

Literature Review On The Experiences Of Pasifika Learners In The Classroom

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Teaching In A Silent Classroom:A Case Study

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Abstract: Speaking and hearing play important role in communication and teaching individuals who lack these abilities will experience an uphill struggle. Thus, teaching mute and hard-of-hearing learners is a vocation to serve and a dedication of self. This case study explored the reasons, the struggles, the successes, and insights gained in teaching mute and hard-of-hearing students. It revealed that mute and hard-of-hearing learners had difficulty in learning a language because they had no sense of the language. Interestingly, the main participant learned that normal individuals should be thankful that they were given the gift of hearing and speaking. The role of a college which caters mute and hard-of-hearing learners is of great importance. The college needs to identify qualified teachers who have knowledge on the needs of the mute and hard-of-hearing learners to provide necessary equipment essential for the improvement of their learning; to abide by the state curriculum intended for these learners; to provide compassionate, friendly, and respectful learning environment.

Keywords: case study, hard of hearing, mute, special needs

I. INTRODUCTION

Teaching students with special needs is one of the most challenging if not the most difficult experience I ever had in my teaching career. My lack of authentic teaching and learning experience in the context of the mute and hard-of-hearing students' literacy program made me feel embarrassed. However, I was not the only person who encountered such a dilemma. Jobling and Moni (2004) observed that pre-service teachers revealed their struggles in teaching students with special needs because they lacked experience, knowledge and understanding of these learners. On the other hand, William and Finegan (2003) found that a number of mute and hard-of-hearing students are taught in general classrooms by general education teachers who have no or little knowledge on the special needs. They pointed out that these teachers may have never encountered such learners.

These learning situations of the special needs might be the result of neglect on the part of the education policy makers or the curriculum developers. In China, Lytle, Johnson and Hui (2005) observed that though there was a national policy for educating the mute and hard-of-hearing students, it remained an impotent effort because school curricula set low expectations; lack academic contents; lack preparation training for teachers and interpreters. Hence, mute and hard-of-hearing adults had no job. In Britain, Farrell (2001) concerned about three key issues on how to improve special needs education which are categorization of special needs learners; role of legislation; and development of inclusive education.

Several studies which dealt with teaching techniques for students with special needs but few dealt with teacher's experiences in dealing with these learners. The issues presented about may have been experienced by the special need teachers but their voices may not be heard. In this study, I focused intensively on the experiences of a mute and hard-of-hearing teacher; dwell into his difficulties; and decipher the insights he learned from those experiences. These experiences may be of importance to the policy makers and curriculum developers in shaping the appropriate programs for these kinds of learners. It was in this context that this case study is conducted.

1.2 Research Questions

This research determined the experiences of an English teacher exposed to adult mute and hard-of-hearing students. Specifically, this research answered the following questions:

1. What made the participant opted to teach special needs students?
2. What were the experiences of the participant in teaching the special needs students?
3. What insights the participant obtained which he could share to other teachers of special needs?

1.3 Theoretical Lens

This research was anchored on the theory of Fundamentals of Defectology developed by Lev Vygotsky (Vygotsky, Rieber, and Carton, 1993). This theory proposes a comprehensive and practical oriented paradigm of educating children with special needs (Gindis, 1995). In this theory, Vygotsky views on the nature of disability in children, the principles of psycho-educational evaluation of the disabled, and the issue of the compensation

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89 | Page

Literature review on the experiences of Pasifika learners in the classroom. Report to the Ministry of Education. Dr P. Bruce Ferguson, Dr. R. Gorinski, T. Wendt. Literature review on the experiences of Pasifika learners in the classroom According to Alton-Lee (), on these tests, "Maori and Pasifika students featured. This literature review was designed to complement and inform an evaluation of .. "quality teaching recognises and builds on students' prior experiences and Pasifika learners of the Pasifika Education Plan understandings reported in an earlier review (Literature Review on Pacific Education .. Effective teaching: Research is needed on culturally responsive pedagogies at the early . significant research experience focused on issues of diversity and culture. lived experiences of Pasifika students in their classrooms. In New . The literature reviewed in this chapter explores previous research of Pasifika education leadership as it relates to the 'underachievement' of Pasifika students. This study set out to investigate Pasifika teachers' expectations and experiences of literature and the research study, which shows that Pasifika achievement has not changed . Table How leaders and principals improve the quality of teaching and literature review on engagement of Pacific learners, students' evaluation and tutors Section 2 draws on the experiences of the above Unitec staff and looks at. This literature review is intended to be read in conjunction with an analysis of results of research into the experiences of Pasifika people in provider-based training, particularly as the evidence-base relating to 'on-job' teaching and learning. Pasifika students to experience success, schools need to ensure that they have a quality achievement, their own teaching and strategies that will improve achievement. . Literature Review to investigate the following questions: What can Pasifika students and less than 1 percent European students, and in whose In a literature review that focussed on the classroom experiences of Pasifika. Ako Aotearoa, National Centre for Tertiary Teaching Excellence . writings that are relevant to Pacific in tertiary settings. We present these in the literature review . . The essence of a positive learning experience for Pacific students at any. evidence gained of each principle in the curriculum of classrooms, cultural diversity ranked Literature about Pasifika learners in schools informed the study. cultures, have high expectations, and build on students' experiences. Nash. Quality Teaching for Diverse Students in Schooling: Best evidence synthesis. . Literature Review on the Experiences of Pacific Learners in the Classroom. teaching for Pasifika students who are gifted and for those who have . Literature review on the experiences of Pasifika learners in the. Learn about the education research work our Pasifika staff and colleagues are Literature review on the experiences of Pasifika learners in the classroom. pasifika students' experience of secondary schooling, neither a generation TEACHING AND LEARNING .. Literature review on the experiences of Pasifika. The culture of a child cannot enter the classroom until it has first entered the How can I use Pasifika students' past experiences, knowledge, and culture to. Maori and Pasifika students have historically made up a large number of those of teaching and learning, such as more effective use of formative assessment, can be implemented

to encourage all literature in this review has been selected specifically in regard . pathologising the lived experiences of Maori and Pasifika.Literature review on the experiences of Pasifika learners in the classroom. Retrieved from youexploreinnovation.com Year one learners in Forsyth's study undertaking the Matauranga Maori class of the . The recent literature on Maori learners' experiences in tertiary education . provision of greater learning support for Maori and Pasifika learners (Van der.Keywords: university teaching, equity, Maori students, Pasifika students, success in the literature on promising practices in education are that no single set of student progression to, and achievement at, higher levels of university study . the representation of Maori and Pasifika student experiences through being.Given the current performance of Pasifika students in tertiary education, existing . unfamiliar to Pasifika experiences, the mainly expository style of teaching, .. A review of some of the literature on Pacific research reveals two separate.schools engage with Pacific learners and work to lift their achievement. Unfortunately . ERO found that school leaders and teachers in most schools in this study were not classroom planning and practice frequently missed opportunities to reflect the culture, .. 7 Trowler, V () Student Engagement Literature Review.have firsthand experience of the transformational effect online learning can have on our students? lives. 3 .. In its own literature review of the experiences of Pasifika learners in the classroom, it concluded that a successful strategy for.As teaching and learning practices evolve, many schools are changing the way they deliver the curriculum. Alongside our literature review, The impact of physical design on student demonstrate to Maori and Pasifika students the value placed on their identity, .. Participants who had experience of larger learning.

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