Development of a responsive literacy pedagogy incorporating technology for the indigenous learners in Malaysia

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Abstract

The aim of this study is to develop a literacy pedagogy to facilitate literacy learning among the indigenous community in Malaysia. The Developmental Research Approach method was used and thus various groups of people participated in the study. They included subject matter experts, English language teachers from schools with indigenous students, indigenous community as well as indigenous learners in the context of the study. Insights gained from these participants were used as content for the design and development of a literacy pedagogical module. The module encompassing a digital story was implemented in two schools for indigenous students situated in Peninsular Malaysia. Findings from the study indicated that the literacy pedagogy in the module was a successful intervention which enabled the indigenous learners to respond and engage in the lessons. Evaluation of the module also revealed that literacy initiatives for the indigenous learners should be culturally responsive and relevant to the community. Central to this study is the underlying principles on designing of pedagogical efforts for the indigenous people while underlying these principles are experiences and practices recorded through interviews as well as observations.

SciVal Topic Prominence

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