go for another section

Lin: No.....sometimes for example let's say you have done a good job or you feel you have done a good job as a teacher and some student throws a word about you, saying this teacher didn't teach me nothing and then the supervisor calls you what are you doing why is this student saying this about, after long year of working here your supervisor should know you exactly, how would you behave with such incidents until the picture gets clearer it touches you, it make touch negative touch

SQ4 Key Category Attendance

Aeq: and there'll be no exception and everybody has to do it, everyone is stick to it and everyone reinforces and it won't be a problem because it's the rule

Ceq: I would have to say yes, I would have to say that we have seen some significant changes in punctuality and attendance and I would have to say this because the college has adopted a more lax perhaps stance on that

Ceq: now we don't see that happening we have students with 23% absence as a teacher you have to ask yourself is the policy important is it a good one is one that we want to keep doing need to address it what's going on, and I don't think that's the case I don't think we as an institution is doing that"

Ceq: are we trying to indoctrinate values into our students which are not theirs, all the western ideals of time keeping, time management, are we trying to beat a dead horse here because it's not a value in the local culture and as result are we doing ourselves or them a favour by trying or insisting on it, now I know by the corporate partners yes we are but in terms of the actual cultural time keeping is not a big part of them. So it's very important to be aware of those things and how to mediate them and balance them

Ebn: I would like students to come because they feel that they had to, erm there are little things for example the calendar or time tabling issues, these things can be disruptive at times and they take time from the teacher to try and solve those issues, but I understand why they exist

Gcn: am not sure from the right place to answer this, one thing I have noticed because I worked 1997 to 2001 then came back in 2007, I found that there was a change in attitude whereas when I left in 2001, it was very rare even for the PM students to be late.... these days I find it almost the norm, they feel that they can walk into the class even if you got 10 minutes to go it's your last, in your second period and I won't abide by that, but there has been a change in attitude in timekeeping, erm, it is very difficult to get them to submit assignments or case studies or work on time, I find when I get towards the end of the semester a lot of my time is taken up with phoning around, e-mailing and texting around to get information in, they don't seem to in general appreciate the importance of completing the work and closing the file

Lin: but they do affect the attendance policy, they know, the problem is that they are transferring the information from one student to another, oh don't worry they will forgive you they will send you a warning letter, and that's it nothing will happen, so in this aspect or in this way the attendance policy, grading policy no, it never happened with me, and I never heard about things

Lin: Here in this country, I can classify them into three categories actually, some of our students are coming here they know why they are coming here exactly, and they

are coming to learn, practice and learn the skills, some other are here they find it an opportunity for them with their employer, like police or army and they find it an opportunity to relax for a while and some of them they don't know why they are here but these are the minority, I have in every class one out of twenty who doesn't know why he is here , or suddenly discovers that he doesn't like this field for all of a sudden, you don't know why or how"

SQ4 Key Category Failing Student

Hen: The most important thing to me is ethics, if the student is not good enough and I have tried my best to bring him up to standard and he is just not capable he has to fail, you know, ethics is very important for the general environment of the college but I, we do want to have, how do you say this a good pass rate

Hen: and we have to fail a student we have to fail a student and I think that message has to be given to us again

QQ1- Interview Question – How do you feel in your job?

How secure do you feel in your job?	Aeq	Beq	Cap	Dan	Ebn	Fmn	Gcn	Hen	Kln	Lin
Uncertainty										
QQ1 a little insecurity supports improvement	0	0	0	0	1	0	0	0	0	0
QQ1 anything can happen	0	1	0	1	0	0	0	0	0	0
QQ1 rumors' fuel insecurity	0	0	0	0	0	0	1	1	0	0
QQ1 unsecure no warning given	1	0	0	1	0	0	0	0	0	0
QQ1 uncertainty brings insecurity	0	0	0	0	0	0	0	1	0	0
Insecure Contract Renewals										
QQ1 concern non-renewal for non professional re	0	0	1	0	0	0	0	0	0	0
QQ1 no information on non-renewal causes insec	0	0	1	0	0	0	0	0	0	0
QQ1 not insecure due financial stability	0	0	0	0	0	0	1	0	0	0
QQ1 secure as long as you do your job	0	0	0	0	0	0	0	0	1	0
QQ1 unsecure due to non renewals	1	0	0	0	0	0	0	0	0	0
QQ1 contract non-renewals not explained	0	0	0	0	0	0	0	0	0	1
Health Issues										
QQ1 concerned with health issues	0	1	0	0	0	0	0	0	0	0

