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MASTER
Psycholinguistics Issues in Learning English

**The Hearing Loss Community and Its Sociolinguistics
Context**

The Case of Deaf Children's School of Mostaganem and Oran

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Dedication

Full of Tears of happiness and joy, my gratitude and praise goes to God. I dedicate this modest work to the memory of my father may Allah bless his soul, to the pearl of my life

My mother All the words will stand frozen when it comes to their estimation.

I dedicate this dissertation to my sisters and special thanks goes to my sister Wahiba who helps me a lot to continue this work and for my dear brother.

I dedicate it in the name of all the years of study and hard work, all the ups and downs I went through. To all my friends and my mates in the university and all those who helped me to achieve this work.

Last but not least, special dedication to all my colleagues who have helped me.

To all whom I forget to mention, Thank a lot...

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Special thanks go to the numbers of the jury who accepted to examine and evaluate this humble work. I would like to thank all our teachers without exception.

Thanks a lot

Abstract

Deaf culture describes the social beliefs, behaviours, arts, values and shared institutions of communities that are affected by deafness and which use sign language as the main means of communication. When used as a cultural label, the word deaf is often written with a capital “D”, and referred to as “big D” Deaf in speech and sign. When used as a label for the Audio logical conditions it is written a lower case “d”. So the unique thing about this case study is that to benefit a disable community. This study was aim to describe young deaf children’s literacy events in preschool and during the first school years, how they interact and negotiate their thought with their classmates, teachers and others. In this research We wanted to know what kind of programmes their teachers are using for their process of learning, also we wanted to know what is the type of languages teacher are using in classroom. Moreover, how they interact and negotiate their thoughts. To accomplished this research and answer these questions; we used two main techniques which are, observation with deaf children and we asked series of questions (yes, no) for their teachers. The result was that all teachers were agree in changing the programme for this category of children because is not suitable for their capacities and they want to give more importance or care for this category. In addition, some of these institutions we visited they did not use just the sign language (take in consideration that it is the French sign language) but also they use the non-academic gestures in the classroom. Either because, the teachers are not specialized to teaching this kind of children or because some time they did not have the right sign for abstract word. At the end, we suggested some strategies for prevention and care and strategies that help teachers to deal or teach the hearing loss children. Deaf culture is recognized under the article 30, paragraph 4 of the United Nation convention on the right of persons with disabilities. which state that “persons with disabilities shall be entitled, on an equal basis with others, to recognition and support of their specific cultural and linguistic identity, including sign language and Deaf culture”

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General introduction

Deafness is the most common of the sensory disorders with approximately one in every 850 children born suffering a permanent hearing impairment. (Fortnum et al 2001). And progressive deafness affecting 16% of the adult population (David et al.1995; Steel and kros.2001).

Most of researchers said that deaf children, are neglected especially here in Algeria. So, the unique thing about this case study is that it aims to benefit a disabled community. This study was initiated to provide a huge space for the deaf student to express their thoughts and help them to access right information about their activities and so one. In fact, there are numbers of reasons behind our study; first is to shed some light on this particular group of children and to try to modify the view of the hearing child in our society and to help them more in their process of learning by giving some solutions for the difficulties that face in their studies. So, here its raised a several of questions in our mind which are it is true that this category of children are neglected in our society and what kind of programmers their teachers are using for the process of learning. It is the same with the normal children and if this program used currently suitable for hearing loss children. Moreover, what type of languages are using in their schools, the sign language or there are others means to explain for them the lessons. Another important thing, how they interact and negotiate meaning through which literacy is constructed in everyday life, either with their teachers or with their classmates.

during our research we approached to them and we discovered that the programme is so difficult in comparison with their intellectual capacities, because they cannot remember and concentrate, memorize the lessons just after many repetitions and they are not the only ones who suffer but the teachers also have to suffer when they face some words and expression(abstract one) which they cannot, or they don't know how to interpret the exact meaning for their learners because, they don't find the appropriate sign for its. Also, they feel that their efforts don't give a positive result and we supported our saying by a questionnaire.

So, to accomplished this work, we incorporate two datasets into analysis which are qualitative methods to describe how this category of children are taking their learning and how their teachers treat them, and most important if the sign language is used as a mean for their communication between them and their teachers. In which, we have sets a series of

questions for the teachers of the primary school of the deaf children in two states the first in Mostaganem (Hadjedj) and the other one in Oran (Gambetta), as we have used another technique which is the observation in which we have attended a several sessions to observe the rehearsal pronunciation class in the both states. as well as, quantitative methods that helps us to provided our work with charts and tables to illustrate it.

Our dissertation is divided into three chapters. Following the general introduction, chapter one is devoted to overview and general information about hearing loss and its degrees and types and before that its causes. Then, is devoted to show the communication between hearing loss children, and move to talk about the sign language and its grammatical characteristics as a mean of communication. To the relation between sign language and the brain, and the sociolinguistics approaches of the sign language, at the end of this chapter we will give a look on the culture of the hearing loss community. Chapter two, we have examined the categories that teachers of hearing loss use to communicate and teach them in order to convey the message by using questionnaire for the teachers, and attending some session in the primary school of hearing loss children in Mostaganem (Hadjedj) and in Oran (Gambetta) to observe and see how they learning the language. In the chapter three we let this chapter for the recommendation side, we attempt shed light on the major strategies that can help teachers in their teaching process as a set of tips. Also, others strategies for assessment that can aid them to assess these kids. Moreover, we have tied to suggest some tips for prevention and care for the hearing people to learn how to protect their hearing from damage. And we conclude this chapter by talking or showing some of the obstacles that had faced us in our journey but did not prevent us from collecting what we need to complete our work. At the end of the dissertation we find the general conclusion, taking in consideration that every chapter has its introduction and conclusion.

1.1 Introduction

This chapter is organized into fifteen main points that concern the Hearing loss community. Moreover, it gives an answer to what is deaf (hearing loss) and speaking about the cause, degrees, the types. In addition to the communications between deaf children and the communication modalities. Also we will talk about the sign language as a way of communication to express their thought. And its grammatical characteristics. Furthermore, we will shed light on the relation between brain and the sign language, the sociolinguistics approaches to sign language. Additionally, we will take a look on the culture of the deaf community.

1.2 Definition of deafness:

A ‘deaf ‘person is someone with a hearing loss. But behind a hearing loss expressed in decibels lies a whole series of issues: language choice, communication mode, self - perception and identity. Oxford dictionary (2016) states two meaning for deafness: the first one”*mass noun] The condition of lacking the power of hearing or having impaired hearing*’. And the second one, *It is The state of being unwilling or unable to hear or pay attention to something*”(para.1) In the other hand, Cambridge dictionary states(2016) that: *deaf is unable to hear, either completely or partly*. Hearing loss and deafness are related to the volume of sound that a person can perceive, and also to the pitch (or frequency) of sound. Some people have particular difficulties hearing high or low-pitched sounds, which can translate into a difficulty hearing high-pitched or low -pitched voices and have implications for teaching and learning situation. This is not something that can be corrected or restored by using a hearing aid. John field (2004): ”Hearing aids can increase loudness but cannot restore gaps in the frequency band”.(p.84).

A “deaf” student’s experiences depend very much on the type of hearing loss they have, on their communication preferences, on their previous experience of deafness and their relationship with both deaf and hearing culture. Even in a university that works hard to provide friendly environment and to respond to the needs of its deaf students there are still likely to be unresolved issues relating to communication and social inclusion. It is important to remember that deaf students are always the best source of information in this matte, and to listen properly to their comments and concerns. However, in an environment that takes little or no account of deafness a deaf person can feel isolated,

confused and frustrated. Information is likely to be missed or misunderstood -this applies to both verbal and non-verbal sounds. Striving to hear or to lip-read can be challenging and tiring.

1.3. Identifying Hearing loss:

According to Brande plot nick (2016):

“To evaluate specific parts of the auditory system, specialized hearing tests are taken. These tests are painless and non-invasive; they are meant to be taken in enclosure designed to keep out noises that can affect the results of the tests. Such noises may include, air conditioner or the heater. Infant will be asked to wear headphones or soft earplugs” (para..1)

To identify hearing loss problems, the hearing care professional will ask questions related to hearing such as: the volume of noise, or if there are people in the infant’s family who suffer from hearing loss (Plot nick ,2016). This test is divided to five parts:

- A) Initial examination:** using an otoscope the hearing care professional will attempt to examine the ears. The results of this examination will show if there are any issues in the ear canal or eardrum. This examination is done in a special sound proof room(see appendixes 7) or quiet room to insure the ability of the examination.
- B) Pure tone test:** this test is design to know if the infant is able to hear a number of different pure tones, sound proof headphones are used.
- C) Bone conduction test:** to identify problems situated at the level of the middle ear cavity, the hearing care professional will measure the infant’s ability to hear pure tones by using a small bone conductor.
- D) Speech test:** *the hearing care professional will exam your ability to understand speech. The speech test examines whether there could be problems with the auditory nerve which sends signals from the ear to the brain or whether there could be problems understanding speech and sounds in the brain itself (study finds,2016, para 6).*
- E) Tympanometry:** it is a test that checks the condition of the middle ear and the eardrum’s flexibility and this test is the last test done by hearing care professional.

F) Audiogram: the combination of the previous tests result will be presented on graph called Audiogram. Through this audiogram the hearing care professional will be able to know the degree of hearing loss and if hearing aids could be used (Brande plotnick,2016 and Healthy Hearing[HH],2016)

1.4the causes of hearing loss:

Hearing loss in children has many causes, including congenital causes, hereditary condition, or as a result of injury, illness or exposure to extreme noise. However, it is not always possible to determine the exact cause.

- a. **Genetic factor (hereditary):** Such factors cause nearly 40% of childhood hearing loss. (World Health Organization [WHO],2016). It has been shown that hearing loss is much more frequent in children born of consanguineous marriages or those unions between two individuals who are closely related. malformations of the ear and the hearing nerve, which may be the result of genetic factors or environmental influences, can be associated with hearing loss.
- b. **Conditions at the time of birth (congenital problem):** these may include prematurity, low birth weight, lack of oxygen known as birth asphyxia and neonatal jaundice.
- c. **Infections:** During pregnancy, the mother may acquire certain infections such as rubella and cytomegalovirus which led to hearing loss in the child. In addition, meningitis, mumps and measles in childhood can also result in hearing loss. Infections of the ear are quite common in children in low-resource settings. These often resent with discharging ears (chronic supportive otitis media). Beyond hearing loss, ear infections can lead to life-threatening complications.
- d. **Disease of the ear:** common ear problems may cause hearing loss in children. These include too much earwax (impacted cerumen) and glue ear (non-supportive otitis media) which is caused by growth of fluid inside the ear.
- e. **Noise:** Loud sounds. including those from personal audio devices such as smartphone and MP3 players which are used at loud volume for prolonged period, may cause hearing loss,(like musician) .Even short high intensity sounds such as those from fireworks may cause permanent hearing loss. The

noisy machinery in a neonatal severe care unit can also contribute to hearing loss.

F. Medicines: Medicines, such as those used in the treatment of neonatal infections malaria, drug resistant tuberculosis and cancers, can lead to permanent, hearing loss. These medicines are ototoxic. In many parts of the world, especially where their use is unregulated, children commonly receive ototoxic antibiotics for treatment of common infections. (world Health Organization [WHO] ,2016).

1. 5. Degree of deafness (Hearing loss):

Everyone has his own definition for hearing loss. But, the degrees of hearing loss are the same for those who suffer from hearing loss, these degrees are divided into categories. which are, Mild hearing loss, Moderate hearing loss and severe hearing loss, profound hearing loss.

1. **Mild hearing loss:** they are on average, they can hear a noises of a baby crying or music, but they cannot hear in noisy room or whispering conversations. (study finds, 2016). *According to world health organization (2016) " people with their better ear are between 25-40Db". (para,1).*
2. **Moderate hearing loss (deafness):** the research showed that *"people who suffer from moderate hearing loss are between 40-70Db with their well ear"* (2016, para,2). So, this kind of people unlike the first one, the noises sound they can hear are a dog barking or telephone ringing. In the other hand, they cannot hear without their hearing aids a baby crying. (study finds;2016).
3. **Severe hearing loss (deafness):** most people who suffer from severe hearing loss, often relay on lip- reading and sometimes on sign language while they using their hearing aids. (study finds,2016). The results showed that *"people with a healthier ear are between 70-95 Db"*. (world health organization,2016). this category, would hear a chainsaw or drums being played but may be unable to hear a piano or a dog barking. (British society of Audiolo,1988).
4. **Profound hearing loss (deafness):** *"the most noiseless sounds that people can hear with their better ear are from 95 DB (>950).* people who suffer from profound hearing loss are very hard of hearing and rely mostly on lip-reading,

and/or sign language. they may hear a large lorry or aeroplane, and would be unable to hear a telephone ringing. (World Health organization,2016, para 4. And British society of Audiolo1998). Some children's deafness may fall into two categories, for example: moderate to severe. deaf children with the same level of deafness may experience sounds differently.

1.6. types of Hearing loss:

Some children are born deaf (congenital deafness), and other children may become deaf (acquired) later in life. For example, as a result of an illness. The two main types of deafness are conductive and sensory-neural. Some children can have a mixed hearing loss which is a combination of both conductive and sensorineural deafness.

A. Conductive deafness:

This type of hearing loss occurs when the sound cannot pass through the Middle or the Outer ear to the inner ear. Furthermore, when there is an increase of the fluid in the Middle ear (Glue ear). (the National Deaf Children's Society[NDCS],2004). According to NDCS, 2004: "*Glue ear can cause temporary deafness and can either clear up naturally after a short period of time, or it can develop into a long term condition requiring surgical intervention, such as Grommets, or wearing hearing aids*" (p.10). there is no chance that it can be lasting. Medical or surgical treatment often is the solution for this type of hearing loss.

B. Sensorineural deafness:

According to NDCS (2004): "A sound passes through the outer and the middle ear, tiny hair cells in the cochlea convert sound waves into electrical signals. These signals travel along the nerve of hearing, to the brain" (p.10). The common reason for this type of hearing loss is the damage of the hair cells, in the cochlea. The cochlea in this case does not process the sound as it should. (NDCS,2004).

b.Mixed hearing loss: is a little bit of each one (conductive hearing loss and sensorineural hearing loss), according to hearing-it.org for mixed hearing loss, implants or special types of hearing aids are needed for it. (NDCS,2004).

1.7. Tinnitus

According to World health organization (2016): “the sensation of sound in the absence of an external sound source is known as tinnitus” (p. 4). The common reason for these kind of sound is due to an exposure, or associated with a variety of illness. There are different degrees for tinnitus, one can last for a second or days it is the Acute or temporary tinnitus, in the other hand we found the chronic one, which can last for months or even for years it’s called the chronic tinnitus. The chronic tinnitus, can lead to anxiety, depression and impaired concentration and less communication. In general, has a significant impact on life, and usually, doctors suggest cochlear injury. (WHO,2016).

