



**Cairo University**  
**Institute of Educational Studies**  
**Department of Educational Psychology**

**A Program Based on Musical Activities and it's Impact on Development of Auditory Perception in Children with Learning Disabilities, the First loop Basic education**

**Study submitted for obtaining the degree of Master in Education**

**Specialization: Educational Psychology**

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## Summary

### Introduction:

Learning disabilities represent educational problems that directly affect the educational system, because it represents waste in students' abilities; Students who suffer from learning difficulties, are a class of students prevented the difficulties of investing abilities; and participate effectively implement in community service and development; Students who suffering from learning difficulties need to help them and put them by education or training on the right path to explore the positive aspects they

have to consolidate, and the negative aspects and reduction; therefore the problem of learning difficulties require face through early detection and diagnosis serious and effective intervention; in order to prepare them for life in the community and to play an appropriate role in it.

The class scientists learning difficulties to two groups: the first represents learning difficulties developmental or psychological which those difficulties concerning the growth of mental abilities responsible for compatibility student's and compatible personal, social and professional, and include difficulties (attention and memory, cognitive processes, and configuration concept, and solve the problem), and the second represents the academic learning difficulties or courses which include: difficulties (reading, writing and arithmetic, which was considered as a result of developmental learning difficulties which preceded (Basset Khadr, 2005, 22).

The basic education-based real basic, which builds upon the success or failure of the pupil in the school and in the educational stages subsequent addition to being educational stage, which appears on the pupil where learning difficulties are clear and explicit, which may hinder the march of progress in the educational process (Fathi Zayat ,1998 , 419). therefore auditory perception difficulties, who suffers from some of the students is a developmental learning difficulties which cast a shadow over the academic learning difficulties later if early intervention is not to be treated. Indicate the literature and previous studies such as: study (Mallen, Stephanie Louise, 2010; Erdener, 2007, and Paatsch, 2006) and other studies indicate that musical activities are effective strategies in the treatment of difficulties developmental learning.

### **Problem of the study:**

From past experience and the literature and the theoretical framework for the study turns out the researcher that students who suffer from learning difficulties may be caused by factors academic or developmental and learning difficulties developmental associated auditory perception is one of the most variables developmental impact in the difficulties experienced by these children. The study determined the problem in the following points revealed by previous studies. And musical activities and exercises is one of the most important activities that could contribute to the reduction of learning difficulties caused by deficiencies in the auditory perception, and then can study the problem that crystallized in the following points:

- The deficit or deficiencies in student's auditory perception causes them later learning difficulties.
- That musical activities and exercises that can be used in the reduction of deficiencies in the auditory perception, where it works on developing auditory perception skills with its various dimensions.
- The proportion of students experiencing difficulties in auditory perception processes and to help them prepare the educational goals of the High Commissioner, which enables them to continue their studies successfully.
- Auditory perception difficulties may lead to the presence of learning difficulties appear in the low academic achievement of these students in reading.

### **Study questions:**

The study determined the problem in answering the following question:

- 1-What is the impact of a program based on musical activities in the development of auditory perception of children with learning difficulties in the first phase of basic education?

This main question is divided into the following sub-questions:

- a- What is the impact of the program based on musical activities in the development of speech perception of children with learning difficulties?
- b- What is the impact of the program based on musical activities in the development of auditory recognition?
- c- What is the impact of the program based on musical activities in the development of auditory memory?
- d- What is the impact of the program based on the activities in the development of musical arrangement and audio sequencers?
- e- What is the impact of the program based on musical activities in the development of audio and synthesis mixing?

### **Objectives of the study:**

This study aims to:

- The development of auditory perception in children who suffer from learning difficulties in reading due to difficulties in listening comprehension operations.
- Test the effect of some of the activities and musical training, the development of listening comprehension for those with learning difficulties of children in reading.

### **The importance of the study:**

The importance of the study:

- 1 –Preparing a program based on musical activities, working on the development of all aspects of the auditory perception of (speech recognition, audio excellence, auditory memory, auditory succession and sequence audio, mixing and audio synthesis).
- 2 - Take advantage curriculum makers of the results of this study in the construction of platforms contribute to the treatment of developmental learning difficulties, which is based on the presence of mild difficulties in listening comprehension for children at the elementary level.

- 3 - Emphasis on the role played by music activities, in the development of the cognitive aspects of children with learning difficulties, particularly auditory perception as one of these aspects, and a link to the music closely psychology and education and promotes the growth of all aspects of the child.

### **The limits of the study:**

The present study determined the following:

### **The study sample:**

The current study sample consisted of (28) male and female pupils of whom (14) representing a sample of the control group and (14) representing a sample of the experimental group, who are fourth graders primary with developmental learning difficulties associated with mild difficulties in listening comprehension Orman School of management educational pyramid, Giza Governorate.

### **Time limits:**

The current study has been applied in the second semester of the academic year 2009/2010.

### **Study Tools:**

The researcher used a set of tools in the current study, as follows:

- 1- Auditory perception test / preparation by researcher (2013).
- 2 - Verbal intelligence test / Prepared by/Iglal Mohamed Yousry (1994)
- 3 - Diagnostic scale appreciation of auditory perception/Prepared by / Fathi al Zayat (2008)
- 4- Psychometric properties of a reading comprehension test/preparation by Khairi Maghazi Bedier(1998).
- 5- Bandar Jhtalt visual - motor-Test / preparation by Lori bandar (translation: Mustafa Fahmi and Sayed Ghonim).

### **Variables of the study:**

- 1- Independent variable: (program -based activities and musical training).
- 2- Dependent variable: (auditory perception development in children who suffering from difficulties in auditory perception).

**Study results :**The study found a number of results are in :

- 1 -There are significant differences level at 0.01 between the mean scores of the experimental and control groups in the dimensional measurement of (total score – dimensional- Items) in auditory perception test for favor the experimental group.
- 2- There is statistically significant differences between the mean scores of the experimental group in tribal measurement and dimensional measurement (total score -dimensional -Items) in listening comprehension test in favor of a dimensional measurement.
- 3- There are no statistically significant differences between the experimental group in the post measurement and experimental group delayed measurement. This indicates a continuous effect of the training program after the month of application.