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الجامعة الإسلامية غزة
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**A suggested Plan to Raise the Level of Psychological Harmony
Among Hearing Impairment Children Under the Siege from
Teachers' Perspectives**

A complementary Requirement for Graduation at
Professional Diploma in Translation

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Abstract

The study aimed at assessing the personal, social, academic, family and physical harmony among deaf children who lived under siege in The Gaza Strip from their teachers' perspectives . This is in addition to figuring out the kind of relationship between harmony and students' academic achievement.

Through the adapted list ,that is basically derived from the list of behavior patterns for children , the study attempted a better awareness for the needs of deaf children and possible ways to modify their unacceptable behaviors .

A suggested plan , appropriate guidance , adequate treatment services in the psychological field , and some recommendations are provided in this study in attempt to solve some of their problems.

The sample of the study comprised (223) students with hearing impairment from the first to the ninth classes in The Atfaluna School.

The study would be significant as it was the first in the field of psychological harmony of children with special needs, especially with hearing impairment.

It also contributed to the development of the counseling programs in The Gaza Strip rehabilitation centers .

The results of the study clarified the following points .

1- The existence of a passive correlative relationship with statistically significant differences between the psychological harmony and deaf students' academic achievement.

2- The non- existence of statistically significant differences among participants attributed to the economic status of their families.

3- The existence of statistically significant differences among participants in the overall harmony in favor of female students .

4- The non-existence of statistically significant differences in the overall harmony attributed to the presence of other deaf siblings in the same family .

5- The non-existence of statistically significant differences in the overall harmony attributed to the degree of hearing loss.

6- The non-existence of statistically significant differences in the overall harmony attributed to family size .

7- The non-existence of statistically significant differences in the overall harmony attributed to students' age.

In the light of the study's findings, the researcher recommended the following .

1- Establishing psychological and social programs for deaf students .

2- Reapplying the same study for post - siege era to compare results .

3-Conducting more research in the same field .

4-Conducting family programs to provide guidance and support for deaf students and their families.

5-Developing educational programs and institutions to elevate children's powers and skills especially in high schools .

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Introduction

It is important to recognize the right of equal education as an integral right for all children regardless of their abilities, physical appearance or social backgrounds.

It is our joint responsibility to create a healthy learning environment to raise successful and productive men and women for prosperous future.

Deaf children are part of our society, a category that cannot be denied and should not be marginalized. New statistics are revealing horrible facts about Palestinian society. After 3 wars over Gaza and using destructive and illegal weapons, one child out of 100 is born deaf or with a hearing impairment. The numbers are increasingly raising every year. This increase doesn't go in parallel with the services provided for them. As a Palestinian society, we have always been under intense pressures. The ongoing crisis affect the normal people and reach to children with special needs. We could not stand idle while these children facing these difficulties. We should work together to overcome hard situation, creating novel solutions for our problems and focusing on the future of our children and provide them with knowledge and skills needed to complete their journey in life. Without our joint work, this aim would not be possible.

Our kids are the leaders of future and we are lucky to have them in our life. They grant us with power, strength and inspiration to make the needed impacts, thus child protection should be a priority for all. We should raise awareness within society to make changes in the local community views and polices towards those with disabilities.

They need ongoing attempts to improve their lives in the Gaza Strip by empowering them socially , economically , and culturally . It was my privilege to join those vibrant , intelligent , and inspiring kids on their journey of empowerment through many visits to The Atfaluna School where I joined families in many programs and sessions.

With an eye to what I have mentioned earlier , I hope my work would contribute in this aim as much as possible .

Objectives of Project

This work was done for many objectives as follows.

- 1- Raising awareness among people and paying particular attention to children vulnerable to marginalization and exclusion.
- 2- Addressing the barriers in attitudes , practices , thoughts and what so ever that would prevent deaf children from receiving equal chances for healthy education.
- 3- Giving deaf children our support as best as possible.
- 4- Showing the continuous need for improving our educational system .
- 5- Ensuring that our Palestinian community is free from violence and discrimination.
- 6- Making all deaf students feel valued and welcomed in their societies.

7- Finding different ways and new strategies for teaching deaf students .

8-Providing assistance ,protection and advocacy for them and their families as well.

9-Providing all needed support in the armed conflicts and time of crises.

10- Achieving a decent standard of living.

Methodology

This project has taken two months from the time of finding the topic to the time of translating it . During my inspiring journey ,I have passed through many stations. I stayed in some stations for some time while jumped to the next in others. Eventually , I would say that I have learned many things , hoping that this work would culminate my hard work for a whole year to have professional degree in English translation and interpreting.

Hoping that I have not forgotten anything , I have arranged my stations as follows.

1- Searching for a topic for the graduation project.

2-Visiting The Atfaluna Society asking for researches or papers. The staff were very helpful and offered me many works to choose from .

3- Choosing this paper and sending it to the supervisor Dr. Mohammed El Haj Ahmed to figure out if he would accept to

be my supervisor .I have attached the paper asking if it is good enough to be considered as a graduation project .

