[IJLTER] Article Review Request

Furtasan Ali Yusuf:

I believe that you would serve as an excellent reviewer of the manuscript, "Awareness of Co-Teaching among Teachers of Omani Students with Learning Disabilities," which has been submitted to International Journal of Learning, Teaching and Educational Research. The submission's abstract is inserted below, and I hope that you will consider undertaking this important task for us.

Please log into the journal web site by 2022-06-12 to indicate whether you will undertake the review or not, as well as to access the submission and to record your review and recommendation.

The review itself is due 2022-06-19.

Submission URL:
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"Awareness of Co-Teaching among Teachers of Omani Students with Learning Disabilities"

Abstract

Collaboration teaching /co-teaching is one of the methods of providing educational services to students with learning disabilities (LDs) in general education classes, and it also reduces educational dispersion as a result of these students joining remedial instruction programs in special education resource room. This descriptive research aimed to identify the awareness level of co-teaching among teachers of Omani students with LDs. A total of 162 Omani female teachers responded on a co-teaching scale. This scale consisted of 28 items distributed into five domains related to the concept of co-teaching, elements of co-teaching, co-teaching model, benefits of co-teaching, and co-teaching requirements. The statistical analysis indicated that the teachers' awareness was as follows: low level in the elements, requirements and models of co-teaching, moderate level of the benefits of co-teaching, and high level of the concept of co-teaching. There were no statistically significant differences in the teachers' awareness attributed to the specialization and teaching experience. The research recommended reconsidering the pre-service and in-service teacher training programs in Oman to align with the philosophy of co-teaching.

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#5582 Review

Submission To Be Reviewed

Title	Awareness of Co-Teaching Administration among Teachers of Resource Room Program
Journal Section	Articles
Abstract	

Collaborative teaching (co-teaching) is a method of providing educational services to students with learning disabilities (LDs) in general education classes, and it also reduces educational dispersion as a result of these students joining remedial instruction in special education programs. This descriptive research aimed to identify the level of awareness of co-teaching among teachers of resource room program (RRP). A total of 162 Omani teachers of RRP responded on a co-teaching scale. This scale consisted of 28 items distributed into five domains related to the concept of co-teaching, as well as co-teaching models, in addition to the elements, benefits and requirements of co-teaching. The results indicated that, according to the means and standard deviations of the scale domains, the teachers' awareness of co-teaching was as follows: a low level of awareness of the elements, requirements and models of co-teaching, a moderate one of the benefits of co-teaching, and a high one of the concept of co-teaching. The outcomes of the t-test also showed that there were no statistically significant differences in the teachers' awareness attributed to their specialization and teaching experience. This research recommended reconsidering the pre-service and in-service teacher training programs in Oman to align with the philosophy of co-teaching and raising awareness of it among Omani teachers and educational leaders.

https://doi.org/10.26803/ijlter.21.7.8

Submission Editor	IJLTER .ORG 🖾
Submission Metadata	VIEW METADATA

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Review Submitted	2022-06-12
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3. Click on file names to download and review (on screen or by printing) the files associated with this submission.

Submission Manuscript	5582-19382-2-RV.DOCX	2022-05-09
Supplementary File(s)	None	

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   Recommendation   **Revisions Required**   2022-06-12

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Reviewers must analyse the methodology and results and discuss whether these could be repeated.

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Reviewers should provide comments on how the article can be enhanced in terms of focus, style and length.

Reviewers must check whether the references are relevant, recent and in the proper format.

Reviewers must comment on the overall originality of the work and its contribution to the field.

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Awareness of Co-Teaching among Teachers of Omani Students with Learning Disabilities

Abstract. Collaboration teaching /co-teaching is one of the methods of providing educational services to students with learning disabilities (LDs) in general education classes, and it also reduces educational dispersion as a result of these students joining remedial instruction programs in special education resource room. This descriptive research aimed to identify the awareness level of co-teaching among teachers of Omani students with LDs. A total of 162 Omani female teachers responded on a co-teaching scale. This scale consisted of 28 items distributed into five domains related to the concept of co-teaching, elements of co-teaching, co-teaching model, benefits of co-teaching, and co-teaching requirements. The statistical analysis indicated that the teachers' awareness was as follows: low level in the elements, requirements and models of co-teaching, moderate level of the benefits of co-teaching, and high level of the concept of co-teaching. There were no statistically significant differences in the teachers' awareness attributed to the specialization and teaching experience. The research recommended reconsidering the pre-service and in-service teacher training programs in Oman to align with the philosophy of co-teaching.

