

# Adapting a Language Assessment Tool for Palestinian Children Between the Ages of 48-59 Months

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## ABSTRACT:

This poster will go through the process of adapting and translating a western language assessment tool into Palestinian Arabic: The Preschool Language Scale-4 (PLS-4)<sup>4</sup>. It will mention the reasons for adaptation and limitations encountered while implementing the tool on Arabic speaking children. Test and re-test gave reliable and valid results; this tool can safely be used to evaluate Arabic language.

## METHODOLOGY:

Setting: private KGS in Ramallah, Bethlehem and Beit Sahour.  
 Participants: 30 children  
 Ages: 48-59 months  
 Study design: pilot study

## Translated form:

	Item Number	Original Item	Modified Item
Auditory Comprehension (AC)	45	□45. Understands -er ending as one who... Materials: Picture Manual pages 34, 35, 36 Look at all the pictures. Point to the: skater.....E painter.....E drummer.....E (Pass: 2 correct)	□45. يستطيع أن يفهم التفاعيل الخاصة بالمهون الأدوات: كتيب الصور صفحة ٣٤, ٣٥, ٣٦ أنظر/ي الى جميع الصور. أشير/ي الى: متزلج.....E دهان.....E طبال.....E ( ٢ اجابات صحيحة )
	47	□47. Understands expanded sentences b. Julie found her shoes and umbrella under the bed.....E *(Name: Julie)	□47. يفهم الجمل الموسعة ب. وجدت لنا حذاءها و مظلتها تحت السرير.....E *(الاسم: لينا)
Expressive Communication (EC)	53	□53. Uses -er endings to indicate one who... Practice: what do we call a person who works on a farm? That person is called a farmer. What do we call a person who drives a bus? (Cue as needed) let's do more. A person who teaches is a...(teacher).....E A person who paints is a...(painter).....E A person who wins a game is the...(winner).....E (Pass: 1 correct)	□53. ينسب الى من يقوم بعمل ما تدريب: ماذا نسمي الشخص الذي يعمل في المزرعة؟ هذا الشخص يسمى المزارع. ماذا نسمي الشخص الذي يقود الحافلة؟ (تلميح حسب الحاجة) لنفعل المزيد. الشخص الذي يعلم هو... .....E (معلم) الشخص الذي يرسم هو... .....E (رسام) .....E الشخص الذي يفوز في لعبة هو... .....E (الفائز) E (اجابة صحيحة)

## INTRODUCTION:

When will my child speak his first words? Is it normal that until now he does not speak? Is my child's language development normal? When I receive these questions from parents, I would reply based on my five years of experience as a speech and language therapist. Were my answers reliable? Well, since they were not based on a properly researched assessment tool, I was not able to give a definitive answer. For this, the Preschool Language scale-4 (PLS-4) tool was adopted and translated into Palestinian Arabic.

## Reasons for adapting and translating the PLS-4

- Limited clinical resources<sup>1 2</sup>
- Disadvantaged services<sup>1 2</sup>
- Insufficient qualified speech and language therapists<sup>1 2</sup>
- Sporadic research on Arabic language development milestones<sup>1 3</sup>
- Inadequate assessment tools<sup>1 3</sup>
- Culturally inconvenient<sup>1 3</sup>

## Limitations of the study:

- Short data collection period
- Only 3 areas covered
- Pilot study (small sample size)
- Not whole test was translated and adapted
- Limited socioeconomic and cultural backgrounds

## References:

1- Khamis-Dakwar,R., Al-Askary,H., Benmamoun,A., Ouali,H., Green,H., Leung,T., & Al-Asbahi,K. (2012). Cultural and linguistic guidelines for language evaluation of Arab-American children using the Clinical Evaluation of Language Fundamentals (CELF).  
 2- Khamis-Dakwar, R., & Froud,K.(2012). Aphasia, Language, and Culture: Arabs in the  
 3- Wiig, E.H., & El-Halees, Y. (2000). Developing a language screening test for Arabic speaking children. *Folia Phoniatica et Logopaedica*, 52, 260-274.  
 4-Zimmerman, I. L., Steiner, V. G., & Pond, R. E. (2002). *Preschool language scale-4*. SanAntonio, TX: Harcourt Assessment.

## Results:

	Validity	Reliability	Correlation between domains
Auditory comprehension (AC)	0.282-0.539 items interrelated	0.987	AC & EC 0.886 AC & TL 0.976 EC & TL 0.963
Expressive communication (EC)	0.028-0.448 items less interrelated	0.883	
Total language (TL)	----	0.90	

## Conclusion:

The translated test showed to be valid and reliable based on the statistical results obtained. The validity of the Auditory Comprehension (AC) items appeared to be interrelated (item to entire subscale measure) as well as the expressive communication (EC). In addition, test and re-test after 7 days yielded reliable and consistent results. From these initial findings, we can opt to furtherly try to adapt the whole scale and include a wider socioeconomic and geographical areas..