

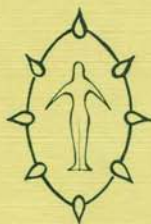
B. C. JOURNAL of SPECIAL EDUCATION

VOLUME 2

Fall 1978

NUMBER 3

- Academic Achievement of Hearing Impaired Students: Comparison Among Selected Subpopulations
- Models of Integration
- Testing Receptive and Expressive Language Ability in Hearing Impaired Children
- The Need for a Counsellor of the Hearing Impaired in B.C.
- Visually Impaired Students in Public Schools
- The Role of Measurement in Remediation
- Rates of Teacher Approval and Disapproval in "Slow," "Average" and "Above Average" Classrooms



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TESTING RECEPTIVE AND EXPRESSIVE LANGUAGE ABILITY IN HEARING IMPAIRED CHILDREN

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The Test of Receptive Language Ability (TERLA) and the Test of Expressive Language Ability (TELA) are presented to aid the teacher of the hearing impaired to obtain accurate information regarding the language ability of their students.

It is an accepted fact that the average hearing impaired child does not meet with high standards of success in the attempt to learn the English language. It is also a fact that teachers of the hearing impaired have few reliable instruments available with which to diagnose the language strengths and weaknesses of the children in their charge. Had we instruments which yield detailed information on how a young hearing impaired child responds to the demand to receive or produce specific language rules, we would be able to direct our teaching to areas of need and maximize the effects of our efforts.

The tests discussed in this paper were designed to obtain as much information as possible at as early a school-attending age as possible. Basic to test design were the following points:

1. individual grammatical rules are the building blocks of connected language;
2. teachers need to know the degree to which basic rules have been mastered;
3. this knowledge is required in both the receptive and expressive areas;
4. the most concrete, stable stimulus for the receipt of English language knowledge is the written word. Expressively it is in the production of the written word;

5. any test, to be maximally useful, must be designed for teacher administration and interpretation.

Description of Tests

The first test, the Test of Receptive Language Ability (TERLA), employs a printed caption and a picture selection format to probe the hearing impaired child's understanding of a variety of basic language principles (see Table 1).

Table 1
Principles and Number of Items Presented Under Each Principle in Test of Receptive Language Ability (TERLA)

Principle	Number of Items
Singular	10
Plural	
-s	5
-es	5
Pronouns	10
Adjectives	10
Comparison	
comparative	5
superlative	5
Prepositions	10
Future	10
Past	10
Present Progressive	
-is	5
-are	5
TOTAL	90

The second, the Test of Expressive Language Ability (TELA), employs an incomplete printed statement describing an illustration. The child is required to complete the printed statement to demonstrate his ability to produce a variety of basic language principles (see Table 2). These test formats examine basic principles which must be mastered receptively and expressively before larger syntactic units can be assessed with accuracy (see Appendix A for examples).

Table 2

Principles and Number of Items Presented Under Each Principle in Test of Expressive Language Ability (TELA)

Principle	Number of Items
Plural	
- s	5
- es	5
Pronouns	10
Adjectives	10
Comparison	
comparative	5
superlative	5
Prepositions	10
Future	10
Past	10
Present Progressive	
- is	5
- are	5
To Be	6
To Have	4
TOTAL	90

Pilot Testing

The tests require that the children tested possess minimal reading and print-skills. They are designed for use with hearing impaired children within the first years of instruction and have been administered successfully to children as young as seven years. It is the intent of these tests that diagnosis of receptive and expressive patterns across the principles examined will provide the classroom teacher with information on which teaching decision can be made. A further intent of these tests is to differentiate at an early age those children who are able to do well in language and those children who encounter difficulty. Separation of these two groups would allow for teaching more suited to their differing needs.

The TERLA and TELA combination are designed to assess the individual's grasp of the concepts associated with basic language principles rather than to detail which preposition or verb the individual understands. They provide a testing package which can be administered by the classroom teacher and which reveal differing

stages of language acquisition within individual children and within groups of children.