1.8 Communication between deaf children (hearing aids):

There are several types of hearing aids. They can be worn outside the ear, or inside. NIDCD (2017): “A hearing aid is a small electronic device that you wear in or behind you ear” (para.1). Hearing aid is a device that can help people to hear either in a quite sitting or noisy one. This hearing aid makes the sound louder for the people who suffer from hearing loss. NIDCD (2017) showed that:” hearing aid has three components a microphone, amplified and a speaker” (para.1), in which the microphone received the sound and converts from sounds waves to signals then to an amplifier. This later, send the signals to the ear through the speaker after increase the sound.

1.8.1 Behind the ear (BTE). (see appendix02)

NIDCD (2017) stated that: “BTE consist of a hard plastic case worn behind the ear and connected to a plastic earmold that fits inside the outer ear. The electronic parts are held behind the ear” (para.1). the sound goes from the hearing aid through the earmold to the ear. This type of hearing aid is suitable for all the people for all the ages who are suffering from mild to profound hearing loss. (NIDCD,2017). Fortunately; they are becoming more miniaturized, because they external, they are visible.

Advantages	Disadvantages
❖ BTE hearing loss aids can handle all types of deaf people.	❖ An improper fitting or a damaged ear hold may cause feedback.
❖ BTE instruments are suitable for all ages.	❖ The earmold may need to be

<ul style="list-style-type: none">❖ BTE hearing aids can provide the most amplification.❖ With hair and skin tone matching BTE hearing aids can be cosmetically appealing with placement behind the ear❖ BTE instruments use larger batteries which are easier to handle than the batteries for smaller hearing aids.	<p>remade periodically to preserve acoustic seal.</p> <ul style="list-style-type: none">❖ BTE instruments are larger than other hearing aids and can be more noticeable.
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Table 1.8.1 Advantages and disadvantages of BTE (study finds, 2017)

1.8.2 In-the -Ear ITE (see appendix 03)

This type of hearing aid is used by people who have suffered from mild to severe hearing loss. They are placed inside the ear and virtually invisible. It is a device made of heard plastic. It is a small wire that allows their extraction.(NIDCD,2017)

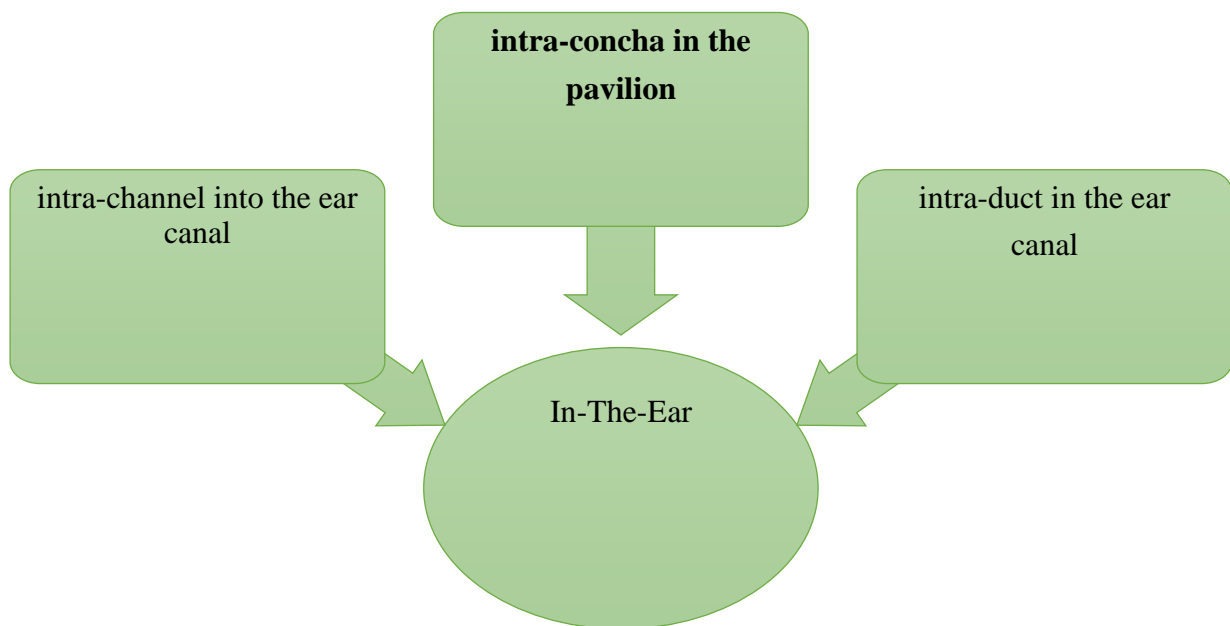


Figure 1.8.2 types of ITE (study finds,2017)

There are many advantages and disadvantages to in-the-ear hearing aids:

Advantages	Disadvantages
<ul style="list-style-type: none"> ❖ ITE hearing aid is that it fills the entire ear with sound because the hearing aid is placed just outside the ear. ❖ ITE is large in size which allows it to have a larger sound amplifier which allows it hold more features than other hearing aids, such as a directional microphone. ❖ The size of hearing aid also allows it to be easier to handle and adjust. ❖ It is the best hearing aid for a wide range of hearing loss . 	<ul style="list-style-type: none"> ❖ ITE hearing aids are not prescribed to children because children’s ear canal grow and the fitting would get out of whack. It can be difficult to adjust the volume control and change a battery as both are small in size. ❖ ITE hearing aids are in the ear they are rather easy to be seen by an observer, so if you do not want people knowing you have a hearing aid this may not be for you. ❖ The microphone and receiver are rather close to each other which lead to possible feedback that may find annoying. ❖ Earwax and moisture can damage the hearing aid.It is impossible to block earwax and moisture,so you have to be careful to clean the hearing aid thoroughly and frequently.

Table 1.8. 2: Advantages and disadvantages of ITE (study finds,2017)

1.8.3 The Open Fitting (TOF) (see appendix 04).

It is intermediary between the earphones and the external device. This is an open end device that does not block the ear. It looks like BTE, with a flexible tip to fin, placed in the ear. there are many advantages and disadvantages to the open fitting.(NIDCD,2017).

Advantages	Disadvantages
<ul style="list-style-type: none"> ❖ The open fit hearing aid diminishes the occlusion effect to a great extent. ❖ It is extremely small, light in weight and easy to fit. ❖ It is ideal for normal low-frequency hearing impairment. Nowadays, open ear hearing aids, which leave the ear at least partly open, are appropriate for high-frequency hearing disability. ❖ They are equipped with directional microphone. This allows the wearers to point directly to the speaker and get better sound clarity, even in a noisy and crowded place. ❖ They are available in quite an affordable price range. 	<ul style="list-style-type: none"> ❖ The open ear hearing aids have small batteries with short battery lives. ❖ The directional microphones available with them are automatic and cannot be adjusted for volume control. ❖ There is a limit to the amplification of sound frequencies in open ear hearing aids.

Table 1.8.3. Advantages and disadvantages of Open Fitting.(study finds,2017)

1.9 communication modalities

According to Lauri Katz and Teris K. Schery (2006)

"A family may choose from a range of approaches to teaching communication and language to their child with a hearing loss. Oral speech and language training is probably the approach most frequently used with children in integrated preschool setting. Most children who receive cochlear implants at a young age are taught an oral approach, in which they learn to understand spoken language and respond with speech". (para.24)

1.9.1 Oral approach

Laurie Katz and Teris K. Schery (2006) "there are several variation of the oral approach, including the auditory-verbal method" (para.24). This approach let the speaker speaks without let the receptor sees his lips. So, here the receptor will not be depending on lip reading. In the contrary, Auditory-oral approaches let the receptor relay in the lip reading and sometime the signs and others gesture to understand what the speaker are saying. (Laurie Katz and Teris K. Schery.2006)

1.9.2 visual or gestural systems

There are different systems for hearing loss children or deaf children that they can use a s means of communication. Including the sign language and the visual systems in which these children depend on lip reading, also the normal gesture that people are using in their everyday communication. So, The American sign language(ASL) is the formal language that is used in the United states by the deaf children or the adult (Laurie Katz and Teris K. Schery.2006).

Laurie Katz and Teris K. Schery (2006) said that:

"Not merely a visual representation of English, ASL has its own structure and rules. There often is not a one-to-one correspondences between ASL signs and English words(for example, past tense is indicated by signing the message toward the speaker's shoulder, while future tense is indicated by signing the same message out in front of the speaker")(para.26).

"In contrast, educational systems are designed to visually represent spoken English and thus make English (spoken and later, written) easier to learn for children who are deaf. Most educational sign systems us ASL signs for vocabulary, presented in the same order as English is spoken, with additional letters finger-spelled to represented helping verbs and word endings (for example, adding the present continues tense ending-ing to a verb). Common educational sign systems include Manual English, signed English, and signing Exact English. (Laurie Katz and Teris K. Schery, 2006.para.27)

Gestural communication systems include using the hand of hearing loss adult near to the face of the speaker in order to help him to kwon the shape of the words or the letters. All this systems of communication help the learner to success in this educational (Laurie

Katz and Teris K. Schery, 2006). There are different choices for the families of hearing loss to communicate with their kids, there are some like to use the sign language and others the oral system, or the gestures one. Parents' choice sometime effect on the children positively and sometime negatively, in their behavior and their learning. In which the children found problems in their educational setting and their teachers face difficulties with them in classroom, all these because their parents depend on one system of communication and the teachers on other one. So, they should be a connection between the teachers and the parents and a collaboration to see what is the best for them. And why not parents sometimes contact the Orthiphonist to see what is the good for their hearing loss children (Laurie Katz and Teris K. Schery.2006).

1.10 Sing language

“In Algeria the sign language is not utilized in schools Algerian Sign Language (French: Langue des signes Algérienne (LSA), is the sign language most commonly used in Algeria. It was officially recognized by the Algerian law on the protection and promotion of persons with a disability enacted (Wikipedia. December 2015). But they did not use it because it concentrate on gestures and lip-reading .Because of that ,we will deal with the American sign language.

UNESCO (2000) stated that: *“Sing languages are languages that do not have words, they are produced by using positions and movements of the hands, face and body”* (p.6). is a visual language. It is a mean of communication used by Deaf people to communicate. Ceil Lucas (2001) showed that;” *it is very clear that there is not one single internationally understood sign language. It is now widely accepted that deaf communities around the world use different sign language.* (p.9). It is currently practiced by hundreds of thousands of Deaf people over the world. In addition, professionals in contact with the practice of hearing loss, such as teacher, speech therapists and social workers and of course specialized interpreters. It may also be useful to the two millions deafened French workers in heavy industry, the divers underwater and in any other context where verbal communication is not possible.it consist of five parameters. Which are :

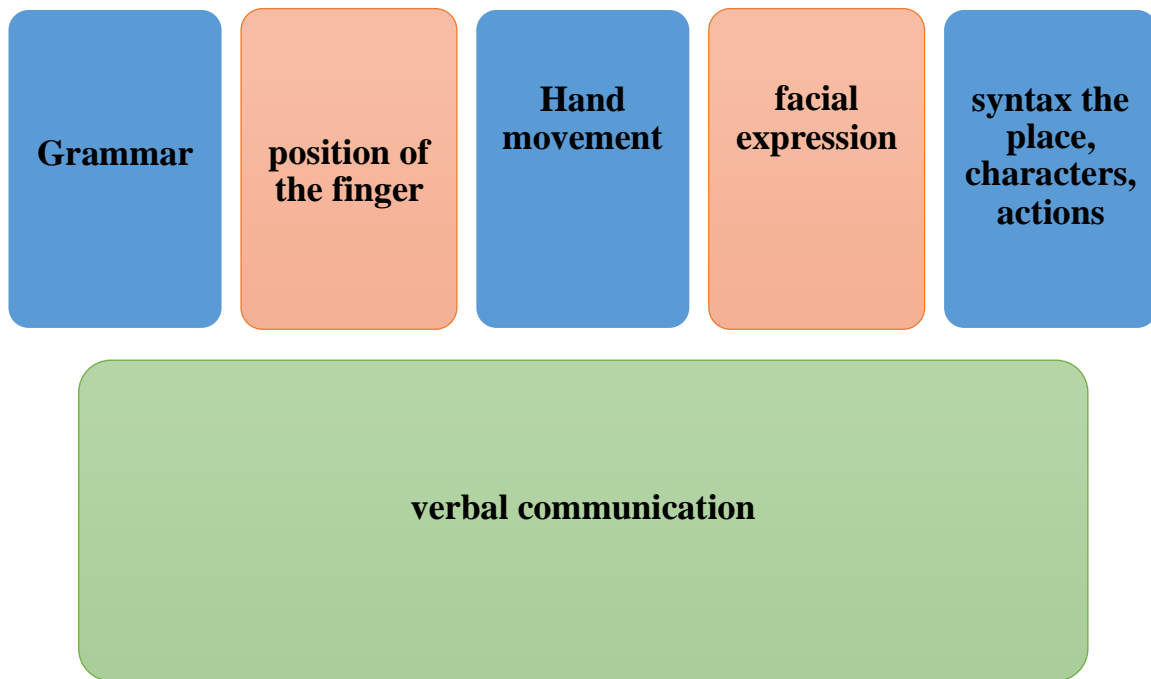


Figure 1.10: Verbal communication

Each country has its own language of signs that deaf people use it is not universal, but deaf people different countries communicate easily with each other a short adjustment period (Ceil Lucas, n.d)

1.11 Definition of LPC

This is an encoding; *“the hand near the face complete everything you say. Each syllable is code by hand to the position for the vowel, fingers making the key of the consonant. A child or hearing impaired cannot hear the sound, or perceives it more or less weakened and distorted :it help himself with lip reading , but many confusion are possible , for example to say before the mirror “mama” and “dad” .Yu will see that the movement of the lips is the same. The coding of the hand draws the attention of the child, allows him to differentiate between lip movements and to associate the corresponding sounds”* (study finds, n.d. para.1).

ASL is a natural language used by members of the North American Deaf community. It is a language that has developed naturally over time among a community of users. valli&lucas,1995 stated that: *“ASL exhibits all of the features of language...ASL is an autonomous linguistic system independent from English”* (as cited in Rebecca Thompson,1997. p.10)

a natural visual language such as ASL allows for optimal language acquisition for Deaf and hard-of-hearing students because it uses vision, a sense that can be corrected fully with glasses if necessary, rather than relying on amplification (hearing aids or cochlear

implant) that cannot provide full accessibility to spoken English. As a result, a natural visual language empowers its community users with all the benefits of full language use including the ability to think abstractly, debate concepts deeply, and other higher level thinking and communication skills.

O'Rourke, Medina, Thames, and Sullivan (1975) suggest that:

"nearly 500,000 deaf people and an unknown number of hearing people use ASL, which would make it the third most widely used non-English language in the United States. American sign language differs from these other languages, however, because unlike English, Spanish, Italian, and others. ASL is primary manual/visual rather than oral/auditory. ASL (like other sign language) is not derived from any spoken languages, although its coexistence with English in a bilingual environment allows it to be influenced in a number of ways. Linguists have studied many different sign languages around the world; the consensus is that the influence from the surrounding spoken language is present but limited. ASL's nearest sign language relative is French Sign language, a result of the intervention of Thomas Gallaudet and a Deaf teacher from France. These studies of ASL included the complexity of language and thought". (p.356).

