



Teaching physical and sporting activities to hearing-impaired students -Instructions and methods of communication-

تدريس الأنشطة البدنية والرياضية للتلاميذ المعاقين سمعيا -إرشادات وطرق التواصل-

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Abstract :

This study aimed to define and explain the most important methods of communicating with Hearing-impaired students and point out many instructions while dealing with members of this group during the physical education and sports class. Through this study, the researchers addressed the definition of Hearing-impaired students and their various characteristics (behavioral, educational, psychological). And adapted and modified physical activity for the hearing-impaired category, as well as addressing considerations when dealing with hearing-impaired students during a physical education and sports class, such as considerations for facilitating communication and considerations for implementation and performance.

Keywords: Physical education and sports, modified physical activity, hearing impairment.

الملخص :

هدفت هذه الدراسة إلى التعريف وشرح أهم طرق التواصل مع التلاميذ المعاقين سمعيا، وكذا التنويه بجملة من الإرشادات أثناء التعامل مع أفراد هذه الفئة أثناء حصة التربية البدنية والرياضية، حيث تناول الباحثان من خلال هذه المدخلة التعريف بالتلاميذ المعاقين سمعيا وخصائصهم المختلفة (السلوكية، التعليمية، النفسية،...)، والنشاط البدني المكيف والمعدل لفئة المعاقين سمعيا، وكذا التطرق للإعتبارات أثناء التعامل مع التلاميذ المعاقين سمعيا أثناء حصة التربية البدنية والرياضية كإعتبارات تسهيل التواصل وإعتبارات التنفيذ والأداء.
الكلمات الدالة : التربية البدنية والرياضية، النشاط البدني المعدل، الإعاقة السمعية.



1- Introduction and problem of the study:

Participating in various physical and sporting activities is of multiple importance to various aspects of a person. It leads to improving physiological and physical health, such as cardiovascular and musculoskeletal health, and maintaining a healthy weight. It also aims to increase self-esteem, reduce anxiety and stress, and other benefits—the individual's physical, health and social health. (Wenhong & All, 2020)

Islam came with its teachings that stipulate equality and justice in rights among all spectrums, colors, and types of people. Rather, the matter went beyond that to the necessity of caring for the group of people with special needs.

Strong trends have also emerged towards caring for individuals with special needs and eliminating the perception of inferiority towards them. Special centers have been established for each type of these individuals, methods of teaching them have been innovated and developed, and information has been developed that is compatible with their abilities. The categories of people with special needs are receiving great attention in our current era as never before. It has no parallel before, and perhaps the primary goal of seeking this lies in helping to integrate them into society and to develop their abilities to take care of themselves in a natural social environment. The hearing-impaired were among the first people with special needs to whom educational and rehabilitative services were provided. (Al-Khatib and Al-Hadidi, 2009, 139)

Many studies have indicated that individuals with hearing disabilities are aware of the importance and benefits of physical and sporting activities and that they pay attention to these activities whenever they are available, but they usually suffer from communication difficulties, as good communication is an important motivation and necessity for members of this group to enjoy individual or group activities and sports. (Petra & Nanci, 2016)

Therefore, this study came to answer the following questions

- What are the most important characteristics of hearing-impaired students



- What are the most important steps and methods of communication with hearing-impaired students while practicing physical and sporting activities?

2- the importance of this study:

-Shedding light on the category of people with hearing disabilities and introducing their various social, behavioral, educational, psychological

-Identifying the most important and latest considerations for facilitating communication with hearing-impaired students while practicing physical and sporting activities

- Identifying the steps for implementing physical and sports activities and programs with hearing-impaired students.

3- Study Approach:

The researchers relied on the descriptive analytical approach, which is concerned with narrating data and working on analyzing it in an organized manner (Jaber et al., 1996, 134), because it is the approach that is consistent with the nature of our study by describing the phenomenon of teaching physical education to hearing-impaired students and identifying the characteristics, causes, and variables related to it.

4- Terms and concepts included in the study:

4.1- Physical education for people with special needs:

According to the American Association for Health, Physical Education, Recreation, and Dance (AAHPERD): Physical education for people with special needs is a group of advanced and diverse programs of activities and sports that suit the abilities of individuals with special needs so that they can satisfy their desires to practice sports activities that are beneficial to them. It benefits them and contributes to exploiting their abilities. (Khodja, 2009, p. 126)

They are programs designed to meet the health, physical, and recreational needs of individuals with special needs. (Hamdi and Noha, 2013, p. 32)

The researcher defines it as the sum of activities, games, and sports that are modified to suit individuals with special needs according to the severity and degree of disability of each individual or group.

