

A PROPOSAL FOR AN INDIRECT TIMED READING TEST IN COCHLEAR IMPLANTED CHILDREN

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Subject-

In New Caledonia, the cochlear implantation unit opened in 2010. The benefits of cochlear implantation are at best a quasi-normalization of language development in children when some variables are found. In some children, the results are sometimes not up to expectations while the different variables are comparable. In addition, in all cochlear implanted children, interindividual differences are observed in auditory perception speech, even in children with optimal language development. In addition to usual testing for the children with cochlear implantation, an indirect timed reading test was developed in order to obtain a score of auditory perception of words per minute, but also a score of morphological and syntactic markers. The test was designed to lighten the memory load and the lexical level.

TEST DESCRIPTION

Methodology

The test developed focused on precise morphological and syntactic indices. Two texts were invented to allow a retest. The lexicon was chosen from Ph. Boisseau's databases from the 1,750 words known to 4-year-old children with typical language development. In addition, the vocabulary used in the texts was previously presented orally with cued speech and in pictorial form, in order to remedy a possible lexical gap.

Once the lexicon was presented to the children, they had to repeat the text heard rhesis by rhesis. The number of words repeated in the first minute was counted. The length of the rhesis never exceeded 8 syllables. The total number of words in the first text was 146 words, and 133 words in the second text. The text had to be repeated until its completion to obtain the scores of the morphological and syntactic markers.

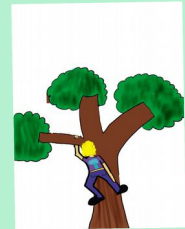
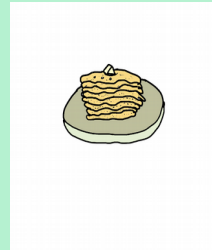
The choice of syntactic constructions and morphological data was made from acquisition data in children with typical development. Two scores were retained : a point count on the presence of morphological indices (maximum 10 points) and syntactic markers (maximum 20 points).

EXAMPLE OF THE FIRST TEXT

NOUNS (ORALLY PRESENTED WITH CUED SPEECH) :

biberon (bottle), canapé (sofa), crêpes (pancakes) etc.

VERBS : rire (to laugh), grimper (to climb), préparer (to prepare)...



First text in french (indirect timed reading text) 146 words

Syntactic cues (/20)

Morphological cues (/10)

Tous les samedis, / je vais jouer chez mon cousin. / C'est le cousin / le plus génial du monde. / Avec lui, / on va dans le jardin. / On grimpe dans un gros arbre / pour regarder les oiseaux. / Si le chien a faim, / on lui donne / les restes du repas. / On joue aussi à cache-cache. / La cachette que je préfère / est à côté de la cuisine, / derrière le canapé. / Quand on n'a plus envie de jouer, / mon tonton prépare des crêpes. / Il les fait sauter dans la poêle, / ce qui nous fait bien rire. / Pendant ce temps, / ma tante s'occupe de ma cousine / qui est encore un bébé. / Elle lui donne son biberon de lait / et la tient dans ses bras. / Je n'ai pas envie de partir. / Mes parents me disent / que je reviendrai une prochaine fois. / J'ai toujours adoré / jouer avec mon cousin. /

chez, le plus, dans, dans, pour, si, que, derrière, quand, n'a plus, les, ce qui, pendant ce temps, de, la, envie de, me, toujours, avec

je vais on va les oiseaux du est tante cousine tient reviendrai ai adoré