As evidenced by the structure of sign languages, the similarities and differences among various sign languages and between sign languages and spoken languages, and the role of facial expression and other non-manual information. *"These were also specific pointers on the acquisition of sign languages, short term memory, perception, kinesiology related to sign language structure, brain function and sign language usage, and the history of ASL and its relationship to French sign language". (Wilbur,1987. p.536)*

"More recent linguistic research has shifted away from providing that ASL is a language to concentrating on providing a linguistic description...however, more recent educational research is still aiming at demonstrating utility sign language in educational"(study finds,1987)

1.12 Grammatical characteristics of sign language

According Mongyi and Szabo(2004) :*"in a wide sense we can define sign language as a system of hand movements used for communication by deaf people, (manual sign systems). But not all kind of manual forms of communication can be considered as language. The different physical communication systems are assembled as follows"(p.6):*

Steps	Manual communication systems
First	Primer sign languages ;rule-governed , conventional sign languages, which are used in deaf communities .
Second	Secondary(alternate) sign language; high quality systems of signed communication, which are developed and used by those who are competent users of spoken language.(At schools ,for instance).
Third	Home sign systems: communication systems that are based on gestures, and worked out if deaf person lives separately from other deaf people and she/he needs to communicate with the hearing people (At home and in the streets ..).

Table 1.12: steps of manual communication systems ‘as cited in Halga Hettyar,2004. (P.6)

Mongyi and Szabo(2004) stated that :

“The so called double articulation is typical for both the primer sign languages and the spoken languages, according to which meaningful linguistic units are built up from the combination of a limited number of meaningless unites (phonemes). Are classified the same way in each sign language, that are the followings; hand shape, place of articulation, movement, orientation, mimics, and the shape of the mouth. “From morphological point of view sign languages are inflectional and incorporating languages, which have different systems of parts of speech than spoken languages” The structures of sentences were examined in different sign languages. and so we can assume that there are SVO word order sign languages, for example the Italian Sign language, and also there are ones that prefer the topic comment structured sentences. (as cited in as cited in HalGa Hettyar,2004. P.6)

1.13 sign language and the brain

How the brain produce and understand the language, this what many researchers was investigated for decades!. In the mid of the 19th century scientists start look and research to discover the process of how the brain process the language. Paul Broca in 1861 that there is a part from the brain in the left hemisphere is responsible for the production of the spoken language. And this part called by his name “Broca’s Area”. In the same period, after years, another physician called “Carl Wernicke” in which he found that there is another part of the left hemisphere that responsible for the comprehension of language

and it called also in his name “Wernicke’s area”. (Gregory Hickok, Ursula Bellugi and Edward S. Klima,2002).

Many researchers believed that

“sign language is just a loose collection of pantomime-like gestures thrown together willy-nilly to allow rudimentary communication. But in truth, sign languages are highly structured linguistic systems with all the grammatical complexity of spoken languages. Just as English and Italian have elaborate rules for forming words and sentences, sign languages have rules for individual signs and signed sentences”. (Gregory Hickok, Ursula Bellugi and Edward S. Klima,2002.para.1).

In the other hand, researchers stated to study how the brain process the sign language as well. And after many experiment they found that the sign language and the spoken one have sharing the abstract properties, but each of them has its own interpretation. The result was that the singer who suffer from hearing loss and has a comprehension difficulties had also damage in the left hemisphere in the Wernicke’s area and the other one who has production difficulties in shaping the right sign, has damage in the Broca’s area.

According to Gregory Hickok, Ursula Bellugi and Edward S. Klima(2002):

“Taken together, these findings suggest that the brain's left hemisphere is dominant for sign language, just as it is for speech. The organization of the brain for language does not appear to be particularly affected by the way in which language is perceived and produced”(para.6).

1.14 Sociolinguistics Approaches to sign language

In 2005, Lucas et al stated that *“The birth of the sign language sociolinguistics, just as well as the start of the research of sing language from a descriptive linguistics viewpoint, in attached to William Stokoe, who described the language use of the American deaf with the help of Ferguson’s concept of glossy in 19”* (as cited in Helga Hattyar, n.d.p.8)

According to Lucas et al (2005) *“The early sing language sociolinguistics surveys following Stokoe’s work were limited to the next four areas primarily:*

- a) *the relationship between the spoken language of the majority community and the sing language, particularly in educational settings.*

- b) *Limited knowledge of the linguistic structure of the sign language.*
- c) *Doubts as to the actual status of the sign language as a “real language”*
- d) *Application of spoken language sociolinguistic modules of sign language.*

The former dominance of sign language, it was necessary to fight contrary to the centuries old misbeliefs behind the discriminative practice close to the Deaf and their sign language. In those countries where the fight for the acknowledgement of the sign language, and also for using it as the medium of the education of the Deaf has been finished already, and the status of Deaf communities and sign languages used by them are relatively stable, and the description of the sign language in a certain level has been done, researches are made in all subfields of sociolinguistics although overall and detailed examinations were not born yet. (as cited in Helga Hattayar, n.d.p.8)

1.15 Deaf culture

Sign language is one means of communications for the deaf communities, it is manual language. According to Groce (1985) stated that: *“these manual communication systems of pantomime nor manual codifications of a spoken languages”* (as cited in Ursula Bellugi & Edward S. Klima, 2001. p.14071). Moreover, Padden and Humphries (1988) stated that: *“the term deaf community has been used to describe a sociolinguistic entity that play a crucial role in a deaf person’s exposure to and acceptance of sign language”* (as cited in Ursula Bellugi & Edward S. Klima, 2001. p.14071). ASL is used by many deaf people mostly in America and Canada, but ASL is the one that has been studied most extensively.

Sonnenstrahl Benedict & Janelle Legg (2014) stated that: *“The American Deaf community is different from many thriving cultural groups around the world because it is not commonly recognized as distinct and dissimilar. Most people are born within an existing cultural group gaining direct access to their family and community cultural traditions, norms and values that are passed down from parent to child. Most deaf children, on the other hand, are born to hearing parents”*(p.1)

For most Deaf children transmission of the culture of the family or that of the deaf community does not automatically occur. Deaf children typically gain access to the deaf community through education in deaf in deaf programmes with other deaf children

and adults. It is in these visual-spatial environments that a deaf child become acculturated” through language immersion as well as social interactions with others who share the same language and a similar world view that is experienced primarily through visual rather than auditory experiences. In programs designed with deaf children in mind, deaf children are not only surrounded by a sizable number of deaf students, which provides them with a socially accessible environment, but are also exposed to educational programming through which the student gains access to deaf people, the history and the values of deaf culture.

There are several organizations all over the country that make sure that these category of children become active within their own local communities.

According to Benedict. B and Legg. J (2001) stated that;

Deaf organizations cater to every aspect of an individual's life from the athletic members who participate in Deaf Olympics, to those looking for religious access in Deaf churches and through church interpreters. Deaf organization provide a network for camaraderie's and socialization, and many members remain loyal for their entire lives. Makku Jokincn (2001):

“on the other hand, describes the community, “based on their access to sign language. For Jokinen, the community is identified through the use of sign language. According to this model, sign language persons represent those individual that are fluent sign language users from birth or a very young age. Jokinen's analysis provides a celebration of visual language skills, which again highlights the use of the eyes, the body and movement. Both Bafan and Jokinen provide a look at the Deaf community that is based on Deaf values and perspectives. Deaf people do not focus on the inability to hear”. (para.7)

1.16 Conclusion

Summarily, we have argued that American sign language is a complete language with all properties of human language and deaf American sign language need to be educated through this natural language, which they prefer use and understand with ease. The use of American sign language will not only enable them to master the curriculum content but also to become bilingual, capable of participating in complex discourse in both American sign language and written English as these will later be important in their career and social life. This will only be possible through the guidance of a teacher.

2.1 Introduction

The present chapter highlights the methodology applied in this research paper. The size and characteristics of the participants are described altogether with the settings, instruments, as well as data analysis obtained from teachers' questionnaires of two schools, the teachers' of hearing loss school of Hadjedj (Bouski) in Mostaganem and the teachers' of hearing loss school of Gambetta in Oran. Moreover, it represents the data analysis of our observation by attending some classes in the two schools. which aims at finding out how this category of children (deaf children) acquire language and what kind of language teachers use for their process of learning. We also aim to know how they interact and how teachers treat them, how treat each other's, and some suggestions for their future.

2.2 The participants and setting

To achieve this goal, 15 teachers participated in the current study. This sample consisted of 02 females and 05 males from the primary school for the hearing loss children in Hadjedj at Mostaganem, and 08 teachers from the primary school of hearing loss children in Gambetta, at Oran. The teachers of Mostaganem took a few minutes to answer. in contrary, in Oran They took hours to answer.

2.3 Instrument

The study was supported by twelve items of questionnaires for the teachers of the primary school of hearing loss. And observation technique in the classroom of hearing loss kids in the two states "Mostaganem, and Oran" primary school.

2.4. Description of questionnaire

This questionnaire is made up of 12 items that seven of them are given in form of complete statements that require answering with yes/no, sometimes with justification. the other questions are about the programme of the hearing loss children, and about the relationship between teacher and hearing loss child.

2.5 The analysis of the result

For the data analysis, we assembled data collected from different sources. Examination of data collected took an amount of time, and then we started categorizing answers which in turn were interpreted to make sense of the meaning of the data.

2.5.1 Analysis of the Questionnaire

To come up with reasonable answers to the research questions, data analysis shows that:

Question one: what is your Gender?

Options	Number	Percentage
Females	02	28
Males	05	72
Total	07	100

Table 2.1: Teachers' Gender

The aim of question one is to know the gender of participants. As shown in the table above males (72%) are more than females (28%).

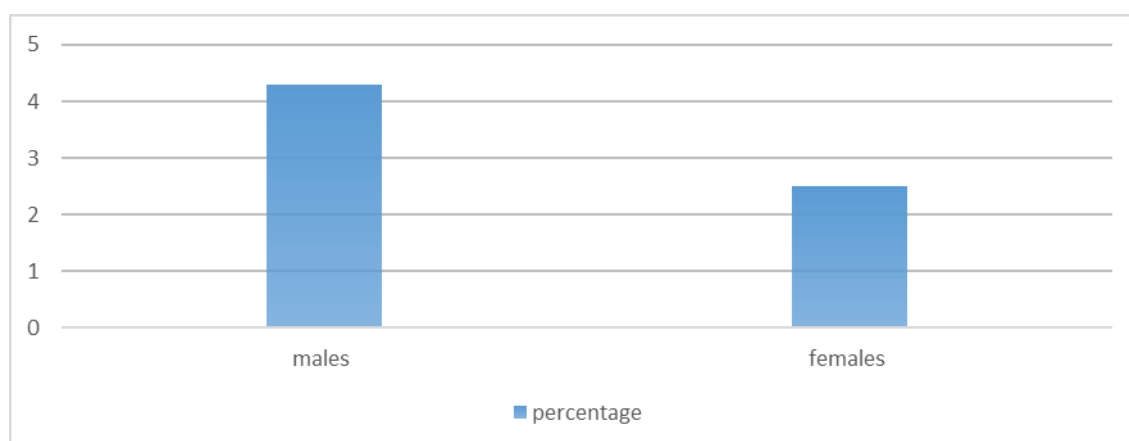


Figure 2.1: teachers' Gender

Question two: Are you a specialized teacher for this category of children (Hearing loss children)?

Option	Number	Percentage
Yes	05	71
No	02	29
Total	07	100

Table .2.2. number of specialized teachers

The aim of question two is to know whether the teachers are a specialized for this children or not. It is obvious in the table above that the majority of the teachers are specialized teachers. That's mean, they already took a training sessions before they teach this category of children.

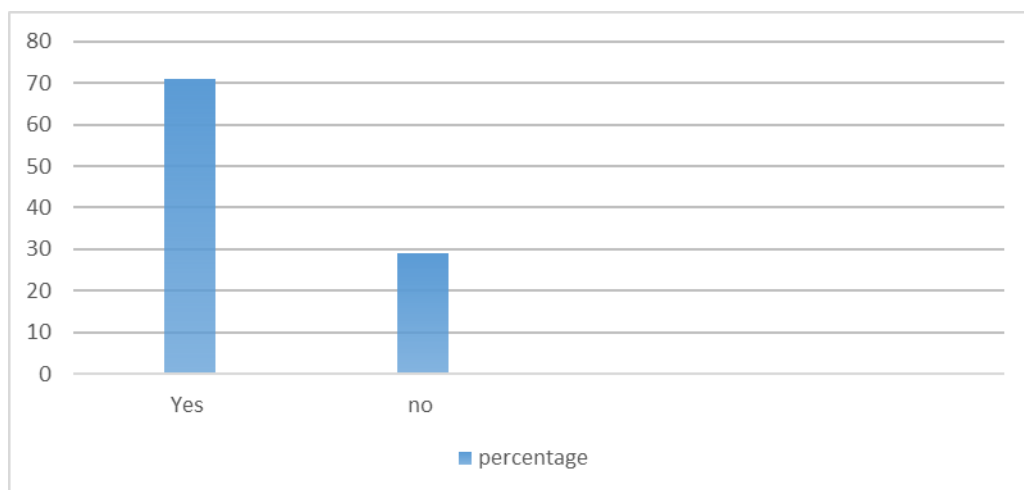


Figure2.2. number of specialized teachers

Question three: Do you think that it is easy to teach Hearing Loss children? Say why?

Options	Number	Percentage
Yes	02	28
No	05	72
Total	07	100

Table2.3: the difficulties in teaching deaf children

The aim of question three is to investigate about the difficulties that teachers found in teaching hearing loss kids. We can notice that the highest percentage of the teacher (72%) claimed that it is difficult for them to teach hearing loss children. But (28%) said that they do not find any difficulties in teaching them.

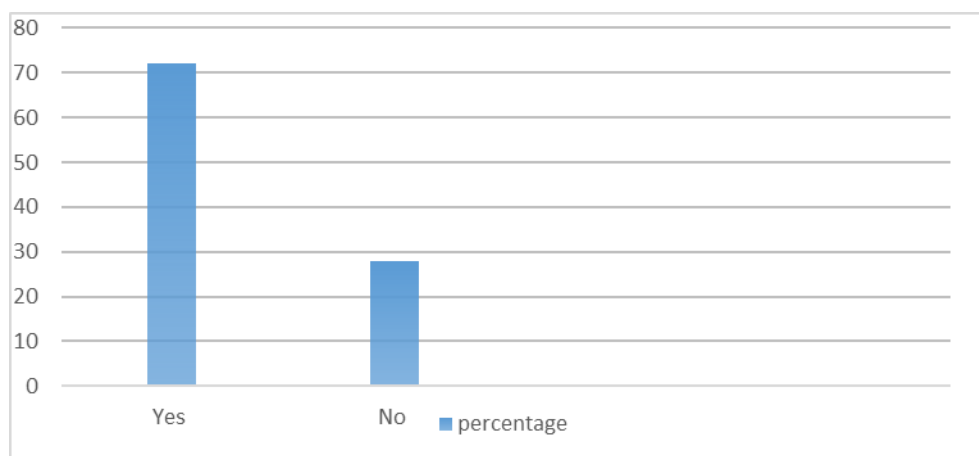


Figure 2.3.the difficulties in teaching deaf children.

