



Sprachstandserhebung und inklusive Bildung- DGS Wortschatztest

BDH Tagung, Burg Feuerstein, 25.9.2023

Messung des Wortschatzstands

Produktion

Verständnis

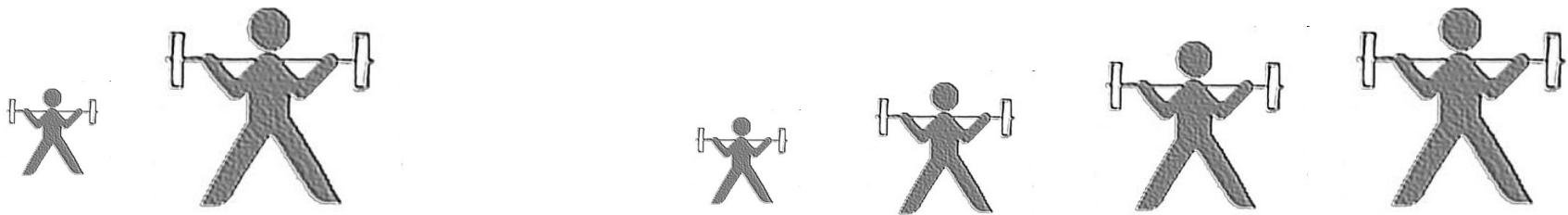
+ testen viele verschiedene Wörter

+ Maßstab für Gesamtumfang des Wortschatzes



- liefern begrenzte Informationen, wie robust der Wortschatz von Kindern ist

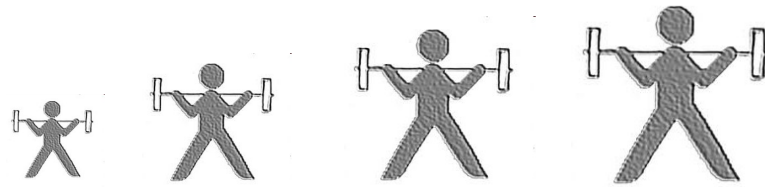
Stärke des Wortschatzwissens (‘Strength of Vocabulary Knowledge’)



„Strength of word knowledge is based on the relationship between word form and word meaning. This relationship can be expressed in different degrees of strength“

Laufer, Elder, Hill, & Congdon, 2004; Laufer & Goldstein, 2004

Projekt DGS Wortschatztest: Stärke des Wortschatzwissens bei gebärdenden Kindern



Form



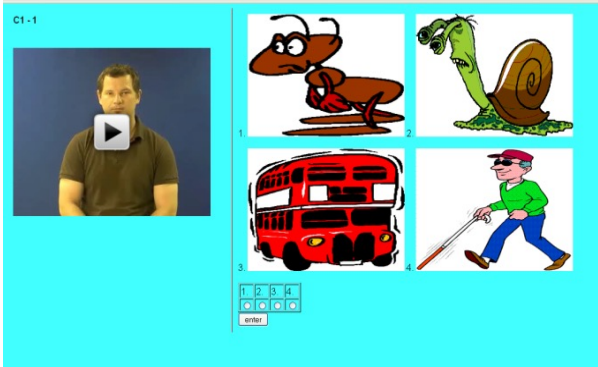
Bedeutung



Adaption des BSL Vocabulary Test (BSL-VT)

Meaning Recognition

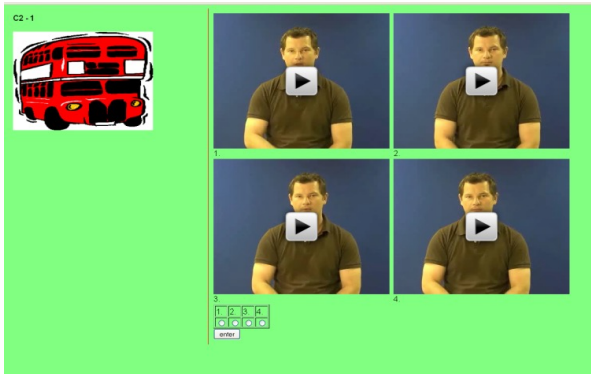
C1-1



The interface for the Meaning Recognition task (C1-1) features a video player on the left showing a man signing. On the right, there are four numbered panels: 1. An ant, 2. A snail, 3. A red double-decker bus, and 4. A person using a white cane. Below the panels is a navigation bar with buttons for 1, 2, 3, 4, and an 'enter' button.

