



Role of Schools for Hearing Impairment in Algeria - Ben Achour Neighborhood School in Blida as a Model -

Keltoum HASROUF

University of Blida 2, Lounici Ali

K.hasrouf@univ-blida2.dz

Abstract:

In this research paper we will attempt to shed light on the role of schools for hearing impairment in Algeria, and to uncover the services they provide for teaching the Arabic language, especially to children with hearing impairments. From here the research problem emerges as follows: What does Ben Achour neighborhood School in Blida offer for the rehabilitation of those who are deaf or hard of hearing? The reasons for my choice of this topic are: introducing the somewhat marginalized group of people with hearing impairments in general and Ben Achour neighborhood School in Blida in particular, and the desire to know the effectiveness of auditory phonetics in ensuring the success of Arabic language teaching for children with hearing impairments. In addition to that, there is a scarcity of schools specialized in hearing impairment, and when they exist they lack international standards.

Keywords: hearing impairment; Ben Achour neighborhood School in Blida; rehabilitation

Résumé :

Dans cet article de recherche, nous tenterons de mettre en lumière le rôle des écoles pour malentendants en Algérie et de faire le point sur les services qu'elles proposent en matière d'enseignement de la langue arabe, en particulier aux enfants malentendants. De là découle la problématique suivante : qu'offre l'école du quartier Ben Achour à Blida pour la rééducation des personnes sourdes ou malentendantes ? Les raisons qui m'ont poussé à choisir ce sujet sont les

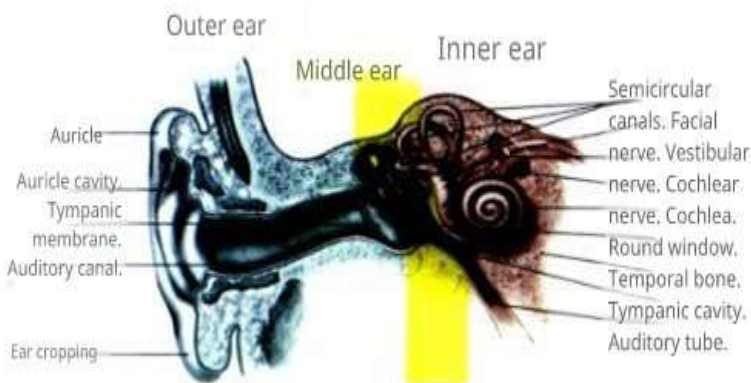
suiuantes : présenter le groupe quelque peu marginalisé des personnes malentendantes en général, et l'école du quartier de Ben Achour à Blida en particulier, ainsi que le désir de connaître l'efficacité de la phonétique auditive pour garantir la réussite de l'enseignement de la langue arabe aux enfants malentendants. À cela s'ajoute la rareté des écoles spécialisées dans la déficience auditive, et le fait que, lorsqu'elles existent, elles ne répondent pas aux normes internationales.

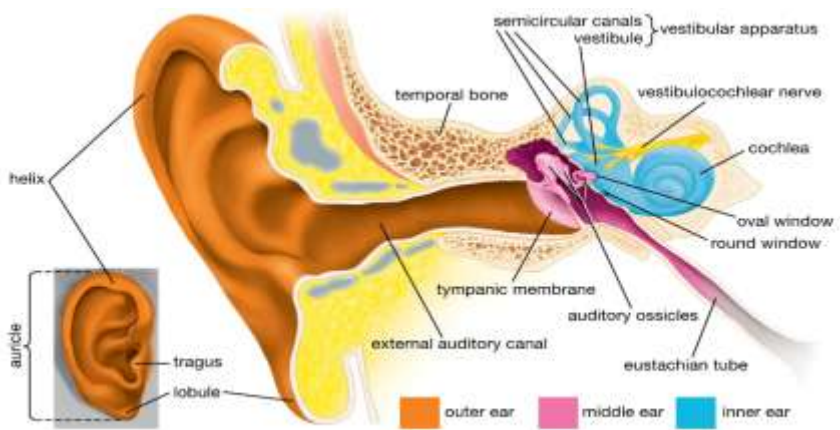
Mots-clés : *déficience auditive ; École du quartier Ben Achour à Blida ; rééducation*



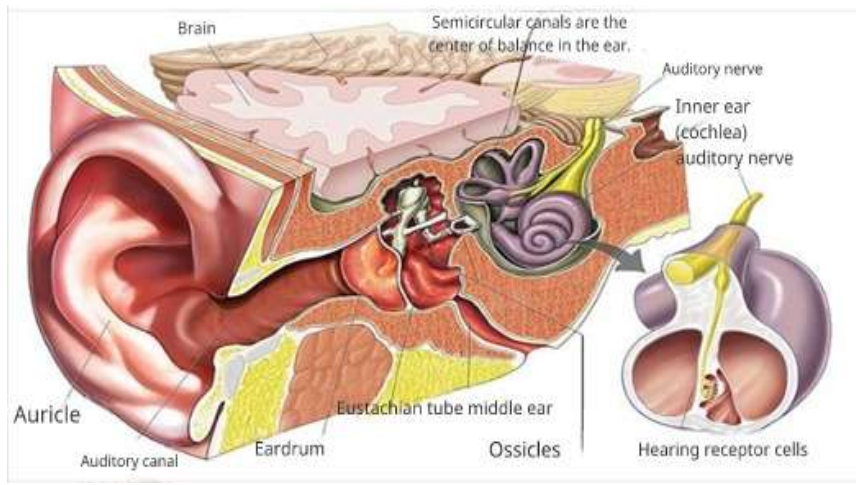
1- Definition of Hearing Impairment:

It is any problem that hinders the functioning of the auditory system in an individual and prevents it from performing its functions fully, or reduces the ability to detect different sounds. The science concerned with the auditory system is audiology. The first focus of this branch of phonetics begins with the anatomy of the human auditory system, which is known as auditory physiology; it explains how the hearing process occurs, which revolves around three main stations of the ear, starting from the external ear to the middle ear and then the inner ear. Each station has its role, carried out through the combined efforts of the components of each ear. These are some images illustrating the division of the ear.





