

APPENDIX 1

Unit planner for Grade: 9A Unit: 1 Month: 9-10

Lesson 1 LO s: Ss will be able to apply skimming and scanning appropriately to reading texts. SK: reading, voc. Mat: board, charts, pictures, SB p.10, worksheets, SB p. 4.	Lesson 2 LO s: Ss will be able to recognize language of opinion. SK: reading, voc., writing. Mat: SB p.8, charts, flash cards, board & pictures.	Lesson 3 LO s: Ss will be able to ask and answer Qs for personal information. SK: Grammar, Vocabulary. Mat: cut-out, SB p.5.	Lesson 4 LO s: Ss will be able to identify and use possessive adjectives. SK: Grammar, writing and vocabulary. Mat: SB p. 12, SB p.3, board, worksheets.
Lesson 5 LO s: Ss will be able to identify and use possessive pronouns. SK: Grammar, writing, vocabulary. Mat: SB p.6, SB p. 12, flash cards & board.	Lesson 6 LO s: Ss will be able to identify and use the possessive apostrophe. SK: Grammar, writing. Mat: SB p. 11 &13, board, chart & worksheets.	Lesson 7 LO s: Ss will be able to understand and use multiple meanings of words. SK: Vocabulary, writing. Mat: Pictures and worksheets.	Lesson 8 LO s: Ss will be able to identify different types of topics. SK: reading (skimming and scanning). Mat: worksheets, realia.
Lesson 9 LO s: Ss will be able to spell some words of: interests, activities, adjectives of appearance and personality. SK: Vocabulary & writing. Mat: SB, worksheets. Boards.	Lesson 10 LOs: Ss will be able to develop their dictionary skills. SK: reading, vocabulary. Mat: dictionary, worksheets, board.	Lesson 11 LOs: Ss will be able to reflect on their learning through a short quiz on the whole unit. SK: vocabulary, grammar, reading & writing. Mat: worksheets, SB.	Lesson 12 <i>Reflection on unit:</i>

APPENDIX II

QUESTIONNAIRE SURVEY ON THE PERCEPTION OF DEAF STUDENTS LEARNING ENGLISH IN OMAN

The study investigates the teaching of English as a second language to students in Oman and the challenges that arise from using the mainstream curriculum.

Guidelines

- The respondent to this survey is anonymous. Therefore, you are not required to disclose your name.
- All individual responses to this questionnaire will be kept STRICTLY CONFIDENTIAL
- I thank you for accepting to participate in this study.

SECTION A: DEMOGRAPHIC INFORMATION

- Gender; ☐ Male ☐ Female
- Grade: ☐ 1-3 ☐ 4-6 ☐ 7-9 ☐ 10-12
- Age; ☐ 5 and below ☐ 6 – 10 ☐ 11 – 15 ☐ 16 – 20

SECTION B: GENERAL INFORMATION

No	Statement	YES	NO
1	Would you still learn English if it were not made compulsory?		
2	Have you ever used English outside your classroom?		
3	Do you often use English outside your classroom such as in shopping malls, during travel, in internet café, etc.?		
4	Do you think that the knowledge of English language is important?		
5	Do you think you will use the knowledge of English language in future?		
6	Do you believe your English reading skills are good?		
7	Do you believe your English writing skills are good?		
8	If you have the chance, would you choose another foreign language to learn other than English?		

SECTION C: ATTITUDE, SUBJECTIVE NORM, INTENTION AND PERCEIVED BEHAVIOURAL CONTROL

Please answer each of the following questions by circling any number below from 1-5 that best describes your belief and opinion.

1. Strongly Disagree
2. Disagree
3. Slightly Agree
4. Agree
5. Strongly Agree

Measures of Attitude [ATT], Subjective Norm [SBN], Intention [INT] and Perceived Behavioural Control [PBC]

ATT1	I believe learning English is easy and enjoyable	1	2	3	4	5
ATT2	I like the games and tasks used in the English class	1	2	3	4	5
ATT3	The facilities provided for learning English is sufficient	1	2	3	4	5
ATT4	I believe the teachers teaching English are good and helpful	1	2	3	4	5
ATT5	I believe the textbook used in the English class is easy to understand	1	2	3	4	5
ATT6	I will recommend to other students to learn English in my school	1	2	3	4	5
SBN1	My classmates believe learning English is easy and enjoyable	1	2	3	4	5

SBN2	My family members encourage me to excel in English	1	2	3	4	5
SBN3	My relatives are proud that I am learning English	1	2	3	4	5
SBN4	People close to me think learning English is very important	1	2	3	4	5
INT1	I plan to continue learning English in all spheres of my life including work and other activities with my society	1	2	3	4	5
INT2	I am determined to excel in English in reading and writing	1	2	3	4	5
INT3	I have to communicate with most people in English	1	2	3	4	5
INT4	I love English and I do not intend to learn any other foreign language	1	2	3	4	5
PBC1	The teachers have the abilities to make me understand the English lessons well	1	2	3	4	5
PBC2	Learning English in the mainstream school does not hinder my performance to score good marks	1	2	3	4	5
PBC3	The communication skills used in the English class help me to understand the lessons easily	1	2	3	4	5
PBC4	It is not easy for me to learn English without computerized sign language	1	2	3	4	5
PBC5	It is not easy for me to learn English without cochlear implants	1	2	3	4	5
PBC6	It will be easy to learn English with a special curriculum for deaf students	1	2	3	4	5

Thank you for your time. If you have any additional comments on the topics covered please write them below:

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APPENDIX III

QUESTIONNAIRE SURVEY ON THE PERCEPTION OF NORMAL STUDENTS TOWARDS DEAF STUDENTS LEARNING ENGLISH IN OMAN

The study investigates the teaching of English as a second language to students in Oman and the challenges that arise from using the mainstream curriculum.

Guidelines

- iv. The respondent to this survey is anonymous. Therefore, you are not required to disclose your name.
- v. All individual responses to this questionnaire will be kept STRICTLY CONFIDENTIAL
- vi. I thank you for accepting to participate in this study.

SECTION A: DEMOGRAPHIC INFORMATION

4. Gender; ☐ Male ☐ Female
5. Grade: ☐ 1-3 ☐ 4-6 ☐ 7-9 ☐ 10-12
6. Age; ☐ 5 and below ☐ 6 – 10 ☐ 11 – 15 ☐ 16 – 20

SECTION B: GENERAL INFORMATION

No	Statement	YES	NO
1	Do you think deaf students would still learn English if it were not made compulsory?		
2	Have you noticed deaf students using English outside classroom such as in shopping malls, during travel, in internet café, etc.?		
3	Do you think that the knowledge of English language is important to deaf students?		
4	Do you think deaf students will use the knowledge of English language in future?		
5	Do you believe the English reading skills of deaf students are good?		
6	Do you believe the English writing skills of deaf students are good??		

SECTION C: ATTITUDE, SUBJECTIVE NORM, INTENTION AND PERCEIVED BEHAVIOURAL CONTROL

Please answer each of the following questions by circling any number below from 1-5 that best describes your belief and opinion.

