

**LINGUISTIC PROFILE TEST (LPT) (MALAYALAM) -  
NORMATIVE DATA FOR CHILDREN IN GRADES I  
TO X**

**Reg. No.M9504  
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**DEDICATED TO MY ACHACHEN**

In this journey we have started, I am glad I have you to trust, love,  
cherish and hope.

## ***CERTIFICATE***

This is to certify that the dissertation entitled: Linguistic Profile Test (LPT)(Malayalam)- Normative data for children in grades I to X is the bona fide work in part fulfillment for the final year M.Sc, (Speech & Hearing) of the student with the Reg No. M9504.

Mysore  
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## **CERTIFICATE**

This is to certify that this dissertation entitled : Linguistic Profile Test (LPT) (Malayalam) - Normative Data for children in Grades I to X has been prepared under my supervision.

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## **DECLARATION**

*I hereby declare that the Dissertation entitled LPT (Malayalam) - Normative data for children in grades I to X is the result of my own study under the guidance of **Dr. Shyamala Chengappa**, Reader and Head of the Department of Speech Pathology, All India Institute of Speech & Hearing, Mysore and has not been submitted earlier at any University for any other Diploma or Degree.*

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**INTRODUCTION**

There is usually little need to reflect on the behaviors of speech and communication in the everyday course of events, and most people rarely think about language. If one should think about language at all, it would be immediately apparent that it is difficult to separate and define the behaviors that contribute to communication.

However, only by attempting to classify and describe the components of language can one hope to be able to understand and explain how language behaviours are learned and how they develop.

Defining language:

A definition of language depends on the context in which one asks the question "what is language?" The answer to the question can vary according to whether one is interested in; for example, dialects; words and their histories; the formal properties of language systems; language as an art system; and the like (Halliday, 1975).

Language in a broad sense can be considered as a code, ideas, convention, system and communication. The best way to understand language would be to consider what each term means and what each contributes to the definition of what languages are and how they work.

a) Language as a code - A code is a means of representing one thing with another, and language is a means of representation. The code is separate from the actual object or action. The code is the means in which a finite number of elements (sounds and movements) correspond with all possible objects and events; so that arbitrary sequences of sounds and movements can function as signs, words or sentences to represent objects and events.

In encoding, one recalls and combines the elements of the code to represent information in a message; in decoding, one recognizes and segments the elements of the code to extract information from a message. The code provides the form of language.

b) Language represents ideas - The code or means of representing information can operate only in relation to what the speaker and hearer of the language know about objects and events in the world. The linguistic knowledge should be used along with the knowledge that the individuals have about objects, events and relations between objects, such knowledge provides the content of language.

c) Language is a system - The ways in which sounds combine to form words and words combine to form sentences for representing knowledge are determined by a system of rules. In the construction of words, such rules specify which sounds can combine with one another and which sounds cannot be combined. For example, in English, a word cannot consist of

The functions of language have traditionally been represented in linguistic terms as the structures for the declarative, interrogative, imperative, exclamative grammatical mood of the sentence (Lyons, 1968).

Halliday 1975; has conceived in more social terms involving interaction, regulation and personal control. One aspect of the use of language has to do with the effect of the message on the relation between the speaker and the context. The second aspect has to do with rules for deciding which form of the message will serve the function of the message, considering who the other participants are in the context, and the rest of the situation.

Thus, the integration of content/form/use makes up language competence or knowledge. Such knowledge can be conceived of as a plan for the behaviours involved in speaking and understanding messages. In other words; children learn language as they use language, both to produce and understand messages. Thus, individuals have a plan that is knowledge of language, and they use that plan when they speak and understand messages.

For a better understanding of the language process, based on an understanding in both form and function of what is to be expected with chronological age; we discuss here about language tests. Particularly for the school going age group.

The purpose of this study is to establish a normative data on Linguistic Profile Test-Malayalam (LPT, Karanth 1984) for school going children between 6-15 years of age. These normative scores of LPT would be useful in identifying children with language deficits and also the area of deficit.

## REVIEW OF LITERATURE

The Language development in children has drawn great deal of attention in the vast area of child development, particularly since the 1970s.

Several theories have been put forward to explain language development. Language acquisition in children is explained traditionally by two main approaches-Chomskyan Model and the Behaviorist model. The model proposed by chomsky and others is that the child is born with an innate capacity for language acquisition; that the human being is in some way prestructured towards the acquisition of language, so that when the child is exposed to language, certain language structuring principles automatically begin to operate.

The Behaviorist Model explains language learning as essentially a process of imitation and reinforcement. The child learns to speak by copying the noise patterns heard around him, and through stimulus and response, trial and error, reinforcement and reward, he would refine his own production until it matches the language of his adult models (Crystal, 1976).

A number of studies in a variety of disciplines have been done in the area of language acquisition. Psychologists, linguists, educators, parents, neurologists

and speech-pathologists have contributed to the knowledge of language acquisition in children. The information from developmental psycholinguistics is useful to the assessment and management of language disordered children. 'The vast research on language acquisition has been through case studies both longitudinal and cross-sectional (Mc Carthy, 1930; Day, 1932; Davis, 1937; Templin, 1957; Winitz, 1959; Spriesterbach, Darely and Morris, 1962; Miller, 1962).

Most of the work on children's language acquisition has been focussed on preschool development. The relative speed and efficiency of language learning has been taken as a main justification for a large innate component in language development. It has been often argued that children's language acquisition is virtually completed by the time they go to school. It has become increasingly clear, however, that a great deal of acquisition takes place after 5 years, particularly in the context of formal schooling. A review of literature on language acquisition reveals that language is an ongoing process which is active during the school years also.

By the time the child enters school at 5 years the preliminary stages considered to be so important to the potential for language development will be well under way in the majority. However, it is not unusual for problems to be present or even to persist during early school years. The demands that are placed on the child's language skills change

at school entry. The environment is widened such that family and home are no longer the only considerations. For the child with difficulty in language development the transition to school can be a considerable hurdle. Language problems may be accompanied by problems of social interaction which can further impede progress at school.

Such language disordered children problems are concentrated in language skills. All learning involves language to some extent. Thus, the child's difficulty becomes more diffuse, involving abstract concepts, manipulation of vocabulary as well as poor auditory memory and attention.

A thorough assessment of school going children, that determines strengths and needs in which information is shared between parents and professionals, is thus required.

There has been a lot of work done abroad on problems of language acquisition in school going children. Durkin (1987) claims that later language development is difficult to handle within a single comprehensive theoretical framework because a succession of changes takes place in the child's later language development which are quantitatively and qualitatively less manageable than those in previous stages.

A number of studies have been done to seek the pattern of language development in school going children. These studies are either longitudinal studies i.e., studying a

subject over a long period of time or cross-sectional studies i.e., studying a number of subjects over short duration of time. Then there are studies which have focussed their main attention on only one aspect of language for eg. it can be a study only on syntax or on semantics and so on. Whereas, there are those studies also which study language as a whole i.e., focussing their attention to all the aspects of language, whether it be syntax, semantics or discourse. A few studies have taken a combination of some aspects of language. Consequently, based on these studies done, a number of tests for assessing language development have been developed on the same pattern.

#### **Studies on School Going Children:**

Gregory, Shanahan, Walberg (1985) did a descriptive analysis of high school seniors with speech disabilities. Of over 26,000 high school seniors for whom survey data was collected, 278 were identified as having speech disabilities. These orally handicapped pupils tended to be older, more often from linguistic minority groups and were at a disadvantage regarding achievement, self image, motivation, career aspirations when compared to their peers.

Stewart (1985) studied incidence and prevalence communicative disorders in a mid southern public school system in USA in grades K through 12. Results indicate an average prevalence of 2.95% for primary communicative disorders in school population.



Stewart (1985) in another study determined number and prevalence of communicative disorders in minority preschool and school age children in USA. Results indicates out of 3827 children seen from 1973 to 1977, 38.5% were diagnosed as with communicative disorders. Distribution of population for hearing, speech, language and learning disabilities was 4.88%, 1.63%, 0.84% and 0.33% respectively. Distribution for preschool, elementary, junior high school was 39.2%, 38.9% and 21.9% respectively.

Hill and Hayner (1992) compared the language performance of low achieving (LA) elementary school students and normal achieving students. Results show over half of LA group scored low on language measures.

#### **Studies on Phonology in School Going Children:**

Grunwell (1981) summarizes various aspects of children's phonetic and phonological development. It appears that children have acquired the basics of the phonetic system by age 5, but that mature phonological system is not completely acquired until about age 10.

Hoffman Norris (1989) studied spelling errors of 45 elementary school children (1st, 2nd and 3rd grade) which were analyzed for phonological process patterns. A considerable proportion involved both syllabic reduction and features changes similar to those seen in normal spelling development.

Roberts, Burchinal and Footo (1990), examined phonological development of 145 children between ages 2 1/2 and 8 years. Speech was assessed annually using a standardized articulation test and analyzed for the occurrence of both common and uncommon phonological processes. A marked decline in process usage was observed between ages 2 1/2-4 years and infrequent process usage was observed after the age of 4. Uncommon processes were used in frequently even at 2 1/2 years.

Lewis and Freebairn (1992) studied residual effects of preschool phonology disorders in grade school. Adolescence and Adulthood. Age ranges were 4 to 6 (preschool), 7 to 11 (grade school) 12-17 (adolescence), 18-45 (adulthood). Results show high performance on measures from preschool to grade school and smaller but steady improvement to adolescence to adulthood.

Oerlemans and Dodd (1993) studied development of spelling ability and letter sound orientation in primary school children. Modified version of Schonoll graded spelling test (1956) was administered to assess 1372 children in grades 2-6. Children with higher socio-economic status groups were better spellers. Children who were good spellers tended to generate more phonologically plausible misspellings. Results show phonological awareness is associated with acquisition of adequate spelling ability.

### Studies on Syntax in School Going Children:

Fujiki, Brinton and Dunton (1987) examined the effectiveness of a grammatical judgement screening test in separating linguistically normal and language disordered first grade (6:6-7:6 years), 2nd grade (7:6-8:6 years), 3rd grade (8:6-9:6 years) children. Ten language disordered and ten linguistically normal children were selected from each grade, for a total of sixty. Results indicated that there were statistically significant differences between performance of normal and language disordered children at the first and second grade levels.

Fujiki, Brinton and Dunton (1987) examined the ability of normal and language impaired children to correct grammatical violations of word order. Ten language impaired and ten linguistically normal subjects were sampled from following age levels; 6, 7, 8, 9 and 10 years with a total of 100 subjects. Results indicate normal 6-, 7-, 8 year old performed significantly better than their language impaired age matched peers. Also, performance of language impaired 9- and 10 years olds was superior to that of younger impaired groups. In normals only age level difference were produced by 6 year old, who performed significantly poorly than two of the older age groups (8- and 10- years.)

Tyler and Nagy (1989), administered 3 paper and pencil measures to students in 4th, 6th and 8th grade (total 100 children ) to assess different aspects of their knowledge of

English derivational suffixes. Children appear to develop a rudimentary knowledge of derivational morphology before IV grade. Knowledge of syntactic properties of derivational suffixes appears to increase through 8th grade. Knowledge of distributional properties of suffixes also increases, with 6th grade students showing an increase in over generalization errors parallel to that found for inflectional suffixes in much younger children.