© Encyclopædia Britannica, Inc.





Illustrative images of the components and sections of the ear

Hearing impairment, however, differs from one person to another; that is, it is related to the degree and level of hearing in the affected individual. We find a mild hearing impairment in which the affected person detects and hears sounds only from a very close distance; this type allows the affected person to speak and articulate, but with difficulty or intermittently (the category of the deaf). Severe or profound hearing impairment is the complete inability of the affected person to hear at all; that is, they have never perceived sounds, which leads to lack of speech and inability to talk (the category of deaf-mute). Thus, it is the loss by persons of their total or partial ability to hear sounds and thereby the loss of their perception of sound and speech, which may cause a relative or total linguistic disabilityⁱ.

2- Types of hearing impairment:

There are many types of hearing impairment, including:

A: In terms of organic lesion: There are three types of hearing loss, which are:

1. Conductive hearing loss (involving the external or middle ear)
2. Sensorineural hearing loss (involving the inner ear)
3. Mixed hearing loss (combining both types)

B: In terms of age: It is divided into four sections as follows:

1. Congenital hearing impairment: meaning the child was born with reduced hearing or without hearing from the moment of birth.

2. Pre-lingual hearing impairment: meaning the hearing impairment occurs in the child before learning and acquiring the Arabic language, i.e., before the age of three, which deprives them of the ability to speak because they did not become acquainted with the language and could not hear it.
3. Post-lingual hearing impairment: this includes persons who learned and became familiar with the language and it became part of their perceptions, then they acquired a hearing impairment.
4. Acquired hearing impairment: concerns persons who lost the sense of hearing after birth, thus losing the previously acquired and developed linguistic ability; its severity increases if special rehabilitative provisions are not provided.

C: In terms of severity: It is divided into:

1. Very mild hearing impairment: the person with this impairment hears faint speech or hears from a distance or distinguishes some sounds. This type of affected person can be supported with hearing aids and therapeutic programs.
2. Mild hearing impairment: the person with this type understands conversational speech from a distance of (3-5) meters face to face, accompanied by verbal deviations and speech defects; here the affected individual needs special education and upbringing.
3. Moderate hearing impairment: the person with this impairment does not understand speech unless it is loud; the learner with this degree of hearing impairment faces difficulty in discussion and group participation because their linguistic acquisitions are limited. They are also linguistically different due to the



Received: 13/05/2025 Accepted: 05/03/2026 Published: 17/03/2026

language disorder they suffer from; this individual needs to join a special class for special care in addition to using hearing aids.

4. Severe hearing impairment: the person with this impairment cannot hear sounds at all even if they are loud, which causes them to suffer from language and speech disorders and prevents language development in the child; here they need a school for the hearing impaired to learn and train on listening and lip-reading relying on visual language, in addition to their urgent need for a medical hearing aid.

3- Field study in a school for hearing impairment:

Through this study we will attempt to introduce the school for the hearing impaired in Ben Achour in Blida and their efforts exerted in rehabilitating this marginalized group of children, and this is to discover whether the school employs what audiology offers as a theoretical specialization in postgraduate studies in teaching language to this category of children.

3.1. Definition of the institution:

The School for Hearing-Impaired Children is a regional specialized school that receives children suffering from hearing impairment, and this is all the information I was able to collect about this institution. **2 - Address:** Ben Achour neighborhood, Wilaya of Blida. **Decree of establishment:** It was established by Executive Decree No. 90/267 dated 15-09-1990. **Date of opening of the institution:** March 1991. **Statistics of pupils for the academic year 2021/2022:**

- **Number of actual pupils served: 89** **Number of females: 41** **Number of males: 48**
- **Number of pupils in the primary level: 66** of whom 31 are females
- **Number of pupils in the middle level: 23** of whom 10 are females
- **Actual number of pupils in the boarding system: 20** of whom 11 are females
- **Actual number of pupils in the semi-boarding system: 69**

Number of Classes	Grade Level	Number of Pupils	Male	Female
02	First year (Articulation/Pronunciation)	15	10	05
01	Second year (Articulation/Pronunciation)	06	04	02
01	First year Primary	08	05	03
02	Second year Primary	18	06	12
02	Fourth year Primary	14	11	03
01	Fifth year Primary	05	05	00
Total Primary Level		66	41	25
01	First year Middle	11	09	02
01	Second year Middle	05	00	05
01	Third year Middle	06	00	06
01	Fourth year Middle	06	02	04
Total Middle Level		28	11	17

Table No. (01) represents the distribution of pupils across class sections



Received: 13/05/2025 Accepted: 05/03/2026 Published: 17/03/2026

3.2. How to Work with Deaf and Mute Children:

During my field visit to the children's hearing-impairment and social center with an orthophonic specialist, I conducted a general tour of the institution's sections for all stages: articulation, primary, and middle. During this tour I addressed explanations of the teachers' and caregivers' teaching methods and the work of the specialists, as well as becoming acquainted with the cases present there and direct interaction with children with hearing impairments.