Form Recognition

C2-1




The interface for the Form Recognition task (C2-1) features a red double-decker bus image on the left. On the right, there are four numbered panels, each showing a video of the same man signing. Below the panels is a navigation bar with buttons for 1, 2, 3, 4, and an 'enter' button.

Form Recall

p11

1. Look at the picture. Do you know the BSL sign?



2. Select a score and enter the word for the BSL sign in the textbox


A
B
C
D

word signed:

Meaning Recall

P21

1. Look at the BSL sign in the video. Can you think of any other BSL sign which has a similar meaning?



2. Select a score and enter the word(s) for the BSL sign(s) in the textbox

A
B
C
D

word signed:

Meaning Recognition (Bedeutungserkennung)

Practice Item - 1


1. 2.

3. 4.

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Form Recognition (Formerkennung)

Practice Item - 1



1. 2. 3. 4.

1. 2. 3. 4.

Form Recall (Formabruf)

p11

1. Look at the picture. Do you know the BSL sign?



2. Select a score and enter the word for the BSL sign in the textbox

- A
- B
- C
- D

word signed

enter

Meaning Recall (Bedeutungsabruf)

P21

1. Look at the BSL sign in the video. Can you think of any other BSL sign which has a similar meaning?



2. Select a score and enter the word(s) for the BSL sign(s) in the textbox

- A
- B
- C
- D

word signed

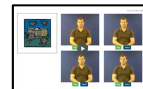
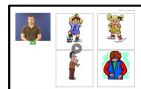
enter



BSL-VT

- Entwickelt für Kinder im Alter von 4-15 Jahren.
- Online Format: 4 Untertests: 2 x Produktion + 2 x Rezeption.
- 120 Zielgebärden, diese sind für alle Untertests gleich.
- Festgelegte Reihenfolge der vier Untertests.
- Testzugang über das DCAL Assessment Portal

<https://dcalportal.org/tests/vt>



Lässt sich Wortschatzwissen gebärdender Kinder in verschiedene Stufen aufteilen?

Meaning Recognition

Form Recognition

Form Recall

Meaning Recall

The image shows a progression of four screenshots from left to right, each representing a different level of sign language recognition. The first screenshot (C1-1) shows a video of a man signing, with a grid of four images below it: an ant, a dinosaur, a bus, and a pencil. The second screenshot (C2-1) shows a grid of four video clips of the same man signing. The third screenshot (P21) shows a video of a man signing, with a grid of four images below it: a bus, a bus, a bus, and a bus. The fourth screenshot (P21) shows a video of a man signing, with a text input field and a 'enter' button below it.