Masterson and Kamhi (1992) studied linguistic trade offs in school age children with and without language disorder. Several linguistic measures were used to represent syntactic and phonological productions in order to determine whether interrelationship patterns would vary across measures. Linguistic interactions present in imitated speech were compared to those from spontaneous speech. Results show trade off present in imitated speech than in spontaneous speech, in both groups Interrelationship patterns were similar across groups.

Windsor (1994) studied children's comprehension and production of derivational suffixes. Relational knowledge of 21 derivational suffixes conveying six different meanings was investigated with 120 children from 3rd to 8th grade and with 40 adults. Ten children from each grade level were taken with age ranges from 8 to 14 years. Results from nonsense word paradigm indicated that suffixes were comprehended with greater accuracy than they were produced, particularly by

children. Children in 5th through 8th grades were more accurate than children in 3rd and 4th grade in both suffix comprehension and production and adults demonstrated greatest accuracy in both comprehension and production.

**Studies on Semantics in School Going Children:**

Durkin, Crowther and Shire (1981) deal with vocabulary in particular how children cope with polysemy. They look at children's use and understanding of certain relational terms that are acquired first in the context of spatial reference but as then extended to describe mathematical or musical relations eg. Lower, up etc. The evidence indicates that children acquire the basic spatial sense of the items fairly early and that it takes some years before they learn the derived and more specialized meanings.

Brinton, Fujiki and Mackey (1985) explored the ability of elementary school age children to comprehend six idiomatic expressions. Eighty linguistically normal children, twenty from each of four different grade levels (Kindergarten, IInd grade, IVth grade, VI grade) participated in the study. Results suggest that when studied as a group, comprehension of the idioms studied improved with increasing age. However, when examined individually performance was found to be highly variable from idiom to idiom.

Clark and Berman (1987) examined the type of linguistic knowledge that affect children's ability to understand and

produce novel compound in Hebrew. Sixty children aged - 3:0 to 9:0 and 12 adults were asked to interpret and to produce noun and noun compounds. Their comprehension was in advance of their production. In comprehension, morphological form of head nouns had little effect- from age 4, children did equally well on all the compound forms tested; they identified head nouns and possible relations between heads and their modifiers. In production though knowledge of morphological form was crucial. The fewer the changes the children had to make in forms of head nouns, the earlier they mastered that compound pattern. Finally, the children who produced novel compounds correctly were also able to interpret them, but not vice-versa.

Coates (1988) tested children's understanding of modal meaning at ages of eight and twelve. The results of this test was compared with the results of the same test on adult informants. Cluster analysis of data reveals underlying patterns- 8 year old children have only rudimentary system of modal meaning and even by age of 12 year, child's system will not be isomorphic with the adult system.

Evans and Gamble (1988) examined relationship between attribute saliency and metaphor interpretation in school children. Two types of metaphors-predicate-promoting (pp) and preidicate introducing (PI) were selected. Adult samples used to select metaphors of each type which then were presented to 24 children in each of grades, 3, 5, 7 (mean

ages 8:5, 10:6, 12:8). Older children correctly interpreted more metaphors than younger children and at each grade level no difference was observed between number of correct interpretations of PP and PI metaphors. Attribute saliency for the individual perceiving metaphor plays a key role in the interpretation process.

Nippold, Schwarz and undlin (1992) did a developmental study of adolescents and young adults concerning use and understanding of adverbial conjuncts. Two types of adverbial conjuncts- concordant (eg. similarly, more over) and disconcordant (Eg. contrastively, rather) were examined in 120 adolescents and young adults. THE age groups were 12:9, 15:10, 19:2, 23:8. Results indicate increasing ability to use and understand these words in the written mode.

#### **Studies on Narratives in School Going Children:**

Liles, (1985) studied children's use of cohesion of spoken narratives which was compared across three groups; normal, language disordered with good story comprehension and language disordered with poor story comprehension. Subject's age ranged from 7:6 to 10:6. Results indicate that good comprehending language disordered children and normal children used similar llinguistic cohesive structures, but both groups differed from poor comprehending language disordered children. Both groups of language disordered children used less adequate cohesion than normal children.

McCabe and Peterson (1985) analysed naturalistic production of 'because' and 'so' by 96 children, aged 3;6 to 9;6 while narrating real, personal events. Results indicate that semantic errors could be construed as evidence of confused thinking. Of semantically correct causal uses, 81% encode psychological causality, mostly statements of other people's intentions. Virtually all causality occurred prior to the time of narration. Age trends were remarkably absent. 'Because' and 'so' are used in significantly different ways even by the youngest children.

Scott (1988), evaluated school children's narratives. Two normally developing children and two language disordered children were taken in the age range between 7-10. Samples demonstrated a line between narratives judged as adequate or inadequate. Clear cut differences between stories told by language disordered children and normally developing children have not emerged and there can be wide variations in the narratives produced by any one child in different contexts and with different levels of motivation.

Edmonds and Haynes (1988) investigated the topic manipulation skills and conversational participation of school-age language impaired children in interaction with normal language peers. The subject's age ranged from 5.11 to 7.11 years. No significant differences between two groups for the number and proportion of topics maintained, topic introduced or topic shaded. However language impaired



children did produce significant more topic reintroductions than normals.

Verrall (1989) compared oral and written narrative skills of primary school aged children. Ten normally achieving children from each age group 8 year (3rd grade) and 10 year (5th grade) were taken. Similarities and differences between oral and written narratives at the two age levels were examined. Data indicated that the oral and written narratives at both age levels differed significantly only in grammatical analysis.

Strong and Shaver (1991) studied stability of cohesion in the spoken narratives of languages impaired and normally developing school-aged children. 39 children in the age range 8-10 years were taken in each of the two groups. Results show that stability increased after children had experienced telling stories.

German and Simon (1991) analysed children's word finding skills in discourse. Sixteen children each were selected in the two groups. One of word finding problems and other of normals in grades 1 to 6. Subjects narratives produced in response to 3 pictures and 5 probes were analysed with respect to following word-finding indices-languages productivity, incidence of word finding characteristics (repetitions, reformulations, substitutions, delays, empty words, insertions). Group comparisons were made with respect to these indices. Children with word finding disorders did

not differ from normal children in language productivity but manifested significantly more word finding characteristics in their narratives.

Purcell and Liles (1992) studied cohesion repairs in the narratives of normal language and language disordered school age children (age range 8:6 to 12:6, 3 to 6 grade). Self-initiated repairs during story retelling task were seen. No group differences found for either repair type, when grammatical repair and repairs to text meaning were analysed. Both groups initiated significantly more repairs to text meaning. No group differences for frequency or types of cohesive repairs initiated. However, differences for success of cohesive repair attempts and location of repairs seen.

Gilliam and Johnston (1992) studied spoken and written language relationships in language/learning impaired (LLI) and normally achieving school-age children. The two groups were matched for age, spoken language and reading abilities. Ten LLI of 9-12 years and forty school age children of same age were taken. Results show spoken narratives to be linguistically superior to written narratives in both groups.

A number of tests have been developed abroad to assess the language skills of school-going children. Some of these tests are grouped as under. Those tests which test a particular language skill are grouped together for ex. tests

testing the comprehension of child are grouped together under "Comprehension Tests" , test testing expression are grouped together and so on. The common main purpose of the grouped tests is given, a few examples under each group are listed and one test out of them is described to give a general idea about the group.

### **1. Comprehension Tests:**

Purpose: These tests aim to measure auditory comprehension of language; word classes and relations, grammatical morphemes and elaborated sentence constructions and to determine areas of receptive linguistic difficulty.

Age range: These tests are efficient in testing children in age range 3 to 18 + years.

Eg.-Test for auditory comprehension (Carrow,1985)

-British picture vocabulary scale (dunn,1982)

-Test for Reception of Grammar (Bishop,1989).

For eg.Test for Reception of Grammar (TROG) assess children's understanding of grammatical contrasts in English and compares their comprehension of individual structures with that of their peers. It is a useful test in assessment of children with speech and language disorders, deafness, severe/moderate learning difficulties and cerebral palsy and adults with acquired dysphasia. It aims to pinpoint areas of specific difficulties and to provide a profile patterns of errors.

## **2. Expression tests:**

Purpose: These tests obtain short samples of spoken language which may then be evaluated in terms of information given and the grammatical forms used.

Age range: These tests may be used with children in the age range 3-16 years.

eg. Action picture test (Renfrew,1989)

-The Bus story-A test of continuous speech (Renfrew,1991)

-Carrow elicited language inventory (Carrow-woolfolk, 1974).

For eg.Carrow Elicited Language Inventory (CELI) measures child's production control of grammar. It helps to diagnose language disabilities and to identify specific linguistic structures with which the child has difficulty.

## **3. Comprehension and Expression Tests:**

Purpose: These tests provide a quantitative and qualitative analysis of a child's receptive and expressive language skills in order to;

1. distinguish between normal and language impaired children.
2. indicate where language problems may be
3. suggest possible approaches to remediation.

Age range: These tests can test children in the age range 2-18 years.

ex. - Test of Adolescent Language -2 (Hammill 1987),  
 -Illinois Test for psycholinguistic Abilities (Kirk, 1968)  
 -Reynell Developmental Language Scale (Reynell, 1985),  
 -Porch Index of Communicative ability in children (Porch, 1974).  
 For eg. Reynell developmental language scales (RDLS) assess, as independently as possible expressive language and verbal comprehension (VC 'A' and VC 'B') during the years most important for language development. VC B scale allows assessment of verbal comprehension in severely physically handicapped or withdrawn children.

#### **4. Phonology tests:**

Purpose: To elicit spontaneous and representative speech samples of the child's habitual speech patterns which may be used for screening/assessment purposes.

Age range: Children of any age can be tested.

eg. -Metaphor resource Pack (Dean, 1990).

- Phonological assessment of child speech (Grunwell, 1985)
- South Tyneside Assessment of Phonology (Armstrong and Ainley, 1988).

South Tyneside assessment of phonology (STAP) for instance is used to obtain a profile of child's phonological system. It aims at eliciting consonant phonemes and consonant clusters within the contexts of word initial, medial (i.e., all intervocalic) and final positions.

## **5. Pragmatics and Social Skills tests:**

Purpose: These tests are used with children whose use of conversational intentions is limited or is impaired. They aim to provide a standardized/norm referenced assessment measuring a specific set of conversational behaviors and intentions.

Age range: These tests are intended for children in the age range 3-16 years.

eg.-Test of pragmatic skills (Shulman,1985).

- Progress assessment charts of social and personal development (Gunzburg,1963)
- Social skills training with children and adolescents (spencer,1980).

Progress assessment charts of social and personal development (PAC) for example describes qualitatively the strengths and weaknesses of an individual with learning difficulties in relation to others with similar difficulties over 4 areas of social competence and provides a basis for appropriate remedial action to be planned.

## **6. Language-Written Tests:**

Purpose: These tests provide a profile of child's ability to cope with vital skills that written language requires. Can be used as screening procedure for early diagnosis of potential reading/writing problems and as diagnostic

procedure for children over 7 years, who are not showing expected progress.

Age range: Can be used with children in age range 5-14 and also with adults having reading and writing difficulties.

eg.-The Aston Index (Newton and Thomson, 1976).