4- Receiving an e- mail from the supervisor informing me that the topic is good to be considered and I have to visit the university to complete the needed steps and fill a registration form including the name of the project and the supervisor's name . The supervisor advised me to read about the topic in the two languages (Arabic and English) to be acquainted with the topic before embarking on the project.

5- Visiting some websites and reading some articles about deaf people and people with disabilities and similar issues .

6- Splitting my paper into 4 parts.

7-Sending the first and second parts to the supervisor for feedback ..

8- Receiving an e- mail from the supervisor with feedback and attached edited parts.

8- Correcting the translating text and paying more attention to mistakes and supervisor comments .

9- Sending the third and fourth parts.

10 – Receiving a pleasant e-mail from the supervisor informing me that these parts are much better than the previous ones .

11- Receiving the last part which is the theoretical part (TP) via e-mail.

12- Sending an e-mail to ask about some unclear points in the (TP).), i.e. the parts I should include in methodology and references.

13 – Receiving an e-mail with explanations about the unclear points .

14- Finishing the theoretical part and sending it to be authorized by the supervisor.

Difficulties confronted by the translator

To convey the source text ideas in equivalent terms, I have worked in the two languages carefully reading and analyzing the content many times and trying to find the equivalents that match the work to produce it naturally .

Terminology of this work was ,somehow, difficult at the beginning . I was not familiar with many specialized words . Reading some articles on the internet was not enough to gain the needed information . I have called a friend who is working in this field and asked about some specific words . For example, I have asked about hearing aids , sign language and finger spelling.

There were many tables in the source text and I have to arrange them in English version with similar quality . Without mastering computer skills the task would be really difficult . Asking for some help from somewhere could be good and easy option , however, I preferred to learn how to do these tables by myself . As we have learned during our classes , software programs are a dear need for professional translators . It has taken me some time to learn the basic skills but I think I did well. I have managed to educate myself after finishing my graduation project to gain more skills in computer programs .

Few resources are available in this field, particularly on deaf children in the Gaza City, so I depended partially on my own experience . I paid a lot of visits to the Atfaluna School and joined many sessions with many mothers who have deaf children at school . They generously opened their hearts, talking about their problems , aspirations and dreams . They expressed their need for many things , such as social and psychological services in addition to many education programs either for them or for their kids .

As we have learned , every language is unique and has its own features .

The Arabic language tends to have long sentences with a lot of explanations and repeated words . While English sentences , on the other hand, tends to have shorter sentences . To overcome this linguistic problem , I conveyed the meaning directly trying at the same time to keep the cohesion and coherence of work as much as possible.

Using generalizing translation in some parts and omitting some words was necessary . The source text (in Arabic) tends to give a lot of explanations and repeated words and keeping the same style in English would sound inappropriate at all.

For example ,when I translated (جمهورية مصر العربية) one word was enough in English to convey the meaning which is (Egypt).

Using footnote to add extra information for readers who are not familiar with deaf terminology is another strategy I have used .Many would not know the exact meaning of hearing aids ,so I put a footnote at the bottom of page to add extra explanation .

*Hearing aids are external devices used to amplify sounds . They are commonly used by people with hearing impairment.

In some parts using the literal translation was not a good option . Instead I utilized the free translation to convey the essence of meaning . For example ,

ويقع عبء تشكيل شخصية الطفل بشكل عام والأصم على وجه الخصوص على عاتق الأسرة في المقام الأول، وكذلك على الأسرة الاهتمام بتنشئة الأبناء تنشئة سليمة وتهيئة المناخ الأسري الهادئ الصحيح لهؤلاء الأطفال حتى تساعدهم على التوافق النفسي والمشاركة الإيجابية الفعالة مع الأسرة والمجتمع المحيط بهم.

Shaping children's personality in general and the deaf in particular is the primary duty of their families. Raising children in a healthy environment would help them acquire good manners besides reaching psychological harmony with themselves. This healthy process would help them participate positively with their families and communities.

Conclusion and recommendations

- 1- Carrying more research in this field and encouraging students to conduct similar works.
- 2- Facilitating mobilization and access to services for people with special needs and their families too.
- 3-Reinforcing Sign Language in the Palestinian society and governmental and non-governmental institutions .
- 4- Protecting children with special needs from violence , abuse and exploitation .
- 5- Deaf people have limitations in work places , so they need to be well trained , and to be well qualified for suitable works and to be introduced to employers and business owners .
- 6- Many deaf children are residing in one of the Gaza Strip's marginalized areas and coming from extremely poor

backgrounds. Those unknown people should be brought to the light and should be provided with all needed services and help .

7- Pushing towards making a change for the better of persons with disabilities by gaining the public opinion and persuading decision makers to enforce change on the ground .

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٦-الاطفال ذوو الاحتياجات الخاصة يحرمون من التعلم بسبب النقص المزمن في
الوقود

مقال منشور في الموقع الرسمي للمركز الفلسطيني لحقوق الانسان

[http://www.pchrgaza.org/files/campaigns/arabic/gaza_clouse
/narratives_11.html](http://www.pchrgaza.org/files/campaigns/arabic/gaza_clouse/narratives_11.html)