*if yes, what are these difficulties?

Options	number	Percentage
They are not specialized	02	29
Programme is not suitable	02	29

Communication difficulties	03	50
Total	07	100

Table 2.4. kinds of the difficulties that face teachers.

The highest percentage of the teachers (50%) claimed that they have found difficulties in communicating with this category of children. others said that they have difficulties with them because, the programme is not suitable for their capacities, and because they are not specialized teachers (29%).

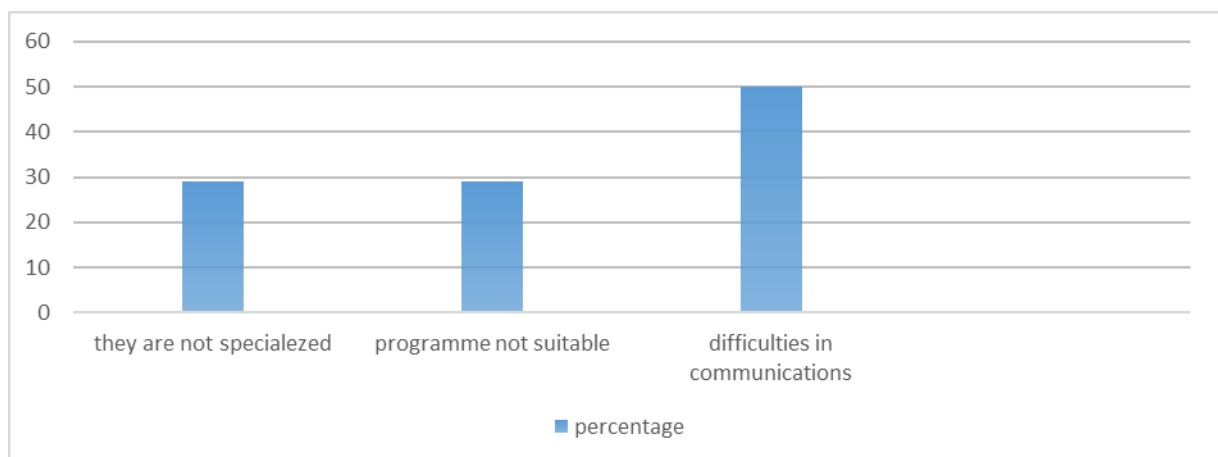


Figure 2.4. kinds of the difficulties that face teachers.

Question four: In class, which language is used for their learning process?

Question four seeks to describe how teachers of Mostaganem communicate with this category of kids. Mostaganem's teachers claimed that in the class they used different means to communicate with hearing loss children. Sign language and normal gestures are means to explain the lessons (but as we mentioned before, they do not use the Algerian sign language because we do not have one). However, sometimes teachers try to depend on lip-reading to communicate to these children; Although, this technique still difficult for young children.

question five: According to you, **are** the syllabuses suitable to their capacities? why?

Options	Number	Percentage
Yes	01	15
No	06	85
Total	07	100

Table 2.5. suitable of the programme

Question five intended to know how extend the syllabuses are suitable for their capacities. The statistics reveals that the majority of the teachers (85%) claimed that the syllabuses are not suitable for the capacities of the Hearing loss children. But (15%) of them said that it is fitting their capacities.

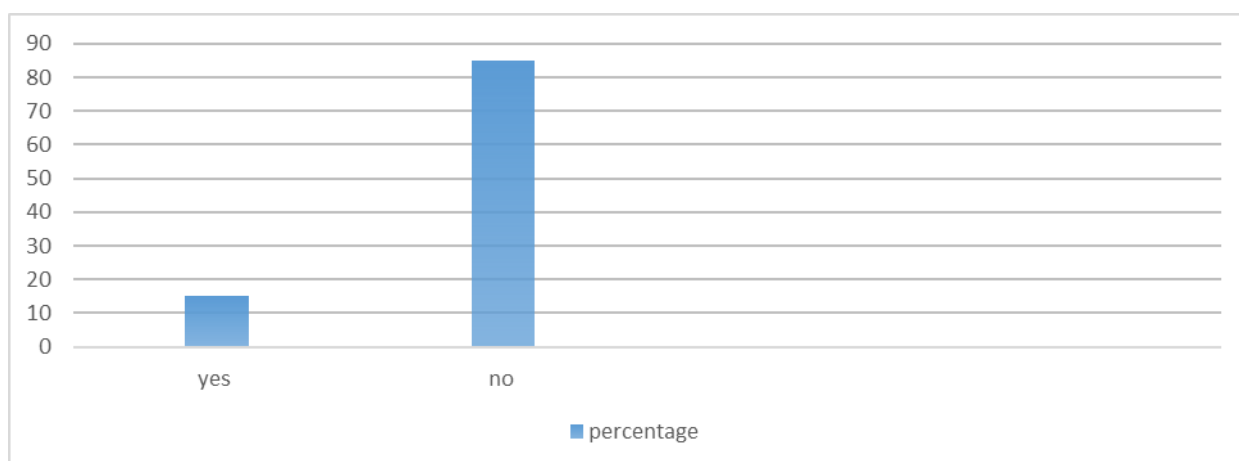


Figure 2.5.the suitable of the programme.

Answers of why:

In teachers' opinion, some of them agreed that the syllabuses are not suitable for the hearing loss children, it means, it does not fitter their capacities.in contrary, some of them said that the syllabuses are suitable for them because this is the only way to continue their lives as the normal children.

Question six: As a teacher what is the easiest subjects for a hearing loss child?!

Options	Number	Percentage
Sensory Subject	01	15
Mathematics subject Scientific subject	06	85
Total	07	100

Table 2.6.the easiest subject for the hearing loss children.

The aim behind question six is to examine the easiest subjects that the hearing loss children are good in. Most of the teachers said that the easiest subjects for the hearing loss learners are the Mathematics and the scientific subjects (85%) because it is depending just on calculating things. Others said (15%) that the easiest one, it is the sensory subject.

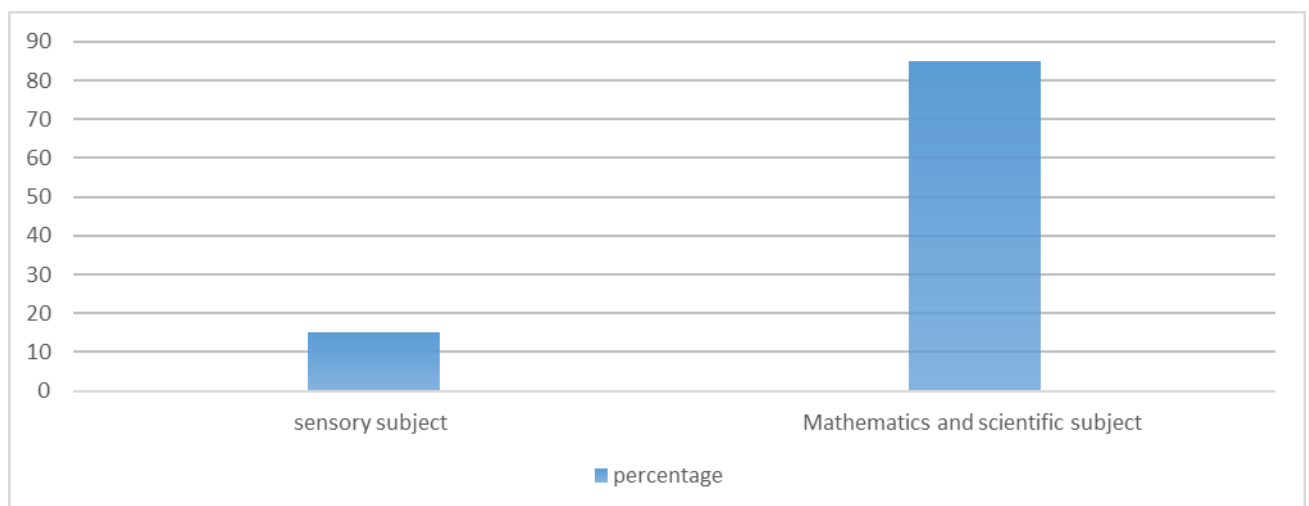


Figure 2.6.the easiest subject for hearing loss learners.

Question seven: Does the pupil's academic qualifications reflect his/her capacities?

Options	Number	Percentage
Yes	04	57

No	03	43
Total	07	100

Table 2.7. Reflection of the pupil's academic qualifications

Question seven aimed to know the pupils' academic qualification. This table shows that (57%) of the teachers said that the pupil's academic qualifications reflect their capacities. But (43%) of them claimed that their results or qualifications do not reflect their capacities as a hearing loss learners.

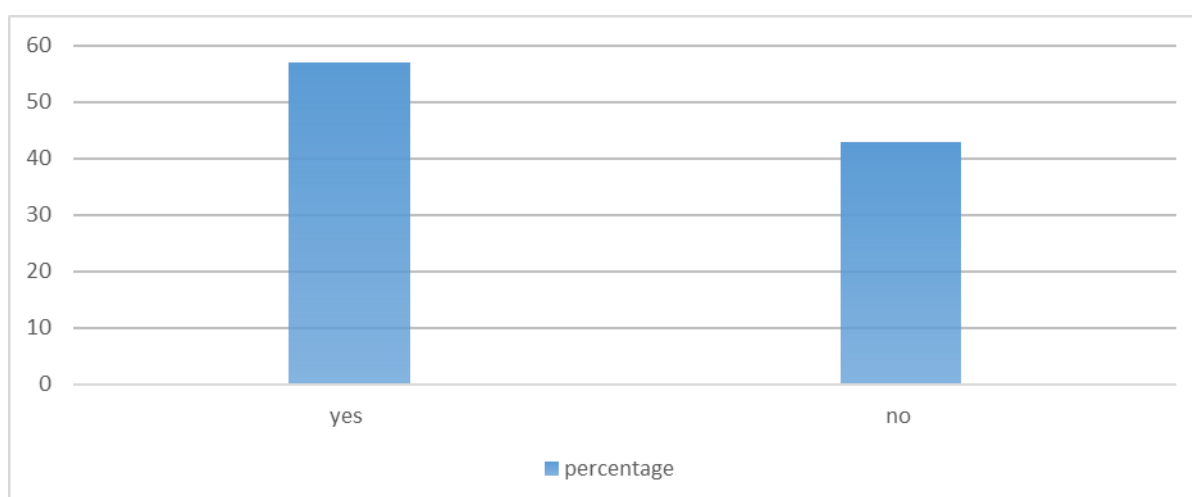


Figure2.7. Reflection of the pupil's academic qualifications.

Question eight: Do you find difficulties in dealing with Hearing loss children?

Options	Number	Percentage
Yes	03	43

No	04	57
Total	07	100

Table 2.8. difficulties that teachers find in dealing with hearing loss learners

In question eight we wanted to know about the difficulties that teacher found in dealing with kids of hearing loss. Consequently, 43% of the teachers said that they do find some difficulties in dealing with this category. But 57% of them claimed that they do not have any problems in dealing with Hearing loss children.

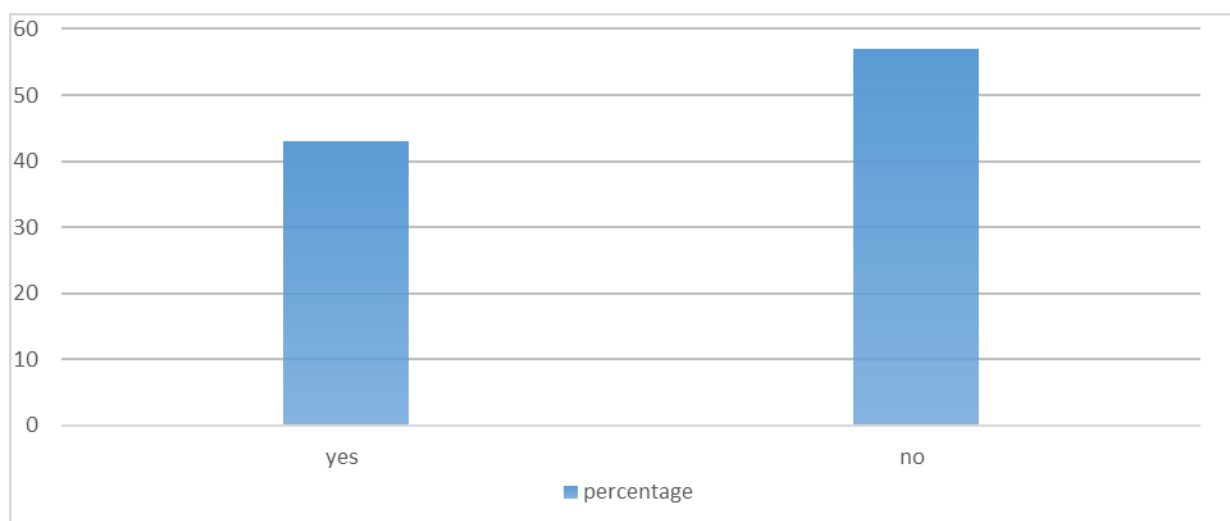


Figure 2.8. difficulties that teachers find in dealing with hearing loss learners

Question nine: Are you satisfied with what you are offering to them?

Options	Number	Percentage
Yes	06	86
No	01	14

Total	07	100
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Table 2.9. Satisfaction of teachers

The aim of question nine is to know if teachers are satisfied with what they are offering to their hearing loss learners. It is obvious in the table above that almost of the teachers are satisfying on what they are offering to their learners (86%) However, (14%) claimed that they are not satisfying with what they are offering for these children.

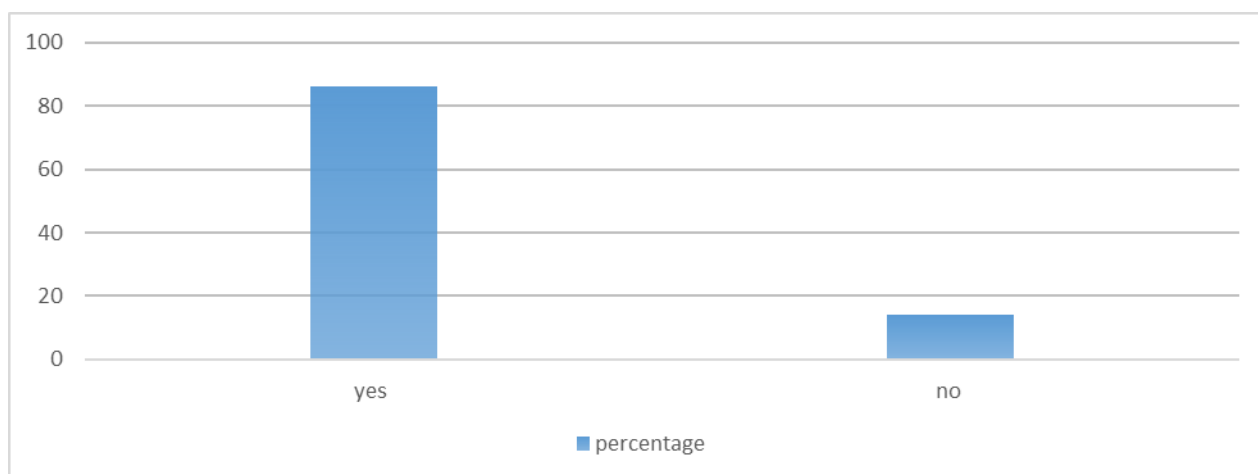


Figure 2.9. Satisfaction of teachers

question ten: As a teacher; do you prefer to teach a normal child or a child with special disabilities like Hearing loss? why?

