

## Appendix 1

## Different Category of Hearing Loss

Degree of Impairment	Extent of Hearing Loss	Category
30 dB and below	Normal	Normal
31 dB to 40 dB	Slight	Hard-of-hearing
41 dB to 55 dB	Mild	
56 dB to 70 dB	Marked	
71 dB to 90 dB	Severe	Deaf
91 dB and above	Profound	

## Appendix 2

**Interview Questions****Semi-structured interview with the parents**

- 1) At what age is your child detected with a hearing loss ?  
What type of hearing loss?
- 2) What type of communication mode are you using with your child now?
- 3) Did you try other communication modes before ?
- 4) Why do you choose this mode of communication?
- 5) How long does it take you to learn it?
- 6) Does any one else in the family know this mode of communication?  
Who are the family members?
- 7) Do you think that your child's speech has improved after using this mode of communication?
- 8)<sup>4</sup> Do you understand your child's speech?
- 9) At what age does your child start to use the hearing-aids?
- 10) Does your child wear the hearing-aids on his/her own?
- 11) Does your child wear the hearing-aids the whole day?  
For how many hours?
- 11) Does your child enjoy reading ?
- 13) What types of books does he/she read ?
- 14) How many books can he/ she read in a week ?
- 15) Do you think that your child academic performance has progress?

## Appendix 2A

## Interview Analysis - Parents' Responses

Total number of interviewees = 22 parents

- 1) At what age is your child detected with a hearing loss?  
What type of hearing loss?

Age (months)	No. of Parents	Percentage (%)
Less than 24	-	-
25 - 36	8	36.4
37 - 48	14	63.6
More than 48	-	-

Types of hearing loss	No. of Parents	Percentage (%)
Severe	3	13.6
Severe to profound	6	27.3
Profound	13	59.1

- 2), What type of communication mode are you using with your child now?

Mode of Communication	No. of Parents	Percentage (%)
Oralism	-	-
Total Communication	-	-
Cued Speech	22	100
Others	8	36.4

- 3) Did you try any other communication modes before?

Yes = 12 parents (54.5%)

Mode of Communication	No. of Parents	Percentage (%)
Oralism	4	33.3
Total Communication	5	41.7
Cued Speech	-	-
Others	3	25

4) Why do you choose this mode of communication?

Reasons	No. of Parents	Percentage (%)
Easy to learn – simple	10	45.5
Easy to remember	12	54.5
Children learn to talk	16	72.7
Helps in communication	20	90.1

5) How long does it take you to learn it?

Time Taken	No. of Parents	Percentage (%)
1 – 2 weeks	-	-
2 – 4 weeks	9	40.9
4 – 6 weeks	9	40.9
More than 6 weeks	4	18.2

6) Does anyone else in the family know this mode of communication?

Who are they?

Yes = 22 Parents (100%)

Family Members	No. of Parents	Percentage (%)
Mother	20	90.9
Father	14	63.7
Siblings	13	59.1
Relatives/Guardians	2	9.1

7) Do you think that your child's speech has improved after using this mode of communication?

Yes = 22 Parents (100%)

Speech (articulation)	No. of Parents	Percentage (%)
No speech	-	-
Poor (no audible)	4	18.2
Average (understandable)	12	54.5
Good (clear)	6	27.3



8) Do you understandable your child's speech?

Yes = 15 Parents (68%)    No = 7 Parents (32%)

Speech Clarity	No. of Parents	Percentage (%)
Poor	7	31.8
Average	9	40.9
Clear	6	27.3

9) At what age does your child start to use the hearing-aids?

Age Wearing Hearing-aids	No. of Parents	Percentage (%)
Less than 24 months	-	-
25 – 36 months	3	13.6
37 – 48 months	12	54.5
More than 48 months	7	31.9

10) Does your child wear the hearing-aids on his/her own?

Management	No. of Parents	Percentage (%)
Independent	15	68.1
Require little assistance	6	27.3
Require much assistance	1	4.6

11) Does your child wear the hearing-aids the whole day? For how many hours?

Daily Usage (hours)	No. of Parents	Percentage (%)
Less than 5	-	-
5 – 10	7	31.8
10 – 15	15	68.2
More than 15	-	-

12) Does your child enjoy reading?

Interest in Reading	No. of Parents	Percentage (%)
Not at all	-	-
A little	7	31.8
Average	11	50
A lot	4	18.2

13) What types of books does he/she read?

Reading Materials	No. of Parents	Percentage (%)
Comics	22	100
Fiction	3	13.6
Non-fiction	17	77.3
Newspapers	9	41.1
Others (magazines)	5	22.7

14) How many books can he/she read in a week?

No. of Books Read	No. of Parents	Percentage (%)
Less than 2	-	-
3 - 5	8	36.4
6- 8	10	45.4
More than 9	4	18.2

15) Do you think that your child academic performance has progress?

Progress Made	No. of Parents	Percentage (%)
No progress	-	-
Little progress	5	22.7
Moderate progress	7	31.8
A lot of progress	10	45.5

## Appendix 3

**Interview Questions****Semi-structured interviews with the teachers.**

1. How long have you been teaching ?
2. How long have you been teaching the hearing-impaired?
3. What type of communication mode are you using with your pupils ?
4. Do you know any other types of communication modes ? What are they?
5. Which communication mode do you prefer to use? Why is that so?
6. How long does it take you to learn it?
7. Do you think that your pupils learn faster and better using this mode of communication?
8. Are your pupils wearing hearing-aids in school?
- 9) Do you use any other hearing device?
- 10) What do you think of your pupils' speech ?
- 11) Are they talking using words, phrases or sentences ?
- 12) Do your pupils' enjoy reading?
- 13) What types of books do they read?
- 14) How many books do they read in a week?
- 15) How do you rate your pupils' overall academic achievement ?