QQ1 Key Categories	EFL Teacher	Subject Teacher	%	Statements
Uncertainty	2	4	53	8
Insecure Contract Renewals	2	3	40	6
Health Issues	1	0	7	1

QQ1 Key Category Uncertainty

Aeq: suppose it doesn't make you feel so unsettled if you yourself can see a reason and you think well that does not apply to me but it still unsettling to have so many people with no warning,

Beq: but I also know philosophically anything can happen any time, but I enjoy working here

Ebn: if I do my job well that suffices another in the world of management there might be other issues that play a role and if I start playing attention to those things it'll distract me from doing the things I wanted in the first place I strongly believe a good professional is somebody who really doesn't care about being secure in his/her job because he or she feels that they can work anywhere in the special and/or think anybody should feel secure that a good thing not being secure because at pushes you to do something better and at the same time he should feel completely free and not needy

Gcn: feel very secure, recently the rumour mill being working overtime about a number of people not being renewed and I don't know the reasons for that and don't wish to know the reason but I personally feel secure

Hen: I think after some people were let go, I think there is uncertainty, not certain what is going to happen, I think management should come out and say what is going to happen, why these decisions were made, is there another batch of people?

Hen: how secure do you feel in your job.....issues with rumour, it's good to clear that up specifically related to why people were let go.

OQ1 Category Insecure Contract Renewals

Aeq: recently not so secure if I am honest, because there was so many people not renewed

Ceq: Well how secure, I am not worried, if some day in the next year or two somebody said we don't want to renew your contract I don't think it will be about my ability or my performance in the classroom it will be more or less I think it will be non professional reasons, like personal dislike or disagreement something of that nature, so how secure am I, I feel very good about what I do and things that could bother me don't go with me into the classroom, but yeah I feel comfortable

Ceq: I think, I would like everybody, we say there is transparency, well is there, a few of the people I have spoken who are not being rehired don't really know why they are, some of the answers have been very vague or not very serious at least in their own eyes, I think there should be very real feedback so that. Ok if its age its age if its classroom performance, there should be a real reason anytime there should be

Gcn: You are probably asking the wrong person, because if they fired me today, financially it would not affect me, the only thing that would hit me would be my pride

Kin: Yes, I believe strongly in one of my mother's proverbs, I like it very much, she is very old lady 78 years, and never attended schools, she was telling us when we were kids don't be a thief and the police will not look for you, it is straight forward and clear, so you may be doing your job good in a perfect way why do I feel that I am not secure"

Lin: It didn't touch me, yeah I have heard them talking with some anger about it, I was the one that was asking why, is there a reason for this the answer always back to me was no we don't have that, but again it's up to the management to decide, it happened to me last year when Hassan told me try and find yourself another position in the college, so I was trying to move myself into Engineering, I wasn't angry or mad at Hassan I know this his limitation and even if I don't have a budget for somebody then what to do....these things happen and I believe it's a budget issue, personal, it's a budget issue

OQ1 Key Category Health Issues

Beq: I hope that wouldn't be, I was very worried with my back, I have to say my back (health issue), I was worried about that"

OQ2 – Interview Question – What supportive behavior do you expect from management?