Options	number	Percentage
Hearing loss child	03	43
Normal child	04	57
Total	07	100

Table2.10. preferences of the Teachers.

Question ten is intended to know whether These teachers prefer to teach a hearing loss child or the normal one. The table identified that (57%) of teachers prefer to teach the normal child rather than the Hearing loss child. but, (43%) they love to teach the Hearing loss child.

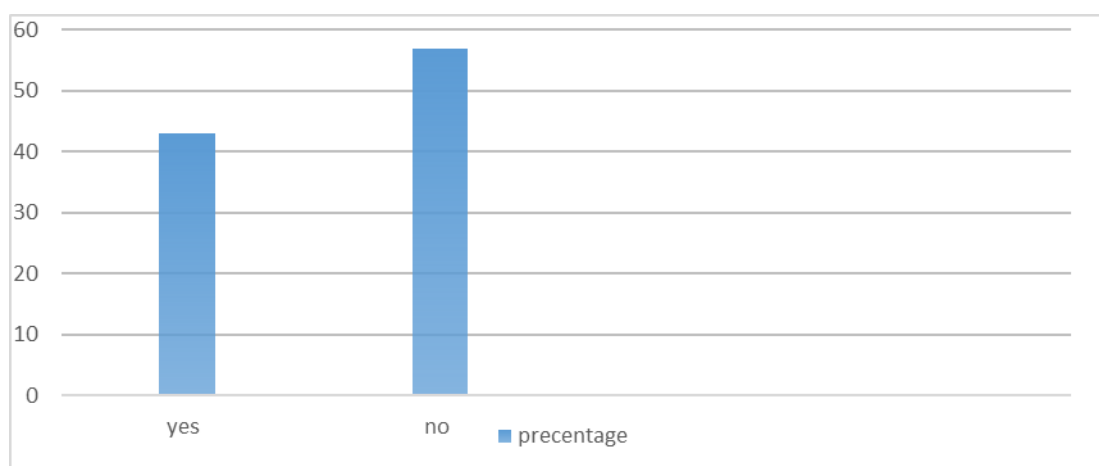


Figure 2.10. preferences of Teachers.

Answers of why:

Most of Mostaganem's teachers prefer to teach the normal child rather than the hearing loss child. they said that teaching the normal child is more easy and they feel more comfortable than teaching the hearing loss one. In addition, they said that they can give more, and can controlled the class much better .in the other hand, those who prefer to teach the hearing loss child, most of them agreed that they love to teach hearing loss child without finding any problems. they said that they want to teach them to get the reward form Allah(God).

Question eleven: How do you see the future of this category?

Options	Numbers	Percentage
No good future	07	100
Total	07	100

Table 2.11.the future of hearing loss children.

In question eleven we wanted to see if these kids have a bright future in our country or not. In teachers' opinion, there is no difference between pupils who have good level and the others who have a low level because all of them go to the professional life like; constructor, painter or porter but a little of them are working in crafts like shaving and sewing.it is mean that all the teachers agreed that this category of children don't have a good future as the normal one. (and this is what the table above and the diagram showed).

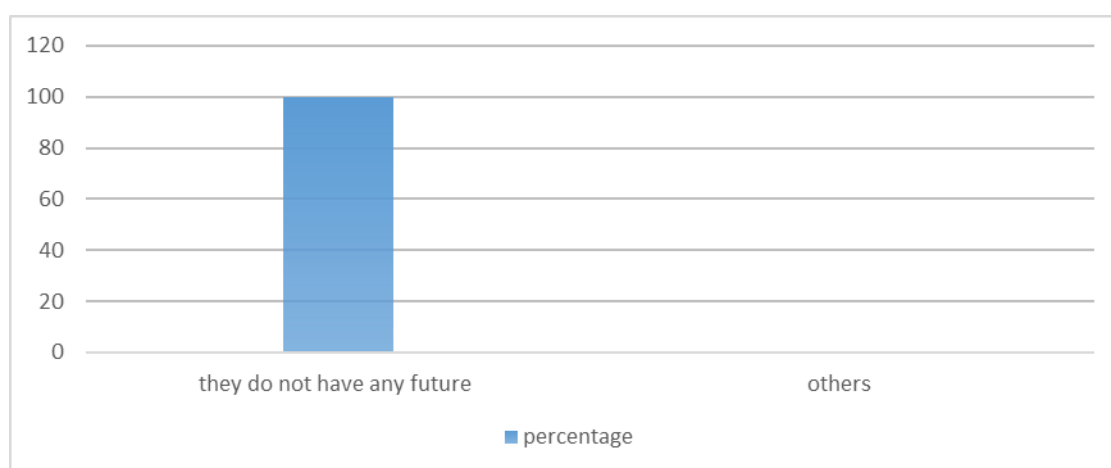


Figure 2.11.the future of the hearing loss learners.

Question twelve: can you give some suggestions about their future?

The aim behind the last question is to suggested some solutions for making the life of hearing loss children good and even their future. All teachers agreed in changing the programme and conditioning it depend on the capacities of hearing loss children also creating other branches in the school. Moreover, they suggested to provide new materials that can help the teachers in explaining the lectures also for the learner to hear what the teacher are saying (especially for those who suffer from mild hearing loss or moderate hearing loss). Finally, they want more care from government and the help of their families.

11.6. Interpretation of the result:

As the analysis showed most of the participants in the current study are males than females, which indicate that male are more interested in teaching this category of learners. We revealed that the majority of these teachers are specialized teachers it means that they took a few session or formation about teaching hearing loss children, in fact they took taring for 9 months in Tilemcan. Additionally, from time to time they attend formation. In the other hand seemed that teachers find some difficulties in teaching hearing loss children, in which they have found difficulties in communicating with them because of the lack of the good material, recently researchers created good materials for hearing loss children that can help teachers to teach this category. And the big difficulties that these teachers are facing is how to explain and talk to the hearing loss learners, and this because educational minister employing teachers randomly not according to the need of these children. Also they found difficulties in explaining some lectures because the programme is not creating to their disabilities. Furthermore, we realised that in the class teachers used the sign language and sometimes normal gestures (informal one) as a mean of communication. But, as we mentioned before in Algeria we did not have Algerian sign language, we used the French sing language. So, the teachers sometime use this sign language, especially for the young children because is too difficult for them to memorized the signs. As well as the French sign language that the teachers used in Mostaganem differed from that used in Oran and other schools (there are some letters and expressions are not the same). We can say that the first reason behind this problem is the carelessness of the government but this doesn't mean that it's the only reason, but also the absence of their (presents) parents and associations that caused this problem.

As we mentioned previously, the programmes or the syllabuses are not suitable for their capacities. We know that the syllabuses of the normal children are the same for the hearing loss children, so because of that teachers have found difficulties in which they cannot explain all what is in this syllabuses; sometimes these syllabuses are contain some abstract words that the teachers do not know how to explain for them or cannot give the right meaning. In other words, this category needs syllabuses that are suitable for their capacities, including things much more concrete than abstract. As an evidence, these kids are good at Mathematic and scientific, sensory subjects. These subjects need just hands to touch things and calculate using their hands or depend on experiments and images. However, these difficulties that face hearing loss (programmes are not suitable and the lack

of materials) did not impact on their result, according to their teachers. So, the pupils' academic qualifications did reflect their capacities; i.e., they face all the issues that foreclose their process of learning. On the other hand, teachers said that they did not find any difficulties in dealing with them, although their aggressive behaviour, but teachers think that they are special children, and they believed in their capacities in dealing with them.

Based on the data analyses, teachers of the primary school for hearing loss in Mostaganem, are satisfied with what they are offering to their learners all this as a result of the efforts that these teachers are making to be good in what they are doing. Besides, the analyses showed that teachers prefer to teach the normal children rather than the hearing loss children although they don't face any difficulties in dealing with hearing loss learners but as we said before they found difficulties in teach them. According to them, they feel comfortable with the normal child and they said that they can give more and control better in the class rather than the class' of hearing loss children. The finding study deduce, that all the teachers agreed that this category of children or learners do not have a bright future, because in Mostaganem learners finish their learning at the primary school. They do not attend classes in the middle or high school; They are directly oriented to the professional life. At the end, they need more care and must provide more branches and factors to face and overcome their disabilities.

The observation of Mostaganem

To complete this study, we attended some session in primary school for hearing loss in Mostaganem, to observe how this category of children are learning and what are the different means that teachers are using in their learning process. So, the first thing that we observed that the school was too small. It is continuing seven class for all the levels (from the rehearsal pronunciation class, kindergarten class and the first year class to the fifth year class). In addition to two offices, one for the Orthophonist and the other one for the psychologist, and there is a small room for a nurse since there was no doctor. A small yard with playground set for boys to play football, and next to it a restaurant and a beady room for different games and works.

According to a teacher, before the kids start their learning in the rehearsal class, the psychologist and other teachers observe these kids for 6 months to know what type and degree of hearing loss that those kids are suffering from. Sometimes the psychologist notices that some kids suffer from double disabilities like the Autism and mental delay. In this case, the kids must be oriented to another institution, or to their homes. After this period, the kids that are suffering from hearing loss go to the pronunciation class which is continuing just 10 learners. In this class teachers try to make the learners produce sound and spelled letters or words. Such as teacher or mam, dad and so one. There is multiple subject for this category of children, which start from 8.30 (leave space) to 14.30 except on Wednesday, they stay until 15.30. where different subjects are tackled.

These subjects are taken as a session for dedication, and others for written expression, a session for sensory musical rhythm by "Suvag" which is a device component from headphone and machine that make the child hear or feel the vibration of the letter that the teacher said through a microphone (see appendix 7). In addition, to communicative session, teachers tutor the learners about other things that they are unfamiliar with.

sometimes a teacher teaches the learners some religious aspects. We found other subjects like sport time and sensory subject, teacher give thing to the learner to touch and sensor; to know the shape with the name of that thing.

What we observed is that the school of hearing loss in Mostaganem have a great lack of material that can help teachers more in their process of teaching. But, what is interesting is

that the teacher of the rehearsal pronunciation class made a copybook to contact the Orthophonist and psychologist when she faces a problem or an issues with one of the learners and another copybook for the social assistance. for instance; when we were there, there, was one of the children made a confusion in pronouncing the letter “L” and “R”, with all the effort of the teacher to correct the pronunciation the kid made the same mistake. so, the teacher contacts the Orthophonist and after a period of time the Orthophonist write down in the copybook that the child has succeed in pronouncing the letter” L”. As we mentioned, hearing loss learners sometime need to see or touch things to know the word or to get the idea, or the thing, one of the best example, in the class where the teacher posts a picture of their family, like that the teacher teach the children what do mean father and mother and sister, brother...etc.

In the class, the teacher uses the sign language and the normal gesture (non-academic sing) as a way to talk and communicate with these children, but as we know, the sign language that is used in our country is the French sign language, not the Algerian sign language because until now we do not have a formal one. And what we noticed is that it is not common with other sign languages that is used in the others states like Oran, and until now they do not know why! In order to learn, the exact sign for these kids there are space in the class that these kids play or practice sport to learn to move their bodies or portion of their bodies because what we observed is that there are some kids who have problems in moving their hands or their fingers and the real problems concerning these kids can neither walk nor write in a straight way. In addition to some activities that help them moving their tongues.

These kids are internal, they need different thing while they are staying there, like the food and doctors, some entertainment moments from time to time. According to what we observed, all these aspects are there, except a doctor. There was just a nurse. Each day they have the same program after they weak up they go to class and pass the same subject.

In general, what we had seen is that these kids enjoy more when they have the sensory or the sport and even the subject that depends on calculating more than other subject just depend on abstract thing.

We also attended French class for the fourth level and it was so active class. The teacher was an active person that use multiple techniques to convey the message of the lesson for them. Like using humour, and from time to time let the children say what they think. The group work was presented by the teacher and the kids to correct the activities, also they used

the book from time to time. And the sign language was used by the teacher because, the language was in Its context and it is lexical.

At the end of the study, we can say that the behaviour of these kids was very aggressive and the kids were hyper actives. According to psychologist, according to their environment and the careless of their parents, there were cases of kids who hate their brothers (and sisters because their parents did not take care of them like their brothers. And there were some illegal kids, who suffer from hearing loss, and their behaviour was very violence. In general, these kids suffer from hearing loss and the carelessness of their parents. Although there were tutor's parents, the treatment was the same.

Data analysis of teachers' questionnaire (Oran)

Question one: what is your Gender?

Options	Numbers	Percentages
Females	07	87
Males	01	13
Total	08	100

Table.2.1: teachers' Gender

In the table above we can noticed that the number of females are highest (87%) than the number of males (13%).

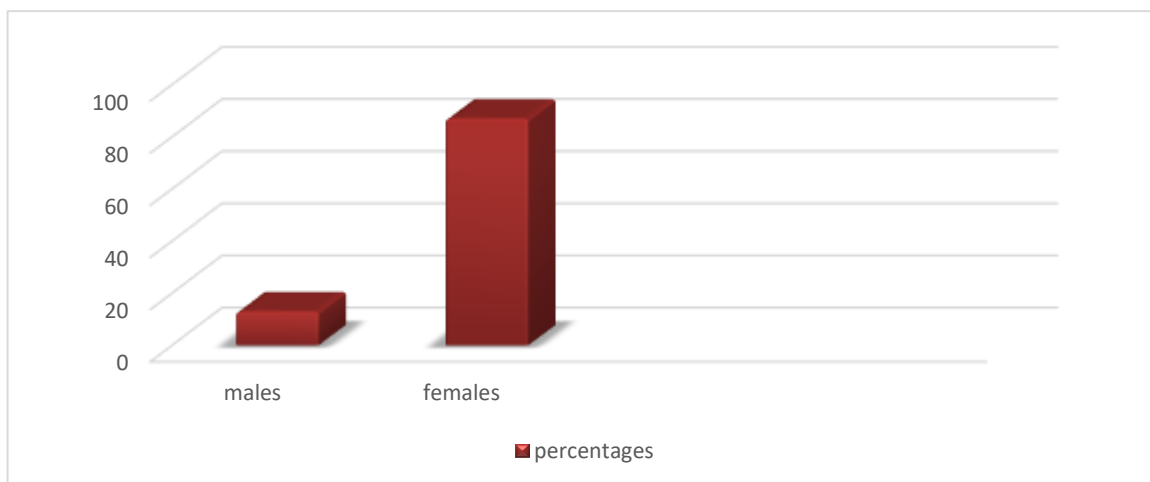


Figure2.1. teachers' Gender

Question 02: Are you a specialized teacher for the hearing loss children?