In addition, I identified the type of hearing impairment associated with the degree of hearing loss – namely moderate, severe, and mild – which relates to the degree of response and comprehension: the deeper and more severe the deafness, the more limited the comprehension and learning. The working system with this group is based on allocating the morning period to specialized teachers who implement the educational program and teach Arabic and various subjects, while in the afternoon the hearing-impaired children meet with caregivers to learn different crafts. Regarding the educational program of this center, it is a ministerial program that matches the regular pupil's program, even down to the textbooks; the nature of the educational materials is the same as that adopted in ordinary primary and middle schools. However, this program is not adapted according to the type of impairment, which prevents correct understanding of the lessons and obstructs the learning process and language acquisition.

Thus, teachers and specialized instructors exert their utmost effort to adapt this program, and orthophonic specialists also use, during lessons, supportive means and tools such as educational and pedagogical orthophonic

games, and orthophonic tests such as the mirror, FM device and Sauvag device, pictures, and cards.

They rely on global standards to a small extent, which is helpful despite its scarcity. More clearly, they resort to working with the hearing-impaired child according to global rules related to the nature of the means used, their simplicity, and the feasibility of implementing them as teaching methods, and how to deal with this group while taking the psychological aspect into account — that is, global rules that a teacher or specialist can learn and acquire. You see them striving to adopt these global foundations in an attempt to keep pace with cultural progress and to modernize the deaf and hearing-impaired child, applying and embodying them in teaching methods, or according to the availability of means and tools such as modern devices used worldwide, for example working on how to correct pronunciation according to the international phonetic chart while taking into account the place and manner of articulation, in addition to knowing the phonetic and physical characteristics of each sound and indicating the gradation of difficulty.

The center for hearing-impaired children accommodates three educational stages. The first is the “articulation stage,” which includes first and second articulation years for the age group starting at five years. The second is the primary stage, which includes first, second, third, fourth, and fifth primary years. Finally, the middle stage includes levels of first, second, third, and fourth middle years. At the fourth middle level the hearing-impaired child’s formal learning there ends and they move on to secondary education in ordinary schools, where they find difficulty adapting and learning, which leads them to withdraw and abandon schooling — especially since their age tends to be older because at the center they spend two



Received: 13/05/2025 Accepted: 05/03/2026 Published: 17/03/2026

years to move from one educational level to the next, i.e., every two years they advance one level.

For example, during the 2021–2022 academic year seven pupils succeeded and moved on to secondary level; six cases encountered difficulty in learning and communication, which led them to withdraw and abandon their studies except for one case (a girl) who continues her studies with follow-up and care from the children's hearing-impairment center, and some of them may join vocational training centers. The reasons for this discontinuation are related to the degree of hearing impairment, in addition to lack of parental interest and unwillingness to continue schooling given adolescence, which plays an important role: at secondary level the pupil compares themselves with peers or classmates there and does not accept the transition from a somewhat adapted educational environment suited to their impairment to an ordinary linguistic environment that uses spoken language.

If we speak about the content of the primary and middle stage programs, we have already noted that they are similar to the programs of ordinary schools, but with the use of supportive means such as special tools and the use of sign language. Returning to the articulation stage, which focuses on teaching correct pronunciation of letters, the orthophonic specialist here teaches them Arabic without relying on sign language – he does not use it – unlike caregivers and teachers who must use it to convey information and lessons. They refrain from using it with the group that retains residual hearing, those with a moderate degree of impairment (hearing loss).

- Examples of teaching and instruction methods in the articulation stage:

- Pronunciation of the phoneme /A. E. O/ and reinforcing it with diacritics and writing with the first-year articulation class.
- Learning the pronunciation of the phoneme /ʕ/ and then writing it with second-year articulation pupils.
- Reviewing previous phonics and carrying out designation activities with first- and second-year articulation classes.
- Presenting educational games to stimulate cognitive processes such as concentration and attention and to encourage group work.
- Pronunciation of the phoneme /y/ and learning it by imitation and looking in the mirror with first-year articulation pupils, then writing the letter to reinforce it.
- Learning the pronunciation of the phoneme /k/ by imitating the tongue movement during articulation while looking in the mirror, then writing it after learning its pronunciation with second-year articulation pupils.
- Presenting designation and naming activities to develop cognitive abilities with second-year articulation pupils through pictures and linking signifier to signified.
- Learning the pronunciation of the phoneme /b/ with first-year articulation pupils, then writing it and shaping it with clay.
- Group work within the first-year articulation class and reviewing some previously acquired phonemes.

It is worth noting that this year the center opened a special class that includes children who suffer from hearing impairment in addition to accompanying disabilities such as autism and intellectual disability. They are supervised by an orthophonic specialist who works with them using a special program apart from teaching Arabic, such as teaching them



Received: 13/05/2025 Accepted: 05/03/2026 Published: 17/03/2026

stability, calmness, discipline, and organization to modify their behaviors as an attempt to prepare them for integration into regular classes. The number of these cases is seven.

