

**ADOPTION OF MAINSTREAM CURRICULUM
IN TEACHING ENGLISH AS A SECOND
LANGUAGE TO DEAF CHILDREN IN OMAN:
ANALYSIS OF THE CHALLENGES,
CURRICULUM RELEVANCE, EFFECTIVENESS
OF THE PEDAGOGY, AND BEHAVIOUR OF
SCHOOL CHILDREN**

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UNIVERSITY SAINS ISLAM MALAYSIA

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AUTHOR DECLARATION

I hereby declare that the work in this thesis is my own except for quotations and summaries which have been duly acknowledged.

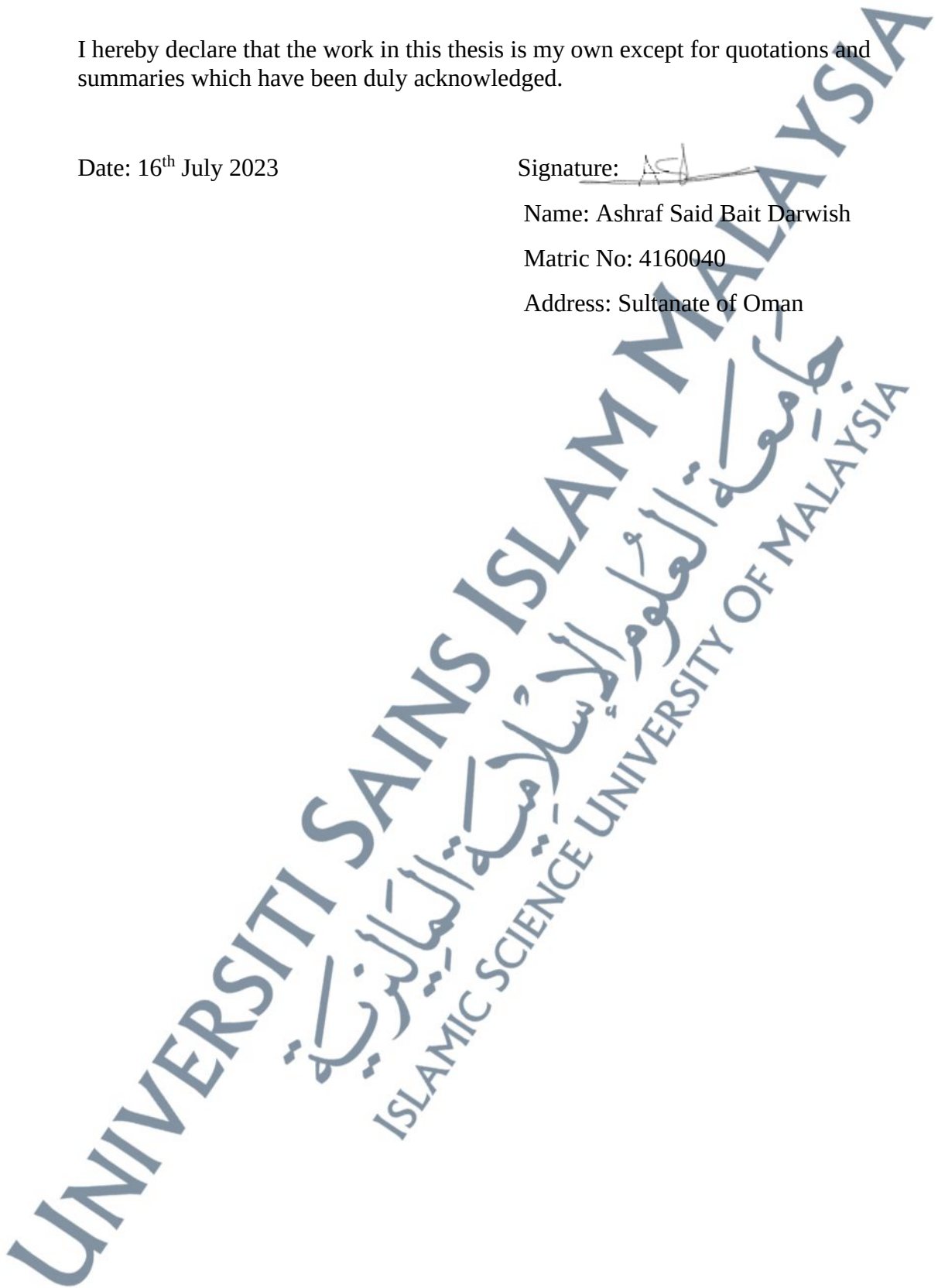
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ABSTRAK