## Appendix 3A

## Interview Analysis - Teachers' Responses

Total number of interviewees = 5 teachers

1) How long have you been teaching?

No. of Years	No. Of Teachers	Percentage (%)
Less than 5	3 (temporary)	60
5 – 10	-	-
10 – 15	1 (trained)	20
More than 15	1 (trained)	20

2) How long have you been teaching the hearing-impaired?

No. of Years	No. of Teachers	Percentage (%)
Less than 1	3	60
1 – 5	2	40
5 – 10	-	-

3) What type of communication mode are you using with your pupils?

Mode of Communication	No. of Teachers	Percentage (%)
Oralism	3	60
Total Communication	3	60
Cued Speech	2	40
Others	1	20

4) Do you know any other types of communication modes? What are they?

Mode of Communication	No. of Teachers	Percentage (%)
Oralism	5	100
Total Communication	5	100
Cued Speech	2	40
Others	1	20

5) Which communication mode do you prefer to use? Why is that so?

Preference	No. of Teachers	Percentage (%)
Total Communication	1	20
Cued Speech	4	80

Reasons	No. of Teachers	Percentage (%)
Easy to learn – simple	3	60
Easy to remember	4	80
Children learn to talk	5	100
Helps in communication	4	80

6) How long does it take you to learn it?

No. of response = 2 teachers

Time taken	No. of Teachers	Percentage (%)
1 – 2 weeks	-	-
2 – 4 weeks	2	40
4 – 6 weeks	-	-
More than 6 weeks	-	-
No response	3	60

7) Do you think that your students learn faster and better using this mode of communication?

Yes	2	40
No	-	-
No response	3	60

8) Are your pupils wearing hearing-aids in school?

Hearing-aids Usage	No. of Teachers	Percentage (%)
Always	18	82
Sometimes	4	18
Rarely	-	-

9) Do you use any other hearing device?

Hearing Devices	No. of Teachers	Percentage (%)
Hearing-aids(BTE)	-	-
FM System	2	40

10) What do you think of your pupils speech?

Speech production	No. of Teachers	Percentage (%)
No Speech	-	-
Poor ( not audible)	1	20
Average (understandable)	2	40
Good (clear)	2	40

11) Are they talking using words, phrases or sentences?

Speech Production	No. of Teachers	Percentage (%)
Words	1	20
Phrases	2	40
Sentences	2	40

12) Do your pupils enjoy reading?

Reading Interest	No. of Teachers	Percentage
Not at all	-	-
A little	1	20
Average	1	20
A lot	2	40
No response	1	20

13) What types of books do they read?

Reading Materials	No. of Teachers	Percentage (%)
Comics	3	60
Fiction	2	40
Non-fiction	3	60
Newspapers	1	20
Others (magazines)	3	60

14) How many books do they read in a week?

No. of Books Read	No. of Teachers	Percentage (%)
Less than 2	1	20
3 – 5	2	40
6 – 8	1	20
More than 9	-	-
No response	1	20

15) How do you rate your pupils overall academic achievement?

Academic Achievement	No. of Teachers	Percentage (%)
No progress	-	-
Little progress	3	60
Moderate progress	4	80
A lot of progress	4	80

## Appendix 4

**Interview Questions****Semi-structured interviews with the pupils**

- 1) How old are you now ?
- 2) What year are you studying?
- 3) What type of communication mode are you using with your parents, teachers and friends?
- 4) Do you know of any other types of communication modes? What are they?
- 5) Which communication mode do you prefer to use? Why is that so?
- 6) Does anyone else in the family know this mode of communication?  
Who are the family members?
- 7) Can you speak before you learn this mode of communication?
- 8) What do you think of your speech now? Do you think other people understand what you are talking about ?
- 9) Do you wear the wearing hearing aids on your own?
- 10) How often do you wear them?
- 11) Do you use any other hearing devices in school?
- 12) Do you enjoy reading books?
- 13) What type of books do you like to read ?
- 14) How many books can you read in a week?
- 15) Do you think that you have made progress since using this mode of communication?



## Appendix 4A

## Interview Analysis – Students' Responses

Total number of interviewees = 22 students

## 1) How old are you now?

Age	No. of Students	Percentage (%)
7	5	22.7
8	6	27.3
9	5	22.7
10	6	27.3

## 2) What year are you studying?

Year	No. of Students	Percentage (%)
2 <sup>nd</sup>	11	50
4 <sup>th</sup>	11	50

## 3) What type of communication mode are you using now with your parents, teachers and friends?

Mode of Communication	No. of Students	Percentage (%)
Oralism	-	-
Total Communication	-	-
Cued Speech	22	100
Others	-	-

4) Do you know any other types of communication modes? What are they?

Other Types	No. of Students	Percentage (%)
Oralism	-	-
Total Communication	5	22.7
Others	-	-
No response	17	77.3

5) Which communication mode do you prefer to use? Why is that so?

Preference	No. of Students	Percentage (%)
Total Communication	4	18.2
Cued Speech	18	81.8

Reasons	No. of Students	Percentage (%)
Easy to learn – simple	20	91
Easy to remember	22	100
I can talk	15	68.2
Helps in communication	22	100

6) Does anyone else in the family know this mode of communication?  
Who are they?

Family Members	No. of Students	Percentage (%)
Mother	20	91
Father	10	45.5
Siblings	11	50
Relatives/Guardians	2	9.1

7) Can you speak before you learn this mode of communication?