Taking a Sample from Hearing-Impaired Children:

Description of the Practical Field Research Site: This field research was conducted at the School for Young Deaf Children in Blida, specifically at the Ben Achour Center, which is the only one at the wilaya level. It took place inside the speech therapist's office, and sometimes the work was done collectively in the second-year primary class section. The first room contains a desk, two chairs, and a small table for the children, along with a cabinet holding educational and therapeutic tools, audiological tests, case files, and their notebooks. A large mirror hangs on the wall next to a whiteboard, under which are some educational posters featuring letters accompanied by images of animals and objects that include the targeted letter. As for the teaching classroom (the section), it has the teacher's desk facing the students' tables, which are individual tables in bright, varied colors. Behind their seats is the cabinet, aligned with the mirror, while opposite them is the whiteboard.

Duties of the Speech Therapist: Diagnosing cases and speech and language disorders-Assessing the child's abilities and language skills to identify aspects of the disorder-Providing guidance and directions to the family on how to handle and follow up on the case, especially early intervention-Facilitating the full integration of the hearing-impaired child with normal children within the community-Offering appropriate programs that enable them to acquire

skills during their early years and develop speech and language abilities.

The Samples Covered Are:

1. A 13-year-old hearing-impaired child receiving individual instruction in the speech therapist's office
2. Second-year primary section for hearing-impaired children.

1 - A 13-year-old hearing-impaired child receiving individual instruction in the speech therapist's office. He recently moved from Ghardaïa to Blida. All his perceptions and learning are in the Berber language. He abandoned his hearing aid and did not accept it. His degree of hearing impairment is mild, meaning he hears to a minimal extent. The language he is accustomed to hearing is Berber, and he uses it through his somewhat delayed and heavy pronunciation.

The work with him was confined to the speech therapist's office, where she attempted to articulate for him (the articulation stage precedes the primary stage) by teaching him Arabic letters and how to pronounce and articulate them correctly. She pronounces the letter loudly, asking him to look at her mouth or lips to observe how she moves her jaw sometimes, or her teeth... depending on the letter's nature and articulation point. Then she moved on to distributing educational cards with pictures of a scene, placing them in front of him for him to express them or the targeted situation. These cards are used as practice for retrieving and reinforcing acquired language skills. For example, she first showed two cards of the same woman: in the first picture, she carries a bag, and in the second, a handbag. His response was (small - large - sitting - chair).

Two pictures of a door with a man standing in front of it (once closed and once open), and he answered "closed - open." The speech therapist's goal here was for him to



Received: 13/05/2025 Accepted: 05/03/2026 Published: 17/03/2026

distinguish between the woman and the man and mention that. Then she moved to showing three pictures involving a situation he perceived but failed to express properly in Arabic. Notably, this hearing-impaired child has narrative storytelling ability, through which he expresses the scene on the cards in sentences or even a brief paragraph in Berber. This trait is rare; we rarely find a child with the same impairment who speaks Arabic able to express these scenes in sentences—instead, they express them with fragmented words for each card, which is the limit of their language production. These cards include contrasting scenes, especially if they are pairs. The speech therapist relies on repetition: she pronounces the word slowly and loudly, and he repeats it. Sometimes he grasps the meaning of these words without explanation or providing an opposite, while failing to pronounce them in Arabic and offering the Berber equivalent.

2 - Second-year primary section for children with varying hearing impairments—severe, moderate, and mild—with a total of ten cases, including (2 males) and (8 females).

The teacher wrote various language exercises on the whiteboard:

1 - Employ the forms: today - tomorrow - yesterday.

... we visited the amusement park..... we will plant a lemon shrub... we will stroll in the city

The teacher read the sentences using sign language as an aid to explain words and phrases and specify what is required, while the students responded to her and made several attempts to answer the exercise.

2 - Pose the question with "What?"

Father: Come on, bring it, Salma.

Salma: What should I bring, Father?

Teacher: Write.

Students: What?

The students tried to formulate the question, arriving at the verb but in the singular form (write), then the plural absent form (they write). They made several attempts but failed to reach the appropriate verb for this question. One student gave an answer somewhat close by saying (we write). The students went up to the whiteboard to display their written answers, having previously presented them orally (write - wrote - write).

The teacher tried to simplify and explain the verb "write" (plural imperative) and how to formulate and conjugate it with the pronoun "we," directing them step by step in answering. They realized they needed to place the verb and its conjugation with the pronoun "we." The difficulty they faced was in formulation; they couldn't accept that the verb appeared as "write" (plural imperative), so how could it change in the "what" question to "we write."

3 - Color the appropriate sentence: I love houses

I visit houses

I build houses

I love houses

- The teacher explained the exercise in spoken Arabic, using sign language as an aid for understanding and communication. The students participated with enthusiasm and great interaction. The first student answered "I build" by going up to the whiteboard and pointing to "I build houses." The second student gave the correct answer, attempting to pronounce it linguistically while using sign language at the same time. In this



Received: 13/05/2025 Accepted: 05/03/2026 Published: 17/03/2026

activity, the students did not take long, unlike the previous two exercises.

4 - Dictation Activity: She wrote the textbook page number "30" in the middle of the whiteboard toward the bottom, then the children opened their books to the same page.

She wrote on the whiteboard: Sulayman said: Is obtaining water costly?