Options	Number	Percentage
Yes	04	50
No	04	50
Total	08	100

Table 2.2 number of specialized teachers

We can notice that the half of the teachers said that they are a specialized teacher (50%) and the rest of the teachers said that they are not.

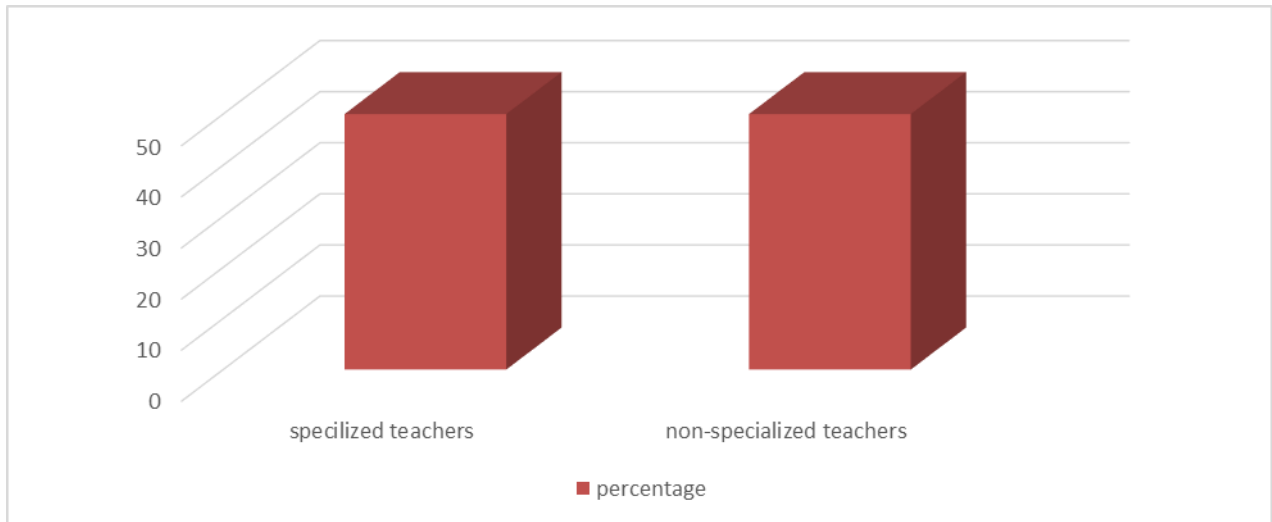


Figure2.2 numbers of specialized teachers

Question three: Do you think that it is easy to teach hearing loss children?

Options	Number	Percentage
Yes	05	63
No	03	37
Total	08	100

Table 2.3. Difficulties in teaching hearing loss children.

This table showed that 63% of the teachers said that it is easy for them to teach a hearing loss children. In contrary, 37% of the teachers said that teaching a hearing loss children, it is too difficult.

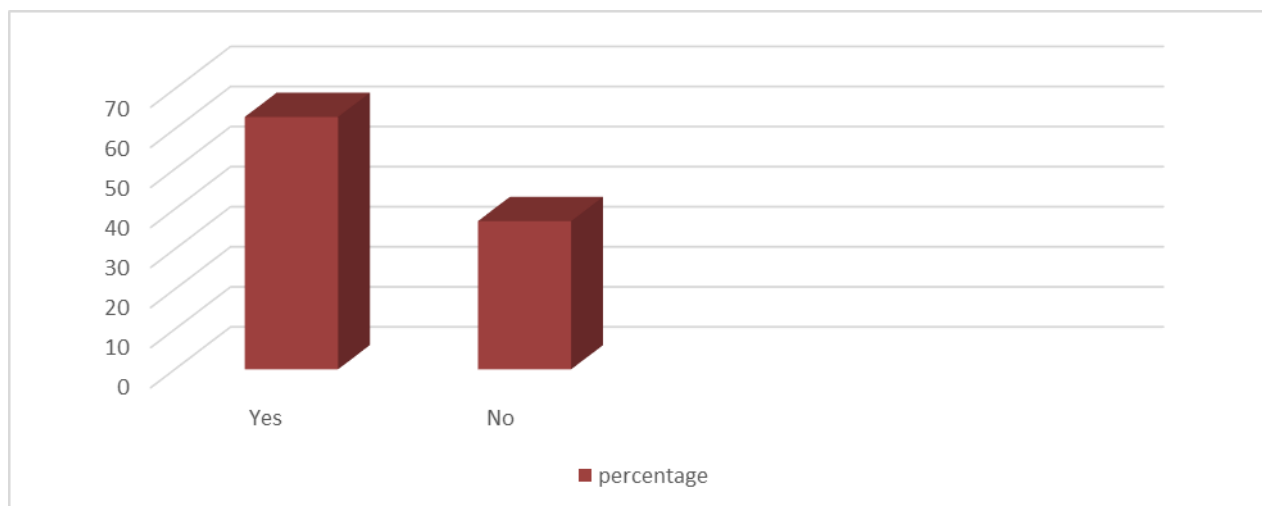


Figure 2.3. difficulties in teaching hearing loss children.

❖ If yes, what are these difficulties:

Most of the teachers found difficulties in teaching hearing loss children, one of these reason is that this job need more effort, and the biggest problem is lack of the newest materials that can help teachers to communicate better with this category. As well as, teachers are suffering with the programme, they said that sometimes they cannot find the appropriate sign for some abstract words. Although, teachers face another problem with hearing loss learners in which they cannot memorized what they learned. But, there are some of teachers thought that because they are not specialized so they found these difficulties in teaching hearing loss children.

Question four: In class, which language is used for their learning process?

Teachers of Oran claimed that in class they used multiple techniques to communicate with hearing loss learners. The most means that they used is the sign language (but all the teachers agreed that it not the formal one because, it is not national sign language) Besides, to the normal gestures that the people usually used. Rarely, hearing loss learners depended on lip-reading in their communication with their teachers or their classmates because they still not good at this technique.

Question five: According to you, does the syllabuses suitable to their capacities? why?

Options	Numbers	Percentages
Yes	01	12
No	07	88
Total	08	100

Table2.4. suitable of the programme.

we can notice that the majority of teachers (88%) agreed that the programme of the normal learners are not suitable for the hearing loss learners.

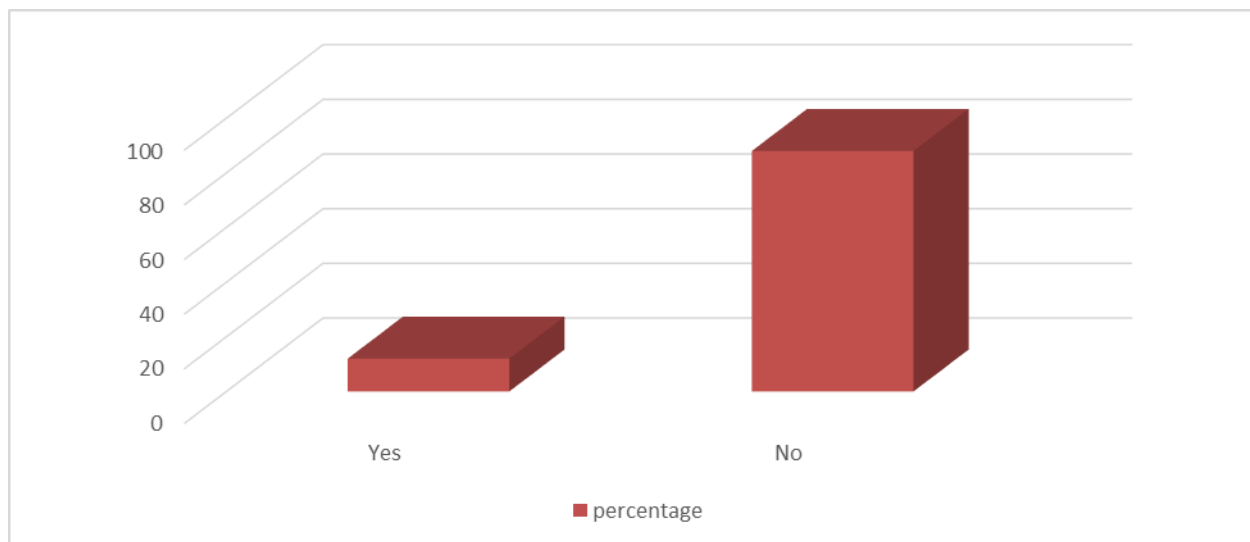


Figure 2.4. suitable of the programme.

Answers for why:

According to the teachers of Oran the syllabuses are not suitable for the hearing loss learners because these syllabuses continuing a lot of abstract things, that teachers found difficulties to explain it for them by gestures (sign language).while one of these teachers thought that it is suitable for them, and he said that it is the only way to continue their lives as the normal children.

Question six: in your opinion, what it is the easiest subject of a hearing loss child?

Options m	Numbers	Percentages
Mathematics and scientific and French	08	100
Total	08	100

Table2.5.the easiest subject for the hearing loss children.

Chapter Two: Data Analysis And Finding's Discussion

the table above showed that all the teachers of Oran agreed that the easiest subjects that these hearing loss learners enjoy in are the Mathematics and the Scientific's subject and French.

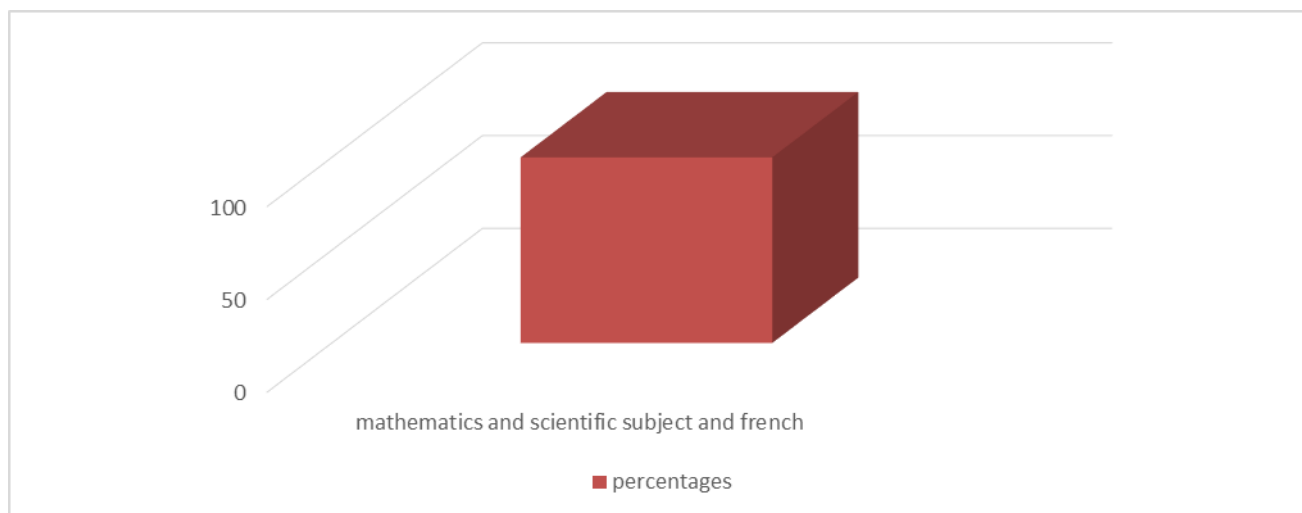


Figure 2.5. the easiest subject for the hearing loss children.

Question seven: Does the pupil's academic qualification reflect their capacities?

Options	Number	Percentage
Yes	08	100
No	00	00
Total	08	100

Table2.6. Reflection of the pupil's academic qualifications

It is obvious that all the teachers agreed that the academic results of hearing loss children reflect their capacities.

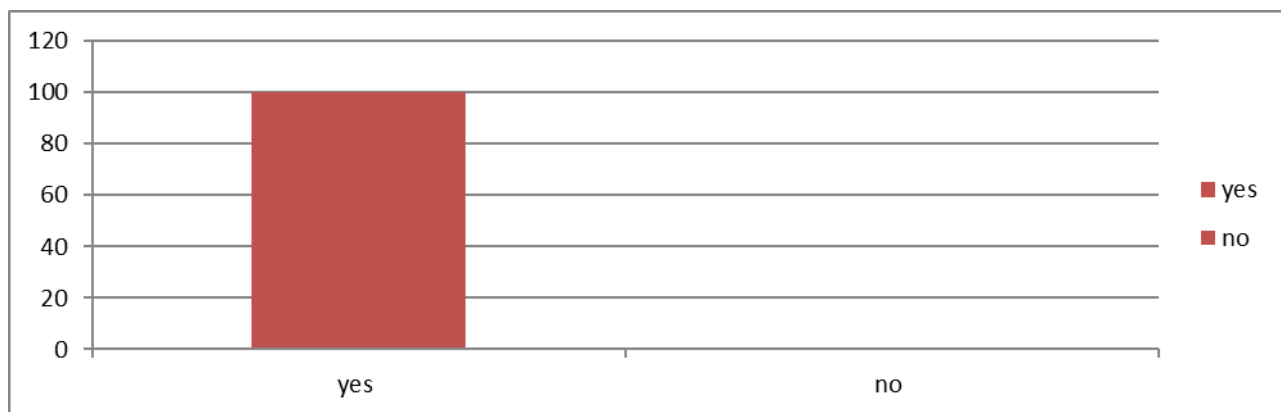


Figure 2.6. Reflection of the pupil's academic qualifications

Question Eight: Do you find difficulties in dealing with hearing loss children?

Options	Number	Percentage
Yes	03	38
No	05	62
Total	08	100

Table 2.7. difficulties of teachers.

As we see about 62% of teacher did not find any difficulties in dealing with hearing loss children. In the opposite, 38% of teacher they find problems in dealing with this category of children.