- 1.Strongly Disagree
- 2. Disagree
- 3. Slightly Agree
- 4. Agree
- 5. Strongly Agree

Measures of Attitude [ATT], Subjective Norm [SBN], Intention [INT] and Perceived Behavioural Control [PBC]

ATT1	I believe learning English for deaf students should be easy and enjoyable	1	2	3	4	5
ATT2	I believe teaching English class to deaf students using games and tasks can be interesting.	1	2	3	4	5
ATT3	The facilities provided in our school for learning English may not be sufficient for teaching English to deaf students.	1	2	3	4	5
ATT4	I believe the teachers teaching English for deaf students are good and helpful	1	2	3	4	5

ATT5	I believe the textbook we use in the English class should be easy for any deaf student to understand	1	2	3	4	5
ATT6	The course syllabus we use in English class can also be easily used for deaf students to learn English	1	2	3	4	5
SBN1	My classmates believe learning English for deaf students is easy and enjoyable	1	2	3	4	5
SBN2	My family are excited that deaf students excel in English	1	2	3	4	5
SBN3	People close to me think learning English is very important for deaf students	1	2	3	4	5
SBN4	My friends are happy that deaf students are learning English	1	2	3	4	5
SBN5	The people whose opinion I value think learning English will make deaf students useful to their society	1	2	3	4	5
SBN6	My relatives are proud that deaf students are learning English	1	2	3	4	5
SBN7	My neighbors are excited about deaf students learning English in my school	1	2	3	4	5
INT1	Deaf students should plan to continue learning English in all spheres of their lives including work and activities with society	1	2	3	4	5
INT2	Deaf students seem determined to excel in English reading and writing	1	2	3	4	5
INT3	Deaf students will have to communicate with most people in English	1	2	3	4	5
INT4	Deaf students plan to master English to the level of native speakers	1	2	3	4	5
INT5	Deaf students love English so much that they do not intend to learn any other foreign language	1	2	3	4	5
PBC1	The disability of deafness does not hinder deaf students from learning English	1	2	3	4	5
PBC2	The teachers have the abilities to make deaf students understand the English lessons well	1	2	3	4	5
PBC3	Learning English in the mainstream school does not hinder the performance of deaf students to score good marks	1	2	3	4	5
PBC4	Good communication skills in the English class will help deaf students to understand the lessons easily	1	2	3	4	5
PBC5	It is not easy for deaf students to learn English without computerized sign language	1	2	3	4	5
PBC6	It is not easy for deaf students to learn English without cochlear implants	1	2	3	4	5
PBC7	Deaf students find it stressful to learn English	1	2	3	4	5
PBC8	It will be easy to learn English with a special curriculum for deaf students	1	2	3	4	5

Thank you for your time. If you have any additional comments on the topics covered please write them below:

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APPENDIX IV

Interview Questions

No	Interview Questions
1	Do you think the curriculum being used to teach English language to deaf children in Oman is relevant? If yes, why and if no, why not? [provide examples to support your answers]
2	Do you think the coverage of the English course syllabus is adequate? If yes, why and if no, why not? [provide examples to support your answers]
3	Which topics of the course syllabus do your students enjoy most, and which ones they enjoy least, and why? [provide examples to support your answers]
4	Would you recommend that certain topics in the current course syllabus be restructured to improve their scope, coverage and time of delivery? [provide examples of such topics to support your answers]
5	What teaching philosophy [approach and belief] do you adopt in teaching the deaf students, and why?
6	What is the common teaching method you use in your language classroom and how do you evaluate its effectiveness?
7	What type of activities do you use in conducting your language classroom and how do you rate its effectiveness?
8	What type of support do language teachers for deaf students receive to ensure effective learning has taken place? Have these supports been sufficient? If yes, why and if no, why not? [provide examples to support your answers]
9	What are the major challenges that arise in teaching English to deaf students in Oman? Your answers should cover the following: • Relevance of topics in course syllabus • Quality of course materials • Nature of class activities • Teaching approaches and attitudes of teachers • How the deaf students are adapting to the curriculum. • The interaction among normal and deaf students • Performance of deaf students • The extent to which the school learning environment is conducive. • The extent of family support
10	Suggest how the existing English language curriculum can be improved to enhance the learning needs of deaf students. Your suggestions should cover the following areas of the curriculum: • Topics covered in course syllabus. • Time used to cover the syllabus. • Course materials • Class activities • Teaching approaches and styles • Quality of teachers • Facilities and support for learning • School learning environment • Family support

APPENDIX V
Teacher's Diary Sheet No. (.....)

Unit:
Lessons/Topics involved:
Week/Date :
Summary of objectives of unit: By the end of the unit, students can... 1- 2- 3- 4- 5- 6-

1) Write a summary about the lessons/topics taught in the unit and the materials used.

2) Highlight the challenges faced while teaching the lessons/topics of the unit.

No.	Lesson/Topic	Challenges
1		
2		
3		
4		
5		

3) Record any ideas or techniques you used or you suggest to reduce / overcome the challenges faced.

Challenge No.	Techniques used or suggested to overcome/reduce the challenges

Thank you for your cooperation

APPENDIX VI [a]
Teachers' Diary Sheet Duly Filled in [Grade 5]

Items	Teacher 1	Teacher 2	Teacher 3	Teacher 4
Grade	5	5	5	5
Unit	1	1	3	3
Lesson	<i>Welcome Back to English</i>	???		
Week/Date	Sept 2018	Sept & Oct 2018	Nov & Dec 2018	Nov & Dec 2018
Objective				
1	Learn new vocabulary and read short texts	Learn new vocabulary and read short texts	Talk about life cycles	Talk about life cycles
2	Understand and use 'like' and 'don't like'	Understand and use 'like' and 'don't like'	Learn and write names of Omani animals	Learn and write names of Omani animals
3	Learn past tense	Learn past tense	Write sentences in present tense	Write sentences in present tense
4	Learn how verbs change in past tense	Learn how verbs change in past tense	Write an e-mail correctly	Write an e-mail correctly
5	Making pictures with words	Making pictures with words	Put the words in plural	Put the words in plural
6	Learn punctuation, put sentences in capital letters, make a dictionary notebook	Learn punctuation, put sentences in capital letters, make a dictionary notebook	Match the name of each animal with its correct picture.	Match the name of each animal with its correct picture.
7				Use can and can't
8				Write about what they do after school

Summary about the Lessons

Teachers	Summary
Teacher 1	Students learn new vocabulary to keep in mind Students match texts with picture Students understand and use 'like' and 'don't like' Students learn past tense, learn difference between regular and irregular verb in past tense. Students learn punctuation, put sentences in capital letters, make a dictionary notebook Students match sentences with their pictures Students talk about themselves, which activity they like and dislike, use regular and irregular verbs in sentences, and match texts with pictures. Sometimes we used flash cards and smart board. Also using some internet websites for good information and videos.
Teacher 2	Students learn new vocabulary to keep in mind Students make texts with picture Students understand and use 'like' and 'don't like' Students learn past tense, learn difference between regular and irregular verb in past tense.

