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**Real-world Listening Challenges in Children with Hearing Impairment
in Japan**

Abstract

Hearing impairment (HI) is commonly misconceived as a complete inability to hear. There are indeed children called "Deaf" who do not hear sounds and live using sign language. However, many children with HI make the best use of their hearing. In recent years, thanks to technological and medical advances, the listening abilities of children with HI have increased dramatically. However, some children perform well in hospital-based listening assessments but face challenges in real-world situations.

Furthermore, the children and even teachers often do not understand these challenges, which leads to various problems. To solve these underlying social issues, I am researching listening effort, which refers to the mental effort required for children with HI to listen to sounds. Focusing on listening effort, I would like to introduce the listening challenges children with HI face in the real-world.

CV

Kei Tabaru received his PhD in Disability Science from the Graduate School of Comprehensive Human Sciences, University of Tsukuba 2014. After working as a researcher and assistant professor at the University of Tsukuba, he served as an assistant professor at the College of Education, Ibaraki University, in 2016. Since 2020, he has been in his current position. His research interests include educational audiology and psychophysiological research, mainly with children who are deaf or hard of hearing. Since 2022, he worked as a guest researcher at the Technical University of Denmark for one year. He received the Incentive Award of the Japan Audiological Society in 2017 and the Incentive. He was also selected as a fellow for the TRiSTAR project conducted by Japan's Ministry of Education, Culture, Sports, Science and Technology ([YouTube movie](#)).