-Test of Reading-spelling patterns (Boder and Jarrico,1982).

-MacMillan individual reading analysis (Vincent and Marse,1990).

Neale Analysis of Reading ability (Neale 1989).

Test of Reading-spelling patterns is used as screening device to identify normal/abnormal reading spelling patterns. It enables abnormal patterns to be classified into subtypes,thus providing pointers for remediation.

## **7. Bilingual Tests:**

Purpose: The aim of these tests is to differentiate between the child who has impaired acquisition of both languages (i.e., first and second language) and the child who has difficulty only in the acquisition of second language.

Age range: These tests test children ranging from 3-15 years, eg. Sentence comprehension test (Wheldall,1987).

Sandwell Bilingual screening assessment (Duncan 1987).

The former test in its revised edition (Wheldall, 1987) assesses child's ability to comprehend language in the absence of contextual clues which may accompany conversation. In its punjabi edition (Gibbs, 1987) it tries to establish whether the child's difficulties are specific to acquisition of English as a second language or are pathological.

In contrast to the number of foreign tests, there are only a handful on Indian tests in use today. These tests are limited in number and the areas they assess. Even though it is necessary to have an estimate of both expression and reception capacities, a vast majority of the currently available tests evaluate only the receptive modality. Also, these tests are mainly focussed at assessing the language of pre-school children. Very little attention has been paid to the language assessment of school going children. This will become clear as one goes through the available list of Indian tests.

**a) Vocabulary Tests:**

eg.-A screening picture vocabulary test in Kannada  
(Sreedevi, N.1988)

-A screening picture vocabulary test in Tamil  
(Bhubaneshwari, C.S.1993).

A Screening Picture Vocabulary Test in Kannada (KPVT)  
Sreedevi, 1988:



It is a useful tool in,

1. Screening language acquisition of Kannada speaking children,
2. identifying those children with comprehension deficiencies,
3. and aiding in therapy planning for such children.

The test is applicable to children between the age range of 3-6 years.

The test material consists of 30 picture plates with each plate containing four black and white drawings. One among the four pictures is the target picture. The test plates are arranged in order of increasing difficulty.

**Advantages:**

1. Helps in identifying children with delayed or deviant language.
2. Helps in planning therapy programme.

**Limitations:**

1. It is only a screening test and so descriptive information is not obtained.
2. It is applicable to only those children whose mother tongue is kannada.
3. The test considers only the receptive aspect of vocabulary.
4. The age range considered is limited.

**b) Syntax tests:**

eg. Test for acquisition of syntax in Kannada (TASK)  
(Basavaraj, A.R.1981)

Screening test for the acquisition of Syntax in kannada  
(Basavaraj , A.R.1981).

A syntax screening Test in Tamil (SST) (Sudha, K.M.  
1981)

Test for Acquisition of syntax in kannada (TASK)  
(Basavaraj.A.R.1981):

This test assesses the syntactic aspects of language acquisition in Kannada speaking children between 1-5 years of age, through performance. It yields the acquisition profiles from one to five years of normal language development. Its applications extend to linguistically deviant populations of any age. The test comprises of 19 subtests and 323 items in all. It tests the comprehension and expression of a wide spectrum of grammatical categories and sentences types. It is a power test (no time limit imposed for completion ). Toys and pictures are used a complementary material to the test sentence.

**Advantages:**

1. The test assess both the receptive and expressive aspects of a wide spectrum of grammatical categories.
2. It is applicable to deviant populations of any age.

**Limitations:**

1. It is applicable only to a limited age range.
2. The test is valid only when administered to children whose mother tongue is kannada and who reside in kannada speaking environment.

**c) Tests for assessing languages:**

eg.-Linguistic Profile Test (LPT) (Karanth,1980)

-A language test in kannada for expression in children (Kathyayani, 1984).

-Three dimensional-language acquisition test (3D-LAT) (Geeta,H.1986).

-Language and Articulation Test (RRTC and AYJNIHH, 1990)

-Malalyalam Language Test (Rukmini ,A.R.1994).

A Language Test in Kannada for Expression in Children (Kathyayani, 1984).

The purpose is to evaluate the use of various concepts in expression in terms of nouns, verbs, numbers, genders, tenses, place markers and persons. The testing material consists of picture stimuli depicting daily activities and has 30 picture cards in all. It was administered to 30 normal children (5-8 years), 6 hearing impaired and 2 mentally retarded and the responses of these groups with respect to the categories mentioned are given. It gives no cut of point for differentiating the deiant, or scoring procedure as such for the test.

**Advantages:**

1.It helps in testing various aspects of expression.

**Limitations:**

1. Age range is limited.  
 2. Validity is poor  
 3. No receptive skills are tested.  
 4. The scoring procedure is not clearly defined and hence it is difficult to differentiate normal and abnormal. Languages Acquisition Test(RRTC and AYJNIHH ,1990). This test was developed in eight Indian languages namely Bengali, Gujarati, Hindi, Kannada, Marathi, Malayalam, Oriya, Tamil. The test was developed to assist in;

1. To identify potential delay and deviance in language and articulation acquisition.
2. To identify those who need further detailed evaluation.
3. To specify behaviour needing remediation.
4. To establish baseline functioning prior to therapeutic intervention.
5. To measure behavioural change during the process of therapy.
6. To serve as an indicator for termination of therapy.

The test format was based on LPT (Karanth 1980) , but was picturized for use with children. The test has 2 parts, Part one- semantics  
 part two- syntax.

**I. Semantics:**

1. Semantic discrimination.
2. Naming
3. Lexical category
4. Synonymy
5. Antonymy
6. Homonymy,
7. Polar questions
8. Semantic anomaly
9. Paradigmatic relations
10. Syntagmatic relations
11. Semantic contiguity
12. Semantic similarity

**II Syntax**

1. Morphophonemic structures
2. Plurals
3. Tenses
4. PNG markers
5. Case markers.
6. Transitives, Intransitives, Causatives
7. Sentence types
8. Conjunctions and Quotatives
9. Comparatives
10. Conditional clauses
11. Participial construction.

The age group tested is 3-7 years. The scoring is done section wise and it tests both expressive and comprehensive modalities.

**Advantages:**

1. It tests both comprehension and expression
2. It serves as a baseline and monitor for therapy
3. The test assesses a wide spectrum of linguistic structures.

**Limitations:**

1. Age group tested is very limited.
2. The population on whom the test can be used is language dependent.

**d) Tests of Pragmatics:**

eg. Test of pragmatics in Tamil (Priya, K.S. 1994)

This test serves as a clinical tool to identify the pragmatically disordered children. This test is based on test design given by Shulman (1986) in the "Test of pragmatic skills" which consists of 4 tasks with examiner probes.

**Test design:** The test assess 3-8 years old children's use of language to signify conversational intent. A set of 4 guided play interactions (tasks) serve as the medium through which these pragmatic behaviours are assessed. Each task is administered using the materials and dialogue (examiner

probes) provided. The test is designed to provide information on 10 categories of communicative intentions expressed by the children. They are:

1. Requesting information
2. Requesting action
3. Rejection/Denial
4. Naming/Labeling
5. Answering/Responding
6. Informing
7. Reasoning
8. Summoning/Calling
9. Greeting
10. Closing conversation

The responses are scored on a rating scale ranging from 0 to 5 according to the appropriateness and linguistic sophistication of the child's responses to probes.

**Advantages:**

1. The test assess pragmatic skills in different contexts and as the materials and probes used are constant, it makes the test more objective and reliable.
2. Test uses a five point rating scale to give more accurate and quantitative outcome. This contributes to better inter-professional communication which is essential for successful rehabilitation of the child.

3. Helps to quantify the improvement seen after therapy, in pragmatic skills. Thus, evaluating the efficacy of therapy.
4. Since it is more objective, it has better face validity.

**Limitations:**

1. It is applicable to only those children whose mother tongue is Tamil and reside in Tamil speaking environment.
2. Age range is limited.
3. Number of subjects under each age group is only 5 i.e., small sample size.

So, it can be easily seen in the above section that the tests available in Indian languages are insufficient in the variety of purposes and age ranges they test.

In a study by Suchitra and Karanth (1990) Linguistic Profile Test was found to be effective in testing the language disorders in school going children, as it gives sufficient information of different areas of language tested, over a wide age range.

The Linguistic Profile Test, henceforth referred as LPT was designed with the objective of evaluating and analyzing adequate linguistic samples at the phonological, syntax and semantic levels. The test was designed originally a decade ago (Karanth, 1980a) in Kannada and was called as the "Test of psycholinguistic abilities in Kannada. The framework of



the test is such that, it can be easily constructed in any language. Over the last ten years, the test has been extensively used with clinical populations (both adults and children) and has been found clinically useful, both for evaluation and as a basis for rehabilitation and linguistic retraining of communicatively disabled (Karanth, 1980a and b; 1981; 1984; 1988; 1990; 1991). During this period the test has undergone some revisions. A parallel version of the test was developed in Hindi (Karanth, Pandit, Gandhi, 1986). Data on 200 normal adults and 123 stroke patients including aphasics and non-aphasics. (Karanth, Ahuja, Nagaraj, Pandit and Shivshankar, 1991) has been collected and analysed. A picturized version of the test for young children of 3-7 years of age has been constructed and field tested (UNICEF funded project RRTC, Madras and NIHH, Bombay) in seven Indian Languages including Kannada, Hindi, Tamil, Oriya, Gujrati, Marathi and Bengali. Though the test was developed for adult aphasics but recently it has also formed the basis for Language Acquisition Test. Normative data on 150 children in the age range of 6 to 11 years has already been collected in Kannada (Suchitra and Karanth, 1990) and from 11 to 14 years is in progress.

The LPT has 3 major sections including phonology, syntax and semantics respectively, with discourse forming the tail end of the third section. The choice of methods within these sections covers a wide range of tasks such as pointing, repetitions, naming, indication of grammatical and semantic

acceptability, listing of lexical categories, sentence completion, matching synonyms and antonyms etc. (Karanth, 1980 a and b).

The current study was taken up, as Malayalam is a widely spoken language and there is a lack of normative data in malayalam for school going population.

**METHODOLOGY**

**AIM:** To establish normative data scores in Linguistic Profile test (LPT) on school going children in the age range of 6 + years to 15+ years.

**SUBJECTS:** Twenty children each from grade I to X ranging in age from 6+ years to 15+ years were the subjects in the current study.

These children were:

1. Healthy normal children with no physical or sensory disabilities.
2. Native speakers of Malayalam.
3. Were studying in Malayalam medium.
4. Studying in a Government school.
5. From upper middle socioeconomic strata.
6. Had attended the primary classes i.e., nursery and kindergarten before joining the first class.

More subject details are given in Table-1.

**Table - 1:** Age groups and the number of subjects in each group.

Age group (in years)	No. of subjects		
	Males	Females	Total
6 +	10	10	20
7 +	10	10	20
8 +	10	10	20
9 +	10	10	20
10 +	10	10	20
11 +	10	10	20
12 +	10	10	20
13 +	10	10	20
14 +	10	10	20
15 +	10	10	20

**LINGUISTIC PROFILE TEST:**

This test has three major sections (1) Phonology (2) Syntax (3) Semantics

(1) Phonology: There are two subsections in the phonology section.