Keywords: awareness, co-teaching, Oman, teachers of students with LDs

1. Introduction

Collaboration teaching/co-teaching is one of the educational strategies that seek to achieve inclusive education for students with LDs. The co-teaching is based on collaboration between general and special education teachers (GSETs) in teaching students with LDs. Therefore, the purpose of co-teaching is to provide an opportunity for students with LDs to access general education curricula and benefit from instruction strategies that enhance their learning in the general education classes (Friend,2008). The GSETs participate together to teach the general curriculum for students with and without special needs (Brown, 2013), it is a type of collaboration between two or more teachers who share their intellectual and professional experience to create an educational environment that contributes to academic achievement of students with special needs in general education classes (Hentz, 2017; Diana, 2014). Therefore, co-teaching achieves integration between teachers' experiences and makes students' participation in the educational process more effective. Individual remedial instruction by special education teachers may not be a guarantee of adequate instruction for students with disabilities (Weiss et al., 2020).

The co-teaching is commonly used in general education schools in the United States of America because it meets the educational, social and psychological needs of students with special needs in inclusive education classes (Randolph, 2017), it also contributes to the formation of the teacher's balanced personality through

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Not more than 3 words in one keyword

knowledge of the strengths and weaknesses that appear to him/her during the implementation of co-teaching (Murawski & Spencer, 2011), it also promotes positive interaction between GSETs by sharing responsibility in classroom management (DelliCarpini, 2009). Co-teaching may be more effective than the conventional teaching methods used in teaching students with LDs in the Omani resource room. The co-teaching improves academic achievement, thinking skills, motivation and active learning among students with LDs (Le et al., 2018), it includes group activities based on the mutual positive interaction between students, as well as giving them a spirit of collaboration to reach answers to teachers' questions (Wang & Hwang, 2012).

The Constructivist Learning Theory advocated the integration of educational practices between teachers (Shah, 2019). Based on this theory, co-teaching facilitates the cross-fertilization of ideas and develops teaching strategies for teachers that benefit students with LDs. Accordingly, social interaction between teachers and their participation together in preparing the classroom environment gives students opportunities for oral and written communication and contributes to their cognitive development (Hurst et al., 2013). On the other hand, Conversation Theory emphasized the dialogue method to construct human knowledge among students (Pangaro, 2017). Co-teaching may become a pillar in teaching Omani students with LDs in inclusive education environments because it is linked to the elements of the learning-teaching process. Therefore, GSETs are required to use contemporary teaching methods such as co-teaching to improve the academic skills of students with LDs (Bani Abdel Rahman & Al-Zoubi, 2017). Teachers also encourage the teaching of students with LDs in inclusive education settings by using co-teaching rather than in a resource room program (Strogilos et al., 2016). Pre- and in-service teacher training programs play a role in facilitating the implementation of co-teaching in inclusive education settings (Pancsofar & Petroff, 2016; Pancsofar & Petroff, 2013). In this regard, pre-service special education teachers have expressed a lack of co-teaching content while general education teachers need more training on its implementation (Shin et al., 2016).

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The effectiveness of co-teaching depends on the role of teachers of students with LDs in raising awareness among the administrative and educational staff in inclusive education environments. Thus, the teacher contributes to enhancing the learning of students with special needs in inclusive education environments (Nwosu et al., 2020). The contemporary trends demand that the special education teacher be a consultant for general education teachers (Abdallah et al., 2021). Thus, the most effective teachers are those who demonstrate collaborative relationships with the school administration, teachers, and parents of students with LDs. There are positive advantages of co-teaching, but on the other hand, there are problems that reduce its use, such as teachers' resistance to the idea of co-teaching and their refusal to share another teacher with them in the classroom, the academic performance gap between students with and without LDs, and the weakness of technical and administrative support provided by the school principal (Abidin et al., 2012), In addition, teachers have insufficient information about co-teaching lack of opportunities for professional development, and lack of co-planning time (Alnasser, 2020; Mulhollanda & O'Connor, 2016).

