



RESEARCH PAPER

Course Outline Design for Acoustically Challenged Pakistani Students

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ABSTRACT

The needs analysis technique is applied in this study to the current curriculum for children with acoustic challenges in Pakistan. The Lahore district has chosen two public schools to study the issues and requirements of deaf students. Data has been gathered using a mixed-method approach, and the results' viability has been verified. A point-five Likert scale survey was used to collect the quantitative data from the sample of forty teachers. In contrast, qualitative information was gathered through focus groups with eight instructors and parents in order to confirm the qualitative findings. The results of this study have given rise to differing opinions among parents and educators on the challenges experienced by deaf pupils. They have additionally brought awareness to the syllabus's shortcomings, gaps, demands, and desires. The research has identified the deficiencies of the existing course curriculum for students with acoustic challenges and highlighted that instructors have encountered challenges when educating deaf students.

KEYWORDS Acoustically Challenged, Course Outline, Need Analysis, Pakistani Deaf Students

Introduction

Humans are endowed with the ability to speak, and they use it to connect and communicate with one another. A language is a way that people can communicate with one another (Navaitthiporn et al., 2019). Unfortunately, not everyone is blessed with the ability to hear and talk, and we refer to them as being deaf. They are unable to communicate their intended message without language. Without interpersonal interaction, such as conversing, interacting, exchanging thoughts or feelings, and gossiping, people cannot function in life or at work. All forms of speech when they speak to others include the message they intend to convey (Black, 2019). When we talk about the naïve or the deaf, sign language comes to the mind of the researcher. This method of communication serves as a channel for the community of sign users (Navaitthiporn et al., 2019). For sharing their intended meaning, people who are deaf or dumb primarily use movement-based communication (Khan et al., 2020). According to Karbasi et al. (2017), sign language is a language of visuals that is used through signals that are made with certain hand, finger, retina, facial features, head, and wrist shapes.

Malenfant (2013) asserts that deaf people employ a variety of sign languages for opinion sharing and communication. The demands of the actions have established many alterations and enhancements (Khan et al., 2014). There hasn't been much linguistic advancement in Pakistani sign language. People cannot comprehend the needs of handicapped people in the community. The growth of education for acoustically

deficient students in Pakistan has little to do with it as it is not recognized as a subject or course in organizations. According to Chunling (2014), creating a syllabus is a crucial step in organizing the learning process methodically. It is beneficial to refine the content in accordance with learners' learning levels. A syllabus is characterized as a direction-giving road map for students. A course's design consists of a number of exercises, tasks, and learning materials. Regarding the development of curriculum and its importance in education, there are numerous points of view. In Pakistan, the educational system is merely a survival strategy for future generations. It enables young people to interact and form relationships with their peers (Government of Pakistan, 2017). As a result, in Pakistan, education for pupils who are acoustically deficient has not improved to a level that will allow for future benefits.

In order to highlight the requirements of deaf pupils, this study used a needs analysis. Numerous issues and various efforts made to help pupils who are acoustically deficient have been highlighted. By using a need analysis, the researcher has emphasized the needs and issues of pupils. A curriculum for deaf students in Pakistan needs to be developed. The primary goal of this study was to highlight the specific learning requirements of children who are acoustically deficient.

Literature Review

A syllabus is linked to putting order and organizing content design, whereas the curriculum is a substantial statement of philosophy, design, and full instructional implementation (Flowerdew, 2013). According to Soto (2015), creating a curriculum involves a lengthy process. There are various ways to explain the curriculum. For instance, the curriculum is a collection of all the experiences people have in order to improve their skills. It is also described as a sequence of activities that schools set up for pupils to complete as part of the learning process.

The design of the curriculum's syllabus is heavily reliant on needs analysis (Chatsungnoen, 2015). According to Umam (2016), it plays a part in the development of the curriculum and primarily concentrates on the objective and course material. Using the powerful instrument of needs investigation, which includes the requirements, desires, and hobbies of the learners, allows educators to create a curriculum that is effective (Umam, 2016). There is a need to create an outline for them when Sign Language is there so that they can study and succeed with it in the future.

PSL is used by Pakistan's community of auditory-impaired people. The deaf people in Pakistan only speak and understand one language. To meet the requirements of the deaf, various scholars and organizations have offered all that vocabulary in PSL. Additionally, PSL has undergone a number of adjustments independent of public assistance. As a result, the various types of regions influence PSL learning. These numerous alterations have been made in accordance with the various locations (Hassan et al., 2016). Because of this, the general public is unaware of the use of gestures. As a result, it is lagging behind in the area of education and was unable to create a unique curriculum for the deaf.