While writing the phrase, the teacher recalled some acquired skills, asking about the interrogative particle (hal) – what does it mean? A student answered that it is a question, using sign language and pronouncing (hal). Then she asked them to close the book. They read the verb (qala) easily, then pronounced (su), and she explained that the lam is in the middle of the word, so it is written this way, using both languages as usual. She continued reading slowly and loudly. The students noticed the colon after the verb of saying. She also pointed out the madd "saw" in the word al-husul and focused on every detail of the sentence, like the shadda, tanwin, and question mark. The first reading was with the teacher, who proceeded step by step, explaining and asking questions using sign language. The hearing-impaired students repeated the phrase on their own. Some words were clear, like "hal - Sulayman - al-ma'," while the rest were fragmented sounds (one letter - two letters).

- The teacher began dictation by syllables, asking them to write "qa" then "la," pointing out that the lam is at the end of the word. Then she pronounced two letters "sula" and alerted them that the word was not finished. She continued with "yman," followed by dictating the nun "n" with the damma, asking them to look at her mouth and distinguish its movement. After that, she pointed to the

colon after the verb of saying, and they grasped it quickly. She continued the dictation using the same method, prolonging the madd and pronouncing the lam with its movement. When she pronounced "ala," the students responded with remarkable speed, expressing appreciation for understanding it, and the same happened with "al-ma'." Notably, most pronounced it "ma" while writing it "ma'," relying on memory and strong observation. Some pronounced it correctly with proper movements. She continued with "muka," using both languages, then came the turn of the geminated lam " – lli –," pronouncing it with shadda and indicating the need to geminate it. After that, she dictated the fa' "f" with tanwin by damma, and concluded by pointing to the question mark. I corrected for all of them – they wrote the sentence correctly (one student forgot the colon – one student omitted the question mark – one student did not write the nun in Sulayman – one student forgot the madd in husul – one student neglected the tanwin).

- As a general observation, the hearing-impaired child does not rely solely on spoken Arabic and sign language to awaken his language learning; rather, he supports that with the sense of sight and focus on the shape of letters and words and how to pronounce and articulate them from the mouth. If I may say so, he adds a third language, which is visual language.

To give the study a scientific character, I relied on a questionnaire directed at the teachers, and here is its presentation.

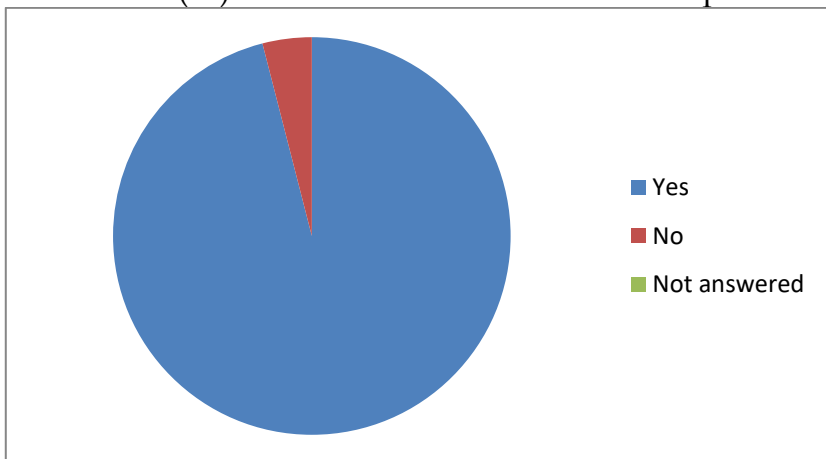
- Analysis of Questionnaire Results:
Analysis of results of questions from the first axis: How to work with deaf and mute children Q1: Do they rely on specialized teachers?



Received: 13/05/2025 Accepted: 05/03/2026 Published: 17/03/2026

Percentage	Frequency	Do they rely on specialized teachers?
%96	24	Yes
%4	01	No
%0	00	Not answered

- Table No. (01) illustrates the results of the first question-



Relative circle representing the percentage of responses to the first question

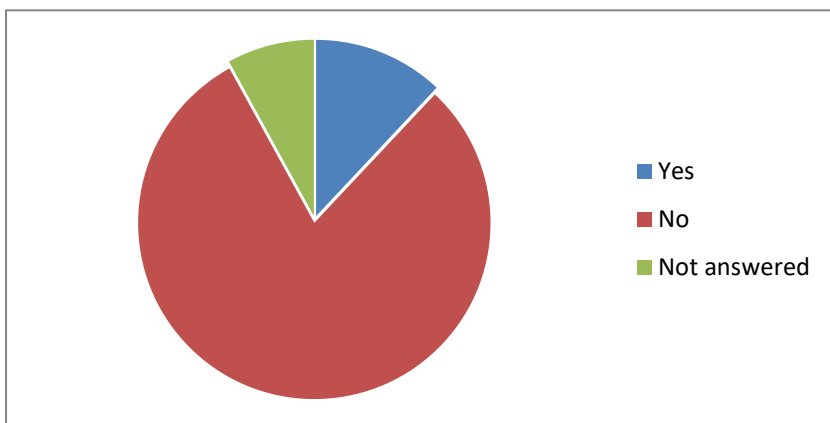
- **Analysis and Interpretation:** Table No. (01), which shows the results of the first question, indicates that **96%** of the sample members answered “Yes,” thus receiving the lion’s share of votes that the teachers who instruct children with hearing impairments are specialized teachers. This is a fact I observed during my accompaniment of an orthophonic specialist and in my meetings with a group of highly qualified teachers

specialized in this field. Meanwhile, 4% stated that these teachers are not specialized; this may be due to their misunderstanding of the question or because they belong to the category of caregivers. Despite the issuance of a decree establishing a higher school for teachers of the deaf and mute, we did not find graduates of that school working at Ben Achour Neighborhood School in Blida.