(i) Phonemic discrimination in which there are 24 items. The subjects were asked to point out two pictures out of a set of four, on hearing the minimal pairs.

(ii) Phonetic expression in which there are 52 items. The subjects were asked to repeat the words after the tester.

- (2) Syntax: There are ten subsections in the syntax section.
- a) Morphophonemic structures
  - b) Plural forms
  - c) Tenses
  - d) PNG markers
  - e) Case markers
  - f) Transitives, Intransitives and Causatives
  - g) Sentence types
  - h) Conjunctions, Quotatives and Comparitives
  - i) Conditional clauses
  - j) Participial constructions.

A total of 130 items were tested under all these subsections. The subjects were asked to judge whether the given sentences were grammatically correct or wrong. This is known as grammatically judgement task which is a metalinguistic ability. "Metalinguistic ability" refers to one's ability to reflect upon one's language, appreciate and even talk about it. In making acceptability judgements, the individuals not only check for proper grammatical formulation of sentences but also semantic coherence of the same. Hence, it means that making language judgements - retrieving and making use of one's language judgements - retrieving and making use of one's intuitions is relatively hard, when compared to talking and understanding. This is because, in giving a language judgement, "one must take a prior cognitive process (linguistic performance) as the object of a yet

higher order cognitive process (reflection about language performance, or metalinguistic performance) which may have properties of its own" (Gleitman and Gleitman, 1979).

(3) Semantics: There are two major sub-sections in this section (a) Semantic discrimination (b) Semantic expression.

In the first sub-section, discrimination of colours, furniture and body parts was tested. The subjects were asked to point the colour, object or body part named. A total of 15 items were tested.

In the second subsection expression ability was tested under the following tasks:

- 1) Naming
- 2) Lexical category
- 3) Synonymy
- 4) Antonymy
- 5) Homonymy
- 6) Polar questions
- 7) Semantic anomaly
- 8) Paradigmatic relations
- 9) Syntagmatic relations
- 10) Semantic contiguity
- 11) Semantic similarity

The instructions for each task was given differently based upon the type of expressive ability being tested.

**ADMINISTRATION AND SCORING**

The testing was done in a quiet classroom situation.

The administration of 76 items of the phonology section of LPT entailed instructing the subject that he would hear a minimal pair in the phonemic discrimination task and he would have to point to the pictures presenting the pair out of a set of 4 pictures.

In the phonetic expression sub-section, the subjects were asked to repeat verbally after the tester. The total score of phonology section was 100.

In the 130 items of syntax section of LPT the subjects were instructed that they would hear a list of sentences/words; some of which structurally well formed while some were not. Each subject was given examples of both correct and incorrect sentences. The subject was asked to listen carefully to the items that would be auditorily presented and indicate whether each item was correct or incorrect. The test items were presented auditorily one after the other with adequate time between items for the child to respond. The total score of semantic section was 100.

In the 85 items of semantics section based upon the type of task involved, the instructions were given. The score of this section also summed up to 100.

**ANALYSIS**

The subjects responses were scored and tabulated and the mean and standard deviation of LPT scores for each age group under each section were computed. Further, one factor Analysis of Variance) was used to find out the significance of difference between means. The results are reported and discussed in the following chapters.



### Results and Discussions

The aim of the present study was to develop a language test in Malayalam for school going children between 6 to 15 years. The data obtained was subjected to the following statistical analysis:

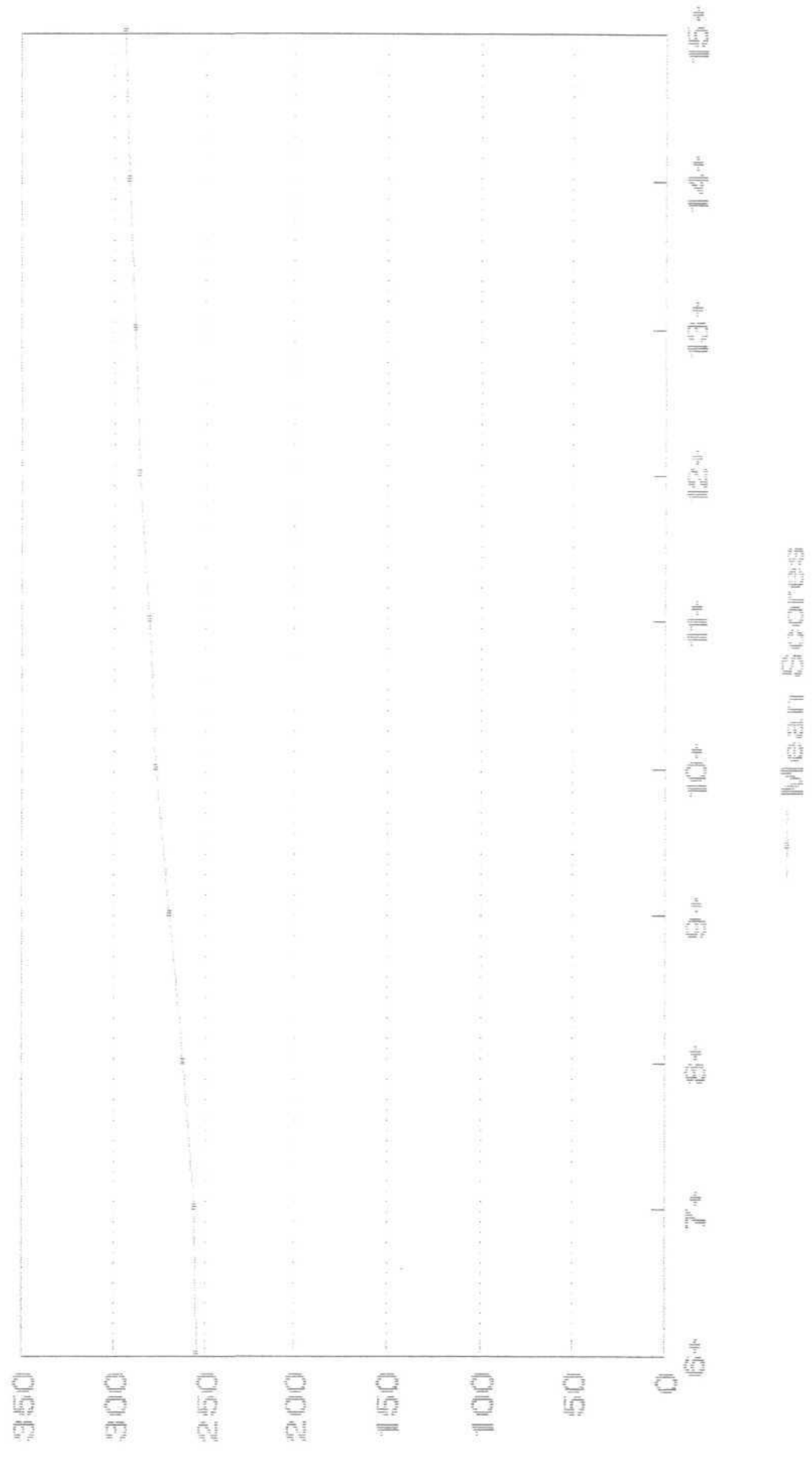
- 1) Mean
- 2) Standard deviation
- 3) ANOVA
- 4) Index of sensitivity.

The mean and standard deviation of LPT scores (total scores) are given in Table 2 and are graphed in Graph 1. The results indicated that the mean scores ranged from 255.975 to 294.075. The total scores increased from 6+ years to 15+ years.

**Table : 2** - Total Mean and S.D. of LPT Scores.

AGE	MEAN	S.D.
6 +	254.85	3.571
7 +	255.975	3.798
8 +	261.975	3.697
9 +	270.05	3.236
10 +	277.65	4.215
11 +	280.95	4.53
12 +	286.5	3.129
13 +	288.75	3.156
14 +	291.725	3.173
15 +	294.075	2.637

Graph I



The mean total scores and standard deviation of the three sections of LPT, namely phonology, syntax and semantics as given in Table - 3 and are graphed in graph - 2.

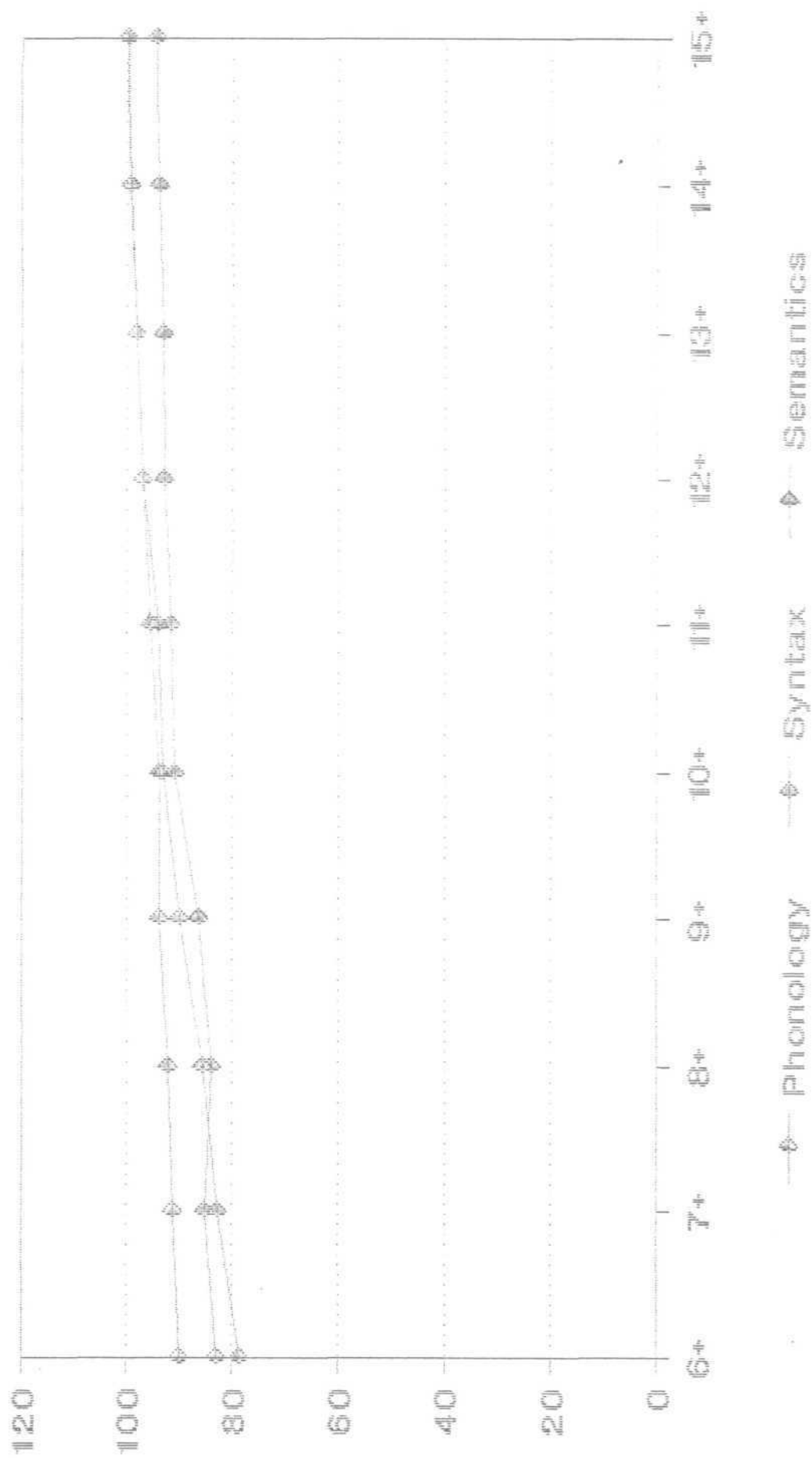
**Table : 3** - Mean and SD for different age groups.