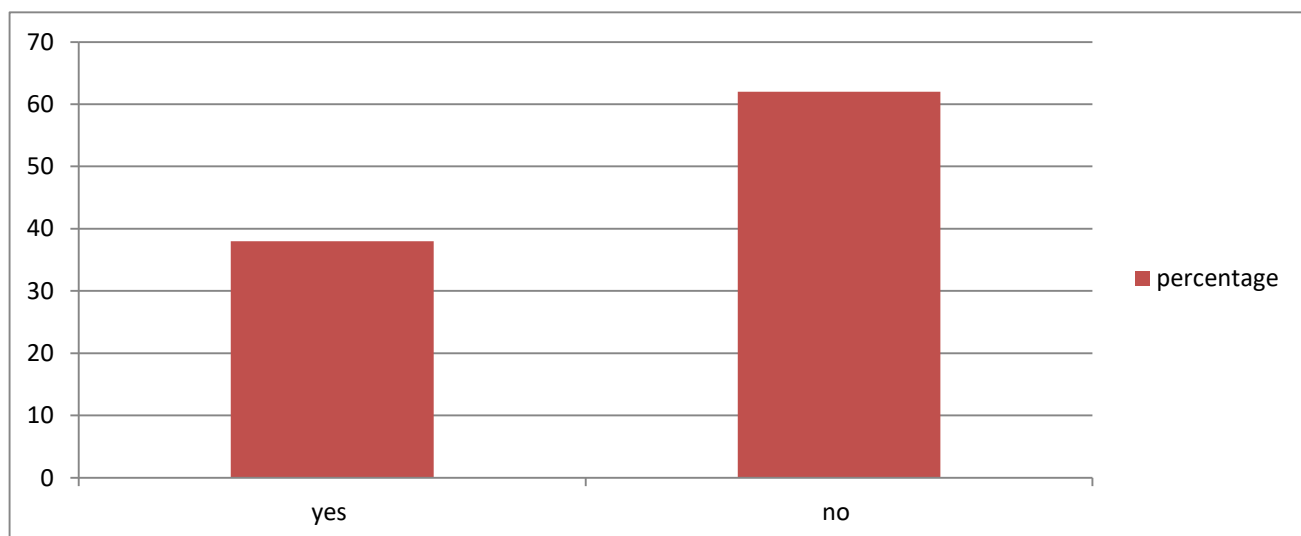


Figure 2.7. difficulties of teachers.

Chapter Two: Data Analysis And Finding's Discussion

*Answers for the difficulties that teachers found in dealing with hearing loss learners:

The majority of the teachers conformed that sometimes they found difficulties in dealing with the behaviour of hearing loss learners. Also, these kids have difficulties in concentrating in the lecture.

Question nine: Are you satisfied with what you are offering to them?

Options	Numbers	Percentages
Yes	08	100
No	00	00
Total	08	100

Table 2.8.Satisfaction of teachers.

All the teachers stated that they are very satisfied with what they are offering for this category of learners.

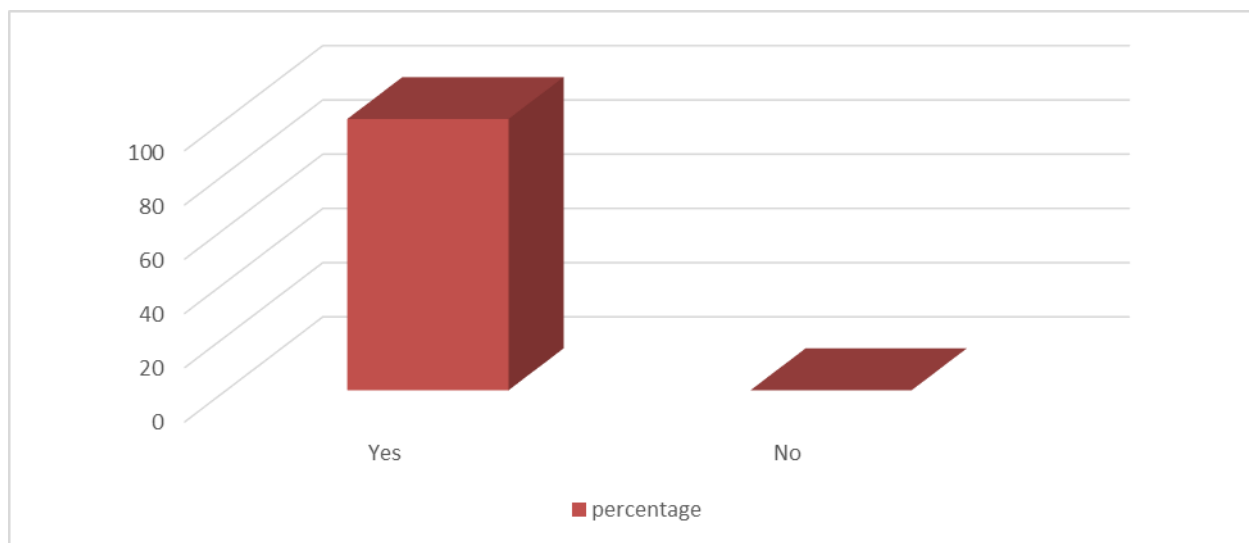


Figure2.8. Satisfaction of teachers.

Question ten: As a teacher; do you prefer to teach a normal child or a child with special disabilities like Hearing loss? why?

Options	Numbers	Percentages
Hearing loss learners	06	75
Normal learners	02	25
Total	08	100

Table 2.9. preferences of the teachers.

All most the teachers (75%) stated that they prefer to teach the hearing loss children rather than the normal children. However,25% of the teachers said that they prefer to teach the normal children.

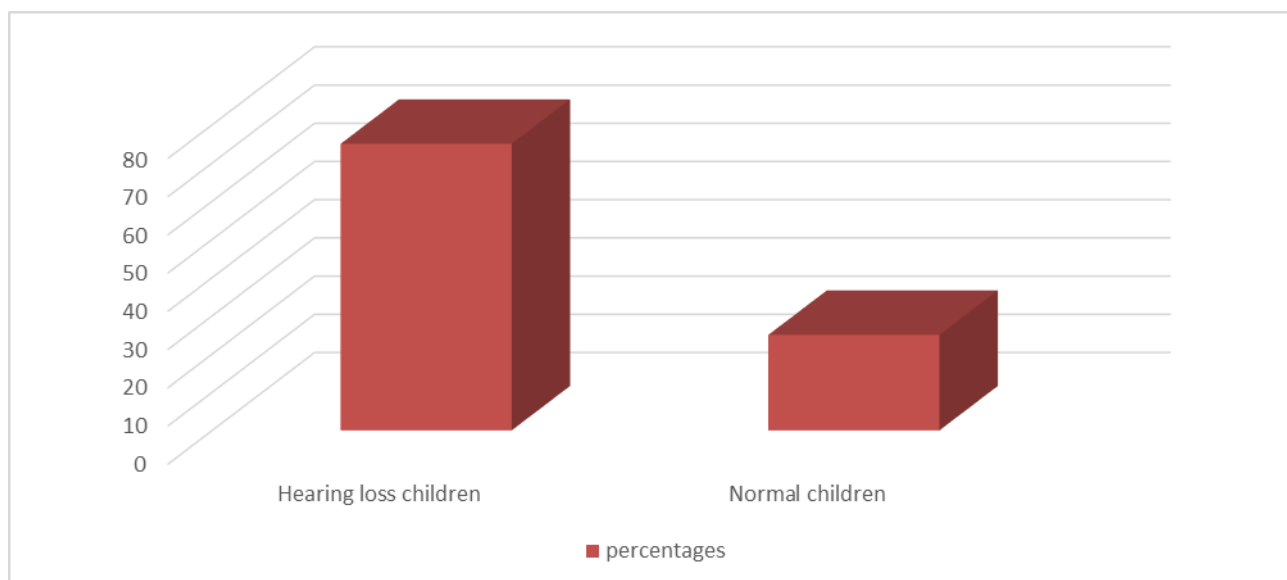


figure 2.9. preferences of the teachers.

Answers of why:

Most of Teachers love to teach hearing loss children because, some of them thought that this is the only way to help them to succeed in their lives and to facing the difficulties of live. Others, said that they like to teach them to get reward from Allah. Moreover, some of these teachers have members of their families suffering from this disabilities so they are good in teaching the hearing loss children. In the other hand we found 25% of teachers prefer to teach the normal children to avoid the disciplines problem.

Question Eleven: How do you see the future of this category?

Options	Numbers	Percentages
Unknown future	08	100
Total	08	100

Table 2.10. future of hearing loss children

In teachers' opinion, this category of children doesn't have a good future in our country. Teachers stated that the first reason that these children don't have a good future like the normal children is the careless of Government, but this doesn't mean that that this is the only reason, also the absence of the parents, has a big effect in their future.

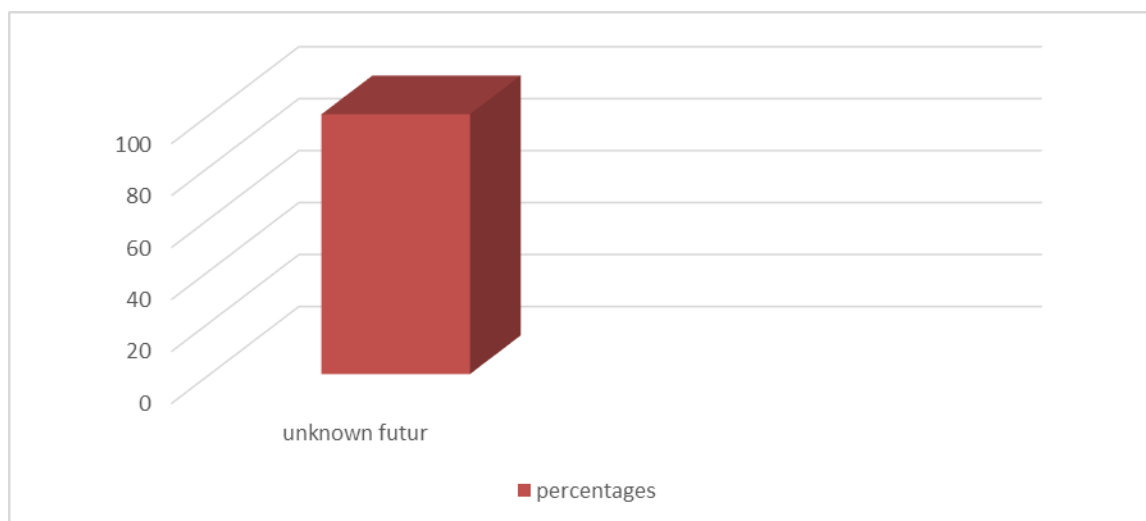


Figure 2.10. future of hearing loss children.

Question twelve: can you give some suggestions about their future.

According to teachers of Oran, to make the future of the hearing loss children much better, first, should the Algerian government take care more of this category, in which they must provide new materials to help them to get over of their disability and then desire for them a good and a special programme that appropriate with their capacities by specialized teachers. Second, must their parents collaborate with their teachers, to be good in their studies. Third, they need more support to get over from their disabilities. Finally, let them continuing their studies like the normal children, why not until the university, to become teachers and writers.

11.4. Interpretation of the result

Based on the finding of the study, most of the contributors in this study are females than males, which indicate that females are more interested and careful in teaching Hearing loss children. As well as, the most of these teachers are specialized educators for hearing loss children; so in Oran primary school teachers must be specialized to teach in hearing loss school or at least they must take some formation of how they should teach hearing loss children. Moreover, we realized that it is too difficult for teachers to teach this category of kids, although they are specialized teachers but may be because of the nonexistence of the experience, some of these difficulties are in translating the exact meaning for some abstract words. AS well as, they face problems in which their learners cannot concentrate and memorizing what they had learned, and because they do not revise their lectures and they don't get much help from their parents. Also, the lack of the materials made obstacles to teacher to communicate and transfer their message and this is considering as the responsibility of the government.

It seems that teachers of Oran are using the sign language as a mean of communication or as a way to teach these kids. But, we noticed that the informal gestures are using when teachers failed in transmitting the meaning of the word or the idea, however; the use of the informal gestures are more than the use of the sign language (the use of sign language in the class of the primary school are related with the French sign language). In the other hand, until now government did not create or made for these category special programme that suits their capacities or their disabilities. Furthermore, we revealed that the programme that these learners deal with it is not suitable for them, because this programme is appropriate for a normal child not with who is suffering from one of the disabilities. May be the purpose is to let them feel comfortable and feel like the normal child but this is not what the result showed (they must take in consideration that they like more concrete things that abstract one). As a support on that the result showed that these children are good in mathematics and scientific subject which needs just calculating and touching things or by doing experiment to understand the lesson. So, these subject continuing concrete things not abstract one and this what should we focus more on, when the educational minister or the specialized creating the syllabuses for hearing loss learners.

Based on the data analysis, the pupils' academic qualification reflects their capacities. We have noticed that although the difficulties that inhibits them from learning, but when comes to the exams they did well and they successes. Besides, teachers of Oran did not find any problem in dealing with their learners (hearing loss), because of their good behaviour and also these teachers know how to deal or treat them, there are some teachers who suffer from this disabilities, and sometimes there are teachers who have this case in his home (one of his members are suffering from hearing loss). So, they know the strategies that should apply for them, like using humour and give them much more care. Likewise, these teachers are specialized, and the majority of them are females so they are kind with them. In deed these teachers are satisfying on what they are offering to hearing loss learners at the primary school of Oran. According to their qualification result, we can say that teachers are doing their best to making them became good learners.

Chapter Two: Data Analysis And Finding's Discussion

At the end of the study, the results showed that the future of these children(learners) are unknown future, in Oran they can continuing their studies until the high school but after that they also go to do other things like professional jobs such as constructor and others. (comparing with Mostaganem school this category they stop their learning at the primary school but in Oran they have middle and high school) but the future is the same. So we can conclude that the government and the parents of these children must collaborate together to make their future better and also the educational minister must create and provide special or suits materials and programme for them. And also give them more opportunities to show what they can do.

Data analysis of the Oran's observation

Psychologist observe the child for three to four months giving them exercises and implying theories in order to see which class they shall be send to, either to Rehearsal pronunciation or a special class. This class deals with children who have more than one disabilities which is noticed by the psychologist during that period. The visit to Gambetta's school of Hearing loss children was fruitful ones, the first thing one notice while coming to this school is its hugeness and different equipment that provides both teachers and children with the needed tools in order to teach the later how to produce, understand words and the most importantly interact with their surroundings.

This school has ten classes, the first stage is the rehearsal pronunciation class deals with teaching the new comers how to pronounce letters, in order to more and join the first class and the second year, third and fourth and the fifth year which also has two classrooms, learners can after taking middle school certificate exam join the middle school and get integrated with normal children since their capacity develops and could easily interact with other children and teachers.

Another important thing is the different sessions' and activities these children have like sport class, and classes of physical interaction and balance, this class works on training children to move and control their body's parts specially moving their fingers and how to walk in straight path since most of them could not move their fingers, walk or write in a straight line. All classes usually start at 8 to 12.30 then they have lunch period at school, all the children are indoors, the food given to these children was healthy and nurturing.

After the lunch break they had the chance to play, the teacher who is suffering from hearing loss problems and even some workers. this teacher rehearses children the rules of the game before starting it. after the break the class start at 13h 30 until 15h. during these two hours most of the teachers either give a brief summary for the previous lectures or let them play and sometimes they give them lecture in religion. Because according to teachers the children get tired and cannot focus.

Chapter Two : Data Analysis And Finding's Discussion

The main observation that we noticed in the school of Oran that teachers sometimes forget that the aim in teaching these children to make them produce letter or make sound of these letter. But what we noticed in the class of the rehearsal pronunciation that teacher focus more in the shape 'sign "of the letter more than the pronunciation, another important thing we notice is the use of the informal gestures when teachers fail in transmitting the ides (it's mean that sometimes teachers don't use the sign language). However, there was a collaboration among children in which after each class on of these kids re-explain the lecture for the rest of his friend as a revision. Teachers find difficulties controlling their classes since these kids get noisy but not violent when they participate because the feeling of frustration that it is resulted from the lacks of attention given by parents at home.