4.2- Hearing disability:

Many definitions address the concept of hearing disability. Some define it functionally, some define it in terms of the cause that leads to it, and



some define it in terms of the degree of hearing loss. The following is a presentation of some of those definitions:

✚ In terms of the reason:

A- Deafness: It is a defect in auditory functions that hinders an individual's ability to acquire language and understand speech, whether with or without the use of audio aids, which reduces the individual's ability to communicate with others through speech

B- Hearing impairment: It means the partial loss of hearing ability, but the remaining part enables the individual to develop his language skills by using hearing aids, as the greater the degree of loss, the greater the severity of the disability. (Al-Sharif, 2011, 287)

✚ In terms of the degree of hearing loss:

A- The deaf: He is a person who suffers from a hearing loss of 90 decibels or more, after using hearing aids, which prevents the individual from relying on the sense of hearing to understand speech. (Al-Sharif, 2011, 288)

B- The hearing impaired: He is the person who suffers from a hearing loss ranging between 35-65 decibels (sound unit) after using hearing aids, which makes the individual have difficulty understanding speech, and rely on the sense of hearing only

✚ Educational definition:

A- The deaf: A child who cannot acquire language, whether with or without hearing aids, due to the complete loss of the sense of hearing

B- The hearing impaired: He is the child who can acquire language because the sense of hearing does not completely lose its function, especially if he uses hearing aids. (Al-Dhaher, 2008, 119)

Therefore, from the above, it is clear to us that hearing disability includes a range extending from simple hearing disability (hearing loss) to severe hearing disability (deafness).

5- Characteristics of hearing-impaired individuals:

Each hearing-impaired individual is distinguished by individual characteristics that distinguish him from the rest, and the sources of the difference in characteristics are due to the type of disability to which the individual was exposed, as well as the stage and age at which he was injured, the severity of the injury and the speed with which it occurred, the amount of disability it caused, the appropriate way to repair it, and investment. The remaining hearing ability, the hearing



status of the parents, the reason leading to the disability, and the social and economic group to which his family belongs. This disability has noticeable effects on the various developmental characteristics of the child. The following is an explanation of these characteristics:

➤ Linguistic characteristics

The language of hearing-impaired children is affected by aspects of their linguistic development, and this is due to hearing disability. A hearing-impaired child may become mute if he is not provided with training opportunities, and this is mainly due to the lack of proper auditory feedback and the lack of linguistic development. Enough

The language of the hearing-impaired is characterized by a severe quantitative deficiency compared to the language of normal people, as they have a weak and limited linguistic repertoire that is related to concrete objects, and their phrases are complex and short, in addition to their slow speech. The low performance of the hearing-impaired on various tests of verbal intelligence is great evidence of the extent of their linguistic deficiency, in contrast to their performance. On various performance intelligence tests, which are better

A child with a mild hearing disability faces a problem in hearing low and distant sounds and understanding various conversation topics. He also faces a problem in understanding 50% of school discussions and forming linguistic words, while a child with a moderate hearing disability faces problems in understanding discussions and group conversations, as well as language problems. They have expressiveness, and they are more in need of training in lip language and manual communication than others. (Al-Azza, 2002, 114-115)

➤ Cognitive characteristics

The intelligence of individuals with hearing disabilities is not affected by it, nor is their readiness to learn affected, except that the concepts related to language are weak for them, and as we mentioned previously, their shortcomings in the results of intelligence tests are due to linguistic problems, so intelligence tests must be modified and adapted to be accurate in measuring the intelligence of these individuals. Non-verbal intelligence tests must be allocated to measure their intelligence accurately. (Al-Azza, 2002, 115)

➤ Physical and motor characteristics:



As a result of some problems in communication among members of this group, they suffer from recognizing the environment, discovering it, and interacting with it. Therefore, they must be trained in non-verbal communication patterns, such as sign language. They are also deprived of verbal feedback, so they must be trained to receive messages from others in different ways. Their motor development is slow compared to normal people, their fitness does not reach the level of normal fitness, and they are characterized by slow physical movement. (Al-Azza, 2002, 115)

