

# EAL Toy Test Instructions



## Performing the English as an Additional Language (EAL) Toy Test

Using the boxed set of EAL toys, bring out each toy in turn and encourage the child to name it. Any toy that the child cannot identify, should not be included (the second toy in the pair should also be removed). You should include as many toys as possible, with a minimum of two pairs being required for a valid test to be performed.

| TOY PAIRS |         |
|-----------|---------|
| SWEET     | KEY     |
| CAR       | STAR*   |
| PLANE     | PLATE   |
| SHOE**    | SPOON** |
| BUS       | BRUSH   |
| CUP       | DUCK    |
| BED       | EGG     |

\* The original pair for Car was Bath, but was updated in 2004.  
\*\*You may use these extra pairs of words if necessary, although they were not included in the original test.  
\*\*\*\*\*THE SWEET IS A TOY AND MUST NOT BE EATEN \*\*\*\*\*

Having prepared a suitable display of toys, you should indicate that the child should point to the relevant toy when they hears its name.

A child with normal hearing should be able to identify the toys present at 40dBA. The criteria for passing the test is a 50% correct score.

**Current recommendations suggest that any child who is unable to identify 50% of the toys at a hearing level of 40 dBA should be referred to a specialised audiology centre for further testing.**

When testing some children, it may be necessary to space the toys further apart and use eye pointing responses. Occasional shuffling of the toys will often help regain the interest of a child with a short attention span. When only a few items are used, more repetition will be required in order to ensure consistent aural discrimination. You should pay particular attention to children who look to you for visual clues, or those who have a habit of pointing one ear to the speaker during the test.

Further details of the English as an additional language test can be found in

**Evaluation of the E2L Toy Test as a screening procedure in clinical practice. Sue Bellman, Merle Mahon and Eric Triggs. British Journal of Audiology 1996, 30, 286-296**