Speech (Vocalization)	No. of Students	Percentage (%)
Not vocal	15	68.2
Vocal	7	31.84

- 8) What do you think of your speech now? Do you think that other people understand what you are talking about?

Speech Production	No. of Students	Percentage (%)
No speech	-	-
Poor (audible)	6	27.3
Average (understandable)	10	45.4
Good (clear)	6	27.3

- 9) Do you wear the hearing-aids on your own?

Management	No. of Students	Percentage (%)
Independent	15	68.2
Require little assistance	5	22.7
Require much assistance	2	9.1

- 10) How often do you wear them?

Daily Usage (hours)	No. of Students	Percentage (%)
Less than 5	-	-
5 – 10	7	31.8
10 – 15	14	63.7
More than 15	-	-
No response	1	4.5

- 11) Do you use any other hearing devices in school?

Hearing Devices	No. of Students	Percentage (%)
Hearing-aids (BTE)	22	100
FM System	22	100

12) Do you enjoy reading books?

Interest in Reading	No. of Students	Percentage (%)
Not at all	-	-
A little	4	18.2
Average	12	54.5
A lot	6	27.3

13) What type of books do you like to read?

Reading Materials	No. of Students	
Comics	20	91
Fiction	5	22.7
Non-fiction	18	81.8
Newspapers	5	22.7
Others(magazines)	5	22.7

14) How many books can you read in a week?

No. of Books Read	No. of Students	
Less than 2	2	9.1
3 – 5	8	36.4
6 – 8	10	45.4
More than 9	2	9.1

15) Do you think that you have made progress since using this mode of communication?

Progress Made	No. of Students	Percentage (%)
No progress	-	-
Little progress	7	31.8
Moderate progress	7	31.8
A lot of progress	7	31.8
No response	1	4.6

THE BURT (REARRANGED) WORD READING TEST
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NAME: \_\_\_\_\_

SCORE : \_\_\_\_\_

SCHOOL : \_\_\_\_\_

READING AGE : \_\_\_\_\_

DATE OF TEST : \_\_\_\_\_ AGE : \_\_\_\_\_

EXAMINER'S INITIALS : \_\_\_\_\_

DATE OF BIRTH : \_\_\_\_\_

to	is	he	at	up
for	an	of	his	or
sun	went	just	big	my
that	girl	day	pot	one
boys	no	water	some	told
wet	things	sad	carry	now
nurse	quickly	love	scramble	village
shelves	return	terror	known	journey
beware	twisted	luncheon	explorer	obtain
tongue	steadiness	projecting	serious	commenced
scarcely	domineer	labourers	fringe	nourishment
belief	trudging	exhausted	formulate	overwhelmed
universal	circumstances	urge	destiny	glycerine
motionless	events	reputation	perambulating	melodrama
apprehend	ultimate	humanity	contemptuous	atmosphere
perpetual	theory	excessively	emergency	philosopher
autobiography	economy	binocular	fatigue	exorbitant
champagne	melancholy	physician	efficiency	influential
atrocious	terminology	mercenary	renown	refrigerator
encyclopedia	constitutionally	unique	contagion	palpable
hypocritical	fallacious	phlegmatic	microscopical	eccentricity
subtlety	alienate	ingratiating	poignancy	phthisis

Comments :

Revised Norms for Burt (Rearranged) Word Reading Test

Score		2	3	4	5	6	7	8	9	10
Reading Age		5.3	5.3	5.4	5.5	5.5	5.6	5.6	5.7	5.7
Score	11	12	13	14	15	16	17	18	19	20
Reading Age	5.8	5.9	5.9	5.10	5.11	5.11	6.0	6.1	6.1	6.2
Score	21	22	23	24	25	26	27	28	29	30
Reading Age	6.2	6.3	6.4	6.5	6.5	6.6	6.7	6.8	6.8	6.9
Score	31	32	33	34	35	36	37	38	39	40
Reading Age	6.9	6.10	6.11	7.0	7.1	7.2	7.3	7.4	7.5	7.5
Score	41	42	43	44	45	46	47	48	49	50
Reading Age	7.6	7.7	7.8	7.9	7.10	7.11	8.0	8.1	8.2	8.3
Score	51	52	53	54	55	56	57	58	59	60
Reading Age	8.4	8.5	8.6	8.7	8.8	8.9	8.10	9.0	9.1	9.2
Score	61	62	63	64	65	66	67	68	69	70
Reading Age	9.3	9.4	9.6	9.7	9.8	9.9	9.10	10.0	10.1	10.2
Score	71	72	73	74	75	76	77	78	79	80
Reading Age	10.3	10.4	10.6	10.7	10.9	10.10	10.11	11.0	11.1	11.3
Score	81	82	83	84	85	86	87	88		
Reading Age	11.4	11.5	11.6	11.7	11.9	11.10	11.11	12.0		