	Students learn punctuation, put sentences in capital letters, make a dictionary notebook Students match sentences with their pictures
Teacher 3	Students understand life cycles and talk about it by sign language. Students learn how write an e-mail correctly. Students identify an Omani animal "Arabian Oryx". Students learn the body parts of the animal. Students learn to put the words in plurals. Students match the name of animal with its correct picture. Sts know new vocabulary. By sign language sts are able to understand them.
Teacher 4	Students understand life cycles of a turtle or any animal and talk about it by sign language. Students learn how write an e-mail correctly. Students identify an Omani animal "Arabian Oryx". Students learn the body parts of the animal. Students learn to put the words in plurals. Students match the name of animal with its correct picture. Sts know new vocabulary. By sign language sts are able to understand them. Students use time sequence words ex: first, next .. Students write about what activities they like to do or not ..

Challenges & Suggestions

Topic	Teachers	No	Challenges	Suggestions
Grammar Lesson 4	Teacher 1	1	The way of explaining the part of	Just focus only on one
		2	grammar of regular and irregular verbs	kind of grammar with
		3		one or two activities
		4		
Students Write an e-mail correctly	Teacher 3	5	Now it's difficult for students to write	??????
		6	an e-mail correctly. They need more	
		7	practice	
Students write about picture		8	Students still unable to write about a	??????
		9	picture. First they express about it by	
		10	sign language	
Students form the correct sentences		11	It's early for my Deaf students to form	??????
		12	sentences correctly now. They need	
		13	practice.	
	Teacher 4	14	???????	Try here much practice
		15		on one or two type of
		16		grammar only
Reading Lesson 8	Teacher 1	17	Much activities of reading that make	Exercises at the level
		18	students feel boring and unable to	of their mental abilities
		19	understand all information	in reading
	Teacher 3	20		
	Teacher 4	21	A lot of words with more information.	Use smart board with
		22	Students cannot understand all words and	flash cards. Sometime
		23	information	show videos about the

		24		topic
Writing	Teacher 1	25	Different types of writing	Just give them simple
		26		sentence no more
	Teacher 3	27		
	Teacher 4	28	Writing sentences is difficult for students in	Students write about
		29	this grade	themselves or about
		30		what they like or
		31		dislike
Students understand the irregular verbs in simple past tense	Teacher 2	32	Deaf student may add 'ed' to irregular	
		33	verbs in past form. They repeating it	
		34	all time	
Students guess the meaning of vocabulary		35	Students still increase their vocab more and	
		36	more. They need more time to guess	
		37	meaning.	
Students write short sentences about their holiday		38	Students still find difficulty to write	
		39	sentences by themselves. They need	
		40	training	

APPENDIX VI [b]
Teachers' Diary Sheet Duly Filled in [Grade 6]

Items	Teacher 1	Teacher 2	Teacher 3	Teacher 4
Grade	6	6	6	6
Unit	1	1	2	2
Lesson	<i>Creative Crafts</i>	<i>Creative Crafts</i>	<i>Communication</i>	
Week/Date	Sept 2018	Oct 2018	Nov 2018	Dec 2018
Objective				
1	Write correct sentences	Identify Omani Silver and Jewellery.	Identify different communication ways	Understand different adjectives
2	Read and write short sentences	Name the shapes	Write correct sentences	Match sentences with the symbols
3	Understand and use (like and don't like)	Make a project on Crafts	Identify different symbols	Understand and use Morse code
4	Know healthy and unhealthy food	Make Tangram pictures	Identify different symbols with their messages	Scan texts for specific specific
5	Read an email and understand the information	Spell shapes correctly.	Identify adjectives with different facial expression	Know fiction and non-fiction
6	Use the verb 'be' with relative pronouns.	Use the punctuation correctly	Understand and use the adjectives to express feeling	Understand Semaphore lay
7		Understand the difference between nouns, verbs and adjectives.		Write an e-mail correctly

Summary about the Lessons

Teachers	Summary
Teacher 1	In fact, the lessons deal with the skills of English. But teacher pay attention to writing and reading because they are deaf students. Materials: 1- Smart board 2- Class book 3- Skills book 4- Still pictures 5- Flash cards 6- Drawing
Teacher 2	These lessons confirm that all students should work as a team and in groups. Also students should be knowing about their country. Moreover, students write the sentences correctly; put in capital letters and punctuation marks. Materials: 1- Smart Board 2- Textbook 3- Flash cards 4- Drawing 5- Instructional game

Teacher 3	These lessons emphasize the importance to learn and identify different ways of communication. Moreover, they emphasize different symbols and their sign language. Also, to use different activities. On the other hand, help students to understand and use the adjectives. Materials: 7- Smart board 8- Coursebook 9- Drawing 10- Instructional games 11- Flash cards 12- Sign language cards
Teacher 4	These lessons emphasize the importance of writing and try to train the students to write letter and e-mail correctly. Also, they help students to understand and use the symbols. Moreover, in this unit sts learn new ways of communication. On the other hand, students can understand and write the main ideas of the story. Materials: 1. Sign language cards 2. Still pictures 3. Instructional games 4. Smart Board 5. Textbook 6. Flash cards

Challenges & Suggestions

Teachers	Topic	No	Challenges	Suggestions
Teacher 1	Creative Crafts	1	Handwriting is unclear	Give them exercises for
		2	They may have problems to	writing. Tell them how to
		3	understand the meaning of new	write on lines.
		4	vocabulary	Also, make training.
		5	To read the long sentences	Tell them the new vocabulary
		6	To write or use the grammar	by using the sign language
		7	correctly	Tell them about short
		8		sentences and how they can
		9		write them
		10		Use the instructional games
Teacher 2	Creative Crafts	11	The students' handwriting unclear	- Tell them how to write
		12	To know the new signs by	between lines
		13	themselves.	- give them a period for
		14	To understand the information.	exercises
		15	To understand the new symbol.	Use smart board to tell them
		16	To use the grammatical structure in	new vocabulary by using sign
		17	context.	language
		18		Give them more training
		19		- make models
		20		- give orders
		21		- give them new symbol by
		22		sign language
		23		Read texts and short topics

Teacher 3	Creative Crafts	24		and ask them to write the main
		25		ideas correctly
		26	To use correct grammar	Give students exercises about
		27	Handwriting is unclear	grammar and vocabulary
		28	To understand new symbols	Give them exercises about
		29	To write long sentences	writing (write text - sentences)
		30	They may have problems to	Use smart board and more
		31	understand the meaning of new	aids to explain the new
		32	vocabulary	symbols
		33	To understand the order by himself	Give more training of writing
		34		Give (tell) then new
		35		vocabulary by using sign
		36		language
		37		- Tell them about adjectives
		38		- work in groups to express
		39		their feeling
Teacher 4	Creative Crafts	40	To describe their friends	- Tell them a list of adjectives
		41	To read the information by	- Ask them to sort in group
		42	themselves	Give them exercises. Tell
		43	Read sentences by using the Morse	them the meaning of orders by
		44	code	sign language
		45	To know and understand the kinds	- Work in group "Ask and
		46	of stories	Answer"
		47	To make semaphore flags by	- Ask them to read words and
		48	themselves	letters by Morse code
		49	To write e-mail at least 60 words	- Write the story as short
		50		sentences
		51		- work as a team
		52		- give them models
		53		- Tell them the meaning of
		54		Semaphore lay by sign
		55		language
		56		- Give them a list of verbs
		57		- Give them a list of ideas

APPENDIX VI [c]
Teachers' Diary Sheet Duly Filled in [Grade 12]