Bedeutungserkennung

Formerkennung

Formabruf

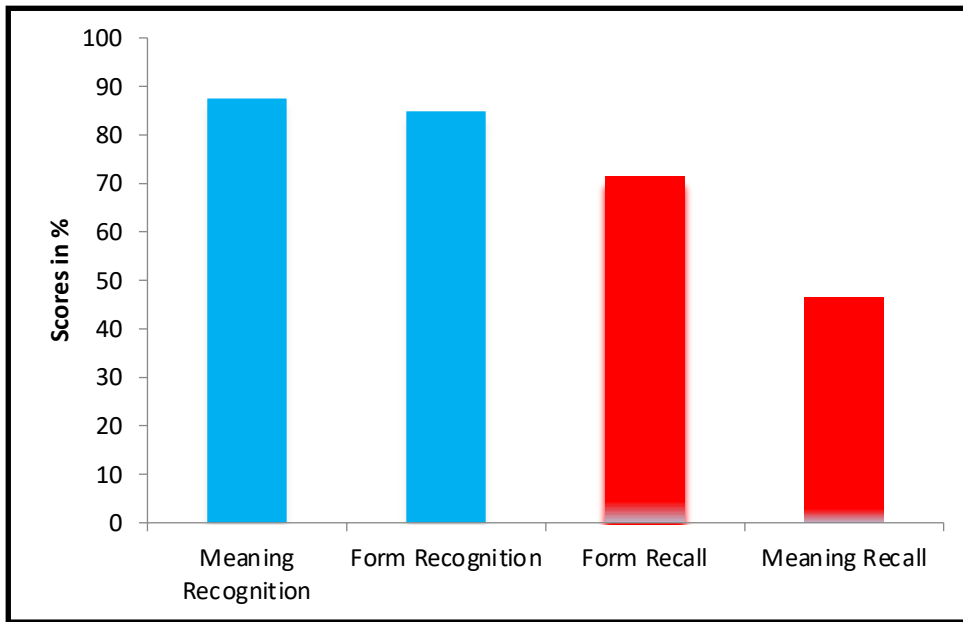
Bedeutungsabruf

WENIGER

Stärke des Wortschatzwissens

MEHR

BSL (Mann & Marshall, 2012)