## Appendix 6

HOLBORNE READING SCALE

1.	The dog got wet and Tom had to rub him dry.	5.09
2.	He was a very good boy to give you some sweets.	6.00
3.	My sister likes me to open my book and read to her.	6.03
4.	Go away and hide behind that door where we found you just now.	6.06
5.	Please don't let anyone spoil these nice fresh flowers.	6.09
6.	The string had eight knots in it which I had to untie.	7.00
7.	Wine is made from the juice of grapes which grow in warm countries.	7.03
8.	Mary went to the grocer's and bought some sugar and some syrup.	7.06
9.	Quench your thirst by drinking a glass of our sparkling ginger ale.	7.09
10.	The people could scarcely obtain enough food to remain healthy.	8.00
11.	Elizabeth had her hair thoroughly combed and her fringe cut.	8.03
12.	By stretching up, George just managed to touch the garage ceiling.	8.06
13.	Father had a brief telephone conversation with my cousin Philip.	8.09
14.	This coupon entitles you to a specimen piece of our delicious toffee.	9.00
15.	The chemist could not suggest a satisfactory remedy for my headache.	9.03
16.	Nobody recognised Roger in his disguise as a police official.	9.06
17.	Leonard was engaged by the Irish Linen Association to act as their London agent.	9.09
18.	Judged by his photographs, your nephew certainly is a peculiar character.	10.00
19.	The examiner was impatient when I hesitated over a difficult phrase in my reading.	10.03

20.	Delicate individuals should gradually be accustomed to gentle physical exercise.	10.06
21.	The musician whose violin was interfered with has our sincere sympathy.	10.09
22.	The soloist was not in a convenient position for seeing everyone in his audience.	11.00
23.	Christopher omitted to acknowledge the receipt of Michael's annual subscription.	11.03
24.	The secretary said there had been a substantial increase in the society's expenditure.	11.06
25.	The Borough Council decided to celebrate the occasion by organizing a gigantic sports festival.	11.09
26.	It is essential that engineering apprentices should acquire some good technical qualifications.	12.00
27.	Particulars of the careers of eminent men will be found in any good encyclopaedia or biographical dictionary.	12.03
28.	Certificates of insurance will be issued to all policy holders paying the necessary premium.	12.06
29.	The ceremony ended, appropriately enough, with the choir and orchestra joining in the national Anthem.	12.09
30.	It is both a newspaper which chronicles events and a magazine with the usual miscellaneous features.	13.00
31.	The necessity for accelerating the work of the Economic Conference was repeatedly emphasized.	13.03
32.	These documents constitute an authoritative record of a unique colonial enterprise.	13.06
33.	Psychology is a science which seems to fascinate both the adult and the adolescent student.	13.09



## Appendix 6A

## Test Scores

Subjects	Burt Word Test	Burt Reading Age	Holborn R.A.
1	69	10:01	9:09
2	56	8:09	7:03
3	58	9:00	8:00
4	45	7:10	7:09
5	46	7:11	8:00
6	71	10:03	8:09
7	66	9:09	7:09
8	53	8:06	8:09
9	59	9:01	9:06
10	73	10:06	8:09
11	41	7:06	8:00
12	54	8:06	8:00
13	32	6:10	7:03
14	45	7:10	7:06
15	29	6:09	7:09
16 <sup>a</sup>	39	7:05	6:00
17	44	7:09	7:09
18	47	8:00	7:00
19	35	7:02	7:09
20	33	6:11	6:03
21	52	8:05	7:09
22	41	7:06	7:06

FER - NELSON GROUP READING TEST 6 - 12

FORM A

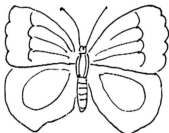
PUPIL	TEST RESULTS
Pupil 's Name _____	Raw Score _____
Class _____ School _____	Standardised score _____
Today's Date _____	Other Test Score-----
Date of Birth _____	Attitude A - B - C - D - E
Age _____ Years _____ Months	Comment _____

Look at each list of 5 words.  
Find the word that fits the picture.  
Draw a ring round this word.  
Look at the exmple below to see how you  
do it. If you make a mistake, put a line  
through the word you have ringed like this,  
cat

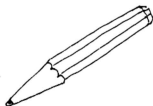
hall  
horse  
house  
show  
mouse



monkey  
butterfly  
chimney  
paper  
apple



nail  
pencil  
ship  
pin  
hand



cat  
taper  
ladder  
pram  
garden



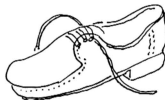
4

nose  
ear  
mouth  
dish  
cart



5

slip  
shoe  
walk  
game  
toe



Look at the sentence in question 6.  
Find the word that best fits in the gap.  
Draw a ring round this word.  
Look at the example below to see how  
you do it.  
Do not write the word in the gap.

The \_\_\_\_\_ bit the man.

log  
dog  
car  
pen  
bag

6 Her mother \_\_\_\_\_ she had to stay in.

said  
rode  
worked  
sad  
cannot

Turn over and answer all the other sentences in the same way.

I looked at myself in the \_\_\_\_\_

mirror  
bat  
mirage  
roof  
face

She may \_\_\_\_\_ her book first.

finish  
stand  
spell  
sit  
catch

He turned the \_\_\_\_\_ in the lock.

screw  
pencil  
key  
bolt  
latch

Tom's baby sister is a \_\_\_\_\_.

boy  
brother  
son  
girl  
grill

Mary picked a \_\_\_\_\_ off the tree.

net  
set  
tom  
nut  
ten

They played \_\_\_\_\_ when it rained.

done  
high  
under  
down  
inside

She picked a \_\_\_\_\_ of flowers.

lunch  
bunch  
branch  
launch  
bustle

14 " \_\_\_\_\_ kind of a dog is that?" she asked.

What  
When  
That  
Hate  
Bark

15 Bob \_\_\_\_\_ the string with a knife.

tied  
cut  
chewed  
fetched  
bent

16 My brother is three years \_\_\_\_\_ than I am.

young  
taller  
wider  
older  
sister

17 \_\_\_\_\_ the gate as you go out.