This need for students with auditory impairments was overlooked by the course creator as well. Regardless of whether they are used, needs analysis is necessary to understand the requirements, gaps, and requirements of learners. However, it is necessary to emphasize that these responsibilities are absent and underdeveloped in the Pakistani context. Even if they do not pursue higher education, Pakistan's lack of facilities causes hearing-impaired pupils to discontinue their studies (Arsh et al., 2019). As a result,

they are not hired for higher-level positions. Despite attending several educational institutions, they are not eligible for master's degrees.

According to Cheok et al. (2019), visual language gives hearing-impaired people a means of communication. It is used for auditory impairment more effectively than the general public. The issue is made worse when it is noted that a significant portion of the general population cannot understand sign language. Additionally, it combines a variety of complex hand and arm motions, facial expressions, and gestures. They have trouble communicating with regular citizens.

There are many factors that make it difficult to design a curriculum for auditory impairment in Pakistan, including a lack of needs analysis, a lack of curriculum design, a shortage of trainers with experience working with hard-of-hearing students, a dearth of content selection, a dearth of implementation, a dearth of teachers who are effective in their roles, a dearth of teaching materials, and a dearth of teaching materials themselves (Asri, 2019). A dynamic mechanism to draw attention to the demands of the learner is lacking. In the absence of a dedicated curriculum for deaf students, the government may observe that educators, practitioners, and other welfare organizations have not taken any significant action or made any concrete steps to address the problems faced by deaf students (Dissake & Atindogbé, 2019).

People who are auditory-impaired can communicate by signing in every nation. According to its needs, each nation has its own SL. For instance, the sign languages of the United States, South Africa, India, Malaysia, and Pakistan are referred to as American Sign Language, South African Visual Language, India Visual Language, Malaysian Deaf Language, and Pakistani Deaf Language, respectively. The challenges affecting deaf people were raised in several progressive nations (Naseem et al., 2019). Additionally, these nations have created educational program for people who are hard of hearing. Additionally, they computerized the procedure by making it simpler for the deaf and hard of hearing to use and understand. Through this research, the author also examined an international summary of curriculum development for auditory impairment.

Yang (2019) argued that both countries' curricula focus on sign language in Comparative to Chinese and American sign language translation majors and some enlightenment. Here, the researchers compared curriculum design, the testing and certification systems, and the use of Chinese and American Sign Language in the workplace (Yang, 2019). In comparison to the American system, the researchers found that China has fewer resources and facilities for systematic student instruction. In contrast, the United States had a more complete structure than China for supplying credentials and jobs.

For Malaysian pupils who are hard of hearing, Dzulkifli et al. (2021) have reported educational advancement and a new method of instruction. In special education schools, formal development of learning and instruction has taken place. An integration program for special education is available through the schools. The subjects included in the curriculum are from Islamic education. It is recommended that teachers create lesson plans that take into account students' comprehension levels and the Quran. There have been eight primary schools in this system. Additionally, exercises for Arabic letter recognition are offered to hearing-impaired children. Additionally, they are instructed in sign language (Dzulkifli et al., 2021). Learners of sign are also able to recognize Arabic letters thanks to writing exercises.

In order to learn and continue their studies during COVID-19, students across the globe encountered numerous difficulties. Students with aural impairments are ignored during the entire learning process, despite the fact that they receive a learning experience

by participating in online learning program. According to Wazalwar (2021), there were issues for the deaf during COVID-19 when using laptops and mobile devices while studying at home was prohibited by government decree for pupils. Children with impairments have been the most impacted group in this challenging time when it comes to learning challenges. The researcher has also emphasized the technological challenges that deaf and dumb children experience in comparison to children with normal abilities (Wazalwar & Shrawankar, 2021).

Material and Methods

Design of Research

A mixed-methods approach has been used in this study to analyze the requirements of hearing disability at elementary school in Pakistan. According to Johnson et al. (2007), a combination of methods of research is thought to be suitable for producing compelling study findings. The mixed-methods strategy is used to carry out this investigation (Zohrabi, 2013). Results from the amalgamation of data are trustworthy (Creswell & Creswell, 2017). The need evaluation model was used in this study's research to draw attention to the needs, wants, deficiencies, and requirements in the participants' process of learning (Betti, 2021). Using a mixed-methods technique in this study is intended to produce results that are genuine. For this study, a multidisciplinary case study was adopted to increase validity and reliability.

Participants

The researcher chose 40 special education teachers from several schools who were working with students who had hearing impairments. In Pakistan's Lahore district, these children were enrolled in secondary school. The educators consented to take part in the study. They were requested to complete a questionnaire to express their opinions on the current curriculum created for Pakistani sign language learners. They discussed the issues and opinions of the deaf student and provided additional recommendations based on their requirements. Eight parents and teachers were chosen to participate in focus group discussions. They were questioned about their opinions of the current curriculum created for Pakistani sign learners during the interview.