- Analysis of the results of the second question: Q2: Do they teach according to international standards?

Percentage	Frequency	Do they teach according to international standards?
%12	03	Yes
%80	20	No
%8	02	Not answered

Table No. (02) illustrates the results of the second question



- Circle representing the response rate for the second question -



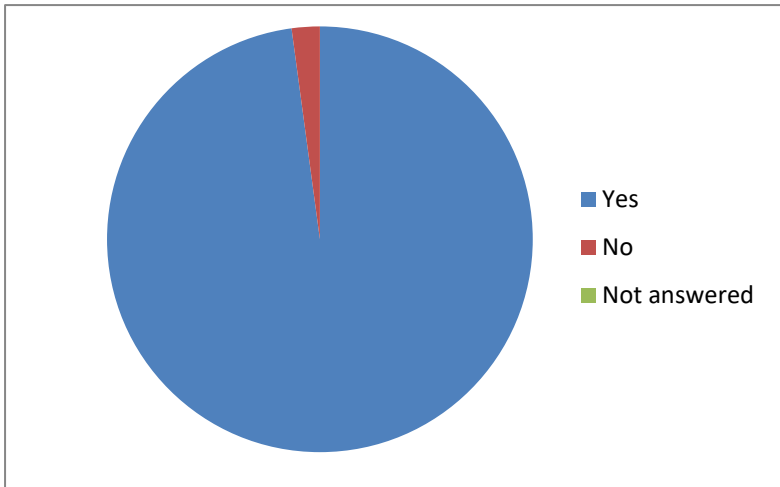
Received: 13/05/2025 Accepted: 05/03/2026 Published: 17/03/2026

- Analysis and Interpretation: Table No. (02) illustrates the results of the second question, which saw 8% of the group opting not to respond. Meanwhile, 12% answered "yes," indicating they teach according to global standards using modern tools. On the other hand, 80% answered in the negative—"no"—meaning that the hearing-impaired children in this center do not receive instruction following global standards, since the tools specific to this group are unavailable and scarce in our country. As for certain global methods that the teacher might adopt, he can provide them and embody them through his educational approach, such as teaching techniques and skills for interacting and communicating with this group.
-
- **Analysis of the results of the third question: Q3: Is the outlined teaching program approved by the Ministry?**

Percentage	Frequency	Is the outlined teaching program approved by the Ministry?
%92	23	Yes
%08	02	No
%0	00	Not answered

- Table No. (03) shows the results of the third question

- Circle representing the response rate for the third question -



- **Analysis and Interpretation:** Through our review of the results shown in Table No. (03), we note that the teachers answered "yes" at a rate of about 92%, while those who answered "no" reached 8%. In fact, the outlined program is ministerial, the very same one approved for primary, middle, and secondary schools. Thus, the specialized teachers strive diligently to adapt it according to this child's specific abilities, exerting their utmost efforts to tailor it to the capabilities of this group. Accordingly, the program is not adapted to the type of disability.

-

- **Analysis of the results of the second axis:**

Analysis of the results of the first question:

Q1: Does the educational group for the hearing impaired include other accompanying disabilities?



Percentage	Frequency	Does the educational group for the hearing impaired include other accompanying disabilities?
%68	17	Yes
%32	08	No
%0	00	Not answered

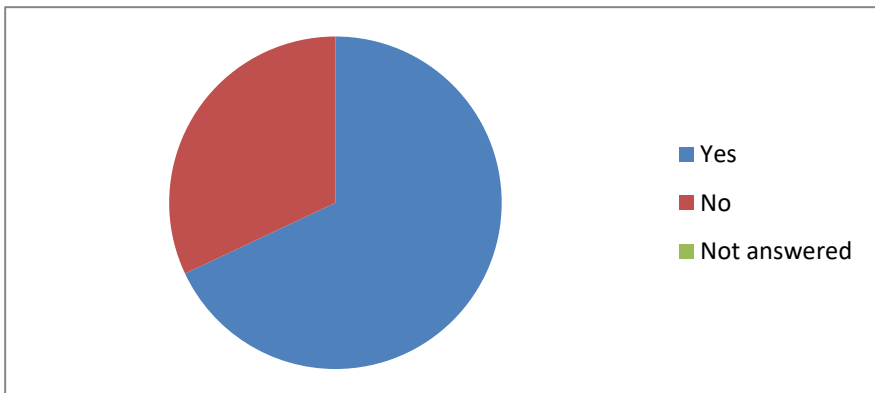


Table No. (05) shows the results of the first question

- Pie chart representing the response percentage for the first question -
- **Analysis and Interpretation:** Table No. (05) presents the results of the first question from the second axis, where we observe that 68% responded that the educational group for hearing-impaired students includes other accompanying disabilities in the pre-school and primary stages, and they all agreed on "autism disorder" which hinders the smooth progress of the instructional session