AGE	PHONOLOGY		SYNTAX		SEMANTICS		GRAND MEAN	TOTAL SD
	MEAN	SD	MEAN	SD	MEAN	SD		
6+	90.2	2.966	82.975	2.931	78.6	1.729	254.85	3.798
7+	91.2	2.167	85.075	2.034	82.8	1.056	255.975	3.571
8+	92.5	2.164	83.875	2.218	85.6	1.93	261.975	3.697
9+	93.8	2.484	86.35	2.266	89.9	1.714	270.05	3.236
10+	93.75	3.193	90.95	2.675	92.95	1.638	277.65	4.215
11+	95.5	2.646	91.55	2.655	93.9	1.944	280.95	4.53
12+	96.85	2.621	92.875	1.932	96.8	0.894	286.5	3.129
13+	98.1	1.774	93	2.518	98.1	0.641	288.75	3.156
14+	99.2	1.196	93.775	2.161	99.25	0.716	291.725	3.173
15+	99.7	0.733	94.475	2.381	99.9	0.308	294.075	2.637

NOTE: Maximum score for each section is 100.  
Maximum total score is 300.

It was observed that the mean score across age groups was highest for phonology compared to syntax and semantics. Age group of 6-9 years showed a significant difference for phonology and semantics in their mean scores, after which from 10+ to 15+ the mean scores obtained were comparatively similar for both phonology and semantics. The general pattern noticed was, highest scores in phonology followed by semantics and then syntax respectively.

Graph II



**Table : 4** - ANALYSIS OF VARIANCE ACROSS AGE GROUPS

Age GP:	TOTAL SCORES	PHONOLOGY	SYNTAX	SEMANTICS
6 v/s 7	-	-	*	*
6 v/s 8	*	-	-	*
6 v/s 9	*	*	*	*
6 v/s 10	*	*	*	*
6 v/s 11	*	*	*	*
6 v/s 12	*	*	*	*
6 v/s 13	*	*	*	*
6 v/s 14	*	*	*	*
6 v/s 15	*	*	*	*
7 v/s 8	*	-	-	*
7 v/s 9	*	-	-	*
7 v/s 10	*	-	*	*
7 v/s 11	*	*	*	*
7 v/s 12	*	*	*	*
7 v/s 13	*	*	*	*
7 v/s 14	*	*	*	*
7 v/s 15	*	*	*	*
8 v/s 9	*	-	*	*
8 v/s 10	*	-	*	*
8 v/s 11	*	-	*	*
8 v/s 12	*	*	*	*
8 v/s 13	*	*	*	*
8 v/s 14	*	*	*	*

8 v/s 15	*	*	*	*
9 v/s 10	*	-	*	*
9 v/s 11	*	-	*	*
9 v/s 12	*	*	*	*
9 v/s 13	*	*	*	*
9 v/s 14	*	*	*	*
9 v/s 15	*	*	*	*
10 v/s 11 - - - -				
10 v/s 12	*	*	*	*
10 v/s 13	*	*	*	*
10 v/s 14	*	*	*	*
10 v/s 15	*	*	*	*
11 v/s 12	*	-	-	*
11 v/s 13	*	-	-	*
11 v/s 14	*	*	*	*
11 v/s 15	*	*	*	*
12 v/s 13 - - - -				
12 v/s 14	*	-	-	*
12 v/s 15	*	-	-	*
13 v/s 14 - - - -				
13 v/s 15 - - - -				
14 v/s 15 - - - -				

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Analysis of Variance (ANOVA) results show.

(Table - 4):-

- There was significant difference in the total mean scores between the age groups upto 12 years of age.

- Significant difference in phonology was seen upto 11 years of age
- Significant difference in syntax was seen also upto 11 years of age only.
- There was a significant difference in semantics upto 12 years of age.

The mean total scores in section II - syntax, ranges from 82.975 to 94.475 from Grade I to Grade X. A gradual progress of the scores was seen across the age groups from 6+ to 15+; with 8+ showing a slightly better performance than 7+ years of age.

In view of this fact that a chance factor is high across the age groups in this section the grammatically sensitivity index (A), (Schwartz and Saffan '83) which is a non parametric index of sensitivity based upon the (ROC) curve, was computed for each child in the present study.

The average value A across the ten age groups can be seen to increase from 0.84 to 0.96 [as shown in Table 5] indicating an increase in grammatical sensitivity with an increase in age. However the maximum sensitivity was not attained even at the age of 15+ years.

It was seen that case Markers, sentence types, conjunctions, comparatives and quotation and PNG markers were the most sensitive, in decreasing order and morphonemics and plural forms were the least sensitive. The rest fell in

between these extremes indicating differential sensitivity to different syntactic structures at various stages.

**Table : 5** - Index of sensitivity (A) across the age groups

	6+	7+	8+	9+	10+	11+	12+	13+	14+	15+
A. Morphophonemic structures	.67	.67	.68	.77	.78	.75	.82	.82	.83	.85
B. Plural forms	.64	.66	.78	.75	.80	.85	.85	.86	.86	.87
C. Tenses	.75	.77	.77	.84	.77	.82	.82	.85	.92	.92
D. PNG Markers	.93	.95	.94	.98	.96	.99	.96	.97	.96	.99
E. Case Markers	.98	.98	.98	.97	.98	.99	.99	.98	.99	1.0
F. Transitives, Intransitives, Causatives	.91	.93	.90	.95	.94	.94	.95	.99	.96	.97
G. Sentence types	.95	.95	.96	.98	.99	.98	.99	1.0	.99	.99
H. Predicates	.74	.86	.91	.92	.95	.95	.93	.94	.98	.98
I. Conjunctions, Comparative & Quotation	.95	.93	.95	.98	.98	.99	.99	.99	.98	.99
J. Conditional clauses	.94	.94	.91	.95	.99	.99	.98	.99	.99	.99
K. Participial constructions	.77	.85	.86	.95	.97	.98	.97	.96	.98	.98
(A)	.84	.86	.88	.91	.92	.93	.93	.94	.95	.96

Under the semantic section, it was seen that the performance for semantic discrimination remained same (full scores) from 6+ to 15+, as compared to semantic expression where in the naming and lexical category along with paradigmatic relations, syntagmatic relations and semantic



similarity there was highest scores seen across all the age groups (6+ to 15+). Scores obtained showed poor performance for homonyms (item No. 5), synonyms (item No. 3) and semantic contiguity (item No. 10) upto ten years of age. The scores obtained after 10+ years on these three items were good. The other items fall in between these extremes indicating differential performance to different semantic structures at various levels. So, better performances were seen for item Nos. 1, 2, 4, 6, 7, 8, 9 and 11 upto 10 years of age after which item Nos. 3, 5 and 10 also improved. Thus, with an increase in age, better performance was seen; with maximum scores being obtained at 14+ and 15+ years (i.e, 100).

**DISCUSSION: [LPT in Malayalam]**

The findings in the phonological section were similar to the findings of the earlier studies by Suchitra and Karanth (1990) and Monika Sharma (1995) who had done similar studies in Kannada and Hindi respectively. This confirmed the observation that phonological development was almost complete by the age of six (6) years. However, if the scores were compared; it could be seen that children in the present study had higher scores in the phonology section from 6 years of age compared to the studies of both Suchitra and Karanth ('90) and Monika Sharma ('95). A constant progress was maintained in the phonology section across the age groups from 6+ to 15+. This finding was similar to that of Monika Sharma ('95) except that a constant was maintained after 11 years of age whereas in the earlier study done in Kannada showed children at 6 years of age started with comparatively low scores and reached the maximum constant score by 11 years of age.

The findings in the syntax section showed a significant increase after 9 years of age. This was however not in agreement with that reported by Bohannon (1976), Karmiloff - Smith (1979), Hakes (1980), Vanleek (1982), Tunmer and Bowey (1982), Suchitra and Karanth (1990) and Monika Sharma (1995); who reported that in the syntax section there was a significant improvement from 8+ years of age. In this study; from the 6+ age group the scores were comparatively higher

than those in the study by both Suchitra and Karanth (1990) and Monika Sharm (1995) and this superiority in scores was maintained throughout all age groups.

The main findings in the syntax section showed that adult like sensitivity to grammatically judgement is acquired by adolescence. This is in accordance with previous findings by [Karanth, 1984], Suchitra and Karanth '90 and Monika Sharma '95. The findings also show that beginning from 6-7 years; children are able to gradually make judgements more like adults by evaluating the properties of the sentences. This was in agreement with the observations of Bohannon '76, School and Ryan '80, Hakes '80, Suchitra and Karanth '90 and Monika Sharma '95. It was also observed that with the adding of more complex structures the increase in grammatical judgement ability was shown to increase upto 15 years of age. This is evident from the computation of index of sensitivity which shows that maximum sensitivity is not attained even at 15 years of age [A = 1.0]. This is similar to the findings of Monika Sharma '95; but varies from that of Suchitra and Karanth '90 a little as it is attained by 12-14 years of age in their study. The findings here; also contradict the observations made by Vasantha et al ('39), where she says that by the age of 8 to 85 years an asymptote is reached by which time the performance is almost adult like. The mean scores of index of sensitivity for different age groups were similar to that of Monica Sharma's ('95) study. it was also seen that in the present study; case Markers and sentence

types along with conjunctions, comparatives and quotations were the most sensitive whereas plurals and morphophonemic structures were the least sensitive. These findings varied from that of Suchitra and Karanth's ('90), in that, plural forms were most sensitive and participial constructions were the least sensitive. The findings also varied from Monika Sharma's study in that PNG markers and Case Markers were the most sensitive. However like the present study, morphophonemic structures was the least sensitive across the age groups in Monika Sharma's study ('95).

The findings in the semantic section, show that, semantic discrimination, is fully developed early in life i.e, the concept for colour, furniture and body parts is intact by 6 years of age. This early emergence could be due to their being named more frequently than any other category (Huttenlocher, Smiley and Ratner, 1983). This however contradicts the studies done by Isotomina (1963) and Johnson (1977), who report that young children are bad at using colour words appropriately. This is also not similar to findings to studies reported by Suchitra and Karanth ('90), who says that scores on body parts reach maximum only by 11 years of age and Monika Sharma ('95), who says that the scores on body parts do not reach maximum even by 15 years of age. This significant difference could be due to the frequency with which the words are used in the different languages i.e, more frequently used in Malayalam.

The findings in semantic expression, section III B, showed that; tasks like naming, lexical category, paradigmatic relations, syntagmatic relations and semantic similarity were intact with maximum scores from 6+ years of age through 15 years of age. These findings agree with those of Bower (1974) wherein earlier recognition of familiar persons and objects in many different orientations and contexts by about 6-7 months have been reported starting that cognitive abilities that are pre-requisite for learning proper names are present well before speech.

