



جامعة الإمارات العربية المتحدة  
United Arab Emirates University

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**Master Thesis Defense**

Entitled

*EXPLORING ARABIC EMERGENT LITERACY INSTRUCTION IN AL AIN PRIVATE SCHOOLS: A CASE  
STUDY OF TWO TEACHERS*

by

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Abstract

The concept of emergent literacy reflects a view of children's development and learning of language in which the emerging language skills gradually progress in alignment with the developmental aspects of children (Sandvik, van Daal, & Adèr, 2014). This case study aimed at delving into the nature of Arabic emergent literacy instruction by exploring the perceptions and practices of a case of two teachers in one private school in Al Ain city. The questions this study attempted to answer were: (a) What are the perceptions of private schools' teachers' in Al Ain regarding the Arabic emergent literacy instruction? (b) What are the practices of Arabic emergent literacy instruction these teachers apply in the classroom? (c) Are there any variations between the teachers' perceptions and their actual practices of Arabic emergent literacy instruction?

The qualitative methods of data collection included interviews and classroom observations and were followed by an analysis process of coding data into themes. The main findings described under each of the three research questions included the teachers' perceptions about the emergent literacy skills' learning and teaching with regards to the teachers' roles, materials, activities and the use of technology. It also highlights the challenges these teachers face in teaching Arabic language to young children. In the description of the practices of Arabic emergent literacy applied by the participant teachers in their lessons, the types of implemented activities, the targeted skills, the teaching strategies and the use of technology were thoroughly included. The variations found between the perceptions and practices were limited to two examples in a case of one teacher. This study presents recommendations to the Ministry of Education, teacher education programs and implications for future research.

**Keywords:** Emergent Literacy, Arabic Language Teaching, Literacy Instruction, Early Childhood Education, Teacher Perceptions, Teacher Practices, Private School, United Arab Emirates