Items	Teacher 1	Teacher 2	Teacher 3
Grade	12	12	12
Theme	1	1	2
Lesson	???	????	???
Week/Date	Sept & Oct 2018	Sept & Oct 2018	Nov & Dec 2018
Objective			
1	Identify the meaning of retail therapy..	Identify the meaning of retail therapy.	Understand past perfect tense
2	Know collocation used with "make" and "do".	Know collocation used with "make" and "do"	Practise previous grammar rules
3	Compare between Malls and Markets	Compare between Malls and Markets	Learn about the use of internet in education
4	Write their opinion about money.	Write their opinion about money.	Practise past perfect tense
5	Write opinion about Shopping habits	Write opinion about Shopping habits	Learn the instructions of writing an e-mail
6	Write opinion about how is the difference between men and Women in shopping.	Write opinion about how is the difference between men and Women in shopping.	Write an e-mail about their goals in future

Summary about the Lessons

Teachers	Summary
Teacher 1	By sign language, sts identify meaning of "retail therapy". Sts learn more vocabulary items related to shopping. I teach them collocation used with "make and do". Sts compare between Malls and Markets. Sts fill in gaps using prepositions. Sts learn usage of articles with countable and uncountable nouns. Sts write their opinions about money and shopping. Different kind of reading about brand companies. 'The world's top global brands such as, Apple, Google, etc. How to use past simple and past simple passive. Also they try to guess the meaning from context. Moreover they have ideas about advertisement.
Teacher 2	By sign language, sts identify meaning of "Retail therapy". Sts learn more vocabulary items related to shopping. I teach them collocation used with "make and do". Sts compare between Malls and Markets. Sts fill in gaps using prepositions. Sts. Learn usage of articles with countable and uncountable nouns. Sts write their opinions about money and shopping.
Teacher 3	Students learn about university as the next step for them. Students learn past perfect tense as a grammar item. They learn and discuss e-mail, identify structure of the e-mail. Students are able to write an e-mail by following the instructor. By sign language, students discuss use of internet in education. They do activities practising 'past perfect tense' 'negative and interrogative forms'

Challenges & Suggestions

Teachers	Topic	No	Challenges	Suggestions
Teacher 1	Reading Lesson 3	1	Much information and	Try here some easier
		2	activities about history	activities from the lower
		3	things with difficult	grades 5 or 6
		4	activities.	
	Vocabulary	5	New words, difficult to	Try to give them the

	lesson 8	6	understand the meaning	easier one with examples
		7	of the words.	
	Writing	8	Difficult types of writing	Give them samples kind
		9	or writing sentence	of writing and rewrite it
	Suggestion	10		The must try to design the
		11		curriculum at the level of
		12		their abilities or suitable
Teacher 2		13		curriculum for these kind
		14		of students
	Students identify meaning of Retail Therapy	15	“Retail therapy” hasn’t a	???????
		16	sign language. It’s	
		17	abstract word, so deaf	
		18	Students realize that	
		19	hardly.	
	Students identify past simple passive	20	Sentences in passive form	???????
		21	maybe abstract for deaf	
		22	Students.	
	Students make a survey on shopping habits	23	Deaf Students can’t	???????
		24	succeed in making a	
		25	survey in written form	
		26	about a certain topic	
	Students write a paragraph about shopping habits	27	Deaf Students aren’t	???????
		28	good at writing a	
		29	paragraph. They can	
		30	write sentences	
	Students write their opinions about money	31	They can give opinion	
		32	about a topic through	
		33	sentences	
	Students read interactive texts	34	Interactive texts aren’t	???????
		35	suitable for deaf students.	
Teacher 3	Students practice past perfect tense	36	Perfect tense isn’t	???????
		37	recognized by deaf	
		38	students. They recognize	
		39	present, past and future	
	Students write about one topic	40	Writing skill is difficult	???????
		41	for deaf student.	
	Students understand past perfect tense in reported speech	42	It’s hard for deaf students	???????
		43	to feel perfect tense	
		44	especially in reported speech.	
	Students comprehend a reading text	45	Deaf students understand	???????
		46	short text with main idea	
	Students write about topic ‘studying abroad’	47	Writing isn’t east easy for	???????
		48	deaf students as reading	
	Students write a paragraph from given information	49	It’s hard for deaf student	???????
		50	to write a paragraph, as	
		51	writing skill is difficult	
		52	for them	

APPENDIX VII

Interview Questions guide

No	Interview Questions
1	Do you think the curriculum being used to teach English language to deaf children in Oman is relevant? If yes, why and if no, why not? [provide examples to support your answers]
2	Do you think the coverage of the English course syllabus is adequate? If yes, why and if no, why not? [provide examples to support your answers]
3	Which topics of the course syllabus do your students enjoy most, and which ones they enjoy least, and why? [provide examples to support your answers]
4	Would you recommend that certain topics in the current course syllabus be restructured to improve their scope, coverage and time of delivery? [provide examples of such topics to support your answers]
5	What teaching philosophy [approach and belief] do you adopt in teaching the deaf students, and why?
6	What is the common teaching method you use in your language classroom and how do you evaluate its effectiveness?
7	What type of activities do you use in conducting your language classroom and how do you rate its effectiveness?
8	What type of support do language teachers for deaf students receive to ensure effective learning has taken place? Have these supports been sufficient? If yes, why and if no, why not? [provide examples to support your answers]
9	What are the major challenges that arise in teaching English to deaf students in Oman? Your answers should cover the following: • Relevance of topics in course syllabus • Quality of course materials • Nature of class activities • Teaching approaches and attitudes of teachers • How the deaf students are adapting to the curriculum. • The interaction among normal and deaf students • Performance of deaf students • The extent to which the school learning environment is conducive. • The extent of family support
10	Suggest how the existing English language curriculum can be improved to enhance the learning needs of deaf students. Your suggestions should cover the following areas of the curriculum: • Topics covered in course syllabus. • Time used to cover the syllabus. • Course materials • Class activities • Teaching approaches and styles • Quality of teachers • Facilities and support for learning • School learning environment • Family support

APPENDIX VIII

Transcription of Interview

Question 1

Do you think the curriculum being used to teach English language to deaf children in Oman is relevant? If yes, why and if no, why not? [provide examples to support your answers]

Responses from Participant 1 [P1]

Lines	Statements
1	Yes, and in my point of view it can be relevant to some extent I mean that it
2	it can be okay with cycle 1 students and lower grade as it's very simple
3	topics like food, clothes I mean topics like food clothes and so on, but
4	gradually I feel it becomes more harder for students in the higher grades
5	to understand the topics.

Responses from Participant 2 [P2]

Lines	Statements
1	I think the curriculum being used to teach English language to deaf children in
2	Oman is relevant for grade (5 to grade 7) as curriculum is related to Deaf's life.

Responses from Participant 3 [P3]

Lines	Statements
1	No, because they don't have special curriculum for them. They have same
2	curriculum for the normal students.

Responses from Participant 4 [P4]

Lines	Statements
1	Yes, because it is important for the deaf students to learn English language.

Responses from Participant 5 [P5]

Lines	Statements
1	The English language curriculum for the deaf needs to be changed to suit
2	the level of the children and it should focus on topics or things that they
3	use in their daily life. This will require setting suitable aims in the curriculum
4	that provide the needs of the children. Also using new methods for deaf
5	is important, not total communication only.