Bolt  
Garden  
Fence  
Please  
Stand

18 When the lights failed we lit the \_\_\_\_\_.

candles  
camels  
handles  
bundles  
cradles

19 Do not \_\_\_\_\_ where you put the key.

pick  
forget  
expect  
climb  
slip

20 After the storm we saw a \_\_\_\_\_ in the sky.

reindeer  
thunder  
railing  
rainbow  
rally

## Appendix 7A

## Test Scores

Subjects	NFER Nelson (20/20)	Percentage (%)
1	15	75
2	13	65
3	12	60
4	9	45
5	10	50
6	7	35
7	7	35
8	6	30
9	8	40
10	12	60
11	15	75
12	8	40
13	10	50
14	10	50
15	9	45
16	9	45
17	9	45
18	12	60
19	7	35
20	9	45
21	9	45
22	12	60

## SPELLING TEST : SPELLING AGE

Stop after ten  
consecutive errors

Note: sexist emphasis  
in the sentences

From : Success In Spelling  
by Margaret L Peters Pg79

- |            |   |                   |  |
|------------|---|-------------------|--|
| 1. ON      | Will you put the kettle on?             | 40. BEAUTIFUL     | The flower are beautiful.                    |
| 2. THE     | The boy is here.                        | 41. ORCHESTRA     | The musician played in an orchestra.         |
| 3. GO      | When will you go?                       | 42. EQUALLY       | They shared the sweets equally.              |
| 4. ME      | Please give it to me.                   | 43. APPRECIATE    | I appreciate your kindness.                  |
| 5. HERE    | Put it here.                            | 44. FAMILIAR      | His face was familiar.                       |
| 6. FOR     | It is not for me.                       | 45. ENTHUSIASTIC  | She was very enthusiastic.                   |
| 7. SIT     | Where will you sit?                     | 46. SIGNATURE     | She wrote her signature.                     |
| 8. SO      | She went so quickly.                    | 47. BREATHE       | Fresh air is good to breathe.                |
| 9. OF      | The father of the boy.                  | 48. PERMANENT     | The road is permanent.                       |
| 10. JAM    | Do you like sandwiches made of jam?     | 49. SUFFICIENT    | The food is sufficient.                      |
| 11. HOT    | The water is hot.                       | 50. SURPLUS       | These stocks are surplus.                    |
| 12. CUP    | Will you have another cup?              | 51. CUSTOMARY     | It is customary to shake hands.              |
| 13. VAN    | The furniture came in a van.            | 52. ESPECIALLY    | This is especially for you.                  |
| 14. LOST   | The dog was lost.                       | 53. MATERIALLY    | It is not materially different.              |
| 15. PLAN   | I have a good plan.                     | 54. CEMETERY      | The cemetery was cool and silent.            |
| 16. MUD    | Their shoes were covered with mud.      | 55. LEISURE       | His leisure was spent in the garden.         |
| 17. BEG    | If the dog wants a biscuit it will beg. | 56. FRATERNALLY   | She wrote fraternally to her friend.         |
| 18. ARE    | They are here.                          | 57. SUCCESSFUL    | The boy was successful.                      |
| 19. DO     | What will you do?                       | 58. DEFINITE      | She made a definite promise.                 |
| 20. WHO    | Who are you?                            | 59. EXHIBITION    | There was an exhibition of work.             |
| 21. SHIP   | We went in a ship.                      | 60. APPARATUS     | The apparatus was used in an experiment.     |
| 22. FOOD   | We must buy food.                       | 61. MORTGAGE      | The woman took out a mortgage on the house.  |
| 23. FIRE   | Light the fire.                         | 62. EQUIPPED      | The camp was well equipped.                  |
| 24. THIN   | The woman was tall and thin.            | 63. SUBTERRANEAN  | This is a subterranean tunnel.               |
| 25. DATE   | What is the date?                       | 64. POLITICIAN    | The politician spoke with ease.              |
| 26. CHOP   | The butcher will chop the meat.         | 65. MISCELLANEOUS | This is a miscellaneous collection of goods. |
| 27. SEEM   | It does not seem like winter.           | 66. EXAGGERATE    | Do not exaggerate your claim.                |
| 28. DART   | The boy threw a dart.                   | 67. GUARANTEE     | The new car had a year's guarantee.          |
| 29. LOUD   | Her voice was loud.                     |                   |  |
| 30. FORM   | What form are you in?                   |                   |  |
| 31. EYE    | The children sat on a form.             |                   |  |
| 32. FIGHT  | Shut your eye.                          |                   |  |
| 33. FRIEND | The boy will fight.                     |                   |  |
| 34. DONE   | She is my friend.                       |                   |  |
| 35. ANY    | What have you done?                     |                   |  |
| 36. GREAT  | Are there any left?                     |                   |  |
| 37. SURE   | It was a great big animal.              |                   |  |
| 38. WOMEN  | I am sure.                              |                   |  |
| 39. ANSWER | Many women stood and waited.            |                   |  |
|            | Will you please answer my question?     |                   |  |

# SPELLING TEST

from *Success in Spelling* by Margaret L Peters (page 79)

For spelling ages 5 - 15 years

Total test = 67 words

Stop administering the test after child makes 10 consecutive errors

\* Note sexist emphasis of sentences used. May be changed to balance male : female (gender)

## TABLE OF NORMS FOR SPELLING TEST

Mark/Spg Age	Mark/Spg Age	Mark/Spg Age	Mark/Spg Age	Mark/Spg Age
0 5.0	14 6.5	28 8.2	37 10.5	52 13.5
1 5.2	15 6.6	29 8.3		53
2 5.3	16 6.7		38 11.0	54
3 5.4	17 6.8	30 8.5		55
4 <sup>a</sup> 5.5			39 11.6	56
5 5.6	18 7.0	31 8.7		57 14.0
6 5.7	19 7.1		40 12.3	58
	20 7.2	32 9.0	41 12.4	59
7 5.8	21 7.3		42 12.5	60
8 5.9		33 9.2	43 12.6	61
9 6.0	22 7.5		44 12.7	62 14.5
	23 7.6	34 9.5	45 12.8	63
10 6.1	24 7.7		46 12.9	64
11 6.2	25 7.8	35 9.8	47 13.0	65
12 6.3	26 7.9			66
13 6.4	27 8.1	36 10.2	50 13.3	67 15.0

<sup>a</sup> French and Duck, 1958. Supplemented it upper end by Grade 13 and Spelling Test (Schonell, 1950) with 100 words.

