It was also observed, however, that 6 year olds were not good at explaining ambiguous statements. This was observed for item, No. 7, where the sentence could be judged as anomalous by the 6 year old also but explanations were not apt. The results of this study are in accordance with that of Howe and Hillman (1973), James and Miller (1973), Suchitra and Karanth (1990) and Monika Sharma (1995). According to de Villiers ('82), words that specify relationships between people, objects and events occur quite early in child's language but the meanings of most relational words are not acquired in all their complexity until the child is 4 or 5 years of age. This is however not so when considering the present study where semantic anomaly has maximum scores only after 8 years of age i.e, from 9+ years of age.

Also seen that synonymy (item No. 3) and homonymy (item No. 5) scores were poorer for the younger grades and it was

only after 13+ that the scores improved; with homonymy slightly poorer in performance at 15+ also. This is in accordance with the study done by Sack and Berlin (1971) and Monika Sharma (1995), wherein suggested that younger children perform worse than chance on synonymous sentence pairs.

The findings of the present study also showed that performance for item No. 10 (Semantic contiguity) was very poor upto 9 years of age after which there was a gradual progress seen across the age groups with maximum scores being attained at 13+ years of age. This particular finding is not in accordance with either of the studies done in Kannada or in Hindi.

The finding that, children in all age groups in all the 3 sections of LPT (Phonology, syntax and semantics) in the current study have scored better than the earlier studies in Kannada (Suchitra and Karanth '90) and Hindi (Monika Sharma '95); could be attributed to;

- environmental differences
- frequency of use of language at home and outside
- academic differences
- social status (all middle class families).

Results of ANOVA, suggests that LPT in Malayalam is quite useful for children from 6+ to 12+ years of age in identifying disordered language behaviours, but it can be used as a useful tool for 13+ to 15+ years as well.

The overall findings in the study which is in concurrence with the results of the earlier studies (Karanth '84); Rangasayee et al (1988), Suchitra and Karanth (1990), Kudva (1991) and M. Sharma (1995) indicate the following;

- As the difference in the age groups 6+ and 7+ years is not statistically significant the picturised version of the test (RRTC test battery) has been found to be useful for the younger age groups i.e, below 7 years of age atleast for a few sections.

- LPT can be used for evaluating children above 7 years of age; the difference of these age groups being statistically significant for the total scores as well as for the three sections (Phonology, syntax and semantics).

- The LPT can also be used as a basis for therapeutic programs i.e, the performance of the child in various sections will be a great help in planning therapy for speech-language disordered population.

**SUMMARY AND CONCLUSIONS**

The present study was undertaken to establish the normative data on linguistic profile test (Malayalam) for school going children in an age range of 6+ years to 15+ years. Here, the 3 components of language ie., phonology, syntax and semantics were tested on a group of 200 subjects, both males and females, who were all native speakers of Malayalam coming from literate middle class families. When comparing this study with the earlier studies done in kannada (Suchitra and Karanth 1990) and Hindi (Monika Sharma 1995); the results show that the scores obtained in the present study are higher for all the 3 sections ie., phonology-syntax and semantics; across all the age groups. The increase in scores seen, could be due to the highly structured and grammatical use of Malayalam (whether as the 1st language or 2nd language); from the I-grade itself in the schools. Phonology is fairly well developed by 6+ years of age and it is seen to steadily increase through 15+ years of age. In syntax; Case Markers, sentence types; conjunctions, comparatives and quotations and PNG Markers were the most sensitive while Morphophonemic structures and plural forms were the least sensitive across the age groups. In semantics, homonymy, synonymy and semantic contiguity were fully developed only after 12+ years of age. Semantic anomaly was also seen to develop only after 9+ years of age. The rest was well developed by 6+ years of age.



On conclusion, it can be said that linguistic profile test (Malayalam) is a very useful tool in identifying various language disorders across the age groups of 6+ to 15+ years. The profile can also be used for re-evaluation of case's problem and progress; also as a basis for therapeutic programs.

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**SECTION - I : Phonology**

**SECTION 1-A. Phonomic discrimination.**

**Instructions:-** Place the picturs representing each minimal pair in front of the subject. Read aloud the words of the minimal pair (one after the other) and ask the subject to point out to the appropriate picture. If the subject fails to do so give him the written forms of the minimal word pair and ask him to match them with the appripriate pictures. Score '1' for each correctly identified picture Allow correction only once, if the subject is very certain, his earlier response was wrong. Repeat once if required.

Sl.No.	Minimal pair	Stimulus		Response		Accuracy of response.
		Verbal	Graphic	Verbal	Graphic	
1.	അമ - അന					
2.	കപ്ത - ചപ്ത					
3.	കാക - ചക					
4.	ചുണ്ഡ - മുണ്ഡ					
5.	സഞ്ചി - വഞ്ചി					
6.	പട്ടി - ചട്ടി					
7.	ഇഴയ്ച - പൂയ്ച					
8.	മുണ് - മുക്					
9.	പാട - പാട്ട					
10.	വാലൂ - പാലൂ					
11.	കണ്ണി - പണ്ണി					
12.	മലച്ചി - പലച്ചി					
13.	നാഖൂ - പാഖൂ					
14.	പത്ത് - കത്ത്					
15.	കാല് - നാലൂ					
16.	മരം - കരം					
17.	വള - തള					
18.	കാതൂ - കാറ്					
19.	നെടി - തെടി					
20.	പുറം - മുറം					
21.	ഉഴുണ് - ഉഴുത്ത്					
22.	കീശ - മീശ					
23.	ഭേശം - ഭേശം					
24.	വല - തല					

Maximum Score:- 48

Subject Score:- .....

**SECTION:- 1. B. Phonetic expression.**

**Instructions:-** Ask the subject to repeat each word clearly after you. If the subject is unable to repeat the word give him the written form of the word and ask him to read it aloud. If he fails to do so then give him the appropriate picture and ask him to name it. Score "1" for each correctly repeated/read/named target sound. When involving phonemes other than the target phoneme should not be scored but taken in to account during tentative analysis.^

Sl. No.	Stimules word	Repetition	Subjects responses Reading Naming	Accuracy of response
1.	അമ്മ			
2.	അന്ന			
3.	ഉല			
4.	ഉറുച്ഛ			
5.	ഉരൂർ			
6.	ഉറുമ/ഉറുഞ്ചാർ			
7.	ഘൃഗൃമ			
8.	ഘൃകൃം			
9.	ഓടകം			
10.	ഓടം			
11.	അബരം			
12.	കരൂർ -ഘൃടികാരം			
13.	കവീത, നഖം			
14.	കടലാസ്			
15.	ചവറുതീ/ചുതം			
16.	ചങ്ങാതി			
17.	വസ്ത്രം			
18.	വഴി			
19.	വനം			
20.	തമിഴൻ			
21.	തൽത			
22.	തകാളി			
23.	താഴെ			
24.	മലയാളം			
25.	മീൻ			
26.	മകൻ			
27.	പാട്ട്			
28.	പംപരം			
29.	രാവിലെ			
30.	രാജാവ്			
31.	രാജ്ഞി			
32.	ഗാനം			
33.	ഗന്ധർവ്വൻ			
34.	ജനറൽ			
35.	ജാലം			
36.	ജാലൻ			
37.	നാട്			



Sl.No.	Stimules word	Repetition	Subjects Reading	responses naming	Accuracy of response
38.	നെംപരം				
39.	ശരീരം				
40.	ശക്തി				
41.	കുർട്ട്/കുർട്ടുവെ				
42.	സംഗീതം				
43.	സമയം				
44.	ഡർഹി/ഡർഹിടർ				
45.	ഭരണി/ഭാര്യ				
46.	ബലൂൺ				
47.	പലം/പണം				
48.	കുർട്ടം/കുർട്ടൻ				
49.	ഹാരം				
50.	കുർട്ടീവൻ				
51.	കുർട്ടം				
52.	ടൺ				

Maximum Score:- 52

Subjects Score:- .....

**Section : 1.C Running Speech.**

Instructions:- Read the flowing passage slowly and clearly. Ask the subject to repeat it after you. Later ask the subject to read the passage aloud. Use asporation where ever necessary. Further ask the subject to answer the questions at the end of the passage. The questions must be asked orally. If the subject/client fails to answer, present the questions graphically and ask the client to respond verbally. If he fails to provide verbal responses ask him to answer by writing or by gestural mode. Analyse the subject's performace on this section in terms of his performance in section 1.B. Also pay particular attention to dusters and take observation notes.

ഇന്ത്യ കാളവണ്ടിയിലൂടെ നടക്കും. പല സ്ഥലത്തും കാളയ്ക്ക് പകരം പോത്ത്കളും വണ്ടി വലിക്കുന്നത്. കുതിര; കോമ്പൻ കഴുത്ത്; ട്രാക്ടർ എന്നിവ വലിക്കുന്ന വണ്ടികളും ഇന്ത്യയിലെ ചില സ്ഥലങ്ങളിലുണ്ട്.

കാവണ്ടികളിലധികവും ചെറു കർഷകരുടെ വകയാണ്. വളം, വിറക്, കച്ചിത്തീര എന്നിവ വാങ്ങിക്കൊണ്ടുവരാനും കൃഷിക്കാർ ഇതുപയോഗിക്കുന്നു. ചെറിയ ദൂരങ്ങളിലൂടെ ചരക്കുകൾ എത്തിക്കാൻ കാളവണ്ടിയാണ് ഏറ്റവും ഫലപ്രദം.

Sl. No	Test item	Stimulus		Response			Accuracy of response
		Verbal	Graphic	Verbal	Graphic	Gestural	

1. കാളയ്ക്ക് പകരം വണ്ടി വലിക്കാൻ ഉപയോഗിക്കുന്നത് എന്താണ്?
2. കാളവണ്ടി ഏറ്റവും കൂടുതൽ ഉപയോഗിക്കുന്നത് ഏത്?
3. കൃഷിക്കാർ എന്തിനൊക്കെയാണ് കാവണ്ടി ഉപയോഗിക്കുന്നത്?
4. കാവണ്ടിയിലൂടെ ഏറ്റവും ഫലപ്രദമായ ഉപയോഗം എന്താണ്?

Transcript:- 1 (Repetition)

Transcript:- 2 (Reading)

Analysis of Clusters.

**Section: II. syntax.**

**Instructions:-** Instruct the subject that the following list of words and sentences contains both correct and incorrect forms. Ask the subject to listen carefully and indicate whether the item is correct or not. Illustrate with one or two examples if needed. Read the items in the list one by one. Repeat once if necessary. If the subject fails to respond give him the test items in the written form. Accept correction once. Score for each accurate response in sub sections A,B,C and D and one for each accurate response in subsections E,F,G,H,I,J and K. Make use of the stimulus modality used and also the modality in which the subject responds.

