



05 Distinguishing Students with Auditory Impediment

Definition

Auditory impediment means having difficulty in hearing or in distinguishing sounds due to auditory organ injury, or total or partial auditory function damage, innately or acquire after birth.

Common Features found in Auditory Impediment

- Slow at speech comprehension and speech expression.
- Depending mainly on visual observation to understand the situation.
- Paying very special attention to the body language of the speaker.
- Bearing the possibilities of misunderstanding the content of the message or giving unrelated answer to the question asked.

Pedagogic Strategy and Principles

- Lessen the disturbance of unpleasant sounds.
- Arrange the seats of the children having auditory impediment near to their teacher enabling them to hear the lessons easier and to witness the speaker's facial expressions.
- When communicating with the students, the teacher should try to turn the face towards the relevant learner and talk with distinct but not exaggerative lip movements in moderate speed and with sufficient body language.
- Try to provide as many as possible the real objects, pictures, demonstrations to offer audio assistance to help the relevant students to understand the content of the message.
- Announce before hand the unit or lesson to be imparted to enable the students to exercise self preparation, enabling them to have an easier understanding of materials being taught.
- It is a good practice to write the main points of the lesson on the blackboard for information prompting.
- Show the students the efficient learning strategy, e.g. reading technique, notes taking and time arrangement .
- Refrain from giving long and tedious lessons.
- Refrain from giving many oral or aural exams to avoid the outcome being affected by the weak sense of hearing.

Principles of parents' teaching

- Accept the fact that the child has auditory impediment, understand his/her needs and abilities while setting a reasonable expectation.
- Offer to your child a safe and supportive sentiments of security.
- Guide your children with an ordinary procedure offering no privilege.
- Be patient to listen to your child's expression of feelings and never show any impatience or rejection.
- Provide your child with the opportunities of rich living experience and communication to enhance the power of speech.
- Help your child to understand things and events through visual, audio, touching, smelling or activity experimentation.
- Encourage your child to participate in community activities to learn to go along with people.
- Offer encouragement and praises to increase your child's confidence while stimulating him/her to manifest his/her specialty.

Getting along together

- Be face to face with the people having auditory impediment when talking to them, exert more eye contact and never make signs behind them to avoid suspicion.
- Utilize simple, short, clear and complete sentences to express the message, speaking to them slowly with a normal voice volume to allow them to understand it through your facial expression and lip movements.

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教育文摘

出版：教育暨青年局 / 统筹：苏朝晖 / 总编辑：关启佳 / 编辑：冯万雄 张子明 / 美工支援：尉凤君 / 设计：领域市场策划 / 摄影：李正华 / 葡文翻译：Susana Maria Dias Zamith Silva / 英文翻译：何刘一星 / 承印：华辉印刷有限公司 / 数量：五仟份

Educação e Nós

Editor : Direcção dos Serviços de Educação e Juventude / Director : Sou Chio Fai / Chefe de Redacção : Kwan Kai Kai / Redacção : Fong Man Hung, Cheong Chi Meng / Apoio Artístico-Técnico : Wai Fong Kuan / Design : Nova Idea Marketing Communications / Fotografia : Lei Cheng Wa / Tradução para Língua Portuguesa : Susana Maria Dias Zamith Silva / Tradução para Língua Inglesa : Maria Ho / Impressão : Welfare Printing Limited / Tiragem: 5,000 exemplares

Educational Digest

Publisher : Education and Youth Affairs Bureau / Director : Sou Chio Fai / Editor-in-Chief : Kwan Kai Kai / Editors: Fong Man Hung, Cheong Chi Meng / Art support : Wai Fong Kuan / Design : Nova Idea Marketing Communications / Photography : Lei Cheng Wa / Translator (Portuguese) : Susana Maria Dias Zamith Silva / Translator (English) : Maria Ho / Printing : Welfare Printing Limited / Print Run : 5,000