What supportive behaviour do you expect from management?	Aeq	Beq	Cep	Dan	Ebn	Fmn	Gcn	Hen	Kin	Lin
Professional Trust										
OQ2 passion and patience to be successful	0	0	0	0	1	0	0	0	0	0
OQ2 trust in the professional	0	0	0	1	0	0	0	0	1	0
OQ2 professional trust required	1	0	0	1	0	0	0	0	0	0
OQ2 management recognises learning is the focus	0	0	0	0	1	0	0	0	0	0
OQ2 disconnection of supervisor from teaching and learning	0	0	1	0	0	0	0	0	0	0
Decision Making										
OQ2 transparency and inclusion	0	0	0	0	0	0	0	1	0	0
OQ2 management to take decision based on teaching and learning	0	0	0	0	0	0	0	0	0	1
OQ2 faculty has no voice	0	0	1	0	0	0	0	0	0	0
Recognition of Performance										
OQ2 supportive	0	1	0	0	0	0	0	0	0	0
OQ2 recognise achievement and contribution	0	0	0	0	0	1	0	0	0	0
Supporting Policy - Attendance and Punctuality										
OQ2 lack of applied policy increased absence	0	0	0	0	0	0	0	1	0	0
OQ2 attendance not backed but policy	0	0	0	0	0	0	0	1	0	0
OQ2 attendance and punctuality	0	0	0	0	0	0	1	0	0	0
Administration Pressure										
OQ2 issues of bureaucracy	0	0	0	0	1	0	0	0	0	0
OQ2 grading stress	0	0	0	0	0	0	1	0	0	0
OQ2 grade issue	0	0	0	0	0	0	1	0	0	0
OQ2 no consequences	0	0	0	0	0	0	1	0	0	0

OQ2 Key Categories	EFL Teacher	Subject Teacher	%	Statements
Professional Trust	2	3	32	6
Decision Making	1	2	16	3
Recognition of Performance	1	2	16	3
Supporting Policy - Attendance	0	2	16	3
Administration Pressure	0	3	21	4

OQ2 Key Category Profession Trust

Aeq: I would be expect to be backed up, something got to a point where you could do all you could do, for example of supposing a student failed you have done everything expected of you for them to pass, you have given them extra time he had brought them down to the learning centre and they failed although that has never actually happened to me but if they had failed and I word, the expectations of management for me would be that treat me as a professional appreciates that I have done everything I could do, and I have done and followed up, if I genuinely had followed everything up then I would hope they would back me up..... rather than rather than me being quizzed and expect them to just accept

Ceq: would like to see them more involved in watching classes seeing teachers, talking to teachers, what are we doing how is it going, I have never had, I haven't had over the last couple of years a supervisor come

Ebn: knowing that management recognises that (learning) is the most important thing, is a tremendous change we felt support in that"

Ebn: you have to have a passion for what you want to do and really respect the students sometimes students test you are not I think you need passion and patience.

Hen: Management are doing a good job in making new changes in the system, the new ideology getting out and interacting with industry I think that is very important for the survival and success of the college because we have to be in line with what is going on out there and if we are not we will slowly fade out of society and we don't want that, so I think it's all positive but I think now, but we are now 2010 2009 it was recession , Dubai is in recession

Kin: I can a quote a very nice sentence from Hassan, when I go to him every time asking for certain things in the class you know his replies "you are the queen of the classroom" I like it very much, he build me, it's not a matter of taking decisions randomly and consciously,

OQ2 Key Category Decision Making

Beq: in California I had a female Dean, whom I understand was part of the environment in California who was very opinionated and, " Yeah, a ha, what do you need, yeah right" and I talked to my dad about this, I don't want to, " hi Andrew what do you need I have got a meeting now in five minutes" I have never found that here, just like, from my perspective I am busy here, maybe coming from California where they are very opinionated andprefer style , nice, easy environment for me"

Beq: just two days ago there was a plagiarism issue in the student was quite upset, when I say quite upset he said I don't understand, Ali in my opinion I would just like you to rewrite it, please rewrite it that's all you have to do give me something that may not be the highest mark but I need your own words... we will deal with it and he was satisfied and an hour later he e-mailed me what I wanted, it kind of made a comment so that he was going to talk to Mister Phil, I never said go ahead, I said Ali let's just deal with it. I know that management is very busy here especially with Phil who has 43 teachers here, and don't want to come to Phil, I feel as a teacher being an effective teacher, should be able to do the self and, whenever I see Phil, I'm very comfortable talking to him, but I always say Phil are you busy? Then again that's part of my conditioning, my brother had four brothers and have always said Jones rather someone unless you really have to, but a broken leg or something is a good thing, I would never bother you with a trivial thing