**A. Morphonemic structures:-**

Sl. No.	Test Item	Stimulus Modality		Subjects Response			Accuracy of Response
		Verbal-	Graphic	Verbal-	Graphic-	Gestural	
1.	പുസ്തകത്തിൽ						
2.	കടലാനിർ						
3.	വീട്ടിൻ						
4.	പെണ്ണുകുട്ടിയിൽ						
5.	ഗുരുവിൽ						
6.	മരത്തിൽ						
7.	നാട്ടിൻ						
8.	പക്ഷി						
9.	പൂക്കൾ						
10.	മുഴുവൻ						
11.	പുറത്തിൽ						
12.	കറുപ്പ്						
13.	രൂതി						
14.	കരൾ						
15.	മെലിഞ്ഞത്						
16.	താഴെ						
17.	കരൾക						
18.	ചക്രം						
19.	പെട്ടി						
20.	പൂവ്						

Maximum Score : 10

Subjects Score: .....

**B. Plural forms**

Sl. No.	Test Item	Stimulus Modality		Subjects Response			Accuracy of Response
		Verbal	Graphic	Verbal	Graphic	Gestural	
1.	പെൺകുട്ടികൾ						
2.	പുരുഷൻമാർ						
3.	അപ്പൂപ്പിൻകൾ						
4.	പുരുഷൻകൾ						
5.	വീടുകൾ						
6.	മുട്ടകൾ						
7.	അമ്മുമ്മുമാർ						
8.	കുട്ടികാർ						
9.	പെണ്ണുകൾ						
10.	അടുകുട്ടികൾ						

Maximum Score : 5

Subjects Score: .....

**C. Tenses.**

Sl. No	Test item	Stimulus		Response			Accuracy of response
		Verbal	Graphic	Verbal	Graphic	Gestural	
1.	അവർ മീൻ പിടിക്കുന്നു						
2.	അവൻ ഇന്നലെ മീൻ പിടിക്കുകയുണ്ടായി.						
3.	അവർ പൂകൾ പഠിപ്പിച്ചു						
4.	അവൻ നാളെ മരണമടയ്ക്കപ്പെട്ടിട്ടുണ്ട്.						
5.	അടുകുട്ടി പെട്ടെന്ന് ഇടും.						
6.	അടുകുട്ടി മരം കയറി						
7.	അടുകുട്ടി നാളെ കർണ്ണപോസ്റ്റു ചെയ്യാൻ പോയി						
8.	അവർ ഇന്നലെ ചോറു തിന്നും.						
9.	പെൺകുട്ടി പലപ്പോഴും കേൾക്കും.						
10.	അടുകുട്ടി കൂടെ തുറന്നു.						

Maximum Score : 5

Subjects Score: .....

D. PNG Markers:-

Sl. No.	Test Item	Stimulus Modality Verbal - Graphic	Subject Response Verbal, Graphic, Gestural	Accuracy of Response
1.	കുട്ടികൾ ഉറങ്ങുന്നു.			
2.	അടുകൂടി ഉറങ്ങുന്നു.			
3.	പൂർണ്ണ ഉറങ്ങുന്നു			
4.	അവർ ഇന്നലെ കൂടിക്കൂരുന്നു			
5.	നീന്തി മാങ്ങ തിന്നുന്നു			
6.	അവർ എഴുതി			
7.	അവൻ നാളെ പറഞ്ഞു			
8.	അവൻ പാട്ടു പാടി			
9.	അവൻ എഴുത്ത് എഴുതി			
10.	അവൻ ഇന്നലെ പോയി			
11.	അവർ ഞാൻ ചെയ്തു			
12.	അവൻ നാളെ പാഠം പഠിച്ചു			
13.	അവൻ പടം കാണാൻ പോയി			
14.	നിന്നാളെ പഠിച്ചു			
15.	പട്ടി ഇന്നലെ രാവിലെ കൂടിക്കൂറും			
16.	ഉഷ പാടി			
17.	നിന്നാളെ എവിടെ പോയി			
18.	അവൻ എഴുതി			
19.	അവൻ നാളെ പടം കണ്ട്			
20.	അമ്മ അരാട്ടു പാടും			

Maximum Score:- 10  
 subjects Score: .....

E. Case Markers:-

Sl. No.	Test Item	Stimulus Modality Verbal- Graphic	Subjects Response Verbal, Graphic, Gestural	Accuracy of Response
1.	അമ്മ വെള്ളം വെള്ളം കൊണ്ടുവരുന്നു.			
2.	അമ്മ വെള്ളം നിന്നും വെള്ളം എടുക്കുന്നു			
3.	അമ്മ കുട്ടിയെ കുളിപ്പിച്ചു			
4.	അടുകൂടി പേനകൊണ്ട് എഴുതുന്നു			
5.	പേപ്പർ കള്ളനെ പിടിക്കുന്നു.			
6.	അടുകൂടി പേന പോകാൻ ഇടുന്നു			
7.	അവനെ മരന്തെ വെട്ടി			
8.	അവൻ കുട്ടിയെ പാവത്തെ കൊടുക്കുന്നു			
9.	പുസ്തകം മേശമേലെ ഉണ്ട്			
10.	അവൻ കുട്ടിയെ മാങ്ങാകൾ കൊണ്ടു വരുന്നു.			

Maximum Score: 10  
 subjects Score: .....

F. Transitive, Intransitives, Causatives.

Sl. No.	Test Item	Stimulus Modality		Subject response	Accuracy of Response
		Verbal-	Graphic		
1.	അച്ഛൻ തിന്നുന്നു				
2.	അച്ഛൻ കുട്ടിക്ക് തിന്നുന്നു				
3.	അമ്മ ഉറങ്ങിയാൽ പറഞ്ഞു				
4.	കുട്ടി കരയുന്നു.				
5.	അയാൾ ഇന്നലെ പറയും				
6.	ടീച്ചർ എഴുതുന്നു.				
7.	അവൻ കുട്ടിയെ കർട്ട് ഇടിക്കുന്നു.				
8.	അവർ കുളിക്കുന്നു				
9.	ഞാൻ നിന്നെക്കൊണ്ട് പറയും എഴുതും				
10.	ടീച്ചർ കുട്ടിയെ കൊണ്ട് എഴുതിക്കുന്നു				

Maximum Score: 10

Subjects Score: .....

G. Sentence Types:-

Sl.	Test Item	Stimulus Modality		Subject Response	Accuracy of Response
		Verbal	- Graphic		
1.	അങ്ങനെയൊരു പാട്ടു പാടി സമ്മതിക്കുക				
2.	ഇത് മദ്രാസ് അല				
3.	അവനെ കുറെ കുടികും				
4.	പൂവ് കുളിർത്തിലുണ്ട്				
5.	പെൺകുട്ടി നൂൽതം ചെയ്തുന്നു.				
6.	അറാബ് എഴുതും				
7.	മോഹിനി ജോലി ചെയ്തുന്നു				
8.	തന്തയെ കുടിലിലുണ്ട്				
9.	മാല എവിടെ?				
10.	കള്ളന്റെ പൊലീസുകാർ പിടിച്ഛു				

Maximum Score: 10

Subjects Score: .....

H. Predicates.

S1. No.	Test Item	Stimulus Modality Verbal - Graphic	Subject Response Verbal-Graphic-Gestural	Accuracy of Response
1.	ഇത് എന്റെ പുസ്തകമാണ്			
2.	ഈ കുപ്പിയും കമല ജാക്ക്			
3.	നിന്റെ മുറി ഓരോ			
4.	അവന്റെതാണ് പട്ടി വെളുപ്പി			
5.	ഓ ചേന അവന്റെതാണ്			
6.	അവന്റെ കുതിര വേഗത്തിൽ ഓടും			
7.	ഇന്നലെ എന്റെ അനുജത്തി ഖാഖിരുന്ന പാടിയ വൃക്തി			
8.	അവന്റെവിട് ഓരോ			
9.	ഓ അമ്മയുടെ സാരിയാണ്			
10.	ഇത് അനുജന്റെ പേരടോ എന്റെ.			

Maximum Score: 10

Subjects Score: .....

I. Conjunctions, Comparatives and Equations

S1. No.	Test Item	Stimulus Modality Verbal - Graphic	Subjects Response Verbal, Graphic, Gestural	Accuracy of Response
1.	രാമനും ശ്യാമനും കൂടെ ന്കൂളിൽ പോയി.			
2.	എന്റെ അനുജൻ കുട്ടികൾ വന്നു			
3.	അമ്മയുടെ പട്ടിയേയും കൂടി അമ്മയെല്ലാവരും പുറത്ത് പോയി.			
4.	താ പെൻസിലോ പേനയോ			
5.	സുരേഷ് സുരജിനേകാളും ചെറുതാണ്.			
6.	സ്വപ്നയ്ക്കും സിതയേക്കാൾ നീളമുണ്ട്.			
7.	ഈ വിട് മറ്റുള്ള വിടുകളേക്കാൾ വലുതാണ്			
8.	അമ്മയെ പഠിപ്പിക്കാമെന്ന് ടീച്ചർ പറഞ്ഞു.			
9.	മഴ ഗോപാൽ എന്തായാലും പെ ല്ലയുമെന്തും പറഞ്ഞു.			
10.	രാമൻ ചെല്ലവും പറഞ്ഞു ജോലിയാണ്			

Maximum Score :- 10



J. Conditional clauses

Sl. No.	Test Item	Stimulus Modality	Subject Response	Accuracy of Response.
		Verbal - Graphic	Verbal-Graphi-Gestural	
1.	ഭക്ഷണം കഴിച്ച് ചിലവെഴ്കിൻ നി മെലിഞ്ഞു പോകും			
2.	അധർ വീട്ടിൽ വരുംപോൾ അൻ പൈസ കൊടുക്കും			
3.	നിർമ്മർ എന്തൊക്കെ പറഞ്ഞാ ലും അധർ അദ്ധർക്കെ ജോലി ചെയ്യാം			
4.	ബസ്സ് സമയത്ത് വന്നിച്ച് ചിലവെഴ്കിൻ അവർക്ക് ബസ്സ് കിട്ടിയില്ല.			
5.	അധർ വരുംപോൾ നമുക്ക് നാളെ പോകാം			
6.	മഴയുണ്ടെഴ്കിൻ നമുക്ക് പുറത്ത് പോകിയില്ല.			
7.	നഗരത്തിൽ പോയി പൈസ കിട്ടുക.			
9.	അൻ വിളിച്ച് ചിലവെഴ്കിൻ അൻ വരിയില്ല.			
10.	നല്ലതാണ്; എന്നിക് തരികയാ ണെഴ്കിൻ ഇത് വളരെ.			

Maximum Score: 10

Subjects score: .....

K. Participial Constructions-

Sl. No.	Test Item	Stimulus Modality	Subject Response	Accuracy of Response
		Verbal-Graphic	Verbal-Graphic-Gestural	
1.	എൻറെ പട്ടി ഒന്ന് റോഡിൽ കിടക്കുന്നു.			
2.	കൃഷി കൃഷിക്കാൻ ചെയ്യാുന്നു.			
3.	തിരൂപൻ അലക്കുകാൻ ചെയ്യാുന്നു.			
4.	അഗ്ര റെറ്റു വിനോദകേന്ദ്രമണ്			
5.	പാടുന്ന എവിടെയാ അർക്കുട്ടി?			
6.	ഇന്നെൻറെ പഠിക്കുന്ന സ്കൂളാണ്			
7.	എനിക്ക് ഗാന്ധിജിയുടെ സിനിമ ഉഷ്മാവി.			
8.	അധർ നടന്നു ക്ഷ്മിതിച്ചു			
9.	അോഷലിലേക് പോകുന്ന ബസ്സ് എവിടെ?			
10.	പിംപിനെ കണ്ടതും അവൻ അത്മ യുടെ അടുത്തേക് പോയി.			