Sampling

Purposive sampling was chosen by the researcher for this study. It is frequently used in research to discover and choose the cases with the greatest information so that the resources are used as effectively as possible (Etikan et al., 2016).

Instruments used for Research

Through the use of a questionnaire, 40 teachers from various special education schools provided quantitative data. Focus group interviews with eight parents and teachers were used to gather qualitative data.

By applying questionnaires, data is gathered from chosen populations to obtain replies. Typically, a questionnaire is just a written set of questions (Krosnick, 2018). Using the needs analysis approach, questions are created with the intent of gathering information. The researcher in this study used the need assessment approach to implement a questionnaire that was filled out by sign language teachers and tailored to the demands of visual language learners. According to their experience, these teachers

are better able to comprehend the requirements and issues of acoustically deficient learners. SPSS software was used to analyze the findings.

Focus group interviews, which are often referred to as qualitative techniques, are used to collect data (Gill & Baillie, 2018). The goal of the focus group interview with the chosen participants is to learn more about the sign language curriculum. Teachers were questioned in interviews about how they taught students who had hearing impairments. Parents and teachers who have experience teaching sign language learners were questioned to get their opinions. With the participant's consent, these interviews were taped and subsequently transcribed. NVivo 10 was used to transcribe the interviews.

Model

Needs analysis plays a significant role in the curriculum and is closely related to it. Need analysis is crucial in the teaching of foreign languages. It is the first stage in the design of courses and is thought to be necessary for all course designs (Fialova, 2021). Chunling (2014) asserted that it is crucial to curriculum design since it greatly influences the objectives and course material. Analyzing needs is frequently the key to helping educators create effective courses (Chunling, 2014). A strong tool that may be used to identify and confirm real needs is needs analysis. It empowers educators to create curricula that base the subject matter of language classes on the learners' communication needs, desires, and interests.

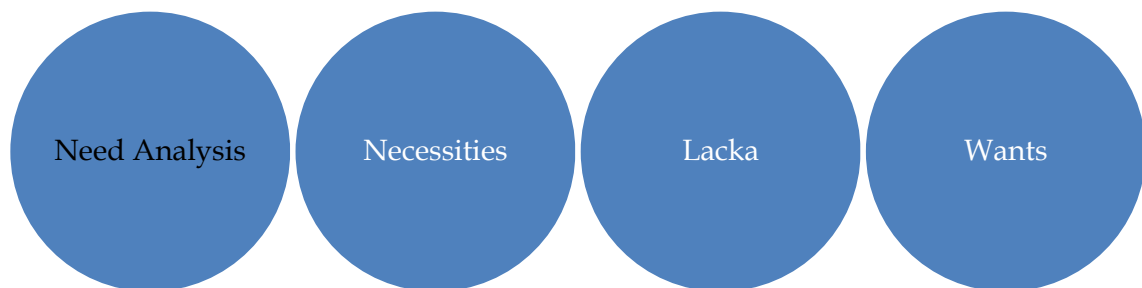


Figure 1: Needs Analysis Model

Results and Discussion

The researcher has used a survey and interviews to investigate the desires, requirements, and gaps in the current curriculum for deaf pupils while maintaining the needs analysis approach. The research findings assisted in formulating recommendations for improving the curriculum for deaf students.

Quantitative Findings

Descriptive analysis is used to present the outcomes of the quantitative study. There were 15 open-ended questions in the survey, and 40 people responded with their

responses. The skilled educators who are educating pupils with hearing impairments used the questionnaire's quantitative results. It is clear that the current curriculum design presents significant challenges for students who are hard of hearing. These students ought to be given the same educational rights as other students. Nevertheless, regular pupils receive an education with a curriculum tailored to their cognitive abilities and educational requirements.

Deaf pupils, on the other hand, never attempted to perform better but are also regarded as unusual, and all the teachers and administrators disregard their demands. There is no set curriculum for sign language learners in Pakistan at all levels. By gathering information from knowledgeable teachers in deaf schools, the researcher has brought up this issue. To provide verifiable data, the researcher conducted a quantitative analysis.

Qualitative Findings

The current course outline for Pakistani students with aural impairments has five primary issues that have been thoroughly examined. The following list of themes is derived from the focus group interview:

1. Challenges with the current curriculum for deaf learners
2. Issues with the current course outline
3. Advantages of the existing courses
4. The completion of the needs analysis model
5. Recommendations for Pakistani deaf students

Finally, the outcomes of focus group interviews revealed that there are numerous issues with the current curriculum that hard-of-hearing pupils' encounter. They have no interest in carrying on with their studies. They are causing disruption in classrooms with their actions. The researcher concluded after analyzing the answers from the interviews that individuals receive unfair treatment because of their academic needs. Despite being referred to as impaired, tough, challenging, and hard by deaf learners, they are not included in the special syllabus. They are required to study the same material as their peers do.