Ceq: I think the main issue, our voices are not heard, we are a collected body of experience we have got insight, we are professionals but we are not really given our positions and voice is not valued, I think from a point of view of morale that really is the kicker, and we really do it in for you, when your opinion is not valued and a few people think that we know best, we are on the ground we are in the trenches, we are probably know more than anybody what we are up against, but some of the decisions

seem to know better but they are not there, so that does not help moral a lot when you know that this is not a good decision and yet we continue to do it”

Lin: Tell you the truth everybody should do their job, myself if there is an incident I should report it, and then it’s up to my direct manager first and the upper manager to decide what to do with the case, and I don’t care what their decision is and this is my opinion, and whatever say, I will respect it, I have been living my life this way and I don’t prefer this method of interlocking all these things together and everybody has his own job to do , my job is to record an incident if it happens and then it’s up to my manager to behave and make a decision, if my manager cannot take a decision, then the upper manager takes a decision and so on,.....splitting the job, each one should do his job

OQ2 Key Category Recognition of Performance

Beq: really for a management perspective everyone has been extremely congenial to me, and that each is as well really from day one I was very impressed everyone seems very approachable to me

Fmn: the word rewarding doesn’t have to be material.....just recognition, I mean thanks for his ...you know something like this.

Gcn: if you think how you would be at home with your children sons or daughters but particularly sons you would be firm with them and if they stepped out of line without corporal punishment you would bring them back into line it does not happen here, it’s extremely frustrating for a teacher that a student will walk into a class then its polite to say hello to everybody that disrupts, then ten minutes later another one comes in, I know you can’t do but after ten minutes you should lock the classroom until the next period starts

OQ2 Key Category Attendance and Punctuality

Gcn: Students that are habitually late, mention here even though it’s been recorded, in Abu Dhabi they have a bigger problem because of the connections there, but here it’s not affecting me directly but other teachers have mentioned that they feel quite frustrated that they feel a student is habitually late runs over the 10% might even go to the 20% but no action is taken against them, I know that there is move afoot to get counselling in, I don’t know whether that is working or not

Hen: believe in the last one year, attendance before was better run, we used to have for example someone come round and give them letters now nothing happens I don’t feel, I mean they go over 10% and nothing happens we don’t know whose responsibility it, and mean we tell them as teachers but you know

Hen: It’s made an impact, it will get worse if we don’t make a stand on it now, because when students realise that they can be absent and not get called for it then it will spread round and more students will get absent

OQ2 Key Category Administrative Pressure

Ebn: looks like there's two sets of values in place, you have some people in the management or most of the management trying to improve learning regardless of other things that coming from the top are maybe systemic, for example we wish to have more flexibility to do things in different ways but because of the limitations that are really bureaucratic nature

Gcn: there are also teachers here that are extremely concerned about how their results of the students are going to reflect on them and therefore"in the context of students grades impacting confidence and job security.

Gcn: There is no teacher that has got fired who is grading them lower as they deserve so, where I have course which I am sharing with maybe three other teachers and I am doing PM group where I have got four or five teachers and myself and I might be lead teacher and I look at the grade book results and I can compare them all some of them do make me wonder how they got that grade

QQ3 – what makes this place enjoyable and not enjoyable?

What makes this place enjoyable and not enjoyable?	Aeq	Beq	Cep	Dan	Ebn	Fmn	Gcn	Hen	Kin	Lin
Negative Issues										
QQ3 classrooms not well designed	0	0	1	0	0	0	0	0	0	0
QQ3 startup issues each year	1	0	0	0	0	0	0	0	0	0
QQ3 student teacher relationship	0	0	0	1	0	0	0	1	0	0
QQ3 too many teaching hours	0	0	0	0	0	0	1	0	0	0
QQ3 traffic issues	0	1	0	0	0	0	0	0	0	0
QQ3 working too much to speak to other faculty	0	0	0	0	0	0	1	0	0	0
Collegial and Supportive Environment										
QQ3 collaboration with team members	1	0	0	1	0	0	0	0	0	0
QQ3 collegial environment	1	0	0	0	0	0	0	0	0	0
QQ3 people get on good atmosphere	0	0	0	0	0	0	0	0	0	1
QQ3 people like working together	0	0	1	0	0	1	0	0	0	0
QQ3 sharing practice with others	1	0	0	0	0	0	0	0	0	0
QQ3 sharing with other teachers	0	0	1	0	0	0	0	0	0	0
QQ3 staff relationships good	0	0	0	0	0	0	0	1	0	0
QQ3 working in a passionate environment	0	0	0	0	1	0	0	0	0	0
Good Working Conditions										
QQ3 good facilities	0	0	0	0	0	0	1	0	0	1
QQ3 good salaries	0	0	0	0	0	0	1	0	0	0
QQ3 positive working conditions	0	0	0	0	0	0	1	0	0	0
QQ3 Open Management	0	0	0	0	0	0	0	0	0	0
QQ3 fair and transparent management	0	1	0	0	0	0	0	0	0	0
QQ3 transparency with management	0	0	0	0	0	0	1	0	0	0