## Appendix 8A

## Test Scores

Subjects	Spelling Test (M. Peters)	Spelling Age
1	37	10:05
2	20	7:02
3	25	7:08
4	21	7:03
5	18	7:00
6	28	8:02
7	30	8:05
8	23	7:06
9	18	7:00
10	35	9:08
11	23	7:06
12	25	7:08
13	24	7:07
14	15	6:06
15	18	7:00
16	9	6:00
17	25	7:08
18	26	7:09
19	20	7:02
20	18	7:00
21	22	7:05
22	13	6:04

## Appendix 9

SPEECH PRODUCTION TEST 1  
 Consonants and rate of utterance

							
path	tap	car	boy	door	girl	mother	nine
							
ring	white	fish	thin	sea	shoe	chair	window
							
van	the zebra	measure	jump	lamb	run	yellow	hop



# PHONETIC INVENTORY

NAME : \_\_\_\_\_

a) Initial syllable and word initial

m	n	ny	ng
p	b	t	d
tʃ	dz	k	g
s	z	r	l
w			

b) Medial syllable or within word

m	n	y	ng
p	b	t	d
tʃ	dz	k	g
s	z	r	l
w			

c) Final syllable

m	n	ny	ng
p	b	t	d
tʃ	dz	k	g
s	z	r	l
w			

Comments :

---



---

## Appendix 9A

Test Scores

Speech Test

Subjects	Initial	Median	Final	Utterances	Percentage%
1	19	12	17	3 - 7	70
2	19	12	16	1 - 2	15
3	17	7	13	1 - 3	50
4	15	8	13	1 - 3	30
5	18	18	10	1 - 3	30
6	17	15	12	3 - 7	90
7	16	18	7	3 - 7	80
8	12	15	17	3 - 7	50
9	7	7	13	1 - 3	30
10	14	11	14	3 - 7	90
11	15	6	16	1 - 2	15
12	16	12	13	3 - 7	70
13	8	4	8	3 - 7	50
14	15	9	15	3 - 7	80
15	13	11	12	3 - 7	70
16	10	14	13	3 - 7	50
17	11	13	9	1 - 3	30
18	12	10	14	1 - 2	15
19	12	16	7	1 - 3	15
20	16	12	6	3 - 7	50
21	18	16	9	3 - 7	50
22	13	13	10	1 - 3	30





## Appendix 10

## Test Analysis




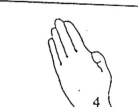




Subjects	Age (1.1.99)	Burt R.A.	Holborn R.A.	Spelling Age
1	10:10	10:01	9:09	10:05
2	10:07	8:09	7:03	7:02
3	10:06	9:00	8:00	7:08
4	10:05	7:10	7:09	7:03
5	10:05	7:11	8:00	7:00
6	10:03	10:03	8:09	8:02
7	9:08	9:09	7:09	8:05
8	0:05	8:06	8:09	7:06
9	9:04	9:01	9:06	7:00
10	9:02	10:06	8:09	9:08
11	9:02	7:06	8:00	7:06
12	8:11	8:06	8:00	7:08
13	8:10	6:10	7:03	7:07
14	8:09	7:10	7:06	6:06
15	8:07	6:09	7:09	7:00
16	8:05	7:05	6:00	6:00
17	8:03	7:09	7:09	7:08
18	7:09	8:00	7:00	7:09
19	7:08	7:02	7:09	7:02
20	7:07	6:11	6:03	7:00
21	7:05	8:05	7:09	7:05
22	7:05	7:06	7:06	6:04

# CUED SPEECH IN ENGLISH

## HAND POSITIONS FOR ENGLISH VOWELS

 <p>a ɜ ə [o]</p>	 <p>æ ɪ ʊ</p>	 <p>e ɒ u</p>	 <p>i ɔ ʌ</p>
---	--	--	--

## HAND SHAPES FOR ENGLISH CONSONANTS

 <p>1.</p> <p>d p ʒ</p>	 <p>2.</p> <p>k v z ʔ</p>	 <p>3.</p> <p>h s r</p>	 <p>4.</p> <p>b n m</p>
 <p>5.</p> <p>m f t</p>	 <p>6.</p> <p>l w ʃ</p>	 <p>7.</p> <p>g dʒ θ</p>	 <p>8.</p> <p>ŋ j tʃ</p>

## Appendix 13

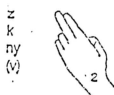
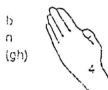
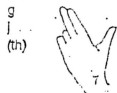
CUED SPEECH IN MALAY  
PERTUTURAN KIU BAHASA MALAYSIA  
(PKBM)