The tests were administered to young normally hearing children to obtain criterion data against which to compare hearing impaired children six years old. Grade one children scored an average of 78 on the TERLA and 59 on the TELA.

Pilot testing was completed with a small group of normal deaf children ranging in age from seven years two months to eleven years seven months (Table 3). Subjects had higher receptive scores than expressive scores and, as expected, had lower scores than young hearing children.

Table 3
TERLA and TELA Scores, Age Group Ranges and Age Group Averages and Normal Deaf Pilot Testing Group

Age	TERLA Score	TERLA Average and Range	TELA Score	TELA Average and Range
7-2	62	40-62	17	6-17
7-4	57		4	
7-6	40		9	
7-6	59	54.33	9	8.83
7-10	55		8	
7-11	53		6	
8-2	79	79-82	32	32-32
8-4	82	80.50	32	32.00
9-1	57	56-90	8	7-66
9-2	72		52	
9-3	60		24	
9-3	81		52	
9-5	76		33	
9-6	56	73.60	7	42.10
9-9	80		64	
9-10	90		66	
9-11	81		49	
9-11	83		66	
10-0	87		78	
11-0	79	65-88	31	16-71
11-1	82		66	
11-1	65		16	
11-4	88	78.44	71	45.00
11-7	78		41	

Pilot testing was completed also with a group of deaf children referred as experiencing learning difficulties (Table 4). Average scores were lower than average scores for the normal deaf group with significant decrease in the expressive mode.

Table 4
TERLA and TELA Scores for Deaf Students Referred
as Suffering Learning Disabilities

Age	TERLA Score	TELA Score
7-11	59	18
8-3	58 ¹	7 ¹
8-8	50 ¹	14 ¹
8-11	69 ¹	36
9-11	62 ¹	19 ¹
10-5	54 ¹	18 ¹
10-5	71 ¹	19 ¹

¹Below average for age group

Of considerably more interest than group differences were individual differences. It is possible with little effort to determine:

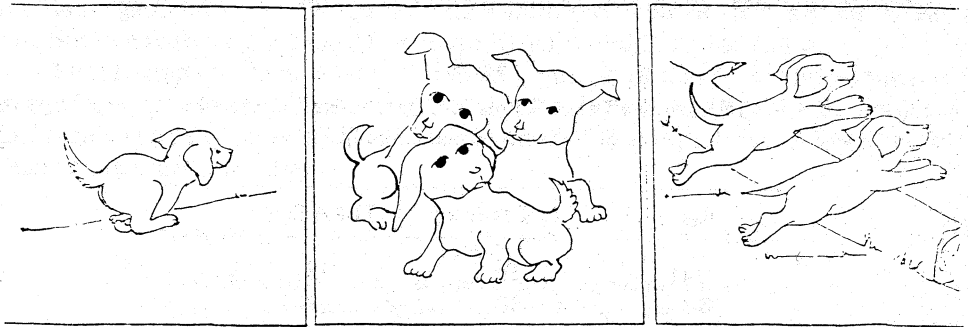
1. the degree of receptive control of each principle assessed;
2. the degree of expressive control of each principle;
3. error patterns receptively;
4. error patterns expressively.

Such information permits the teacher to determine if emphasis should be placed on teaching for receptive understanding of an individual principle or expression of that principle. In addition the teacher can determine the presence of error patterns and initiate remedial action. Examples of analysis done on responses by two seven year old profoundly deaf children are provided in Appendix B.