QQ3 Key Categories	EFL Teacher	Subject Teacher	%	Statements
Negative Issues	3	3	37	7
Collegial and Supportive Environment	2	5	42	8
Good Working Conditions	0	2	21	4

QQ3 Key Category Negative Issues
<p>Aeq: because the students come and go year in and year out but the same people are here more or less there, and knowing what you are doing if you are coming in and everything is disorganised and you don't know what you are teaching and you don't know where everything is its stressful and it affects you,</p> <p>Beq: traffic, probably driving here a while so here it is fine,</p> <p>Ceq: I think physically it's not a well-designed building, I think the classrooms are not very good they are clearly too small the building itself although it should be new, and a very different environment</p> <p>Gcn: don't see them very much, because you tend, if you walk through the faculty area 95% of them tend to be stuck in a front of a computer or in front of a classroom, short breaks for coffee and that's about it</p> <p>Gcn: having been in civil engineering for all my life working on highways airports etc what I do find restrictive is that I have to be in a particular place at a particular time on a particular day for six months, you can't organise your day plus the college is a</p>

fair distance ...so if I want to go to Parsons to their chief engineer and talk about the latest bridge designs, it's extremely difficult to do it because you are teaching in classes in a day, break that day down into periods

Hen: the atmosphere, the student teacher relationships

OQ3 Key Category Collegial and Supportive Environment

Aeq: it affects the classroom as well because you going to the class you're happy and you talked to the other teacher about their things,

Aeq: our team sat down we have a semester planner, we collaborated together we decided when we are going to do different projects, when we were going to give a test when we were going to give everything so everyone knows what's happening we are all taking other opinions into account, sharing best practices, that you know.

Ceq: who we are teachers here really like working together they like working with each other, I think people like the opportunity to share more, I think people should bring something together so that people can see that but I think there is to a certain extent for me, I enjoy working with content teachers, I spent two years working with engineers and for me that was a lot more fun, and we used to that as an English teacher working with a department where you are working with a core or a theme, and the English is a means to get there"

Ebn: there are two things one that there is individual as a teacher who is passionate about what she or he does and sharing that is great and I really like it compared to the places where I worked that were non educational this is easy this is a nice place to work where relationships are really interesting

Hen: the staff relationships

Lin: In general the atmosphere here is healthy, I think whether teachers are in business or IT or even in Engineering they are ok with each other that's what I feel

OQ3 Key Category Good Working Conditions

Gcn: new college the facilities are very good generally

Gcn: working conditions are quite good,

Gcn: salary's are reasonable"

Lin: "all these types of activities, not a sporting guy but when I feel there is a swimming pool a tennis table, I feel happy, I feel good"

Q4 – Interview Question – What issues affect morale?