## Hand positions and hand shapes

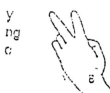
## VOWELS



## CONSONANTS

dapur khaszakat nyaSaharabinamuftisywa

gajah



yang cacar

## Appendix 11

## Personal Details

Subjects	Age (1.1.1999)	Gender	Race	Hearing loss	Age detected	Hearing- aids worn
1	10:10	Male	Malay	Severe-to Profound	2:03	2:07
2	10:07	Female	Chinese	Profound	3:02	3:08
3	10:06	Female	Malay	Severe-to Profound	3:00	3:06
4	10:05	Female	Malay	Profound	3:08	4:05
5	10:05	Female	Chinese	Profound	3:00	3:06
6	10:03	Female	Indian	Severe	3:06	4:02
7	9:08	Female	Malay	Severe	3:04	3:03
8	9:05	Male	Malay	Profound	3:09	4:05
9	9:04	Male	Chinese	Profound	3:06	3:09
10	9:02	Female	Malay	Severe-to Profound	2:05	2:09
11	9:02	Male	Chinese	Profound	3:06	4:00
12	8:11	Male	Malay	Severe	2:04	3:03
13	8:10	Male	Malay	Profound	3:03	3:06
14	8:09	Male	Malay	Severe-to Profound	3:09	4:03
15	8:07	Male	Malay	Severe-to Profound	3:05	3:08
16	8:05	Male	Malay	Profound	3:09	4:02
17	8:03	Male	Chinese	Profound	2:06	3:06
18	7:09	Male	Chinese	Profound	3:10	4:06
19	7:08	Female	Malay	Profound	3:09	4:04
20	7:07	Male	Malay	Profound	2:09	3:00
21	7:05	Male	Chinese	Severe-to Profound	2:10	3:05
22	7:05	Male	Chinese	Profound	3:08	4:00

## Appendix 14

## MANUAL ALPHABET

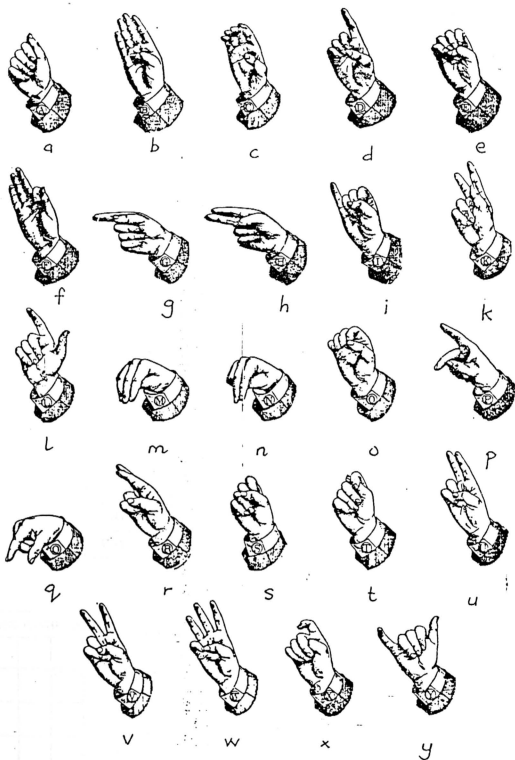
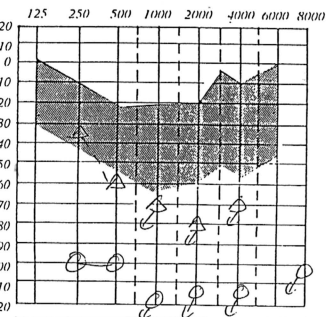


Figure 1. Depicts an alphabetical listing of the stimuli used in this study. The actual letters shown in this Figure were opaqued from the pictures of the dactylemes.

KANAN

FREKUENSI (Hz)



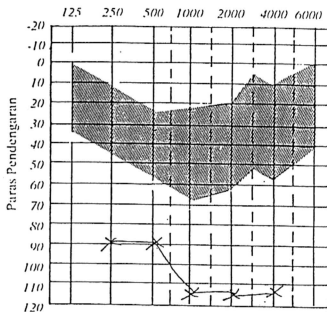
PETUNJUK

PURE TONE AUDIOGRAM	Kn.	Kr.
AIR UNMASKED	○	×
AIR MASKED	●	⊗
BONE UNMASKED	△	△
BONE MASKED	[	]
NO RESPONSE	↙	↘
COULD NOT TEST	CNT	
DID NOT TEST	DNT	

AUDIOMETER

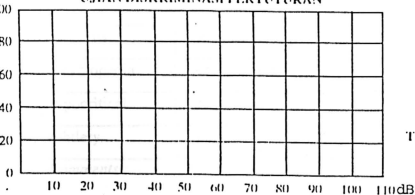
KIRI

FREKUENSI (Hz)