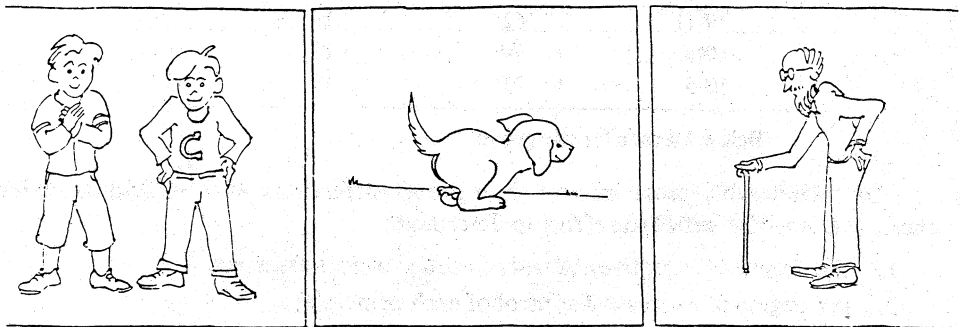
Conclusion

Teachers of the hearing impaired require accurate information regarding the language ability of their students. This information must be obtained at the earliest age possible and be in both the receptive and expressive areas. The two tests described meet these needs and can be administered by the classroom teacher, the person most concerned with making immediate teaching decisions.

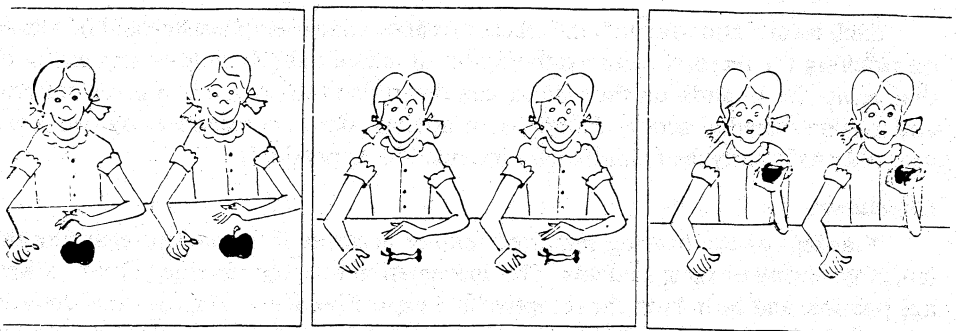
Appendix A - TERLA Examples



dog



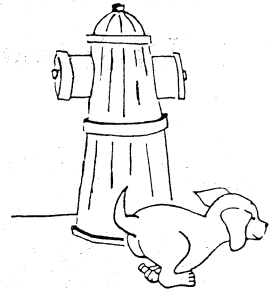
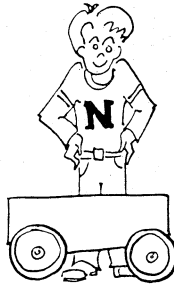
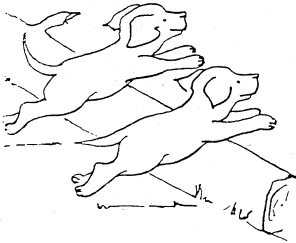
old



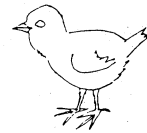
will eat



happiest

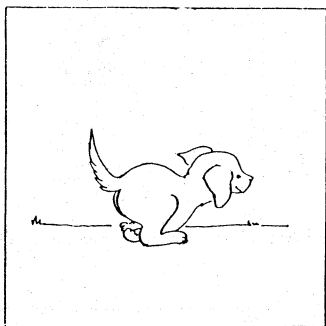


over

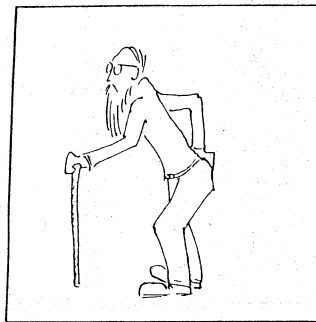


they

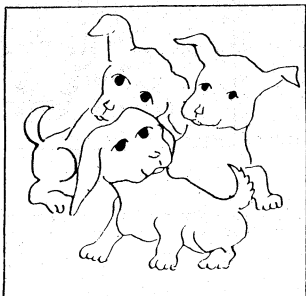
Appendix A - TELA Examples



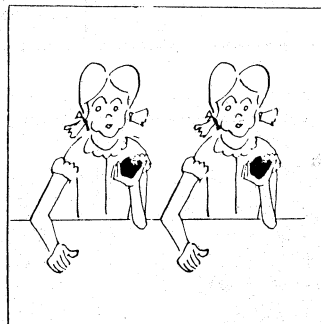
This is a dog.



