

A Case Study of
Using a "Memory Strategy with Counseling Technique Course" to
improve the Memory of a Form two Hearing Impaired Student

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Abstract

Students with hearing impairment have obstacles in processing language input through hearing. Consequently, their learning process has the tendency of relying on visual memory. Their ability in using effective memory strategies is also lacking. Many related studies have indicated that the utilization of memory strategies can improve the memory ability of students with hearing impairment. So the objective of this present study is to investigate the effects of a "Memory Strategy with Counseling Technique Course" in improving the conditions of a Form two hearing-impaired male student who has poor learning memory. This study aims to examine how a memory strategy with counseling technique course can increase the student's memory capacity of Chinese vocabulary, numbers and imaginary, types of memory strategies used and the interest of utilizing such strategies.

This case study is aim to investigate a Form two hearing-impaired male student from a school for special education in Macau. The counseling technique course used in this study is based on the three basic learning strategies mentioned by Cheung Seng Yan (1990).The three learning strategies include : attention strategies, coding strategies and memory retrieval strategies. Four another memory strategies that are suitable for the hearing-impaired students have also been selected. These methods include rehearsal , organization, imagery and defining. The counseling technique course consists of ten sessions. During the course of the study, two sessions per week were given over a period of five weeks. Each session took sixty minutes and was videotaped. The student was tested with the "Memory Strategies Assessment Form" and the "Learning Strategies Assessment Form" before and after the counseling technique course. Qualitative data was obtained from observing the student during the sessions, student's feedback on the course, feedback from reviewing the video and from in-depth interview with the student, his parents and his teachers of four major subjects. Triangulation and cross checks were performed to analyze the qualitative data.

Results from the "Memory Strategies Assessment Form" indicates the student's immediate improvement in the memory of Chinese vocabulary, numbers, and imaginary. Results from the same form also shows immediate improvement in the utilization of various learning strategies as well as the interest of utilizing memory strategies. Immediate improvement in learning attitude, learning motivation, attention strategies, memory strategies and self management are indicated by the "Learning Strategies Assessment Form" from the student, his parents and teachers.

Based on the result obtained from the study, a "Memory Strategy with Counseling Technique Course" is deemed to have an immediate positive effect on the memory of a hearing-impaired male junior high school student who has poor memory. The study has not only proved the value and applicability of a "Memory Strategy with Counseling Technique Course" in education and counseling, but has also provided a blueprint and many suggestions for educators to develop such courses for students with special needs.