Discussions

The goal of the current study was to emphasize the hearing impairment sign learner's existing coursework in Pakistan. This research was done in Lahore, Pakistan, in special education schools. It is agreed upon that they cannot communicate with others without the use of sign language, but the privilege of receiving an education shouldn't fall within the "gap" or "distinction" category. It ought to support both equally. The difficulties that children with disabilities experience in learning have been brought up by numerous researchers from various nations. They emphasized the need for deaf students to receive an excellent education. According to Khasawneh (2021), deaf learners and their instructors both had difficulties teaching English as a second language. The researcher has recommended that teachers receive training so the English language for the deaf could be improved in accordance with their requirements (Khasawneh, 2021).

The usage of multimedia is currently regarded as vital for students, as per the findings of the questionnaires, which are highlighted. Unfortunately, Pakistan does not

offer deaf kids a customized curriculum that meets their needs. The outcomes of question two demonstrated that the current curriculum for deaf students in Pakistan does not suit their needs. The answers to questions 3, 4, and 5 revealed how challenging it is for deaf pupils to study their topics. Even they are unable to comprehend the fundamental ideas covered in the curriculum.

The outcomes of the eight statements demonstrated that they had issues with examinations. Results from statements 13, 14, and 15 showed what deaf pupils' needs are. According to the findings, there should be a particular curriculum for kids with disabilities, and the needs analysis methodology should be used to create a new curriculum tailored to their needs. The total questionnaire responses demonstrate the state of the current auditory-impaired student curriculum design. It indicates that they seek a curriculum that will help them attain their goals and realize their dreams. The needs of acoustically deficient students were emphasized in the remarks from focus groups, instructors, and parents. They cited a number of issues with the format of the coursework.

As stated in the themes transcribed from focus group interviews, teachers and parents are initially invited to talk about the problems deaf students have with their curriculum. They have talked about how challenging it might be for hearing-impaired students to study well in a classroom setting. They don't exhibit any desire to learn. The researcher has questioned the flaws in the current curriculum in the second theme. They exposed the flaws in the current curriculum by drawing attention to them. According to their definition, the current curriculum does not meet the needs of acoustically deficient students. Their requirements are not being met.

The researcher also inquires about the third theme, the accomplishments of the current curriculum, in a similar manner. They, too, have difficulties picking up the fundamental ideas. The various accomplishments of the current curriculum can then be evaluated. Participants are requested to share their thoughts on the needs analysis model in the fourth theme. They agreed without reservation to use a requirements analysis model to identify the demands, needs, and gaps in the syllabus created for deaf students. The researcher made insightful recommendations for the revised curriculum design for deaf students in the last theme.

The major objective of this study is to demonstrate the successes of the current curriculum so that a new curriculum for learners who are acoustically deficient can be prepared. The researcher has attempted to highlight the difficulties faced by deaf students in their present coursework through this research. However, students are being forced to take these courses because they have no other option. Although they must learn, the findings of the questionnaire and focus group discussions indicated that all students who are acoustically deficient are obliged to want a new curriculum that is tailored to their learning needs. They should obtain equal rights in school that the majority of children enjoy. Their own curriculum needs to be created. Keeping all these goals in mind, the researcher has attempted to gather information from parents and instructors to offer the intended outcomes.

Conclusion

The findings from the analysis of questionnaires and focus group interviews can be used to conclude the broad review of the current research. They show that there is a critical need for hard-hearing students and that the government of Pakistan must pay close attention to the curricula for acoustically deficient students. Their course work ought to have a strong practical component so students can benefit later. When creating an instruction manual for them, their impairments should be taken into consideration.

This study essentially concluded that practical subjects should be offered to deaf pupils. The topics taught to students with hearing impairments are challenging. As a result, hearing-impaired children must be given the same educational rights as other students. Future benefits from their learning process will accrue to them. They have no trouble finding employment or interacting with regular communities to offer their thoughts.

The Pakistani government should set up conferences to create a unique curriculum for deaf students. They should be given a choice of base subjects, and their subjects should be organized practically in order for them to select a subject that aligns with their interests. Students can choose from groups of disciplines in the arts, commerce, and sciences, as is customary. In the new course design, there shouldn't be any challenging or lengthy theoretical-based material.

In other words, a specific curriculum should be given to specific students. The researcher regards them as regular human beings with the single limitation of hearing; their other faculties are not impaired, as opposed to treating them as abnormal. They are able to perceive, experience, comprehend, and respond to a situation. Despite the fact that everyone else refers to them as being deaf, when it comes to discussing their educational requirements, they are given the same curriculum as the other children. Hard-of-hearing learners should be treated equally with other students, and this kind of unfair behavior should be eliminated. They should provide equal assistance for all areas of employment, education, science, and technology.

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