Responses from Participant 6 [P6]

Lines	Statements
1	The curriculum for teaching English to deaf children not fully suit all the
2	levels of these children, some topics are okay some topics not okay. Too much
3	Theory, but topics must be useful for deaf children everyday life.
4	The teaching method and materials some of them need to be changed

Question 2

Do you think the coverage of the English course syllabus is adequate? If yes, why and if no, why not? [provide examples to support your answers]

Responses from Participant 1 [P1]

Lines	Statements
1	Concerning the coverage of the English course if you mean the amount or the
2	number of units, yes, it is adequate as the curriculum already been shortened
3	to three units out of five from the normal curricular for the normal students.

Responses from Participant 2 [P2]

Lines	Statements
1	Yes, I think the coverage of the English course syllabus is adequate for grade
2	5,6 and 7. But syllabus of grade 8,9,10 and 11 has many abstract expressions.

Responses from Participant 3 [P3]

Lines	Statements
1	No, the English course syllabus is not adequate because it has much information
2	and texts that are not suitable for the deaf children. Therefore, the current
3	curriculum is not suitable and cannot be used for them.

Responses from Participant 4 [P4]

Lines	Statements
1	Yes, because it suits their needs and abilities.

Responses from Participant 5 [P5]

Lines	Statements
1	No, because it has much information and texts that are not suitable for them.
2	Example for that the currently curriculum used for them.

Responses from Participant 6 [P6]

Lines	Statements
1	No, the English course syllabus does not cover much information and the texts
2	used do not or are not suitable for them like example for currently the curriculum
	in schools being used for them the deaf children.

Question 3

Which topics of the course syllabus do your students enjoy most, and which ones they enjoy least, and why? [provide examples to support your answers]

Responses from Participant 1 [P1]

Lines	Statements
1	My students enjoy the topics which relate to everyday life, which is near to their
2	surroundings, but when the topics contain more difficult concepts it becomes not
3	enjoyable for them. They need direct things which they can see they can feel
4	but the concepts become more harder to them.

Responses from Participant 2 [P2]

Lines	Statements
1	The visual topics and all topics that have sign language my students enjoy most;
2	my students enjoy less with long sentences.

Responses from Participant 3 [P3]

Lines	Statements
1	They enjoy with all easiest topics but which one helpful for them and interest for
2	them. Types of topics like sport, body parts, and items of house they using
3	usually and also transportation.

Responses from Participant 4 [P4]

Lines	Statements
1	Stories because they send or convey the information in an easy way.

Responses from Participant 5 [P5]

Lines	Statements
1	They like stories because they are interesting and have many characters. But they
2	least like scientific topics because they deal with factual information.

Responses from Participant 6 [P6]

Lines	Statements
1	Some of topics are talking about the life itself that is why they like it. For example,
2	the way of communicating with others after school. The things they like least are
3	writing activities. For example, they are not able to write different kinds of writing.

Question 4

Would you recommend that certain topics in the current course syllabus be restructured to improve their scope, coverage, and time of delivery?

Responses from Participant 1 [P1]

Lines	Statements
1	Yes, I really prefer and recommend that students have the right to have their own
2	syllabus which already been prepared for them to match their needs. But I find
3	some topics are not suitable for them or even the amount of information which is
4	introduced is very long and should be short..

Responses from Participant 2 [P2]

Lines	Statements
1	I recommend all The visual topics and all topics that have sign language to
2	improve students ' scope, coverage and time of delivery.

Responses from Participant 3 [P3]

Lines	Statements
1	Yes, I recommend restructuring because there are too many topics that are not
2	suitable with their levels. Also, the teachers cannot explain these topics in
3	easy way and give students examples and also assign the word for them to
4	properly understand the topics.

Responses from Participant 4 [P4]

Lines	Statements
1	'Stories' is a type of topic that students enjoy most because they send or convey the information in an easy way. Meanwhile, there should be a special curriculum with relevant topics designed for deaf students and that are suitable for them to develop their abilities.
2	
3	
4	

Responses from Participant 5 [P5]

Lines	Statements
1	Yes, there are topics that need to be covered in depth such as the 'articles' because they have new vocabularies and new ideas. On the other hand, there are topics that should have spent less time on like those require describing things, because they depend on cumulative ideas.
2	
3	
4	

Responses from Participant 6 [P6]

Lines	Statements
1	Yes, I think there are topics that need to be covered in depth and those that need less time. The present curriculum is not easy in both cases.
2	

Question 5

What is the common teaching method you use in your language classroom and how do you evaluate its effectiveness?

Responses from Participant 1 [P1]

Lines	Statements
1	You know that in normal classes we can face the heterogeneous classes or the mixed abilities and individual differences between the students. So, we can use VAK strategy which depends on visual and audio and kinesthetic skills, but for deaf students of course they can't hear so I use visual and kinesthetic skills to make it easier to convey the points and the information for my students.
2	
3	
4	
5	
6	According to my own current teaching method, I use in my class the integrated methods, which depend on explanation, watching visual aids like video, like still pictures and do some tactile activities at the end of the class. These approaches fix the points in their minds. I feel it's a good way as it helps each student to find his needs and it permits students to catch the information through this useful and desirable method ... we have to touch the point of creativity in each student and try to enter and give him information for this point of creativity.
7	
8	
9	
10	
11	
12	

Responses from Participant 2 [P2]

Lines	Statements
1	Using sign language and body language as the common teaching method I use in my language classroom
2	
3	I evaluate by asking my students to check their understanding.

Responses from Participant 3 [P3]

Lines	Statements
1	Many ways of the teaching like using the smart board, flash cards, videos, also
2	I give them some homework suppose like do the projects always they work in
3	pairs or group worker. Ninety five percent of the methods I use include
4	smart board, flash cards, internet websites, the new sign language and videos
5	These are perfect ways or methods because these students like these ways.

Responses from Participant 4 [P4]

Lines	Statements
1	I use sign language, quietness and patience in order to attract the students to love the
2	curriculum and benefit from.

Responses from Participant 5 [P5]

Lines	Statements
1	I use instructional games. These are games based on pictures. It is an effective
2	strategy that aims at encouraging students to work together. It is called face to face
3	interaction as students must interact with each other. In this game, the instructional
4	goal is shared and accomplished by all students. The teacher can help his students
5	acquire not only the academic skills but also the social skills needed to work
6	harmoniously with others.

Responses from Participant 6 [P6]

Lines	Statements
1	There are many ways of teaching the students such as, smart board, flash cards,
2	transparencies and video.

Question 6

What type of activities do you use in conducting your language classroom and how do you rate its effectiveness?

Responses from Participant 1 [P1]

Lines	Statements
1	According to my own current teaching current method I use in my class is the
2	integrated method which depends on explanation, watching visual aids like video,
3	like still pictures and do some tactile activities at the end of the class which fix
4	the point in their minds. I feel it's a good way as it helps each student to find his
5	needs and it permits students to catch the information through this useful and
6	it permits students to catch the information through this useful and desirable
7	method for each student.. and we have to enter the students his creative area
8	.
8	we have to touch the point of creativity in each student and try to enter and
9	give him information for this point of creativity.