Bedeutungserkennung

Formerkennung

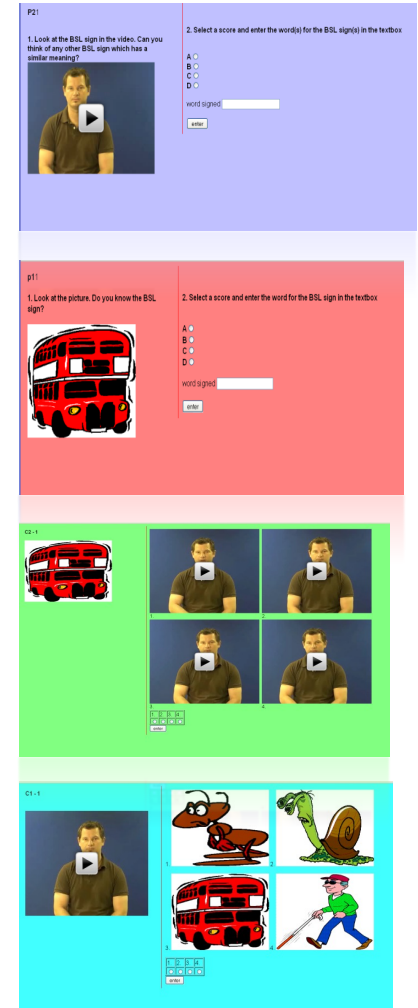
Formabruf

Bedeutungsabruf

MEHR

Stärke des Wortschatzwissens

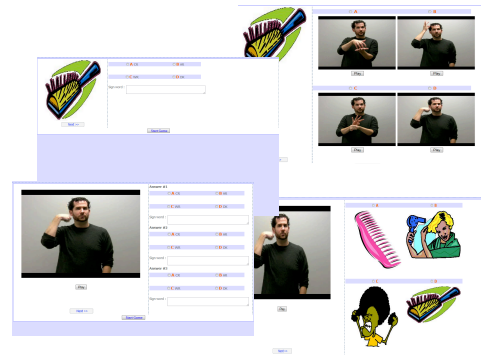
WENIG



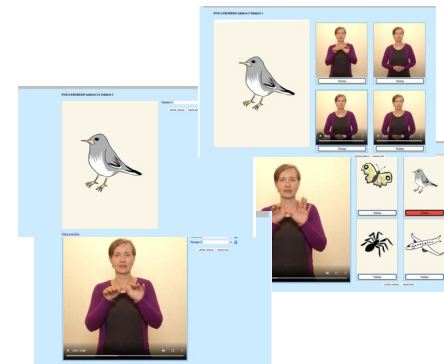
Adaption in andere Gebärdensprachen



BSL



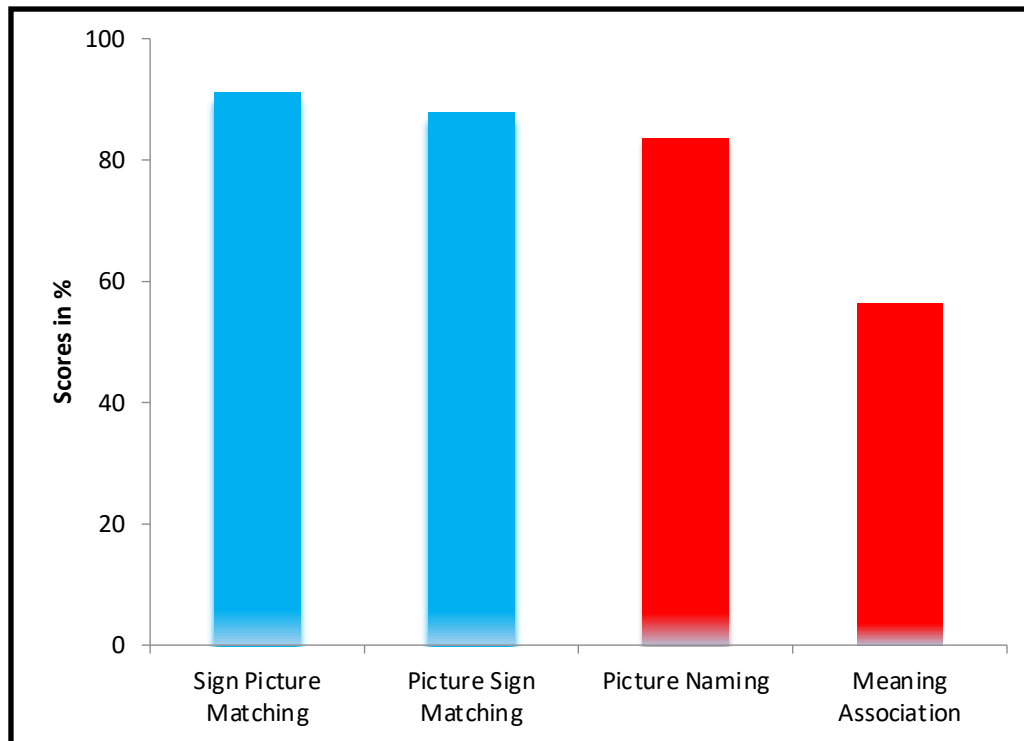
ASL



FinSL

(Mann & Marshall, 2012; Mann, Roy, Marshall, 2013; Mann, Roy, & Morgan, 2016; Kanto, Syrjälä, & Mann, 2020)

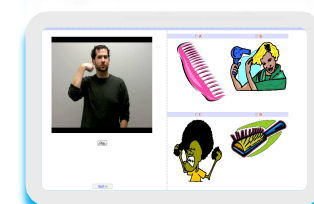
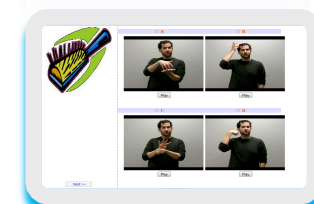
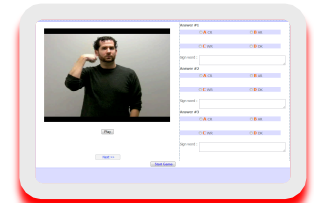
ASL (Mann, Roy & Morgan, 2016)