➤ Academic achievement

Although the IQ of this sample is not low, they are often characterized by low academic achievement, and their reading achievement is more affected by this disability. The more linguistic requirements they have, the lower their level of academic achievement becomes, especially in the absence of effective teaching methods. Some studies, according to Hosni Al-Azza (2002), indicated that 50% of individuals with hearing disabilities who were 20 years old had a reading level equal to that of fourth-grade students and that 10% of them were at the eighth-grade level. (Al-Azza, 2002, 115)

➤ Social and psychological characteristics

Incorrect family upbringing methods, such as ignoring and neglecting them, punishing them, social rejection of them, or exaggerated care towards them, as well as the attitudes of these individuals from this category towards themselves, and society's view of their disability, play a role in the emergence of many social problems for them, and individuals with disabilities may also suffer. Hearing impairment results from shyness, introversion, and a tendency towards isolation, failure, depression, and aggression. They are also usually characterized by their inability to control their emotions or solve their problems, so they need to practice developing their communication skills and developing their social interaction

➤ Professional conduct

Vocational learning requires good listening and good speaking so that the individual can receive and acquire professional information. The modeling method may be a way to train individuals with this disability, but this method requires a good specialist in sign language. Therefore, individual with a hearing disability may face problems in professional



adaptation, and accordingly, They usually prefer professions such as blacksmithing, painting, and sewing because they require dealing with machines and do not require significant linguistic communication. (Al-Azza, 2002, 116)

6- Considerations for facilitating communication with the hearing impaired:

- The facilitator and the translator, if any, should stand in a place that allows all participants to be observed and seen
- If a translator is hired, he must be provided with the lesson or program in advance so that he can study it and adjust its terminology
- Work to reduce noise and turn off any sound, especially music
- If the noise cannot be controlled, the student should be encouraged to reduce the volume of the hearing aid or remove it completely
- Using visual teaching cues when teaching activities, especially simple ones
- Provide students with copies of videos of the movements to be taught to give them a first glimpse
- Use workshops equipped with instruction cards that provide explanations and drawings
- Use visual attention-grabbing means such as lights and flags, especially when starting and stopping
- The use of performance methods is explained and divided
- Use scoreboards and timers
- Avoid chewing gum, food, or smoking while giving instructions
- Using motivational and reinforcement methods. (J. WINNIC, 2010, 258)

7- Considerations while carrying out sporting activities:

- ✓ Taking into account security and safety factors for individuals
- ✓ Pay attention to the warm-up before starting any exercise
- ✓ Taking into account the gradation in training loads
- ✓ Avoid unintended acceleration in the implementation process
- ✓ Consider adequate rest periods between exercises when students notice fatigue
- ✓ Ensure that students do not encounter the sun in outdoor activities (yard, playground,...)



- ✓ Providing adequate lighting for students in indoor activities (halls)
- ✓ Avoid sports that lead to serious blows to the head, and other sports that require physical contact. These activities may be modified to eliminate physical contact and enjoy them
- ✓ Avoid activities that increase the risk of falling or receiving blows. These activities can be enjoyed with appropriate instructions, removing hearing aids, wearing helmets, and the necessary safety measures
- ✓ Use caution when participating in winter activities such as skiing and snowboarding, as these positions create uncomfortable sensations around the head and neck
- ✓ During water activities, hearing aids should be removed and placed inside watertight cases
- ✓ Excessive sweating creates moisture in the device, so students should either take the device off before engaging in any strenuous activity or wear a headband or hat to keep the device dry
- ✓ Using dance activities and rhythms helps deaf students control movement, especially by using interactive lights with rhythms. (J. WINNIC, 2010, 258)

Conclusion:

Hearing disability restricts the student in his communication and interaction with society as a whole in general and with teachers in particular. The history of special education has witnessed great interest in developing the abilities of the hearing-impaired to communicate with others and to extract them as much as possible from the circle of their alienation from their society, and one of these methods is the method of oral communication, Speech reading method, auditory training method, manual communication method...etc. Given the low communication abilities of physical education and sports teachers and researchers, while dealing with this group, the two researchers resorted during this study to an attempt to collect and list the most important methods in dealing and communicating with this group. in physical education and sports classes because it is of great importance to the students.

Therefore, based on what was mentioned above, the researchers recommend the need to pay attention to the category of people with



hearing disabilities and strive to care for and care for them, and that work must be done to upgrade their sign language, especially signs related to teaching and teaching physical and sports activities.

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