The availability of equipment such as printers helps teachers who use every possible way to rehearse them to speak or pronounce letters, or by drawing .the most difficult lecture for these children and for the teachers to explain is religion subject , sometimes teachers cannot find the appropriate sign for some abstract words .For example the word Jannah during the lecture the teacher gives the sing of Allah love us instead of Jannah because according to the teacher there was no sign for this word.in the other hand , the easiest and interesting subjects for them was mathematics since the interaction was very good along with French.

We observed that sometimes teachers use the technique of the reward, were children was reward by kiss, hugs and sometimes with cookies. However, in some cases we notice that teacher's loss their patience and get a bit nervous with some children specially, children who lose their focus. Such as in a case of child who has problems with attention, where he took almost one hour to finish or complete writing his lecture.

We also noticed that teachers yell at children even though they know that some of this kids cannot hear what they are saying, according to psychologist this one of the technique that teachers should do, to get them used to talking and sounds.

Finally, pupil's academic qualifications during the last two years has 0% success (in the primary school certificate). unlike one of the successful learners, a girl who surprised everybody despite her disability and become a successful engineer.

Chapter Two : Data Analysis And Finding's Discussion

Conclusion

from this chapter we conclude that hearing loss children are ignored, and some teachers are facing some difficulties with them because the programme is somehow difficult in comparison to the capacities of the hearing loss child

In the next chapter we will try to give some recommendation and some strategies for their teacher that can help them and the hearing loss learner to succeed in their process of teaching and learning.

3.1 Introduction

As it is mentioned that our work is based on three chapters, in the third chapter we try to show some of the importance strategies that can help teachers' hearing loss in dealing with them. Then, we will deal with the assessment strategies that teachers should followed to assess this category of children. In addition to some strategies people can prevent and care themselves from hearing loss, in which we will talk about the importance of early identification and how they can protect their ears. At the end of the chapter we will shed light on the obstacles that we found during our trip of researching.

3.2 Teaching strategies for hearing loss children

For teachers is so hard for them to teach kids that suffer from one of the disabilities. Because, these category of children need power and special treatment. For instance, hearing loss children need special teachers that can convey the information for them, and they must know how to treat them. So, for this purpose teachers must follow some instructions to succeed in their teaching process.

1. As a teacher always ask about the background of these children, if they have any problems or issues, they are suffering from specially, when you are a new teacher, ask the pervious teacher or the administration.
2. Reduce background noise; specially if one of your learners are mild or moderate hearing loss. You must close door, windows and try to stop the noise in the classroom like people tap tapping pens on tables while you are explaining, of the others are answering.
3. Try to make the classroom more comfortable form them, like the way they are sitting try to let them sit in the front in which they can read your lip.
4. Try to avoid talking and facing the board, so they can be lip-reading. Also, when you want to read book or talking try to avoid putting your hand over your face or to put the book in front of your face, because they will be unable to understand what you are saying if they depend on lip-reading.

Chapter Three : Recommendations and Suggestions

5. Always try to raise your voice but not Yalow and even if one of their colleagues speak try to let him/her speaks up, or use the microphone.
6. Get their attention; specially if you are dealing with younger children. Use your hand and calling their name, stand in front of them. To let them know who you are talking to.
7. Avoid giving them different activities at the same time, for example, when you are talking and explaining the lecture and ask them to take notes or when you are dictating by using the sign language and tells them to writ in their copybooks. Because, they will lose their concentration and miss what you are saying or asking them to do.
8. Try to use written materials, like handout or let them record the lecture specially for beginners (as video), so they can repeat it at home.
9. Use different material in the classroom, like videos and data show, pictures and why not games. Try to be flexible teacher.
10. Try to repeat everything you said, so they can catch what they missed or even understand more. The repetition for them is so important.
11. Also, at the end of the class, try to repeat what you ask them to do at home. And ask them if they have any issue concerning the lecture.
12. For time to time use group work but under your control. Ask your learners to speak in turn and let those who suffer from hearing loss see what they are saying.
13. When you ask your learners questions ask them to raise their hands to avoid noise and to let the hearing loss learners know who is talking to see what he is saying by reading his lips or when he is using sign language.
14. Always try to ask them what is better for them, because as we know each learner has his own style of learning specially if you are dealing with adults.
15. Try to make the room lightly but not too much and try to stand up where the hearing loss learner can see your face. And avoid to move too much that they can concentrate with you and to not loss their attention, especially when you are dealing with kids.
16. As a teacher try to use simple language that can everyone understand especially for kids/ young children who are suffering from hearing loss. And always, writ down the importance things on the board and without forgetting to avoid talking when you are facing the board.

17. Another importance thing, avoid speaking vast, try to speak slowly when you dealing with young children it is so hard for them to pick up what you are saying. And, be careful and give them breaks from time to time, to not got too tired (about 5-10 minutes).

18. According to *study finds (2017)*:

“Do not make students over-anxious about making mistakes, asking questions, getting through the work or meeting learning goals. It may be helpful for students with a hearing impairment to have an individual orientation to laboratory equipment or computers to minimize anxiety, particularly in cases where class sizes are large and where it may be difficult to see or hear the demonstrator” (para.2). Using microphone by the learners when they are talking it is helpful for those who are suffering from hearing loss.

19. Recently people are using technology in everything, so teachers should use different advices for learners who are suffering from hearing loss. use devices that help them in hearing especially for mild, or moderate hearing loss children such as FM device and Soundfield systems.

20. The administration also, has a big role in helping these kids, like to minimize the number of the students in the classroom. As More as the number of the learners are a few more the process of learning will become good. Something also, the administration must try to give them a native teacher that he does not have an accent in his talking, especially for young children. (**study finds,2017**).

3.3 Assessment strategies

According to Nat SIP (2015) *“Provide alternatives to those assignments which are based on interviews or questionnaires, and be flexible with assignment deadlines, particularly if students have had to wait for taped material to be transcribed” (para 3).*

As a teacher when you noticed your learners and sees that the hearing loss learner have a lack in the range of vocabulary, you must deal with this situation. Like, allowed them to use dictionary in the exams or may use a computer programmes that can help them in their exams. Furthermore, we can recommend to give them extra time in examination or test, to read carefully the questions and to understand more what they should do, for example in

the final exam of the BM or CM. In addition, there are some kids like when they explained for them the questions and the instructions by a professional and by sign language. (**study finds,2017**)

Nat SIP (2015) said that:” *Deaf children who are gifted and talented must be identified and appropriately challenging learning outcomes should be set for them. They should be supported in line with school policy and national guidance, ensuring regular reviews of their progress*”. (**page 71**). We can say that sometimes for this category of children there are kids are intelligences and good in what they are doing, so teachers and others must know the appropriate for them, and must know the good strategy to assess them, also, with the help of other professional guidance that will make this category successful learners. (**study finds,2017**)

3.4Prevention and care

To reduce or prevent yourself from hearing loss or deafness, many hands must collaborate to provide the important care, start with the collaboration of the parents to the government and the different services organizations, institutions. (**WHO,2016**). To realize the desired result, we can suggest some tips and others strategies that can help in preventing ourselves from hearing loss which are:

3.4.1. Early identification

Identification of hearing loss in children must be early to avoid the lateness in the development of communication and to minimize the impacts that can happen to them. Moreover, there are many programs and services can help in diagnosing hearing loss for children and young children at early age (WHO,2016)

WHO (2016) gave some answers for how much childhood hearing loss could be prevented with some statistics:

“over 30% childhood hearing loss is caused by diseases such as rubella, meningitis and ear infections. These can be prevented through immunization and good hygiene practices. Another 17% of childhood hearing loss results from complications ate birth, low birth weight and neonatal jaundice. Improved maternal and child health practices would help to prevent these complications. The use of ototoxic medicine in expectant mother and new-

borns, which is responsible for 4% of childhood hearing loss, could potentially be avoided” (page.6)

To emphasize, according to the predictions of some researchers, they think that the child who innate hearing loss or deaf at the time of his birth with a good care and time he will be good in the development of the communication. In the contrary, those who develop their communication skill at late age. (WHO,2016)

3.4.2How you can protect your hearing

Every individual must be aware about the impacts of hearing loss, so he must be aware about how he can prevent and protect his hearing from damage. So, everyone must take reservist to avoid hearing loss. In this context we can propose some solutions and methods to be far from hearing loss:

a. Use hearing protection around loud noises:

there are several devices for hearing protection that can safeguard your hearing from loud noises like: ear plugs, custom made ear plugs, ear muffs. The loud noise is a big reason in damaging the hearing of the individual, so always try to avoid the loud noise specially if you are working in factory by using the ear plugs. According to researchers; “above the 85 decibels noise can cause damage to the ear”. (as cited in ASLHA,2013, p.10)

b. Reduce the volume down:

According to WHO: “1.1 billion teenagers and young adult worldwide are at risk for noise-induced hearing loss from unsafe use of audio device” (as cited in EHH article,2015, para,4). It means, always try to minimize the volume of any device like TV or MP3, music sound, and keep telling your children how it is important for them to turn down the volume of these devices, and try with the 60/60 rule in which you must recommend your children to listen to music for 60 minutes and no more 60% of the volume with using headphone. (EHH,2015)

c. Help your ear to take a rest:

If you go to a noisy place like party or disco, try to go outside in a quiet place and take a rest for a ten minutes, to let your ear rest from the loud noise. “Investigators found that the eras need a least 16 hours to get over from one loud night”. (EHH,2015, para. 5).

d. Avoid using cotton swabs:

Some people use cotton swabs to clean their ears specially when they take a shower, but what they don't know this behaviour is wrong because the wax of the ears is so beneficial for the ears, it works on stopping the dust and other harmful things that entering to the ear canal or that can injure/hurt the ears. Moreover, there are a big risk when they enter anything in their ears, so they must be careful. And what many people don't know that the ears are self-cleaning organs, if they want to clear their ears they must use just the damp-towel. (EHH, 2015)

e. Be careful when you are using your medications:

There are some medications that can affect negatively on your ears, so you must keep in touch with your doctors and ask if there is any risk on your hearing.

f. Try to keep you ears dry:

“Excess moisture can allow bacteria to enter and attack the ear canal. this can cause swimmer's ear or other types of ear infections, which can be dangerous for your hearing ability. Be sure you gently towel-dry your ears after bathing or swimming. if you can feel water in the ear, tilt your head to the side and tug lightly on the ear lobe to coax the water out. (EHH,2015, para. 7). Using ear plague in swimming also can be good for protect the ear.

g. Practicing sport:

Usually people think that practicing sport is good just for their bodies but the true is also helpful for all their parts of their bodies including their ears' internal parts to stay healthy.

h. Don't be stressed:

According to EHH (2015) “stress and anxiety have been linked to both temporary and permanent tinnitus” (para. 8). So, people who suffer from tinnitus sometimes this due to the stress because the pressure will impact on their inner ears and will contribute to tinnitus symptoms.

i. Get regular check-ups:

Hearing loss is not considered as a permanent disease since patients gradually can develop their hearing abilities through the use of hearing screening each checking up session and even yearly. Hearing loss should not be underestimated because the ears and hearing more specifically is greatly related to other body ability like, heart. Not only that, losing the one of the body function lead to usually to depression and emotional breaks up. Therefore, something towards the sickness needs to be done. (EHH, 2017 and ASLHA, 2015)

3.5 Advice from parents

According to NDCS (2004) stated that:

“Parents can make an invaluable contribution to their child’s education, not only by sharing the knowledge they have about their child but also by providing a supportive learning environment at home. On the next page are some examples which parents and teachers have identified as helping to make this partnership Successful” (p.27).

- keep parents up-to-date with their child’s development and progress
- give parents copies of schemes of work, homework tasks and coursework assignments - so that they can support their child ‘s learning at home
- recognise the knowledge and experience that parents have about their child and ask them for advice and help if their child is having difficulties at school
- if a parent raises a concern about their child’s education respond as quickly as Possible

3.5 limitation of the study

Although there is much remains to be done, our work generates important findings in the field of learning hearing loss. We can nevertheless confirm that there are some limitations of this study. Although the present study has yielded some preliminary findings. Its design is not without flaws.

The main limitations are expressed as follows: the first limitations concern the lack of the sources that targeted exactly to the main concern of our study, in which we do not find enough sources that dealt with hearing loss children in Algeria, especially in the English language. We visited different library all what we found was in the Arabic language and it was talk about this category in other countries. To put in another way, there was not enough books or articles, so we depended on the books at the net. Moreover, in our work we faced problem of time, it was too short for us because of that we did not attend other sessions foe the other levels in the primary school of Oran and Mostaganem. As a result of that, we attended just a few sessions in the rehearsal pronunciation class, for few weeks. Other thing that imitated our study, it was obligatory for us to bring the authorisation from the DAC to enter these two primary schools, but before that bring the authorisation from our department, when we got the authorisation they prevented us taking photos or records a videos for these children when we go there. Furthermore, the headmaster of the school of Mostaganem refused to see us just one of his employees accept

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to talk to us and show us the school and how they work, in the contrary in Oran we got a warm welcome from all the workers of the schools and they worked to help us in this journey. Also, there was great absences in the class that prevented us to complete our observation, because sometimes we found in the class just two or three kids so we did not get anything from them, they were just playing. And the big problem that we faced is that we did not know how to talk or communicate with these kids because we did not know the sign language. The behaviour of the kids in Mostaganem was very aggressive and inappropriate one.

The last limitations were the misunderstand of the questions that we asked for their teachers although we explained for them what we exactly mean.

Conclusion

This section regards the recommendation; we have seen some strategies that teachers should apply in their classroom and others strategies for assessment in which teachers must follow to give learners opportunities to show what they can do. Furthermore, we see how it is important to identify the illness earlier so that you can prevent the damage to become bigger, and we discovered that there thing people do can be a result in losing their hearing. So, the important thing that they should know that regular checking is the first solution to preventing themselves from hearing loss.

General conclusion

Finally, and after our research, this work has joined to show the situation of the hearing loss children in our country and how they can communicate in their classroom, and we have seen how this category obtain their learning. After a careful observation of their state in their primary school of Mostaganem and Oran, we found that, we should attempt to raise the attention of the government and their parents for the bad situation that they suffered from, in our country.

This case of study carrying out the effect of the syllabuses and the whole program in their progress in learning. And how it is difficult for them to learn the French sign language. The literature review has given an overview about the hearing loss community and the use of the sign language. As well as, we gathered data from the teachers 'primary school of the deaf children in the states of Mostaganem and Oran and from our observation in their classes

We can say that the teachers and the responsible of the school do many efforts to help the hearing loss children to succeed in their life, but they need to collaborated with their parents for better results. We hope that the situation of the hearing loss children will change from the bad to the best, indeed this depends on the ministry of education, who should create program suitable for their capacities, because this community lacked the concentration and the abstract things they feel just by touching world.