



**The College of Graduate Studies and the College of Education Cordially Invite
You to a
PhD Dissertation Defense**

Entitled

*NUANCES IN THE CLASSROOM: EXPLORING ENGLISH LANGUAGE TEACHERS' CULTURALLY AND
LINGUISTICALLY RESPONSIVE TEACHING IN THE EMIRATE OF DUBAI*

by

Shaikha Sana Butti Al Maktoum

Faculty Advisor

Dr. Negmeldin Omer Alsheikh, Curriculum and Instruction
College of Education

Time and Date

14:00 pm

Wednesday, 03 May 2023

Room H1 0006

Abstract

This study explored English language teachers' practices and self-efficacy in teaching responsively to culturally and linguistically diverse students. A concurrent mixed methods design was used to answer the five research questions posed in this study. This study used quantitative and qualitative data using a survey, a focus group, and a semi-structured interview. The Culturally Responsive Teaching Self-Efficacy (CRTSE) scale is administered, which measures self-efficacy belief through three factors, namely competence, applications, and confidence. A total of ($n=132$) English language teachers from public and private schools in Dubai participated by completing the survey. A focus group interview included ($n=19$) teachers from public and private schools who shared their experiences in teaching a diverse student body. The qualitative results revealed a high self-efficacy score on the confidence factor. The ANOVA test further investigated variables and associations, including the relationship between professional development and the confidence factor. The focus group interviews revealed topics in relation to the confidence factor; some were aligned with the self-reports, and others were opposed. This study revealed some constituencies and variations between the self-report and interview results. Furthermore, the study revealed some challenges to implementing a culturally responsive pedagogy, including curriculum assessment, disorientation in services, specialists, and parental guidance. The study recommends examining the curriculum and assessment to fit all learners' cultural and linguistic backgrounds. Finally, the study recommends pedagogical practices, curriculum planning, and language syllabi to teach culturally and linguistically diverse students.

Keywords: Responsive teaching, cultural responsiveness, linguistic responsiveness, responsive pedagogy, English language, self-efficacy, diverse students, teachers' practices