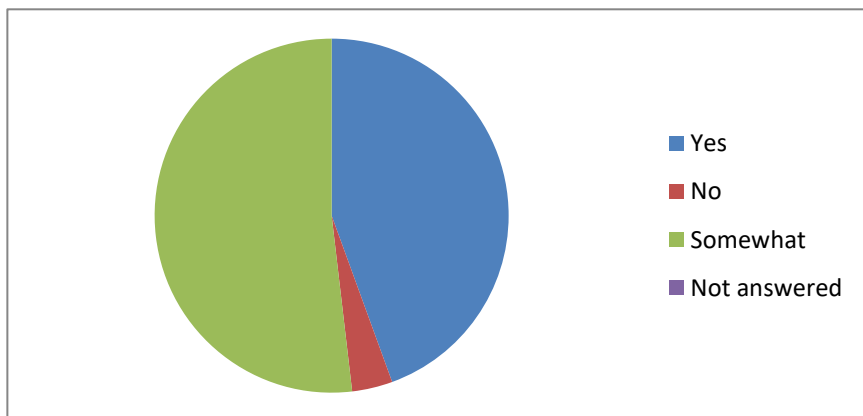
for them and their peers, thereby forcing teachers at times to implement "individualized instruction" and isolate them from the educational group. Likewise, we found that 32% of the sample answered "no," meaning no accompanying disabilities exist, and this sample comprises those teaching only the middle school level.

2 - Analysis of the results of the second question:

Q2: Does the hearing-impaired child respond to the instructions provided to him?

Percentage	Frequency	Does the hearing-impaired child respond to the instructions provided to him?
%48	12	Yes
%4	01	No
%56	14	Somewhat
%0	00	Not answered

- Table No. (06) shows the results of the second question



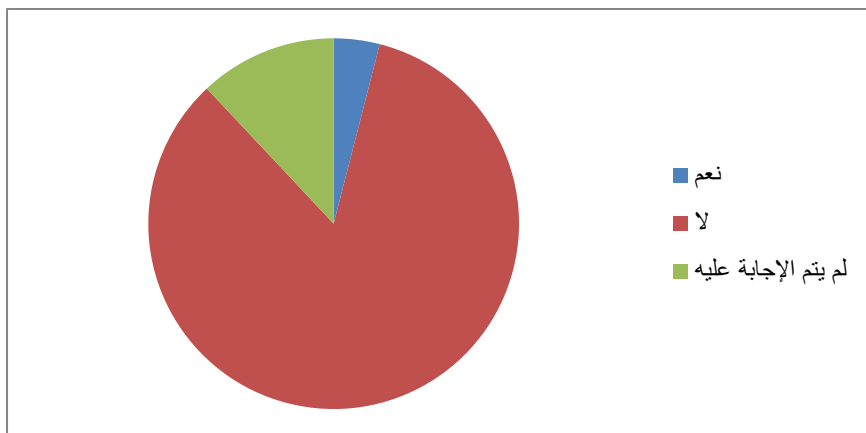


Received: 13/05/2025 Accepted: 05/03/2026 Published: 17/03/2026

- Pie chart representing the response percentage for the second question -
- **Analysis and Interpretation:** Table No. (06) illustrates the results of the second question from the second axis, where we find that 48% voted "yes" that the hearing-impaired child responds to the instructions provided to him, matched by 4% of the sample who answered "no" and this is the lowest percentage shown in the table, while 56% answered "somewhat" which is the highest percentage, and they linked this last response to the degree of deafness – the lighter the deafness, the greater the response. Thus, the sample agreed on giving 0% for "non-responsive," leading us to conclude that the deaf child does respond regardless of the degree of his impairment, though the level of response is tied to the level of the impairment.
- **Analysis of the results of the questions from the third axis:** 1 - Analysis of the results of the first question:
- Q1: Do you find the ministerial program outlined for this group helpful in eliciting responses from them and developing their language skills?

Percentage	Frequency	Do you find the ministerial program outlined for this group helpful in eliciting responses from them and developing their language skills?
%4	01	Yes
%84	21	No
%12	03	Not answered

- Table No. (08) shows the results of the first question -



- Pie chart representing the response to the first question
- **Analysis and Interpretation:** Table No. (08) presents the results of the first open-ended question pertaining to the third axis, which involved probing and surveying the opinions of specialist teachers regarding this ministry-approved program at the center, whether it helps elicit responses from hearing-impaired children and develops their language skills. Thus, 4% indicated "yes," adding that it is the teachers who make it suitable for this group by incorporating special methods and approaches. Likewise, we find that 84% voted "no," stating it does not align with the type of disability, neither eliciting responses from them nor developing their language skills, considering that some view the deaf-mute pupil as prone to forgetting, thus requiring a long time to comprehend through repetition, in addition to its heavy reliance on illustrative images and visual aids. The remaining percentage, estimated at 12%, refrained from answering this question.