What issues affect morale?	Aeq	Beq	Cep	Dan	Ebn	Fmn	Gcn	Hen	Kin	Lin
Good Teaching Resources										
Q4 good learning resources	0	1	0	0	0	0	0	0	0	0
Q4 good resources	0	0	1	1	0	0	0	0	0	0
Q4 good technology when working	1	0	0	0	0	0	0	0	0	0
Q4 plenty of resources	0	0	0	0	0	1	0	0	0	1
Q4 teachers materials good resource	0	0	0	0	0	0	0	0	1	0
Micro Politics										
Q4 change out of comfort zones	0	1	0	0	0	0	0	0	0	0
Q4 complaining about change	1	0	0	0	0	0	0	0	0	0
Q4 cynical environment problematic	0	0	0	1	1	0	0	0	0	0
Q4 gossip affects teacher morale	0	0	0	0	1	0	0	0	0	0
Q4 moaning about students	0	1	0	0	0	0	0	0	0	0
Q4 moral down with student ability and motivation	0	0	0	0	0	0	0	1	0	0
Q4 rumours create anxiety	0	0	0	0	0	0	0	1	0	0
Resources - Time										
Q4 non teaching duties a problem	0	0	1	0	0	0	0	0	0	0
Q4 not enough time	0	0	0	0	0	1	0	0	0	0
Q4 problem is teaching time	0	0	0	0	0	0	1	0	0	0
Q4 time overloaded faculty	0	0	0	0	1	0	0	0	0	0
Student Factors										
Q4 size issue	0	0	1	0	0	0	0	0	0	0
Q4 class sizes a problem	0	0	0	0	1	0	0	0	0	0
Q4 student behaviour is frustrating	0	0	0	0	0	0	1	0	0	0
Merit Pay Issues										
Q4 disharmony over merit pay	1	0	0	0	0	0	0	0	0	0
Q4 merit pay problematic	1	0	0	1	0	0	0	0	0	0
Supportive Co-Workers										
Q4 excellent faculty support and team	1	0	0	0	0	0	0	0	0	0
Q4 teacher support networks	1	0	0	0	0	0	0	0	0	0

Q4 Key Categories	EFL Teacher	Subject Teacher	%	Statements
Good Teaching Resources	3	4	37	10
Micro Politics	2	3	22	6
Resources - Time	1	3	15	4
Student Factors	1	2	11	3
Merit Pay Issues	1	0	7	2
Supportive Co-Workers	1	0	7	2

Q4 Key Category Good Teaching Resources

Aeq: they do massively in the classroom when they're not working, it's like technology is great when it's working and everything is ticking over and everything is wonderful but when it breaks, things break course to break but if they break consistently, and give you an example I have a Toshiba laptop, it has a external CD drive thing which doesn't always work, and I've just got to listen exam now I'm not in a position to that CD I know that there is chance it won't work in that thing on that day, I checked out first....." it's just frustrating that you do everything they can do and it doesn't work". The issues that are stated in the classroom technology and commented on the fact that we had actually too many resources, she was complimentary that things happen when they requested

Beq: learning centre is very good, IC, Joan, Victoria, Jackie in very good on SafeA sign and goes back to what I said earlier, and so they look student can send SafeA sign they've immediately been extremely nice " I'll handle it we can do it" than as many feel good, resources IC thank you so much and Luis and all of them, and the other valuable resources here are the teachers excellent"

Ceq: resources are largely adequate, very good in many respects, technology although the access to the Internet and the bandwidth and speed on all that is a real problem which is surprising that one of the resources that teachers don't have is time.

Fmn: well when it comes to money and equipment, I think we have everything here, the only thing is time, as you mentioned to me, I think it is too much for a teacher to go beyond 20 hours teaching, if we can make, compromise and have all the faculty on 20, plus minus, so that he or she can have more time, to help and interact with other things

Kin: No at all, teaching Math 100 for the first time, I haven't taught Math before when I get in the first day I get an interview, Hassan took me right away to the curriculum leader, Khaled and for more than half an hour in June I was still working in MZW just quickly to put me in the picture, I found the next that Khaled sent me the zip files we full materials and exam and quizzes, everything is there and told me how to get access as designer to get useful quiz, in terms of resources everything is great

Lin I have always been answered yes to my request, especially on terms of resources and this company is fabulous, our equipment in the lab gets changed every second year, getting the top technology and equipment, books, papers, pens pencils whatsoever that you need, it's always there, what else will I need for my teaching and the salary is ok

QQ4 Key Category Micro-Politics

Aeq: Catherine considered that people being told to do things and commented that people were unhappy with the amount of change but from a collegiality point of view everybody was getting on fine but they were just whingeing a bit

Beq: think change and people being kind of ass to move out of their comfort zones and I think like, the overall feeling that I have got people have just been a bit not necessarily negative but just concerned that this is happening but although they haven't said it, how well can I adapt to that so I think change but again from my perspective change hasn't, there hasn't really been anything that has affected me too much"

Beq: negativity thing, one of my pet peeves is when people overall feeling is that some individuals moan about students"

Beq: there some student bashing that goes on..