Responses from Participant 2 [P2]

Lines	Statements
1	I use some activities in conducting my language classroom as;(match pictures /
2	missing letters/ write the word/chose correct answers)

Responses from Participant 3 [P3]

Lines	Statements
1	Many activities, but I concentrate on three types of activities which are matching
2	words with pictures, finding the missing words and sorting the words.
3	Ninety five percent I use smart board, flash cards and videos. These are perfect
4	ways of methods because they like these ways.

Responses from Participant 4 [P4]

Lines	Statements
1	Sign language

Responses from Participant 5 [P5]

Lines	Statements
1	Being creative, sign language and exercises

Responses from Participant 6 [P6]

Lines	Statements
1	The common activities I conduct in classroom are multiple choice questions,
2	matching words, drawing, reading and writing, Sign language
3	and most importantly the movement I make inside the classroom

Question 7

What type of support do language teachers for deaf students receive to ensure effective learning has taken place? Have these supports been sufficient?

Responses from Participant 1 [P1]

Lines	Statements
1	In fact, I use a variety of activities such as games, videos, sometimes of outdoor
2	classes also permit my students to use technology for self-learning. I think any
3	activity which is away from the traditional way of teaching will be very effective
4	with deaf students.

Responses from Participant 2 [P2]

Lines	Statements
1	All support's methods that suitable for Deaf students as (smart board /internet
2	websites /the new sign language)

Responses from Participant 3 [P3]

Lines	Statements
1	So far, the supports we have received are some books and two CDs of how to
2	teach these students with some videos. It is like a guide for us. This is in
3	addition to smart board that we recently got. In the past we did not have the
4	experience of how to use the smart board. Now we have some information and
5	we know how to use it with the students, and I think it is very helpful for them
6	and for the teacher to provide the information for the students in easiest way.
7	We feel that the smart board is one of the most important advantages we got.

Responses from Participant 4 [P4]

Lines	Statements
1	Reading, writing and practical applications through computer.

Responses from Participant 5 [P5]

Lines	Statements
1	Many activities, but I concentrate in three types of activities which are matching
2	words with pictures, finding the missing words and sort the words.

Responses from Participant 6 [P6]

Lines	Statements
1	Not much support is received, there is more can be done in helping the teachers
2	For example video materials and other important teaching materials.

Question 8

What type of support do language teachers for deaf students receive to ensure effective learning has taken place? Have these supports been sufficient? If yes, why and if no, why not? [provide examples to support your answers]

Responses from Participant 1 [P1]

Lines	Statements
1	The answer of course is training, training, training 400 times of training, is very
2	important for all teachers and particularly special needs teachers or the teachers
3	who teach deaf students. Even the expert teachers need annual training to be up
4	to date with all of the elements of teaching process. If the teacher gets suitable
5	and sufficient training he will be able to help his students

Responses from Participant 2 [P2]

Lines	Statements
1	All support's methods that suitable for Deaf students as (smart board /internet
2	websites /the new sign language)

Responses from Participant 3 [P3]

Lines	Statements
1	I think as we are teachers teaching these disable students we don't have enough
2	workshops and special books for sign word and also master trainer in this area
3	who have much experience of this way of teaching around the region.
4	We need many things like some books of ways of deaf teaching and also we
5	request our department to give us more workshops to give us a lot of information
6	about how to teach these students
7	<i>But, so far what are the support you have already received</i>
8	Some books and two CDs of how to teach these students with some videos..
9	its like a guide for us. Also smart board.
10	<i>This smart board is it recently you got it or from the past?</i>
11	No, from the past. But in the past we don't have experience how to use it, now
12	we have some information and we know how to use it with the students and

13	I think its very helpful for them and for the teacher to provide the information
14	for the students in easiest way.
15	<i>So you feel that the smart board is one of the most important advantages you got</i>
16	Yea, yea

Responses from Participant 4 [P4]

Lines	Statements
1	Computer, pictures and smart board .. yes sufficient as it helps the deaf to
2	understand and convey the information to them.

Question 9

What are the major challenges that arise in teaching English to deaf students in Oman? Your answers should cover the following:

- Relevance of topics in course syllabus
- Quality of course materials
- Nature of class activities
- Teaching approaches and attitudes of teachers
- How the deaf students are adapting to the curriculum.
- The interaction among normal and deaf students
- Performance of deaf students
- The extent to which the school learning environment is conducive.
- The extent of family support

Responses from Participant 1 [P1]

Lines	Statements
1	So sorry to say that teachers who teach deaf students face various challenges
2	while teaching English language. First of all as I said before the topics,
3	the topics and the topics again sometimes are not relevant and take the students
4	away from their everyday life and not suitable for their disability.
5	Also, teacher has to prepare all his materials on his own.
6	Concerning the activities, teacher has to prepare a variety of activities
7	which is sometimes represent a challenge and needs extra time and effort.
8	Of course, the characteristics of the deaf students sometimes cause them
9	not to perform in the expected way.
10	Concerning the support of family, some families support their deaf sons and
11	daughters and believe on their abilities, but others are not able to do
12	the same role, that's may be a result of unbelieving of their children's skills
13	and talents so they can give this them the needed help and support.

Responses from Participant 2 [P2]

Lines	Statements
1	I suppose the main challenge in teaching English to deaf students in Oman is
2	that Deaf Students need a special curriculum only for them contains
3	teaching approaches. That help deaf students to receive information
4	and understand easily; as sign language and all visual aids.
5	All class activities should be clear and focus on what they study.
6	The deaf students are adapting the interaction among normal by learning
7	with them in the same class, so deaf students' Performance will be good
8	by dealing Deaf with normal students in some subjects; as Music,
9	Sports and Arts. school environment co-operates family support
10	to have an effective reaction on Deaf students.

Responses from Participant 3 [P3]

Lines	Statements
1	The first thing it is not in their level. <i>You mean the curriculum ?</i> Yea
2	The second one, It should be relevant to their needs. The third one, as our
3	supervisor and master supervisor gave us we follow up that in the class or
4	out of the class, suppose we give them home work
5	The fourth one, simple way of teaching and supporting students
6	<i>Simple way like what ..</i>
7	I mean I use simple way inside the class because some topics or lessons need
8	much information and I have the grade 6 students in my school, they are not
9	familiar with all sing language, they are very very poor except one student,
10	that's why I am using the simple ways to explain any points and example
11	.. and also supporting them.
12	<i>So simple ways like using sign language, using body language</i>
13	and also am using simple exercise like matching the words,
14	finding the missing words, missing letters, something like that.
15	For the questions no. 5 & 6, I mention only one point which is, they should
16	participate in different activities; sport, artistic activities inside and outside
17	the class. They will be more adapting with other students.
18	The interactions among deaf and normal students:
19	<i>So you are with idea of giving deaf students more chances to interact</i>
20	<i>with normal students?</i> Yea
21	The performance of deaf students: Interacting inside and outside the classroom
22	The environment:
23	The environment is very excellent, they are supporting the deaf students
24	any time and also they give what they need in school.
25	The extent of family support
26	Its okay, but most of their families are not educated, that's why they are not
27	getting much supporting .. they need more support from their families

Responses from Participant 4 [P4]