Kajian ini bertujuan untuk mengkaji cabaran yang dihadapi oleh guru dan murid di sekolah yang menggunakan kurikulum arus perdana dalam pengajaran Bahasa Inggeris sebagai bahasa kedua kepada kanak-kanak pekak di Oman. Ini selari dengan usaha Kerajaan Oman yang memperkenalkan program pendidikan inklusif pada tahun 2005 dalam mempergiatkan integrasi kanak-kanak kurang upaya, termasuk kanak-kanak pekak ke sistem pendidikan arus perdana Oman. Namun, penggunaan kurikulum arus perdana untuk mengajar Bahasa Inggeris kepada kanak-kanak pekak di Oman dan negara-negara lain telah menimbulkan pelbagai masalah dan cabaran bagi para guru dan kanak-kanak pekak terlibat. Bersandarkan Teori Tingkah Laku Terancang (Theory of Planned Behavior, TPB), kajian ini telah mengkaji sejauh mana kesesuaian struktur kurikulum sedia ada dan keberkesanan pedagogi masa kini di dalam kelas-kelas Bahasa Inggeris untuk kanak-kanak pekak di beberapa sekolah terpilih di Oman. Ini termasuk meneliti sikap, norma subjektif, persepsi kebolehkawalan tingkah laku dan tujuan kanak-kanak pekak terlibat. Untuk tujuan ini, 41 sampel daripada populasi 46 kanak-kanak pekak yang mempelajari Bahasa Inggeris sebagai bahasa kedua serta 6 guru Bahasa Inggeris telah dipilih dari wilayah Dhofar, Oman untuk mendapatkan pandangan mereka berkaitan cabaran, kesesuaian kurikulum dan keberkesanan pedagogi yang digunakan dalam pengajaran Bahasa Inggeris. Untuk memastikan dapatan yang mendalam mengenai permasalahan tersebut, borang kaji selidik skala Likert 5 mata telah dibangunkan, serta satu set soalan temu bual digunakan selain diari catatan harian guru. Pengumpulan data mengambil masa selama empat bulan [September - Disember 2019] menggunakan kedua borang kaji selidik dan temu bual. Data kuantitatif yang diperolehi dianalisis menggunakan SmartPLS (versi 3), manakala data temu bual dan diari catatan harian dilakukan secara analisis tematik. Penemuan utama data kuantitatif menyokong dua hipotesis berikut: Sikap (H1) dan persepsi kebolehkawalan tingkah laku (H3) yang menunjukkan kesan positif yang signifikan terhadap tujuan murid-murid pekak terhadap kurikulum arus perdana yang digunakan dalam pengajaran Bahasa Inggeris. Penemuan daripada data kualitatif menunjukkan bahawa kurikulum inklusif adalah relevan, walaupun berbeza mengikut tahap-tahap kelas manakala penggunaan pedagogi dalam pengajaran Bahasa Inggeris kepada kanak-kanak pekak didapati sesuai. Data dari diari catatan harian guru menunjukkan kanak-kanak pekak terlibat menghadapi masalah memahami konsep abstrak, menulis emel, dan membaca perkataan-perkataan yang panjang. Guru terlibat juga masih mendapat latihan dan pengembangan profesional yang kurang, manakala bahan dan alat pengajaran juga masih tidak mencukupi. Kajian ini menyimpulkan bahawa kanak-kanak pekak memerlukan motivasi untuk belajar, serta keperluan kepada satu kurikulum khas, disamping topik-topik dalam sukatan pelajaran yang perlu dikemas-kini, selain keperluan guru-gurunya kepada latihan, serta alat pengajaran untuk kanak-kanak pekak ini dipertingkatkan.

ABSTRACT

This study seeks to examine the challenges faced by the teachers and students in schools adopting mainstream curriculum in teaching English as a second language (L2) to deaf children in Oman. This is in line with the Government of Oman's effort in introducing an inclusive education program in 2005 in the attempt to integrate children with disabilities, including deaf children in the Omani mainstream schools. Yet adopting the mainstream curriculum for teaching English to the deaf children in Oman and other countries has raised a lot of problems and challenges for the teachers and the deaf children. Based on the Theory of Planned Behaviour (TPB), this study embarks in investigating the extent of the relevance of the existing mainstream curriculum structure and the effectiveness of the present pedagogy implemented in English language classes for the deaf children in selected schools in Oman. This includes examining attitude, subjective norm, perceived behavioural control and intention of deaf children involved. To this end, a sample of 41 from the population of 46 deaf children studying English as (L2) from (Dhofar region in Oman) and a total of 6 English teachers for the deaf children were selected to solicit their opinions on the challenges, curriculum relevance and effectiveness of the pedagogy used in teaching English. To ensure in-depth insights on the issues, a questionnaire with a 5-point Likert scale was designed as well as a set of interview questions was employed along with teachers' diaries. The data collection took four months [September – December 2019] for both the survey and interviews. The quantitative data obtained were analysed using SmartPLS (version 3), and the interview and diaries data were thematically analysed. Major findings from the quantitative survey supported two hypotheses: Attitude (H1) and Perceived Behavioural Control (H3), stating that they have significant positive effects on the intention of the deaf children towards mainstream curriculum adopted in teaching English. Findings from the qualitative data show that the inclusive curriculum is largely relevant but vary with levels of classes, while the pedagogy used in teaching English to deaf children is acceptable. Findings from the teacher's diaries show that deaf children have difficulties comprehending abstract concepts, writing emails, and reading long sentences. Meanwhile teachers are found to lack training and professional development, teaching materials and teaching devices are also found to be inadequate. The study concludes that the attitude of the deaf children needs motivation towards learning, a special curriculum for the deaf children is required, topics in the syllabus needs review, besides the teachers needing training, and teaching devices for the deaf children should be improved.