Co-teaching includes three elements related to co-planning, co-instruction, and co-assessing (Brendle et al., 2017). In the co-planning, the GSETs plan teaching methods, materials, and assessment methods, in the co-instruction, they implement one of the co-teaching models, while in co-assessing, they evaluate the performance of students with and without LDs, and the co-teaching model used with these students (Sileo, 2011). On the other hand, co-teaching includes six models that can be used with students with and without LDs in inclusive education environments. These six models are as follows (Hentz,2017; Murawski & Lochner, 2017; Stein, 2016):

1. One teach, one observe: One teacher teaches, while the other observes the teacher's performance and the students' social, behavioral and academic aspects.
2. One teach, one assist: One teacher teaches the course content, while the other teacher roams among the students to provide support or answer their questions.
3. Team teaching: GSET are in the classroom at the same time and take turns teaching and giving instructions to all students.
4. Alternative teaching: One teacher teaches a large group of students, while the other teacher teaches a small group of students in the same class. The small group teacher provides remedial instruction for students with LDs or enrichment activities for gifted students.
5. Station teaching: The teachers divide the students into three groups or teaching stations and the students move between these stations. The two teachers at each station teach students the same lesson in different ways.
6. Parallel teaching: The class is divided into two equal groups of students, and the two teachers teach the same lesson to both groups.

The problem of the current research comes in response to international laws and trends that require inclusive education for students with LDs. The No Child Left Behind Act (NCLB) emphasized that students with special needs have access to high-quality instruction by providing teaching strategies that meet their educational needs in inclusive environments (Guerra, 2015), on the other hand, the Individuals with Disabilities Education Act (IDEA) recommends teaching students with special needs in least restrictive environments (Friend et al., 2010). The research problem also came in response to the results and recommendations of previous studies. Pancsofar and Pettrof (2013) indicated that teachers who receive training services on co-teaching were more confident and positive in their co-teaching practices than teachers who did not receive this training. Brown (2013) emphasized the need to train teachers in the area of content and planning for co-teaching. While, Aba Hussein and Al-Hussein (2016), and Simon (2017) indicated the lack of in-service training programs for special education teachers on co-teaching. Whereas, Baqabed (2018) stressed the holding of training workshops to improve the knowledge of teachers of students with LDs about co-teaching. In this regard, Al-Khatri et al., (2020) confirmed the effectiveness of training programs on improving the attitudes of teachers of students with LDs toward co-teaching. Shaffer and Brown (2015) confirmed that GSETs have positive attitudes toward co-teaching. In other words, the aim of this research is to identify the

awareness of co-teaching among teachers of students with LDs by answering the following questions:

1. What is the teachers' awareness level of co-teaching?
2. Does the teachers' awareness level of co-teaching differ according to specialization?
3. Does the teachers' awareness level of co-teaching differ according to teaching experience?

2. Methods

The survey descriptive research was used to determine the teachers' awareness level of co-teaching. e-scale was distributed to all Omani basic education teachers who teach students with LDs in the resource room program.

3. Participants

The research population consisted of 649 teachers from various Omani governorates. These teachers teach students with LDs in the resource room program attached in the Omani basic education schools. A scale was distributed to all these teachers. By convenience sampling method,162 female teachers responded to the scale. Therefore, the percentage of participants reached 25% of the research population. Table 1 includes demographic data of the participants.

Table1: Demographic data

Variable	Category	N	%
Specialization	Arabic Language	93	57
	Mathematics	69	43
Teaching Experience	10 years or less	74	46
	11 years and over	88	54

4. Data Collection

After reviewing the theoretical literature, the first draft of co-teaching scale consisted of 34 items was developed. To check the psychometric characteristics of the scale; It was reviewed by five faculty members at the Department of Psychology, Sultan Qaboos University. Thus, the final draft of the scale consisted of 28 items. These items were distributed into five domains related to the concept of co-teaching (6 items), elements of co-teaching (5 items), co-teaching models (6 items), benefits of co-teaching (5 items), and co-teaching requirements (6 items). Furthermore, each item of the scale is responded on a 5-point Likert Scale from strongly agree (5) to strongly disagree (1). The final draft of the questionnaire was conducted on a pilot study of 30 teachers. The reliability coefficient according to Cronbach's Alpha for each domain was as follows: the concept of co-teaching (0.83), elements of co-teaching (0.81), co-teaching models (0.86), the benefit of co-teaching (0.83), and co-teaching requirements (0.85). In order to analyze the results, the mean was classified into three levels: low (1:00 to 2.33), moderate (2.34 to 3.67), and high (3.68 to 5:00).