This is an _____ man.

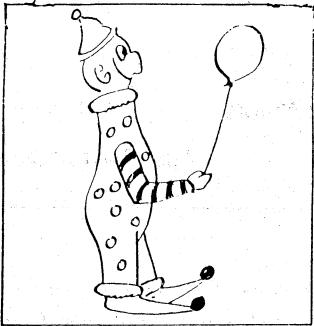


These are _____



eat

The girls _____ the apples.



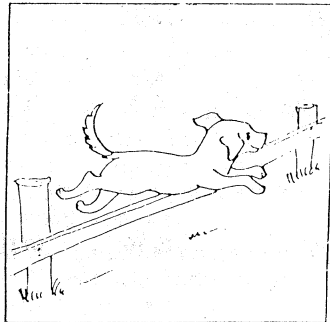
This clown is fat.



This clown is _____



This clown is the _____



The dog is jumping _____ the fence.

Appendix B**Summary****Receptive/Expressive Language Ability**Student: *Derwin*Age: *7 years 2 months*

Principle	TERLA Score	TELA Score	Comments
Singular	10/10		Derwin recognizes and relates the singular form of nouns to appropriate pictures.
Plural - s	4/5	3/5	He recognizes and relates the plural -s and plural -es forms but does not have expressive control. The -s form shows some productive control but there were not correct attempts at the -es form. On one occasion the -s form was used instead of the -es.
- es	4/5	0/5	
Pronoun	6/10	0/10	He demonstrated some knowledge of which pronoun indicated which situation but confused subject and object uses. He demonstrated no expression ability with pronouns.
Adjective	10/10	6/10	Good receptive use of adjectives and fair expressive use.
Preposition	8/10	2/10	Fair receptive control of prepositions with some specific errors. Expression indicated beginning control with a tendency to use nouns or verbs in place of prepositions.
Comparative	3/5	0/5	Fair control of comparative form of the adjective but no productive control.
Superlative	4/5	0/5	Fair control of superlative form of the adjective but no productive control.
Future	3/10	0/10	Appears to have good control receptively of present progressive but tends to overgeneralize its use to both future and past. He also used past form for the future and once used it for the present progressive. No expressive control of to be or to have.
Past	1/10	1/10	
Pres. Prog.			
-is	4/5	0/5	
-are	5/5	5/5	
To Be		0/6	
To Have		0/4	

Summary

Receptive/Expressive Language Ability

Student: *Corey*Age: *7 years and 11 months*

Principle	TERLA Score	TELA Score	Comments
Singular	9/10		Corey recognizes and relates the singular form of nouns to appropriate pictures.
Plural -s -es	5/5 5/5	0/5 0/5	Receptive control of plural -s and -es forms but no expressive control. Routinely used singular form.
Pronoun	5/10	0/10	Some receptive ability with pronouns but has difficulty sorting out number and subject versus object forms. No expressive ability demonstrated. Tended to repeat nouns, verbs or adjectives from the stimulus passage.
Adjective	7/10	1/10	Fair control of adjectives receptively. No expressive control. Routinely repeated stimulus word following the blank space.
Preposition	4/10	0/10	Weak in receptive control of prepositions. Specific difficulty with behind, on, off, and over. No expressive control. Routinely repeated stimulus word following blank.
Comparative	4/5	0/5	Good receptive control of comparative.
Superlative	2/5	0/5	Some evidence of receptive control of superlative.
Future	1/10	0/10	Fair understanding of present progressive in "is ___ ing" and "are ___ ing" and of past. No understanding of future on receptive level.
Past	4/10	1/10	Tended to choose past for future and present progressive and to choose present progressive for future and past. Expressively only the present progressive appeared to elicit correct responses.
Pres. Prog. -is -are	3/5 4/5	0/5 4/5	However, this is an artifact of the test construction where the cue verb can be repeated and appear correct. Overall no expressive control of the future, past, present progressive or the verbs "to be" and "to have" was evident.
To Be		0/6	
To Have		0/4	