الملخص

تسعى هذه الدراسة إلى دراسة التحديات التي يواجهها المعلمون والطلبة في المدارس التي تعتمد المناهج الدراسية العامة في تدريس اللغة الإنجليزية كلغة ثانية للطلبة الصم في سلطنة عمان. يتماشى هذا مع جهود حكومة سلطنة عمان في تقديم برنامج التعليم الشامل في عام ٢٠٠٥ في محاولة لدمج الأطفال ذوي الإعاقة ، بما في ذلك الأطفال الصم في المدارس العامة. ومع ذلك ، فإن اعتماد المناهج الدراسية العامة لتدريس اللغة الإنجليزية للطلبة الصم في عمان ودول أخرى قد أثار الكثير من المشاكل والتحديات للمعلمين والطلبة الصم. استنادًا إلى نظرية السلوك المخطط (TPB)، تهدف هذه الدراسة إلى التحقق من مدى ملائمة المناهج المستخدمة حاليًا، ومدى فاعلية طرق التدريس الحالية المطبقة في فصول اللغة الإنجليزية لضعاف السمع والصم في مدارس مختارة في سلطنة عمان. وهذا يشمل فحص الاتجاهات والميول ، والمعايير الذاتية ، والتحكم السلوكي الملحوظ ونية الطلبة الصم المتأثرين باعتماد المناهج العامة في تدريس اللغة الإنجليزية. وتحقيقاً لهذه الغاية، تم اختيار عينة من ٤١ من مجموع ٤٦ طالباً أصم، يدرسون اللغة الإنجليزية كلغة ثانية بمحافظة ظفار في سلطنة عمان، إضافة إلى اختيار ما مجموعه ٦ مدرسين للغة الإنجليزية للطلبة الصم، كمشاركين خبراء، للحصول على آرائهم من أجل تحقيق أهداف الدراسة. ولضمان رؤية متعمقة حول الموضوع، تم تصميم استبيان بمقياس ليكرت (Likert) المكون من ٥ نقاط، بالإضافة إلى مجموعة من الأسئلة المستخدمة في المقابلات ومذكرات المعلمين. إستغرق جمع البيانات أربعة أشهر [سبتمبر - ديسمبر ٢٠١٩] لكل من المسح والمقابلات. وتم تحليل البيانات الكمية التي تم الحصول عليها باستخدام (SmartPLS الإصدار ٣)، وتم تحليل بيانات المقابلة واليوميات (مذكرات المعلمين) بشكل موضوعي. دعمت النتائج الرئيسية للمسح الكمي فرضيتين: الاتجاهات والميول (H₁) والتحكم السلوكي المدرك (H₂)، مشيرة إلى أن لهما آثاراً إيجابية كبيرة على نية الطلبة الصم نحو المنهج الدراسي العام المعتمد في تدريس اللغة الإنجليزية. تُظهر النتائج المستخلصة من البيانات النوعية أن المناهج الدراسية العامة ملائمة إلى حد كبير، ولكنها تختلف باختلاف مستويات الفصول الدراسية، كما أن أساليب التدريس المستخدمة في تدريس اللغة الإنجليزية للطلبة الصم مقبولة. وتُظهر النتائج من خلال يوميات المعلمين أن الأطفال الصم يواجهون صعوبات في فهم المفاهيم المجردة وكتابة رسائل البريد الإلكتروني وقراءة الجمل الطويلة، وفي الوقت نفسه، وجد أن المعلمين يحتاجون إلى التدريب والتطوير المهني، وأن المواد التعليمية ووسائل التدريس غير كافية. وخلصت الدراسة إلى أن موقف المتعلمين الصم يحتاج إلى حافز نحو التعلم، وأن هناك حاجة إلى منهج خاص للطلبة الصم، وتحتاج بعض الموضوعات في المنهج الدراسي العام إلى مراجعة، كما ويجب تطوير مواد ووسائل التدريس للطلبة الصم.

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LIST OF ABBREVIATIONS

AD	Agreed Description (total)
ATT	Attitude
AVE	Average Variance Extracted
BEC	Basic Education Curriculum
CQI	Continuous Quality Improvement
CR	Composite Reliability
CSV	Comma Delimited
ELT	English Language Teaching
HI	Hypothesis 1
INT	Intention
LD	Learning Difficulties
MOE	Ministry of Education
MOHE	Ministry of Higher Education
MoSD	Ministry of Social Development
PA	Percentage of Absolute Agreement
PBC	Perceived Behavioral Control
PBEC	Post Basic Education
P1, P2, P3, ..	Participants (1-6)
RQ	Research Question
SBN	Subjective Norm
SETs	Senior English Teachers in the schools
SmartPLS	Smart Partial Least Square
SPSS	Statistical Package for the Social sciences
TRA	Theory of Reasoned Action
TPB	Theory of Planned Behaviour
UNESCO	United Nations Educational, Scientific and Cultural Organization.
UNICEF	United Nations International Children's Emergency Fund.