

[The transformation of Language policy in Educational Reform in Qatar to achieve Qatar's vision 2030]

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Introduction

The main thesis of this paper is to highlight the significant transformation of the language policy used in education to achieve strategic plan, in Qatar case Qatar's vision 2030. As it has been mentioned above, there was an adoption of English language as the language of instruction for math and science in the educational reform that occurred in 2001 – 2014. In this case, English language was a globalized language, and it must be involved in K-12 educational system to be occupied with the development in the world. However, there were unsatisfactory performance of students on English language national exams, which led to criticize the language of instruction that was used was not adequate. So that Qatari citizen were not satisfied of their performance and as a result there was a new language changing that led to change the language instruction of math and science subjects back to Arabic in all school (Kirpatrick and Barnawi, 2017).

In this paper, a collected of some previous studies related to the thesis of the study are reviewed in order to answer the research main question; How does the transformation of language policy in Qatar contribute in achieving Qatar's vision 2030?

Research Questions:

How does the transformation of language policy in Qatar contribute to achieve Qatar's vision 2030?

1. What are the expectations of involving English language as a second language in Qatar's educational policy?
2. What are the Educational policies of teaching English in Qatar?
3. What are the similarities and differences between language policy reform in Qatar and other countries such Japan and Namibia?

Methodology

Study approach

- The basic methodology of this research is qualitative data and the procedure to be used in this research is a systematic review of previous studies. In order to achieve the goal of this paper, forty-three studies related to educational reform and language policy transformation have been reviewed. The conceptual frame of work and terms have been also defined in this paper. Since the study is followed a qualitative approach, inductive design is the best way to bring out effective results. Throughout this systematic review paper, some previous studies are taking in consideration to answer the research questions. The studies that are used for this research are limited to time between 2000 and 2018 to indicate the rapid education reform and change that occurred in Qatar.

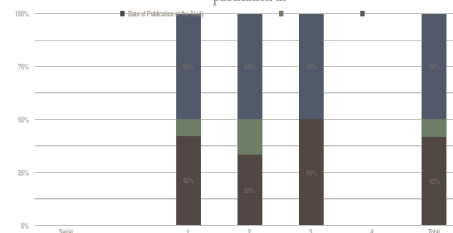
Research Population and Sample Size

In order to answer the research questions of the study, the research includes number of 43 studies that are related to the current study.

The studies were classified based on the source of the study and the date of publication in Table (1) as follows:

Serial	Source of study	Date of publication of the study		Total
		Period of 2001-2010	Period of 2010-2020	
1.	Journal	6	32	38
1.	Master	1	2	3
1.	Doctorate	0	2	2
1.	Book	0	0	0
Total		7	36	43

The studies were classified based on the source of the study and the date of publication in



Analysis

- Many studies can answer the inquires of how transformation of language policy could help to approach Qatar's vision.
- Regarding the similarities and differences between language policy reform in Qatar and other countries such Japan, Namibia many examined data showed similar concerns around the mother tongue and its replacement with a second language.

Conclusion

Qatar has managed within a few years, with the support of a strong political and financial resources, in adopting an ambitious reform plan in educational system. While this reform helps in improving the quality of education in general; however, it increased the risk of citizens on term of preservation the Qatari culture. As it has been reviewed, parents are tied to the traditions and values that strongly influence in decision-making concerning the education of their children. In other words, the main goal of educational reform occurred between 2001-20014 was based on education reform around the world yet suited to the Qatar situations. The paper reviewed forty-three studies related to language policy and educational reform in comparing to the case study of Qatar. It has been concluded that, language policy or implanting language in educational system is not an easy task. As it happened rapidly in educational reform in Qatar, there have been many changes in transformation of language policy in education either to be local or global.