Lines	Statements
1	1. How to familiarize deaf students with the curriculum and the learning
2	environment and how to convey information to them in a proper way
3	2. Performance of deaf students through understanding the curriculum and
4	the way to express their understanding as it will be difficult at the beginning stages.
5	3. The difficulty the teacher will face in communicating with his deaf students
6	and at the same time how the students will react to the teacher's
7	explanation and to the curriculum

Question 10

Suggest how the existing English language curriculum can be improved to enhance the learning needs of deaf students. Your suggestions need to cover the following areas of the curriculum:

- Topics covered in course syllabus.
- Time used to cover the syllabus.
- Course materials
- Class activities
- Teaching approaches and styles
- Quality of teachers
- Facilities and support for learning
- School learning environment
- Family support

Responses from Participant 1 [P1]

Lines	Statements
1	I suggest that one of the simplest tries for those students is to have their own
2	curriculum which was already prepared for them and not only to adapt the normal
3	curriculum for the normal students. The time is almost adequate to cover the
4	given syllabus as it is sometimes or most of the time being shorted.
5	I suggest also that the ministry kindly prepare specific materials for the course
6	which must be suitable for students needs and characteristics.
7	Concerning the class activities and teaching approaches, I think it should be
8	prepared by teachers themselves according to their cases and their students.
9	Also we have to arise the awareness of the parents and families
10	to their sons and daughters needs, skills and talents in order
11	to be able to support their sons and daughters.

Responses from Participant 2 [P2]

Lines	Statements
1	The existing English language curriculum can be improved to enhance the
2	learning needs of deaf students. To realize this objective, experts should focus on
3	the needs of the deaf and their ability to understand and receive information.
4	No doubt, a teacher of deaf students should be a professional teacher. Teacher
5	should keep in mind that a deaf student differs from normal one in teaching
6	strategy, materials and class activities, teaching approaches and styles.
7	In summary, deaf students need all visual methods and direct activities. All the
8	time they need teacher's guide and help to show them what their English
9	language curriculum contains; help them to retain all vocabulary in their mind
10	and remind them using pictures and sign language. Family support has
11	important role to complete the learning progress at home after school time.

Responses from Participant 3 [P3]

Line	Statement
1	<i>Q: What topics do you suggest to be covered in the course curriculum?</i>
2	A: For the first one, no specific topics just general topics they need in their life
3	and if it is .. I mean easiest for them in their levels. When they move from level
4	to another level they should have different topics equal to their levels.
5	It will be easy for them to learn and understand what they have in school.
6	<i>Q: Can you suggest any specific topic that you feel students need.?</i>
7	A: Suppose we have only grade six, they should have topic about the items
8	inside the house (home items), and also the different kinds of subjects .. also,
9	inside the school, I mean the simple things
10	<i>Q: I understand that you receive the plan or the unit planner for what</i>
11	<i>you teach, what you suppose to teach from the ministry regarding what units you</i>
12	<i>need to cover... So, is there any flexibility in changing different units?</i>
13	A: yes, it depends on the teacher himself
14	<i>Q: So, there is flexibility here you can just choose maximum two units?</i>
15	A: It depends on the time also the ability of our students if they are able and
16	interest to have more information and topics, but if it is difficult for them, two is
17	enough for each semester.
18	<i>Q: So, for the second item, how much time is used?</i> A: It depends on the topic
19	if it is easy or difficult for them and we are using short and long time...
20	<i>Q: Short time you mean what?</i>
21	A: If it is small simple activity or simple lesson, we use short time
22	<i>Q: Short time, the time of period you mean?</i> A: Yea, yea
23	<i>Q: So, there is no specific timing for the period?</i> A: We have but depends on

24	the students themselves. Sometimes we need more time ... 3 periods / 3 days to
25	cover one lesson, like that
26	Q: <i>What is your opinion regarding the course materials?</i>
27	A: Must have new course for each level as I mentioned before.
28	Q: <i>You are not with the idea of using the same materials used for</i>
29	<i>the mainstream students?</i> A: No, no, it is very difficult for
30	the teacher and also for the students. And also it is not in their level ...
31	Q: <i>What are class activities?</i> A: Using different activities ... Many activities we
32	are using inside the class; writing, matching, sorting, finding the missing words
33	Q: <i>What are the teaching approaches / styles?</i> A: We are using the smart board;
34	we got all the information and all the ways of teaching.
35	Q: <i>This is in terms of devices or tools that help you to teach, but in terms of</i>
36	<i>teaching approaches and methods, I think and as far as I know teachers use the</i>
37	<i>total communication approach which is now currently used in all over the</i>
38	<i>world.</i>
39	So are also following this and using the is total communication approach?
40	A: I think it is the best way for that,
41	Q: <i>Okay, how to improve the quality of teachers?</i> A: Yea, let them to have much
42	more workshops and give them special courses for these students and also let
43	them to participate..... with another schools I mean to share
44	the experience from one school to another.
45	Q: <i>Are facilities and support for learning adequate?</i> A: Should provide what
46	the students need, also the teachers needs like tools, books, flash cards
47	Q: <i>So, for the current situation are you given or provided with materials</i>
48	<i>like flash cards?</i> A: No, we have, but we need more.
49	Q: <i>What should be the school learning environment for the deaf?</i> A: Must let
50	deaf students to interact with the normal students to be more interesting with
51	them. And also let them participate outside the school when they have any
52	workshop or visit another school or institute to have information
53	about what is happening out of school. I think this is good idea
54	Q: <i>As far as I know, deaf students are separated or isolated in special class, they</i>
55	<i>are not integrated with normal students while studying, are you with this idea or</i>
56	<i>may be in the future you want also the deaf children to join the normal students</i>
57	<i>in the same class?</i> A: Insha'Allah, we are ... we
58	wrote some suggestions for our department for that, but they said they
59	need time for that... may be in future they will let them join ...
60	Q: <i>Do you think it will be useful for them?</i> A: May be useful, but
61	it will be very difficult for them because as you know they are deaf.
62	Q: <i>What about family support?</i> A: The family must also participate
63	in student workshops, and family should be allowed to enter
64	the class with their students, I think this approach is good for the families.
65	Q: <i>So, you like this idea?</i>
66	A: I think this one is good for the family

Responses from Participant 4 [P4]

Lines	Statements
1	There should be special curriculum designed for the deaf students and it
2	should be suitable to their abilities and need
3	Teacher who will teach this category of students should be patient and should be
4	able to deal with them quietly another to attract them and to make them love study
5	A good support should be provided to these students. All educational aids
6	should be provided to the students for the purpose of making their learning
7	accessible...and help them to understand the curriculum
8	The role of family is very important in supporting these students and provide
9	them with what they need even the financial support is needed

