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摘要(中)	語言障礙兒童的非語言智商跟正常兒童一樣，但是他們的語言智商卻比正常兒童低。從 1822 年高爾關於特定型語言障礙的報告問世以後，大量有關以英語為母語的語言障礙兒童的研究繼之而起，內容涵蓋特定型語言障

礙兒童的語言、認知及社會發展。相對於歐美，台灣過去幾十年有關語言障礙兒童的研究數量卻較少。本研究的目的是在探討學齡期語言障礙兒童的敘事能力，並且進而將這些兒童跟正常兒童的敘事能力做比較。六位實驗組跟六位對照組受試者的年紀皆介於八歲到九歲五個月。參與本研究的受試兒童在無任何人的協助之下，敘述一些發生在過去個人所經歷的特定事件，研究者再從每一個受試者所敘述的事件中挑選其中一個最完整而且最長的故事，之後再用 McCabe & Bliss (2003) 所發展的 Narrative Assessment Profile (NAP) 來分析這些語料。NAP 包含話題的維持能力、事件先後順序的排列、重點訊息的提供程度、人物的描繪能力、事件的評論能力、人物指稱的明確度、連接詞的運用、與說話的流暢度等八個向度。研究結果發現，與正常兒童相比，語言障礙兒童所敘述的事件中最为明顯的缺陷是人物指稱較為混亂，另外他們也較少用連接詞來連貫句子，而且從他們所敘述的事件中也較少發現他們對事件的態度及評論。從語言障礙兒童與正常兒童 NAP 七個向度的平均分數來看，語言障礙兒童在人物的描繪能力、事件的評論能力與人物指稱的明確度這三個向度的平均分數比正常兒童來的低。在話題的維持能力方面，與正常兒童相比，語言障礙兒童所敘述的內容的前後連貫性較差也較不完整。此外，本研究發現六位語障兒童的敘事能力不盡相同，個別差異相當明顯。本研究可彌補國內相關研究之不足，並作為父母、教師、和兒童語言工作者之參考，文末並提出本研究之限制和對未來研究之建議。

摘要
(英)

Children with language impairment have average IQ scores compared with those of children with normal hearing ability, but their verbal intelligence is lower than normal children's. English-speaking children with language impairment have been widely studied on their language, cognitive, and social development since 1822 when Gall's records of children with SLI were published. In the past few decades, however, research on children with language impairment in Taiwan was scarce. The aims of this study were to investigate the narrative skill in school-aged children with language impairment in Taiwan and to compare their narrative skill with that of normally developing children. Subjects were six children with language impairment aged from 8;0 to 9;5 and six children with normal language development. They were asked to tell several personally experienced stories and the longest one narrated by each child was selected and scored using the protocol adapted from the updated version of the Narrative Assessment Profile (NAP) developed by McCabe and Bliss (2003). The NAP was designed to measure the coherence in children's narratives, including eight dimensions: topic maintenance, event sequencing, informativeness, descriptiveness, evaluation, referencing, conjunctive cohesion, and fluency. Results show that the children with language impairment had more difficulties in producing clear, coherent narratives. In comparison with the stories narrated by the children with normal language development, the stories produced by children with language impairment exhibited fewer narrative components, evaluation devices, and connectives, but more ambiguous referencing information was evident in their narratives. The children with language impairment obtained lower mean scores on the seven dimensions of the NAP, especially in descriptiveness, evaluation and referencing. As for topic maintenance, the children

	<p>with language impairment also showed difficulty of producing classic narratives. The narrative profile of each child with language impairment, however, varied. This study sheds light on our understanding of narrative ability in children with language impairment in Taiwan. Suggestions for further research on narrative skill in children with language impairment were highlighted.</p>
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