KOMEN

UJIAN DISKRIMINASI PERTUTURAN



KEKUATAN

TANDATANGAN



# THE BURT (REARRANGED) WORD READING TEST

NAME: Aileen  
 SCHOOL: \_\_\_\_\_  
 DATE OF TEST: \_\_\_\_\_ AGE: 9-02  
 DATE OF BIRTH: \_\_\_\_\_

SCORE: 73  
 READING AGE: 10.6  
 EXAMINER'S INITIALS: \_\_\_\_\_

to ✓	is ✓	he ✓	at ✓	up ✓
for ✓	an ✓	of ✓	his ✓	or ✓
sun ✓	went ✓	just ✓	big ✓	my ✓
that ✓	girl ✓	day ✓	pot ✓	one ✓
boys ✓	no ✓	water ✓	some ✓	told ✓
wet ✓	things ✓	sad ✓	carry ✓	now ✓
nurse ✓	quickly ✓	love ✓	scramble ✓	village ✓
shelves ✓	return ✓	terror ✓	known ✓	journey ✓
beware ✓	twisted ✓	luncheon ✓	explorer ✓	obtain ✓
tongue ✓	steadiness ✓	projecting ✓	serious ✓	commenced ✓
scarcely ✓	domineer ✓	labourers ✓	fringe ✓	nourishment ✓
belief ✓	trudging ✓	exhausted ✓	formulate ✓	overwhelmed ✓
universal ✓	circumstances ✓	urge ✓	destiny ✓	glycerine ✓
motionless ✓	events ✓	reputation ✓	perambulating ✓	melodrama ✓
apprehend ✓	ultimate ✓	humanity ✓	contemptuous ✓	atmosphere ✓
perpetual ✓	theory ✓	excessively ✓	emergency ✓	philosopher ✓
autobiography ✓	economy ✓	binocular ✓	fatigue ✓	exorbitant ✓
champagne ✓	melancholy ✓	physician ✓	efficiency ✓	influential ✓
atrocious ✓	terminology ✓	mercenary ✓	renown ✓	refrigerator ✓
encyclopedia ✓	constitutionally ✓	unique ✓	contagion ✓	palpable ✓
hypocritical ✓	fallacious ✓	phlegmatic ✓	microscopical ✓	eccentricity ✓
subtlety ✓	alienate ✓	ingratiating ✓	poignancy ✓	phthisis ✓

Comments :

PUPIL

Pupil's Name Sun Shin Hui

Class 4 School \_\_\_\_\_

Today's Date \_\_\_\_\_

Date of Birth \_\_\_\_\_

Age 10 Years \_\_\_\_\_ Months

TEST RESULTS

Raw Score 15/20

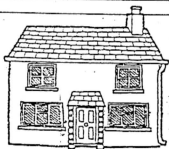
Other Test Score \_\_\_\_\_

Attitude A-B-C-D-E

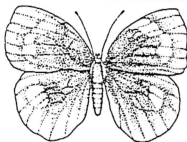
Comment \_\_\_\_\_

Look at each list of 5 words.  
Find the word that fits the picture.  
Draw a ring round this word.  
Look at the example below to see how you  
do it. If you make a mistake, put a line  
through the word you have ringed like  
this. cat

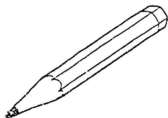
hall  
horse  
house  
show  
mouse



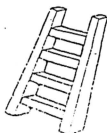
monkey  
butterfly  
chimney  
paper  
apple



nail  
pencil  
ship  
pin  
band



get  
paper  
adder  
ram  
urdon



4

nose  
ear  
mouth  
dish  
cart



5

slip  
shoe  
walk  
game  
ice



Look at the sentence in question 6.  
Find the word that best fits in the gap.  
Draw a ring round this word.  
Look at the example below to see  
how you do it.  
Do not write the word in the gap.

The \_\_\_\_\_ bit the man.

log  
dog  
can  
pen  
bag

6

Her mother \_\_\_\_\_ she had to stay in.

said  
rode  
worked  
sad  
cannot

... myself in the

error  
at  
virage  
prof  
ance

he may — her book first.

inish  
stand  
pell  
it  
atch

He turned the — in the lock.

screw  
pencil  
key  
bolt  
atch

Tom's baby sister is a —.

boy  
brother  
son  
girl  
gnil

Mary picked a — off the tree.

net  
ser  
tom  
nut  
ten

They played — when it rained.

done  
high  
under  
down  
inside

She picked a — of flowers.

lunch  
bunch  
branch

What  
When  
That  
Hate  
Bark

15 Bob — the string with a knife.

tied  
cut  
chewed  
fetched  
bent

16 My brother is three years — than I am.

young  
taller  
wider  
older  
sister

17 — the gate as you go out.

Bolt  
Garden  
Fence  
Please  
Stand

18 When the lights failed we lit the —.

candles  
camels  
handfes  
bundles  
cradles

19 Do not — where you put the key.

pick  
forget  
expect  
climb  
slip

20 After the storm we saw a — in the

reindeer  
bunder  
elling

Name: 1 for Tim Choy is 9

- |           |    |      |
|-----------|----|------|
| 1. on     | 16 | wand |
| 2. the    | 17 | bag  |
| 3. go     | 18 | are  |
| 4. me     | 19 |      |
| 5. he's   | 20 |      |
| 6. four   |    |      |
| 7. sit    |    |      |
| 8. so     |    |      |
| 9. off    |    |      |
| 10. jims  |    |      |
| 11. hot   |    |      |
| 12. cap   |    |      |
| 13. van   |    |      |
| 14. loaf  |    |      |
| 15. plain |    |      |

Name Jemy Ratel

Phonetic inventory

(a) syllable initial and word initial eg. 'm' in mata

(a) 100% understood

(b) speaks in word sentence

m ✓	n ✓	ny ✓	ng ✓				
p ✓	b ✓	t ✓	d ✓	tz ✓	dz	k ✓	g
	s ✓	z					
w	r ✓	j					
	l ✓						

(b) within word eg. 'c' in baca

m ✓	n ✓	ny ✓	ng ✓				
p ✓	b ✓	t ✓	d ✓	ts ✓	dz ✓	k ✓	g ✓
	s ✓	z					
w ✓	r ✓	j ✓					
	l ✓						

(c) syllable final word final eg. 'm' in ayam.

m ✓	n ✓	ny	ng ✓
p   b	t ✓   d	ts   dz	k ✓, ʔ   g
	s θ   z		
w	r l	j	

Comments (1) All stop sounds are a bit hard

Work on @ production of /k/ and /g/ using words in sentences.