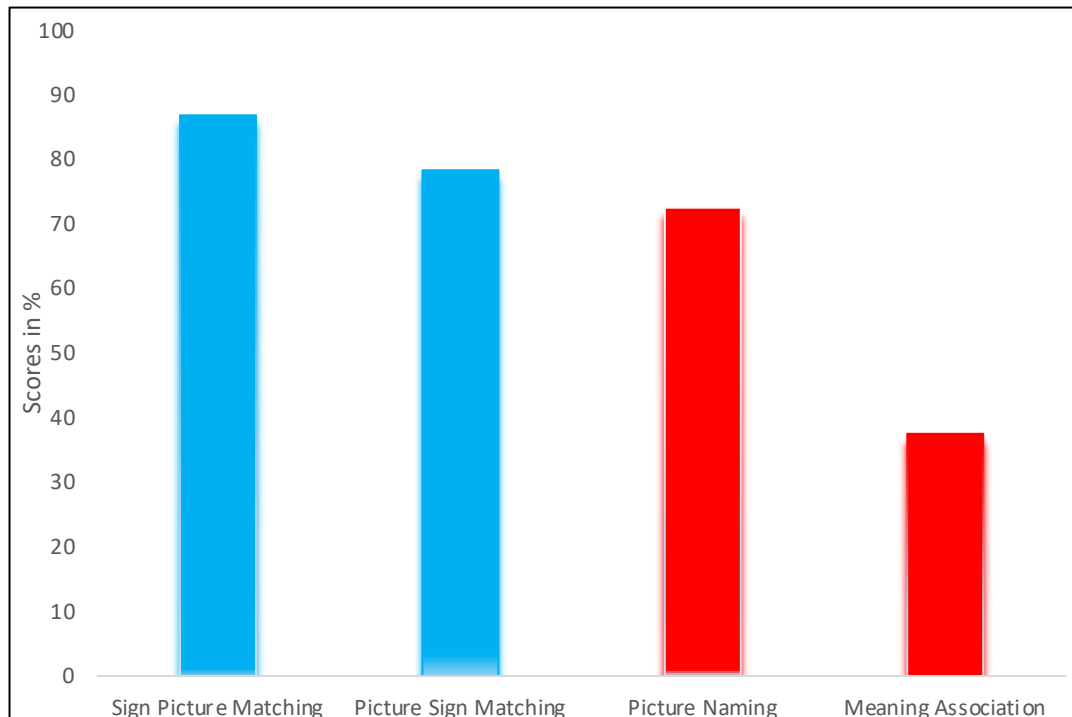
MEHR

Stärke des Wortschatzwissens

WENIG



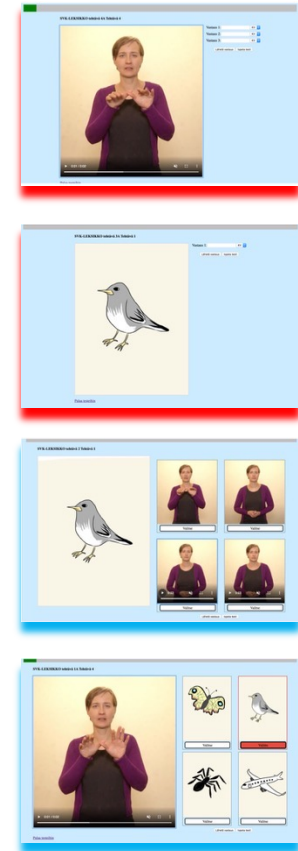
FinSL (Kanto & Mann, 2021)



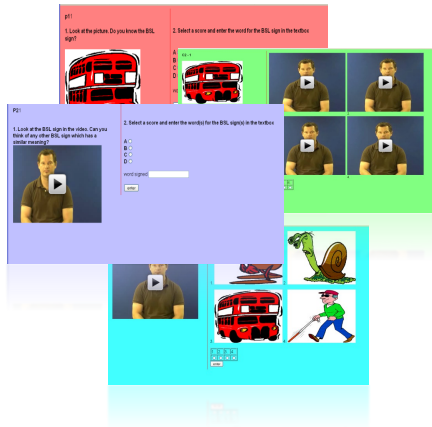
MEHR

Stärke des Wortschatzwissens

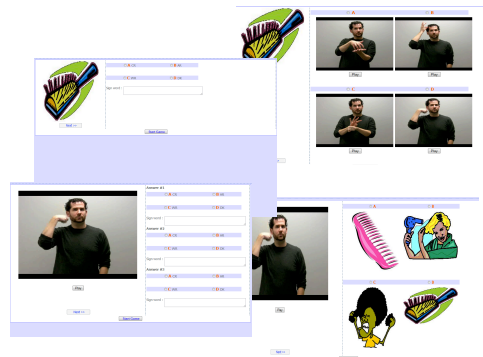
WENIG



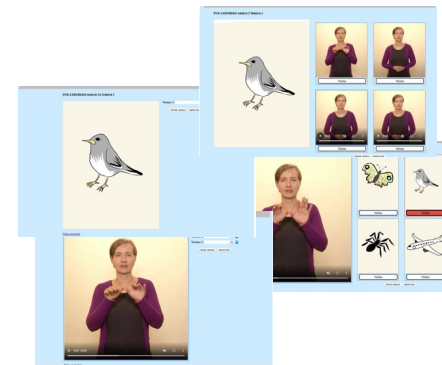
Adaption in andere Gebärdensprachen



BSL



ASL



FinSL



DGS

(Mann & Marshall, 2012; Mann, Roy, Marshall, 2013; Mann, Roy, & Morgan, 2016; Kanto, Syrjäälä, & Mann, 2020)