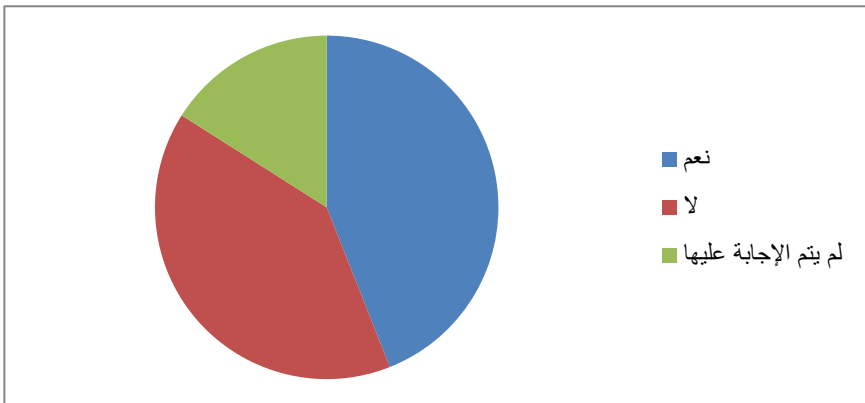


Received: 13/05/2025 Accepted: 05/03/2026 Published: 17/03/2026

2 – Analysis of the results of the second question: Q2: After the hearing-impaired child has progressed through all the educational stages available at the institution, does he acquire a linguistic repertoire that enables him to communicate?

Percentage	Frequency	After the hearing-impaired child has progressed through all the educational stages available at the institution, does he acquire a linguistic repertoire that enables him to communicate?
%44	11	Yes
%40	10	No
%16	04	Not answered

– Table No. (09) shows the results of the second question



- Pie chart representing the response to the second question -

- **Analysis and Interpretation:** Table No. (09) presents the results of the second question in the third axis regarding an evaluation and outcome of the hearing-impaired child's progression through all the educational stages available at the institution, whether it equips him with a linguistic repertoire enabling communication. We found that 16% refrained from answering, while 40% of the sample answered "no," followed by the percentage estimated at 44% who indicated "yes" that he can communicate. Notably, the last two categories are relatively close; some answered that they do not acquire a sufficient linguistic repertoire to communicate with the external environment but rather among themselves and with those who possess their language, such as sign language. Thus, the hearing-impaired child can read what you want from your lips, leaving communication limited to a telegraphic type (stimulus-response). Others acknowledged that they do acquire a linguistic repertoire enabling communication, and the price of this tremendous achievement lies in the exceptional efforts exerted by specialist teachers, distinguished by rigor and seriousness, in addition to relying on the technique of "repetition," which obstructs the process of advancing from one level to a higher one within the allotted time, so you find the hearing-impaired child at adolescence still in the primary stage. Some teachers add that there are some pupils with mild hearing impairment who exit with some words, whereas the rest, regrettably, constitute a lazy category that dislikes reading and settles for what teachers provide in terms of instruction. Given that the deaf child possesses normal intelligence, the issue does not lie in the program content itself but is confined to the strategies for delivering the program; schools do not teach us language but rather awareness of language.



Received: 13/05/2025 Accepted: 05/03/2026 Published: 17/03/2026

In sum, as long as they receive instruction according to an educational program, they must acquire a linguistic repertoire, even if limited—that is, the extent of language acquisition is tied to the degree of deafness; the more residual hearing the hearing-impaired child has, the richer his linguistic repertoire. It is also observed that many pupils lack residual hearing and have profound deafness, yet they manage to speak through lip-reading and communicate with others using sign languageⁱⁱ.

Conclusion:

A field study was conducted, relying on the precision of field observation in addition to supportive tools such as the questionnaire, through which a group of specialist teachers and educators were consulted. From it emerged a set of results, among which I mention:

- Teaching Arabic cannot stand firm unless the auditory apparatus is sound first, for it is the primary axis of the linguistic education process. Ibn Khaldun said: Hearing is the father of all faculties.
- Hearing aids play an effective role in activating the instructional session for hearing-impaired children and greatly assist them in acquiring Arabic, even if classified under residual hearing.
- Some teachers at the school are specialists but lack scientific qualifications, an adapted program according to the disability, reliance on advanced equipment and international methods, which are not available at Ben Achour neighborhood School.

- Accordingly, we hope to train the school's teachers according to updated programs that make working with children easy, with good and guaranteed results, and direct them toward continuous research into effective methods for rehabilitating this group. Likewise, programs must be established that align with hearing impairment in all its degreesⁱⁱⁱ.

Questionnaire: - Field study at the Hearing Impairment School for Children at Ben Achour, Blida - We kindly ask you to answer these questions accurately and attentively by placing a (+) mark in the appropriate box.

We inform you that your information will be used for research purposes. Prepared by: Dr. Hasrouf Keltoum

Personal Data:

Gender:

Male Female

Age:

25 to 34 years 35 to 4 years More than 45 years

Occupation:

Educator Teacher Audiologist Specialist

Educational Level:

Secondary University Equivalent Certificate

Professional Experience:

Less than 5 years From 6 to 12 years From 13 to 19 years
More than 20 years

Endnotes:

-
- ⁱ Abdul Mun'im Al-Miladi, *Hearing Impairment (Its Causes—Effects—Treatment)*, University Youth Foundation, Alexandria, 2014, pp. 62–63
- ⁱⁱ See: Souakri Rashid and Radwani Khayari: *Teaching Strategies for the Hearing Impaired*, *Journal of Social Studies and Research*, University of Martyr Hamma Lakhdar El-Wadi, Issue 26, June 2018
- ⁱⁱⁱ See: Mesbah Jalab, *The Hearing Impairment Category—Its Implications, Communication Methods with Them, and Guidance Techniques*, *Journal of the University in Psychological Studies and Educational Sciences*, Issue 00, 2016