

**The College of Graduate Studies and the College of Education
Cordially Invite You to a
Master Thesis Defense
Entitled
The Status of Homogeneous Grouping Implication in
English Language Learning in The United Arab Emirates Schools**

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Abstract: This thesis is concerned with the status of homogeneous grouping implication in English language learning in the United Arab Emirates schools. The study aims at exploring the attitudes and perceptions of teachers and students in English language learning classrooms in the United Arab Emirates' public schools. Furthermore, the study investigates the encountered challenges in homogeneous learning and possible suggestions of improvement. Descriptive approach was applied, in which extensive details about the examined topic is provided. The Mixed method was used to for data collection and analysis, by using both qualitative (Interviews and short-essay questions) and quantitative (Likert-scale Questionnaires) as main sources of data. The Study sample included 645 participants, including 30 English language teachers and 615 high school students from 13 public schools across 5 emirates in the United Arab Emirates. The study results presented significance difference between high achieving and low achieving students' perceptions and attitudes towards learning in homogeneous context, where high achieving students prefer learning in homogenous classes unlike the lower achieving students. Teachers presented various opinions in regard to the research focus. The majority of teachers showed preference towards teaching in heterogeneous classes. A set of suggestions were provided by students and teachers based on the collected data analysis. This study adds to the educational research field and especially in the United Arab Emirates, as a limited number of studies discuss the presented subject about homogenous learning in the United Arab Emirates schools.

Keywords: Homogeneous Grouping, Heterogeneous Grouping, Ability Grouping, English Language Learning, Learning Approaches.