Maximum Score: .....

SECTION. III SEMANTICS

SECTION III. A. Semantic Discrimination

**Instructions:-** Ask the subject to point out to the colour, object and body part named. Name the items one by one. If he fails give him the written words and ask him to match them with the corresponding items. Repeat them once if necessary. Accept correction once. Score 1 for each item identified correctly.

a-Colour:-	S.No.	Test item.	Subjects response naming-matching	Accuracy of response.
	1.	പച്ച		
	2.	മഞ്ഞ		
	3.	ചുവപ്പ്		
	4.	നീല		
	5.	വെള്ള		

b. Body Parts:-

1. കൈ
2. കണ്ണ്
3. മൂക്ക്
4. കഴുത്ത്
5. വിരൽ

c. Furniture:-

1. കസേര
2. ഭേദ
3. കട്ടിൻ
4. അലമാര
5. വാതിൽ

Maximum score:-

Subjects Score:-

Colour - 5

Body Parts-5

Furniture -5

**SECTION. III.B. Semantic expression.**

**1. Naming.**

Instructions:- Ask the subject to name the object presented. If he fails to do so check whether he can write the name or explain its use through gesture. Score 1 for each correctly named (oral or written response) or for correct recognition of objects. (as seen through pictural explanations) Accept mild paraphasias.

S.No.	Test item	Subjects response. phonic-Graphic-Gestural.	Accuracy response
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1. പൈസ
2. കർത്തി
3. മെന്റുകുതിര
4. വാച്ച്
5. പഴം
6. പനീർ
7. താളകോൽ
8. പുസ്തകം
9. കണ്ണാടി
10. ചിപ്പ്
11. സ്പൂൺ
12. പെൻസിൽ
13. ബാൾ
14. സഞ്ചി
15. മാല
16. പൂവ്
17. പാമ്പ്
18. ചെറുപൂവ്
19. ചക്രം
20. പെട്ടി

Maximum score: 20

Subjects score: ..

## 2. Lexial Category.

**Instructions:** Ask the subject to list the names of all the animals that he knows for one minute. If he is unable to name, then check whether he can write them. Give him an example or two if needed. Score '1' for each correctly named animals, bird or fruit.

1. Name five animals.
2. Name five birds
3. Name five fruits

Maximum score - 15

Subjects score - -

Response mode :

## 3. Synonymy:-

**Instructions:-** Instruct the subject to match pairs with identical meaning in the following sets of words. Test items to be given verbally or graphically. Score '1' for each correctly matched pair.

Sl.No. Test items	Stimulus Verbal-Graphic	Response Verbal-Graphic	Accuracy of Response
-------------------	----------------------------	----------------------------	-------------------------

- |           |           |
|-----------|-----------|
| 1. ദൂ:ഖം  | 1. കരകീ   |
| 2. സഞ്ചി  | 2. അറ്റൽ  |
| 3. കടലാസ് | 3. ബാഗ്   |
| 4. വാതിൽ  | 4. ഫലം    |
| 5. ടവർ    | 5. സർകിൾ  |
|           | 6. പേപ്പർ |

Maximum score : 5

Subjects score :

## 4. Antonymy

**Instructions:-** Instruct the subject to match the opposite pairs in the following sets of words given verbally or in writing score '1' for each correct pair.

Sl.No. Test items	Stimulus Verbal-Graphic	Response Verbal-Graphic	Accuracy of response
-------------------	----------------------------	----------------------------	-------------------------

- |             |             |
|-------------|-------------|
| 1. കുറുപ്പ് | 1. കൃത്യത   |
| 2. ചെറുത്ത് | 2. പൂർണ്ണ്  |
| 3. മുകളിൽ   | 3. വെളുപ്പ് |
| 4. അകത്ത്   | 4. വലുത്ത്  |
| 5. കുറവ്    | 5. താഴെ     |
|             | 6. അകലെ     |

Maximum score : 5

Subjects score :

**5. Homonymy:**

**Instructions :** Ask the subject to give alternate meanings for the following words. Test items may be given verbally or graphically. Score each for all correct responses.

Sl.No.	Test items	Stimulus Verbal-Graphic	Response Verbal-Graphic	Accuracy of Response
1.	കരം			
2.	കരി			
3.	തിർക്കൽ			
4.	ഗണം			
5.	പാദം			

Maximum score : 5

Subjects Score :

**6. Polar Questions:-**

**instructions:** Instruct the subject to answer the following questions with either "yes" or 'no' The questions may be given orally or in writing Fill in the subjects name in the blank space in item number(10). Corrections only if the subject is very certain. Score '1' for each correct response.

Sl. No	Test item	Stimulus Verbal-Graphic	Response Verbal-Graphic-Gestural	Accuracy of Response
1.	പക്ഷി ഉൾപ്പെടെ പറക്കുമോ?			
2.	പട്ടിപാൽ തരുന്നോ?			
3.	പേനകൊണ്ട് പുസ്തക ത്തിൽ എഴുതുമോ?			
4.	പുഴയിൽ പാൽ ഉണ്ടാകുമോ?			
5.	തീയിൽ ചുട്ടുണ്ടോ?			
6.	പാലിന്റെ നിറം കറുപ്പാണോ?			
7.	പാലിന്റെ മുകളിൽ കിടക്കുമോ?			
8.	പുഴയിൽ പട്ടിപ്പാൽ വലുതാണോ?			
9.	രാത്രിയിൽ സൂര്യനെ കണ്ടാണോ?			
10.	കുട്ടിയുടെ പേര് ..... എന്താണോ?			

Maximum Score : 10

Subjects Score :

**7. Semantic Anomaly**

Instructions: Instruct the subject to indicate whether each of the following sentences is meaningful or not and explain why if not meaningful. Test items to be given orally or in writing. Score '1' for each correct explanation.

Sl. No.	Test item	Stimulus Modality Verbal-Graphic	Subjects Response Verbal-Graphic-gestural	Accuracy of Response
1.	എന്റെ ജ്യേഷ്ഠൻ എനിലുംചെറുതാണ്			
2.	രമേശ് എന്റെ സഹോ ദരിയാണ്.			
3.	അവിട് ഒരു പഴമാണ്			
4.	എസിന് ചുട്ടാണ്			
5.	അൻ കണ്ണുകൊണ്ട് കേൾക്കുന്നു.			

Maximum score : 5

Subjects Score :

**8. paradigmatic Relations**

Instructions: Instruct the subject to explain the meaning of the following terms given verbally or graphically. Score '1' for each correction explanation.

Sl.No.	Test item	Stimulusmodality verbal-graphic	Subjects response Verbal-Graphic-Gestural	Accuracy of response
1.	കാക്ക, തരീത-കുരുവി (പക്ഷി)			
2.	അച്ഛൻ, അമ്മ-ചേട്ടൻ ....(കുടുംബാംഗം)			
3.	പേന, സ്റ്റേപ്പ്-പുസ്തകം ....(പഠനോപകരണം)			
4.	സാരി, മുണ്ട്-കുർട്ട് ....(വസ്ത്രം)			
5.	ലോഹി, ബസ്-കാർ ....(വാഹനം)			

Maximum Score : 5

Subjects Score :

**9. Syntagmatic Relations:**

Instructions :- Instruct the subject to fill in the missing slot. Test items to be given verbally or graphically. Score '1' for each correct response.

Sl.No.	Test Items	Stimulus Modality Verbal - Graphic	Subjects Response Verbal-Graphic-Gestural	Accuracy of Response
1.	കഥ കേൾക്കുന്നു. പാട്ട്.....			
2.	മിൻ നിന്നുതു പക്ഷി.....			
3.	ചോറ് ഉണ്ടുതു വെള്ളം.....			
4.	മുദം അടിക്കുതു തൂണി .....			
5.	മുഖർവേഗം അമ .....			

Maximum Score:- 5

Subject Score:-.....

**10. Semantic contiguity**

**Instructions:** Instruct the subject to match and explain the relationship between the following groups of words given verbally or graphically. Score 1 for every correct pairing.

Sl.No.	Test Items	Stimulus Verbal-Graphic	Response Verbal- Graphic	Accuracy of Response.
1.	പുളി - മുച്ചി			
2.	വിളക്ക് - തൈര്			
3.	മഴ - പഞ്ചസാര			
4.	ഗ്ലാസ് - മെഴുകുതിരി			
5.	പേന - വെള്ളം - പേപ്പർ			

Maximum Score:- 5

Subjects Score:-.....

**11. Semantic similarity:-**

**Instruction:-** Instruct the subject to match and explain the relationship between the following groups of words given verbally or graphically. Score '1' each for every correct pairing.

Sl.No.	Test Item	Stimulus Verbal - Graphic	Response Verbal - Graphic	Accuracy of Response
1.	പാട്ട് - പഠിക്കുക			
2.	ചോറ് - കർത്തുക			
3.	പാൽ - പാടുക			
4.	പാഠം - ഉണ്ടുക			
5.	അടുപ്പ് - കുടിക്കുക - തൂണുക			

Maximum score :- 5

Subject Score:

**Section IV. Discourse.**

**Instruction:-** Ask the subject to answer the following questions at length.

1. താങ്ക്ലൂടെ (കുട്ടിമുട്ട) പെരന്താങ്?
2. താങ്ക്ലൂടെ (കുട്ടിമുട്ട) വിടവിടമുട്ട?
3. താങ്ക്ലൂടെ (കുട്ടിമുട്ട) ജോലി എന്താങ്?

ഈ കാണുന്ന ഹോട്ടോവിൽ (പടൽതിൽ) എന്തൊക്കെമുട്ട താങ്ക്ലൂ (കുട്ടി) കാണുന്നതെന്ന് പറയാമോ?



**SUBJECT PROFORMA-LINGUISTIC PROFILE TEST**

Section	Possible Total Score	Subject's Score			Total Scores on Section
		Stimulus Verbal	Graphic	Response verbal Graphic Gestural	
Section I (Phonology)					
A Phonotic Discrimination	48				
D Phonetic Expression	52				
Section II (Syntax)					
A Morphophonemic Structures	10				
B Plural Forms	5				
C Tenses	5				
D PNG Markers	10				
E Caeer Markers	10				
F Transitives, Intransitives and Causitives	10				
G Sentence Types	10				
H Predicates	10				
I Conjunctives, Comparatives and Quotatives	10				
J Conditional Clauses	10				
K Participial Constructions	10				
Section III (Semantics)					
A Semantic Discrimination					
1. Colours	5				
2. Furniture	5				
3. Body parts	5				
B Semesttic Expression					
1. Naming	20				
2. Lexical Category	15				
3. Synonymy	5				
4. Antonymy	5				
5. Homonymy	5				
6. Polar questions	10				
7. Semasttic Anomaly	5				
8. Paradigmatic Relations	5				
9. Syntagmatic Relations	5				
10. Semantic Contiguity	5				
11. Semantic Similarity	5				
Grand Total	300				
Verbal-Blue	Graphic-Green	Gestural-Red			