APPENDIX IX

Sample of Template for Generating Themes

Research Question 2	To what extent is the existing mainstream curriculum structure is relevant to the teaching of English language to Deaf children in Oman?		
Interview Question 1	Do you think the curriculum being used to teach English language to deaf children in Oman is relevant? If yes, why and if no, why not? [provide examples to support your answers]		
Participant 2	Participant 5	Participant 6	Theme
I think <i>the curriculum</i> being used to teach English language to deaf children in Oman is <i>relevant</i> for grade (5 to grade 7) as <i>curriculum</i> is related to Deaf 's life.	The English language <i>curriculum</i> for the deaf needs to be changed to <i>suit</i> the level of the children and it should focus on topics or things that they use in their daily life.	The <i>curriculum</i> for teaching English to deaf children <i>not fully suit</i> all the levels of these children, some topics are okay some topics not okay.	Relevance of the Curriculum
Interview Question 2	Do you think the coverage of the English course syllabus is adequate? If yes, why and if no, why not? [provide examples to support your answers]		
Participant 1	Participant 2	Participant 6	Theme
Concerning <i>the coverage of the English course</i> if you mean the amount or the number of units, yes, it is adequate as the curriculum already been shortened to three units out of five from the normal curricular for the normal students.	Yes, I think <i>the coverage of the English course syllabus</i> is adequate for grade 5,6 and 7. But syllabus of grade 8,9,10 and 11 has many abstract expressions.	No, <i>the English course syllabus</i> does not cover much information and the texts used do not or are not suitable for them like example for currently the curriculum in schools being used for them the deaf children.	Coverage of the English Course Syllabus

Note: the main ideas in in italics are identified from the responses of each participant

APPENDIX X [a] University letter for applying study instruments



UNIVERSITI SAINS ISLAM MALAYSIA

جَامِعَةُ الْعُلُومِ الْإِسْلَامِيَّةِ الْمَالِيزِيَّةِ
ISLAMIC SCIENCE UNIVERSITY OF MALAYSIA

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USIM : 2.1.7/304/2 Jilid 2 (38)
14 Jamadilakhir 1439H/March 2nd 2018

The Technical Office for Studies and Development
Ministry of Education
SULTANATE OF OMAN

السلام عليكم ورحمة الله وبركته

Sir,

REFERRAL LETTER TO CONDUCT PHD RESEARCH AT MINISTRY OF EDUCATION,
SULTANATE OF OMAN

This is to confirm that the student, Ashraf Said Bait Darwish (Matric No. 4160040), is currently pursuing a Doctorate Programme in English Studies at the Faculty of Major Language Studies, Islamic Science University of Malaysia (USIM), Malaysia.

2. The student is currently conducting a research entitled ***Exploring the challenges faced by ESL/EFL teachers using ESL/EFL Mainstream Curriculum for Deaf English language Learners in Oman*** as a requirement to fulfil his doctorate degree at the university. On behalf the Islamic Science University of Malaysia, the faculty would be very grateful if the you could facilitate his research tasks to collect his data at your institution. The followings are the details of his research:

Participants : English language teachers of Deaf learners at selected schools in Oman
Duration : Academic Year 2017/2018 Semester 2 (Pilot Study stage)
Academic Year 2018/2019 Semester 1 (Main data collection stage)

3. With reference to this matter, the faculty would like to request for your help in providing the necessary assistance for him to complete his Doctorate dissertation.
We thank you for your kind assistance with this research.

Yours sincerely,


(ASSC. PROFESSOR DR. NOOR AZIZI ISMAIL)
Dean
Email : dekanfpbu@usim.edu.my

APPENDIX X [b] (MoE Approval)



Sultanate of Oman
Ministry of Education
Directorate General of Education
Governorate Dhofar

سلطنة عُمان
وزارة التربية والتعليم
المديرية العامة للتربية والتعليم
محافظة ظفار

التاريخ: _____
 الموافق: ٢٠١٨ / ٤ / ٨

رقم: ٢٨١٨٦٥٣٦٣

الأفاضل / مديرو المدارس ومديراتها (المطبقة لبرنامج الدمج السعي) المحترمون
 السلام عليكم ورحمة الله وبركاته ،، وبعد

الموضوع : تسهيل مهمة باحث

حول الموضوع أعلاه، نفيدكم علماً بأن الفاضل / أشرف بن سعيد بيت درويش، طالب
 دراسات عليا في كورس تخصص اللغة الانجليزية بجامعة العلوم الإسلامية الماليزية
 ، يقوم حالياً بإجراء دراسة بعنوان : " التحديات التي تواجه معلمي اللغة الانجليزية
 أثناء تدريسهم للطلبة ذوي الإعاقة السعية (الصم) وذلك باستخدامهم لمنهج اللغة
 الإنجليزية المعصمة لتدريس الطلبة الأسوياء بمدارس الدمج في سلطنة عمان".
 ويرغب الباحث في تطبيق أدوات الدراسة على عينة من الطلاب، راجين التكرم بتسهيل
 مهمة الباحث في تطبيق أدوات دراسته حسب الاجراءات المتبعة لديكم (مرفق مخطط
 الدراسة ، وأدوات الدراسة)
 وفي حالة وجود أي استفسار يمكن للمعنيين لديكم الاتصال بالباحث مباشرة على هاتف
 رقم 99498685

شاكرين وعظمين تعاونكم...

محمد بن عامر النقيب الباقعي
 مدير دائرة تنمية الموارد البشرية



P.O. Box : 59 - Salalah Code : 511 - www.dged.net : موفها : webmaster@dged.net البريد الإلكتروني

APPENDIX (XI) Assessment of the English language skills of students with hearing impairment in Oman

D. Reporting

Parents receive four reports regarding their son's or daughter's achievement in the learning outcomes for English for the year:

- In the middle of Semester 1, a 'descriptive' report
- At the end of Semester 1, a 'full' report
- In the middle of Semester 2, a 'descriptive' report
- At the end of Semester 2, a 'full' report for the whole year

The descriptive report does not include any marks or grades. Instead, it provides a brief comment usually consisting of 10 to 15 words. (Note: This comment will, of course, appear on the Report Card in Arabic.)

By contrast, the full report does not include any comments. It simply gives information about the student's final percentage mark and letter-grade for English. In this case, it is the accuracy of the data provided which is important. Teachers should take care that any calculations that they have made are correct and that no mistakes have been made in copying data from one place to another.

- In Grade 12 students are awarded the General Education Diploma on completion of Post-Basic Education.

1. LEARNING OUTCOMES for GRADES 1 to 12

- In Grades 1 to 4, the learning outcomes for English are grouped into two skills:

Reading Writing

- During the four-year period covered by Grades 1 and 4, the main focus of each element shifts and progresses, as follows:

Skills	Beginning of Grade One	>>>	End of Grade Four
Reading	Recognising the letters of the alphabet	>>>	Understanding texts of different types
Writing	Writing numbers and the letters of the alphabet	>>>	Writing short texts of different kinds

In Grades 5 to 12, the learning outcomes for English are grouped into four elements:

Reading Writing Grammar Vocabulary

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In Grades 5 & 6, a total of Six key learning outcomes have been identified:

Elements	Main Learning Outcomes
RDG	Can understand different types of written texts.
	Can read independently.
WRT	Can write sentences.
	Can write short texts.
GRM	Can understand and use the grammar already taught.
VCB	Can understand and use vocabulary already taught.

In Grades 7 to 12, however, there are a total of Eight key learning outcomes.

Elements	Main Learning Outcomes
RDG	Can understand a variety of written texts.
	Can read independently.
WRT	Can write texts with the purpose of providing information. (<i>Informative</i>)
	Can write stories and narrate events in the past. (<i>Narrative</i>)
	Can write and respond to letters and e-mails. (<i>Interactive</i>)
	Can write texts which express and justify opinions. (<i>Evaluative</i>)
GRM	Can understand and use grammar.
VCB	Can understand and use vocabulary.

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