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[PROPOSED PROGRAMME OF STUDY]

Using Sustainable ICT in Education: A Phenomenological Case Study of Professional Development Experiences of ELT Faculty at Tertiary Level in the United Arab Emirates (UAE).

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## Aims and Objectives

The primary aim of the proposed study is to examine how ICT deployments in education institutions can be made sustainable to aid ELT instructors in English language instruction in the UAE. In order to achieve this aim the proposed study has developed a the following primary research question;

*How can ICT efforts in tertiary level education be made sustainable for English language training?*

The primary research question is accompanied by the following secondary research questions that will be answered in the proposed study.

1. What is the extent of integration of educational technology in English language teaching at Tertiary level in the UAE and what are the factors that contributed to the adoption of educational technologies to facilitate ELT practices?
2. Has use of technology improved the overall English language learning experiences of the students?
3. What is the impact of using educational technology on teachers; what are their experiences and how has this changed their perceptions, attitudes and beliefs about teaching and learning process?
4. What is the future of educational technology as a strategy for enhancing English learning processes in the UAE?

The research question and aim will be achieved through the following objectives;

1. Use primary and secondary research to collect data and information on the proposed topic of study.
2. Examine ways in which ICT can be made sustainable in terms of cost, policy, resources, and re-purpose.
3. Analyse the instructor experience of using ICT in English language training.
4. Examine factors that facilitated the adoption of educational technologies to promote ELT practice in the tertiary level English language learning institutions in the UAE

## Rationale

The United Arab Emirates (UAE) is placed in a strategic location for trade allowing multiple languages to thrive in its vicinity. English medium instruction is one of the core concepts that are upheld in federally funded tertiary education institutes in the country (Rogier, 2012). In order to extend and provide improved instruction in English it is essential to incorporate ICT and other technologies for teaching and learning English language. Sustainability is often described as the ability of an education ecosystem to maintain scholastic processes, functions, diversity, and productivity into the future. To look at it in a practical level, ELT faculty needs to introduce information and communication technologies in existing educational ecosystems so that they may absorb it and own the change (Howard et al., 2016). As per current understanding, there is no literature that examines the integration of sustainable technology in English language training in the UAE (Howard et al., 2016). By conducting the proposed study the current status of technology/ICT can be examined in the tertiary level in order to recommend strategies that further its beneficial use. It is also important to examine the extent of which ELT faculty in the UAE is able to use ICT for training pupils in English language.

## Methodology

### Research Design

The proposed research looks to adopt a qualitative phenomenological case study approach. The reason that the phenomenological approach is being used is to understand the topic of interest from the everyday knowledge and perceptions of specific respondent groups (Vinke et al., 1998). By using this approach researchers have initial knowledge about the topic and are interested in development of an in-depth comprehension or clarification of potential conflicting or equivocal information from previous data (Stake, 1995). Denscombe (2004) argues that it is not primarily concerned with explaining the causes of things instead it describes how things are experienced first-hand by the typical world by those that are involved. Yin (2003) argues that the case study is a particular style of educational research that is appropriate for investigating the concept of professional development instructors and teachers. Stake (1995) asserts the benefit of using a

qualitative case study methodology which arises from its emphasis on the uniqueness of each case, and the educator's subjective experience of the case.

### Data Collection

The intention of the proposed research is to explore the different perspectives of professionals in teaching at the tertiary level in the UAE in terms of their experiences as ELT faculty and how technology and ICT use in education can enhance the learning of English language. In order to collect data from a diverse group of people, the focus group interview will be used in the current study. Freebody (2004) asserts that the use of focus groups in education research gives opportunities to compare and contrast interpretations, develop unforeseen findings, and aids in exploring findings that would either be considered anomalous or disconfirming of original impressions. Lindlof and Taylor (2002) argue that group discussions produce data and insight that would be less accessible without interaction found in group settings because listening to others verbalise experiences stimulates memories, ideas, and experiences in those participating.

### Sampling

The propose study looks to use purposive sampling when choosing the school and the focus group participants a strategy that is used by Punch (2005). The tertiary school that will selected for the proposed research will be chosen based on the staff experience in working as ELT faculty as well as having experience with using technology for education. Recommendations of choosing the school will also be taken by several tertiary level teachers working at institutions in the UAE.

The study proposes to have ten focus group interviews that will last one hour. Based on the availability of participants the total number of people interviewed will be determined. However, it is proposed to use a total of fifty (50) participants to take part in the groups. Participants will be included in the focus group if they are ELT faculty at the education institution and have had experience in using technology/ICT for English language instruction.

### Data Analysis

The propose study will use a thematic analysis to evaluate the data obtained. Thematic analysis is a method used for identifying, analysing, and reporting patterns or themes within data (Braun and Clarke, 2006). The analysis technique minimally organises and describe the data set in rich detail. But it goes further to interpret various aspects of the research topic (Braun and Clarke, 2006).



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