Ebn: the other side which is the cynical pity there is a lot of blame on this other person for whatever, now that I'm working with XYZ as a team leader had been talking more teachers in all departments not necessarily mine, I have noticed this everywhere, people seem to very quick to using strong words negative words to refer to others and that's something which disturbs me

Ebn: it is hard to separate the two things as we are dealing with egos here, everybody fancies him or herself as the best ever in town in doing whatever they're doing or seem to be doing so because when you're criticising another you're trying to promote yourself for XYZ, I'm not sure why because it seems very insensitive and they can so easily criticise others, as if they knew all the facts, I don't like that I find out very much like gossip and find it very cowardly, I think it's widespread I've noticed that I try to stay away from it as much as I can I try not to fall into that trap, sometimes I get upset, I usually go directly to them, that person and try to solve the problem, I had one instance in which I had to do this with one teacher .. someone was mean to me can you do something about it..

Hen: As a teacher, the most important thing is to help students to help reach their goals, however the moral is affected when the standard of students keeps going down

Hen: Rumours are going around which is not healthy...people want to know where they stand

OQ4 Key Category Resources - Time

Ceq: We are really stuck with just I am appalled at just how much we are asked to do sometimes out of the classroom and none classroom driven, as if we had time on our hands and that's not the case, if you are going to do a good job teaching the luxury of the time to be able to think and reflect developed design and create and make classes more interesting, people move from pillar to post from one class to the next, look at my desk a comeback for class I put something down and I pick something else, after a week my desk looks like a mess because I don't have the time to sit down to pick stuff up and reflect and think about it

Ebn: think the single most important problem is timing I am sure I could do a better job if I had more time to prepare I am a slower for prep person who takes me a lot of time and I have some really bad habits because I change things all the time because I get bored, with what I did before, and only try new things, like I'd never gave the same exam twice changed everything, like the whole concept of the thing, the order which I present things, I feel that some of my courses are maturing that I am reaching, this is really working and I'm going to keep on doing this, but there are always going to be loaded details that I want to change and I feel that having too many hours of classes is a problem that's won the second biggest problem is related to that is resources compared to reality,

Fmn: well when it comes to money and equipment, I think we have everything here, the only thing is time, as you mentioned to me, I think it is too much for a teacher to go beyond 20 hours teaching, if we can make, compromise and have all the faculty on

20, plus minus, so that he or she can have more time, to help and interact with other things

Gcn: general no, the one problem we have on resources is teachers time, I personally believe we have a major problem there, for example a picture paints a thousand words so I want a student to know how concretes made and poured and cured, etc I don't physically have the time to take them out to see it as often as I would and that's because of the workload so resources in terms of laboratory, backup from management, backup from other departments the library facilities, IT facilities these all seem fairly good to me very good, the human resource element which we have available for ourselves I think is poor".

OQ4 Key Category Student Factors

Ceq: can remember a number of vice chancellors over the years, and there has been many since I've been here but when I was in Al Ain, vice chancellor came from Abu Dhabi for the first time would come up and say you are Name, I thought wow this guy has done his homework and I can remember people coming from other colleges and people coming up to me who were vice chancellors and other directors and really had a sense of belonging a sense of cohesiveness

Ebn: the gap of ability of students is so wide at this point that I am not sure if were using the resources to teach them, putting 20 guys in the class doesn't necessarily mean I can individualise as much the guy is a little bit more homogenous in their abilities, the timing is really the biggest"

Gcn: just seems to be the day to day things like students always being late but students not putting work in and they get frustrated with it and the number of hours that they have actually got, in some cases that doesn't seem to bother them but the majority of cases it does

