

USING DYNAMIC ASSESSMENT TO EVALUATE NARRATIVE ABILITIES AMONG HEARING IMPAIRED CHILDREN

This preliminary case study was done to investigate the implementation of dynamic assessment in evaluating the narrative abilities among hearing impaired children. Three hearing impaired children aged between 8-9 years old participated in this study. One of the subjects is a cochlear implantee, implanted at the age of 5 years old, and has a hearing age of 6;5 years. The other two subjects are hearing aids wearers, with hearing age of 4;6 years and 5;3 years. The subjects attended 3 phases of dynamic assessment: pretest, mediated learning experience (MLE) (2 sessions), and post-test sessions. They were tested in story generation task in both pretest and post-test using the same set of sequential wordless picture cards. The 2 mediated learning experience (MLE) sessions were conducted to prompt the participants on how to perform the task; thus to investigate the learning potential of each subjects. The data collected was analyzed in terms of story grammar, speech intelligibility, word count, syntactic complexity, learning strategies and modifiability. Findings reveal that the dynamic assessment can be successfully used in assessing the narrative abilities of each subject. The test has a reduced test bias as one of the subjects did not respond at all during the pretest, but was able to perform the task in post-test. The findings of this study helped the researcher to learn about the subjects' learning potential; and also whether or not the subjects benefited from their assistive hearing devices. Two of the subjects had shown good learning potential; and that their assistive hearing devices have benefited them. One of the subject's data was not analyzed due to his unintelligible speech; but through dynamic assessment, the researcher was able to detect his possible medical problem. In this study, dynamic assessment has shown to be an effective and promising method to evaluate the narrative abilities among hearing impaired children, as well as their learning potential in a mediated learning condition.

Key words: Dynamic Assessment, narrative abilities, hearing impaired children

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