

**USING PARENT- AND TEACHER-REPORT TO ASSESS THE VOCABULARY  
KNOWLEDGE OF CANTONESE-SPEAKING HEARING-IMPAIRED CHILDREN**

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***Objective***

There was no vocabulary database in Cantonese. Using parent-report as a source of information was well established in the Western literature. The present study aimed at finding if such approach was a reliable way to assess hearing-impaired children's Cantonese vocabulary.

***Subjects***

52 children (21 using hearing aids, 31 using cochlear implants) with their mothers and teachers.

***Method***

Children were tested on a 65-item receptive vocabulary test. Mothers and teachers were then given questionnaires containing the same 65 items. They were asked to rate if the child knows the items or not. Agreements on the child's scores versus mother/teacher ratings were analyzed.

***Results***

The Phi correlation coefficients on mother-child and teacher-child were 0.341 and 0.327 respectively. Logistic regression revealed some factors were significant in the reliability of giving the ratings.

***Conclusion***

Parents and teachers were able to give some information about the hearing-impaired children's vocabulary. However, the reliability was not as high as reported in the Western literature. The information needs to be supplement with other sources like the clinician's observations and assessments.