OQ4 Key Category Merit Pay

Aeq: something that causes disharmony is merit pay, because you are not giving merit pay for what you do in the classroom you are given merit pay for other things, I don't think it is very clear and you are not sure who is getting it who isn't getting it and everyone gets it,

Aeq: well you did this and this and he put it in and I got it, but it's not clear disharmony over merit pay not over lead faculty and I think not a lot of people would really want to be lead faculty"

OQ4 Key Category Supportive Colleagues

Aeq: I think it's other colleagues in having support from them, we have a really strong team I think upstairs we have a, everybody to shares things and work together and there's no backstabbing or one-upmanship,

Aeq: collaborate in the classroom as well if you are all getting on as a team and you are getting on with other people that you're teaching with more even when you are having a cup of tea or coffee or something you talk about the students, someone is give may be giving you a hard time something, or you know, you laugh about it and they've are feeling it to go in..

OQ5 – Interview Question – Would you send your child here to be educated?

Would you send your child here to be educated?	Aeq	Beq	Ceq	Dan	Ebn	Fmn	Gcn	Hen	Kin	Lin
Trust in Fellow Teachers										
OQ5 confident with teachers	1	1	1	0	1	0	0	1	1	1
Negative Learning Environment										
OQ5 ability of students low	0	0	0	0	0	0	0	1	0	0
OQ5 concerns with teacher skills and relevancy	0	0	0	0	0	1	0	0	0	0
OQ5 no good learning environment	1	0	0	1	0	0	0	1	0	0
OQ5 not a high performing learning environment	0	0	1	1	0	0	0	0	0	0
OQ5 not confident in the reputation	0	0	0	0	0	0	1	0	0	0
OQ5 not internationally level	0	0	0	0	1	0	0	0	0	0

OQ5 Key Categories	EFL Teacher	Subject Teacher	%	Statements
Trust in Fellow Teachers	3	4	44	7
Negative Learning Environment	2	5	56	9

OQ5 Key Category Trust in Fellow Teachers

Beq I definitely would feel confident very much so, because I believe there are good teachers here with, that's also based on teachers and students.

Aeq I am confident about the teachers.

Hen I think we have very good expectations and we set good standards, but the only issue that I wasn't to go back to is the standards of students that we get, because no matter how good we are, you know , we need to get a higher level of students

Ebn I wouldn't send my child here because we are not up to the international level that I wish for my child, I think we are working towards it, I think a lot of people here are genuinely towards it but we know that there is a long way to go, teachers are great, great go around and see people doing all kinds of interesting things teachers are great.'

Ceq That's a good one, one excellent faculty, I think by and large people here are very good, and I take my hat off to them, in that respect I think my child will get something good'

Lin the diversity of people, it does affect but most important that the teaching environment that comes from the staff and administration even the management is good if the teachers are good the result will be good, how good it is that is another thing

OQ5 Key Category Negative Learning Environment

Aeq: but are not happy with the learning environment.

Ceq: think my child will get something good, is the learning environment one that I would like him to be in, I don't think so I don't think it's on par with what we have in

terms of a positive learning environment where people have collectively the will and the motivation to learn, at Wollongong University there is a very strong collective effort, you have a few people who are very relaxed but you don't have whole classes who don't want anything to do

Ebn: wouldn't send my child here because we are not up to the international level that I wish for my child, I think we are working towards it, I think a lot of people here are genuinely towards it but we know that there is a long way to go, teachers are great, great go around and see people doing all kinds of interesting things teachers are great but that's not all we know that you need more than that the best colleges in the world are good because they attract the best people and

Fmn; He expressed an interest to send his children to the college for education but voiced concerns on the relevancy and skills sets of the teachers, the main things that Amir was concerned but expressed the issues

Gcn: No I wouldn't ., well I don't think we have raised the bar high enough within the college, would you send your child here to be educated, we are tertiary education and we are not top-line education.....we have got some people on the teaching side and the backup side that are capable of doing that but I think as a unit or entity we are not at that level where I would send my child for tertiary education

Hen: not confident in the learning environment although

Hen: think we have very good expectations and we set good standards, but the only issue that I wasn't to go back to is the standards of students that we get, because no matter how good we are, you know , we need to get a higher level of students