5. Results

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Describe in detail the types of methods and approaches used in this research, please.

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There is a research method bias here. Is this research a mixed method type? Qualitative or Quantitative?

5.1. Results related to the first question: What is the teachers' awareness level of co-teaching? To answer this question, means and standard deviations were calculated as shown in Table 2.

Table 2: Means and standard deviations according to the questionnaire domains

Domain	Mean	S.D	Level
Concept of co-teaching	2.35	.594	High
Co-teaching benefits	2.22	.308	Moderate
Co-teaching models	1.63	.319	Low
Co-teaching elements	1.61	.239	Low
Co-teaching requirements	1.45	.275	Low

Table 2 indicates that teachers have a high level of awareness of the concept of co-teaching, a moderate level of its benefits, and a low level of co-teaching models, elements and requirements.

5.2. Results related to the second question: Does the teachers' awareness level of co-teaching differ according to specialization? To answer this question, means, standard deviations and t-test were shown in Table 3.

Table 3: T-test results according to specialization

Domains	Qualification	M	SD	t	p
Concept of co-teaching	Arabic Language	2.38	.607	1.02	.306
	Mathematics	2.28	.567		
Co-teaching benefits	Arabic Language	2.22	.331	.027	.978
	Mathematics	2.22	.257		
Co-teaching models	Arabic Language	1.63	.229	1.41	.158
	Mathematics	1.57	.255		
Co-teaching elements	Arabic Language	1.42	.249	1.91	.058
	Mathematics	1.50	.317		
Co-teaching requirements	Arabic Language	1.64	.344	.775	.440
	Mathematics	1.60	.261		

Table 3 shows that there were no statistically significant differences in the teachers' awareness level of co-teaching attributed to their specialization.

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5.3. Results related to the third question: Does the teachers' awareness level of co-teaching differ according to teaching experience?? To answer this question, means, standard deviations and t-test were shown in Table 4.

Table 4: T-test results according to teaching experience

Domains	Teaching Experience	M	SD	t	p
Concept of co-teaching	10 years or less	2.39	.592	.785	.434
	11 years and over	2.31	.597		
Co-teaching benefits	10 years or less	2.21	.316	.591	.555

	11 years and over	2.24	.303		
Co-teaching models	10 years or less	1.61	.247	.294	.769
	11 years and over	1.62	.233		
Co-teaching elements	10 years or less	1.48	.292	1.52	.129
	11 years and over	1.42	.258		
Co-teaching requirements	10 years or less	1.63	.325	.044	.965
	11 years and over	1.63	.316		

Table 4 shows that there were no statistically significant differences in the teachers' awareness level of co-teaching attributed to their teaching experience.

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6. Discussion

The results of the first question showed that teachers of students with LDs have a low awareness level of the elements, models and requirements of co-teaching, a moderate of its benefits, and a high of its concept. The teachers' low awareness of the elements, models and requirements of co-teaching can be justified by the fact that it is not implemented in Omani general education schools. The mainstreaming (resource room program) is the current educational system in Omani basic education schools. Therefore, the implementation of co-teaching in inclusive education environments requires the issuance of legislation and laws that encourage teaching students with LDs with their peers in the general classroom environment and throughout the school day. In this regard, the NCLB stressed that students with special needs receive a high-quality education in the least restrictive environments through the use of strategies that meet their educational needs (Scott, 2016). While, the IDEA emphasized teaching students with special needs the general curriculum in general education classes (Compton et al., 2015; Simonvski, 2015).