Zeitplan für Pilot Projekt DGS Wortschatztest

- Jun 23: Start der Adaption
- Aug 23: Entwicklung der DGS Zielgebärden
- Sep 23: Validierung der Altersangemessenheit
- Okt 23: Entwicklung der Distraktor Gebärden
- Okt 23: Filmen aller DGS Gebärden + Instruktionen
- Okt-Dez 23: Entwicklung der Online Test Plattform
- Jan-Mar 24: Pilotierung des DGS-WT Prototyps in NRW
- Apr-Jun 24: Auswertung und Änderungen
- Geplant für Herbst 24: Datenerhebung in ganz Deutschland

Bedeutung von Wortschatzmessung für die inklusive Bildung

1. Frühe Identifikation von Bedarf
2. Verbesserung der Kommunikation
3. Förderung der Selbstständigkeit
4. Unterstützung bei der Gebärdensprache
5. Förderung der Lese- und Schreibfähigkeiten
6. Anpassung der Förderung

Bedeutung des DGS Wortschatztest für die inklusive Bildung


- multiperspektivische Sicht der Wortschatzkenntnisse eines Kindes
- hilft die für das einzelne Kind am besten geeignete Förderstufe zu ermitteln
- Format bietet Möglichkeit zur Erweiterung
- Hilfe bei der Sprachstandsmessung einer zunehmend heterogenen Zielgruppe:
 - Hierarchie der Stärke von Wortschatzwissen ermöglicht die Identifizierung von (a)typischen Sprachentwicklungsmustern
 - Untertest Bedeutungsabruf hilfreich um kulturelle Variation zu erfassen

Reihenfolge Untertests bei der Durchführung

Form Abruf

p11

1. Look at the picture. Do you know the BSL sign?



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A

B

C


D

word signed:

Bedeutung Abruf

P21

1. Look at the BSL sign in the video. Can you think of any other BSL sign which has a similar meaning?



2. Select a score and enter the word(s) for the BSL sign(s) in the textbox

A

B





C

D

word signed:






Form Erkennung

C2-1



Bedeutung Erkennung

C1-1





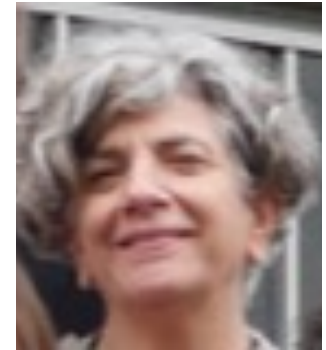
Isabel
Temmen



Leonid
Klinner



Alexander
Straub



Antoinette
Brücher



Christian
Lentzen

Katja
Bürgerhoff

Wo kann ich mehr erfahren?

<https://www.hf.uni-koeln.de/42528>

wmann@uni-koeln.de

Vielen Dank!

Gibt es Fragen?

Literaturhinweise

- Kanto, L., Syrjälä, H., & Mann, W. (2021). Assessing Vocabulary in Deaf and Hearing Children using Finnish Sign Language. *Journal of Deaf Studies and Deaf Education*, 26(1), 147-158.
- Laufer, B. & Goldstein, Z. (2004). Testing vocabulary knowledge: Size, strength, and computer adaptiveness. *Language Learning*, 54(3), 399-436.
- Laufer, B., Elder, C., Hill, K., & Congdon, P. (2004). Size and strength: do we need
- Mann, W., & Marshall, C. (2012). Investigating deaf children's vocabulary knowledge in British Sign Language. *Language Learning*, 62(4), 1024-1051.
- Mann, W., Roy, P. & Marshall, C. R. (2013). Investigating British Sign Language vocabulary knowledge in deaf children from different language learning backgrounds. *Deafness and Education International*, 15(2), pp. 91-116.
- Mann, W., Sheng, L., & Morgan, G. (2016). Lexical-Semantic Organization in Bilingually Developing Deaf Children With ASL-Dominant Language Exposure: Evidence From a Repeated Meaning Association Task. *Language Learning*, 66(4), 872-899.