Since mainstreaming is the educational alternative applicable in Omani schools, it is obvious that the awareness level of teachers is low in the elements, models and requirements of co-teaching. The implementation of co-teaching requires knowledge of co-planning so that the teacher of Arabic or mathematics participates with the teacher of students with LDs in lesson planning. It also requires co-instruction between GSETs through the implementation of a co-teaching model, in addition to the active participation of GSETs in classroom management and co-assessing students' performance. In this regard, Indelicato (2014) asserted that GSETs don't know the concept and models of co-teaching. On the level of Arab Gulf states, Baqabed (2018) confirmed that the knowledge of teachers of students with LDs about co-teaching models is still average. Aba Hussein and Al-Hussein (2016) showed that teachers of students with LDs face problems in implementing co-teaching in general education classes. Aldabas and Alhossein (2019) stressed that the readiness of GSETs for using co-teaching in inclusive schools is still average. Almajed and Albash (2018**)** recommended reconsidering the pre-service and in-service teacher education programs to comply with the requirements of co-teaching in inclusive education environments.

Therefore, it is necessary to reconsider the pre-service and in-service preparation programs for Omani GSETs. Training programs in the Sultanate of Oman must highlight the models and elements of co-teaching. The Omani special education teacher needs to have an in-depth knowledge of general education curricula, while the Omani general education teacher needs to have knowledge of the categories and characteristics of students with special needs. Thus, training programs may contribute to providing Omani GSETs with theoretical and practical knowledge about the requirements of co-teaching and spreading collaboration among each other. Al-Zoubi and Bani Abdel Rahman (2016) indicated that the weakness of teachers in implementing teaching strategies is one of the challenges of inclusive education for students with LDs. Chitiyo and Brinda (2018) stressed that the lack of training and workshop reduced teachers' preparedness to use co-teaching.

The results showed that the teachers of students with LDs have a moderate awareness of the benefits of co-teaching. This result can be justified by the fact that these teachers have only theoretical knowledge and no practical knowledge of the benefits of implementing co-teaching in inclusive education environments. Consequently, these teachers need to have applied knowledge of implementing co-teaching in general education classrooms. In addition, the positive social, psychological and behavioral benefits of applying it to students with LDs. The presence of students with LDs with their peers in the general class throughout the school day contributes to reducing the social stigma of students with LDs. In this regard, Packard et al, (2011) emphasized the benefits of co-teaching in reducing social stigma and improving the mental health of students with LDs as a result of their studying the general curriculum. Meanwhile, Dasilva (2011) showed the positive impact of co-teaching on social and academic skills on students with and without LDs because it encouraged them to dialogue and collaboration. On the other hand, co-teaching contributed to improving the reading and writing skills of students with special needs and gave them access to general education curricula (Wilson & Michaels, 2007).

Co-teaching also helped improve positive interactions and classroom activities among students with disabilities in classrooms that applied co-teaching (Strogilos & Avramidis, 2016). Therefore, awareness of the benefits of co-teaching must be raised among teachers of students with LDs. Thus, professional development programs and collaborative relationships between GSET help facilitate the implementation of co-teaching (Aljabr et al., 2019).

The results showed that the teachers of students with LDs have a high awareness of the concept of co-teaching. This result can be justified by the efforts of the Omani Ministry of Education to achieve inclusive education and keep pace with contemporary international trends in teaching students with LDs in general education classes throughout the school day. The Omani legislation that came in response to international laws also contributed to raising teachers' awareness of the concept of co-teaching. Also, the desire of Omani teachers to know the contemporary teaching methods used in teaching students with LDs in the world cannot be ignored. In other words, the internet and social media have contributed

to improving teachers' awareness of co-teaching and have formed a conceptual framework towards it.

The results of the second and third questions showed that there were no statistically significant differences in the teachers' awareness level of co-teaching attributed to the specialization and teaching experience. Accordingly, awareness of co-teaching was not affected by the specialization and teaching experience of teachers of students with LDs. This result can be justified by the fact that the idea of co-teaching is not implemented and that mainstreaming education is the current practice in Omani general education schools. Therefore, it is normal that co-teaching is not affected by specialization and teaching experience.

7. Conclusion

The results of the current research showed that there was a difference in the awareness level of the concept, models, benefits and requirements of co-teaching among teachers of students with LDs. In-service training programs may contribute to improving knowledge, awareness and implementation of co-teaching by GSETs. It is recommended to conduct a research on the attitudes of Omani general education teachers towards co-teaching. Finally, the selection of participants through convenience sampling may reduce the generalization of the results to all teachers of students with LDs in the governorate of the Sultanate of Oman.

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