

A procedure for morphosyntactic analysis of European Portuguese speaking children's spontaneous language samples

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Aim of study

→ to present an adapted and validated version of LARSP - Language Assessment, Remediation and Screening Procedure for European Portuguese (EP) - LARSP-PE (Castro, Marques & Dôro, 2017)

LARSP-PE

- * complements the assessment of language in the morphosyntactic domain for preschoolers
 - * characterizes systematically the spontaneous speech of children
 - * shows the strengths and weaknesses of the speech of a child, contributing to a better knowledge of its linguistic profile
 - * may be used in the context of screening, evaluation and intervention in language
- a valuable tool for the assessment of Language Impairment

Method

Language sample collection: adult-child interaction in clinical or educational context (30 minutes of speech)

Participants

Sixteen samples of spontaneous speech from two EP speaking children with typical development for each age group (0;9-4;11)

Transcription

CHAT format (MacWhinney, 2000)

Analysis

- ▷ types and frequency of utterances (orders, questions and declaratives)
 - ▷ morpho-syntactic categories and frequency (word, phrase and clause levels)
 - ▷ types of ungrammaticality and frequency (morpho-syntactic errors)
- ... in the lines of the original version of LARSP (Crystal, Fletcher, & Garman, 1976)



integrates a **morphosyntactic development scale** divided into seven age groups, including clause, phrase and word levels, with a sketch of the specific morphosyntactic development pattern for European Portuguese, in which the morphosyntactic structures by stage assume a perspective of gradual complexity

- ▷ horizontally, a detailed characterisation of the structures of EP at word, phrase and clause levels present in the morphosyntactic development
- ▷ vertically, the morphosyntactic acquisition stages – seven stages from 9 months to 4 years and 11 months

| Nome: | D.A.: / / | D.N.: / / | Idade: A _ M _ D | Tipo de discurso: | | | |
|-----------------------------|-------------------------------|-----------------------------|--------------------|----------------------------------|---------------------------|-----------|-----------------------|
| A | Não analisáveis (Inteligível) | | Ruído Simbólico | Agramatical | Problemático (Incompleto) | Ambíguo | Estereótipos |
| | Respostas | | Normais - Maior | | Normais | Anormais | |
| B | Questões | | Repetições | 1 | 2 | 3+ | Reduz. Comple. |
| | Outros | | | | | | Norm. Estrut. Ø Prob. |
| C | Espontâneo | | | | | | |
| D | Reações | | General | Estrutural | Ø | Outros | Problemas |
| ORACAO | | | | | | | |
| Frases curtas I (0;9-1;6) | Minor | | Respostas | Vocativos | | Outros | |
| | Major | | Ordens | Declarativas | | Problemas | |
| Frases curtas II (1;6-2;0) | VX | | SV | AX | Neg | DN | Cop |
| | VC | | SC | VC | PS | Neg | PronO |
| Frases curtas III (2;0-2;6) | VXY | | (S)VO | (S)VC | (S)VA | Mod | Outros |
| | (S)V | | SV | VO | PronO | Cop X | Adv |
| Frases curtas IV (2;6-3;0) | e | | (S)VC | (S)VA | Outros | PronP | Adv |
| | QVS | | Coord. | 1 (+) | Outros | Int | Outros |
| Frases curtas V (3;0-3;6) | FN | | SVX | Conjunção | Oração | Sintagma | Palavra |
| | Subord | | Complexas | e | Elemento: Ø | N | V |
| Frases curtas VI (3;6-4;6) | PrepQ | | Outros | de coordenação e de subordinação | ≠ ordem concordância | D | Prep |
| | Discursos | | Conjunção Completa | PronCl | Outras estruturas: | Ø D | Prep |
| Frases curtas VII (4;6-5) | PrepQ | | Outros | Discursos | Conjunção Completa | Ø D | Prep |
| | PrepQ | | Outros | Discursos | Conjunção Completa | Ø D | Prep |
| Total de enunciados: | | Número de frases por turno: | | | MLU: | | |

NOTA: Considere-se 1) adequado se, em 100 enunciados, uma estrutura ocorre pelo menos 2 vezes e em duas orações e, 2) adequado se, em 100 enunciados, existe a mesma estrutura em 100 enunciados (ou 4 em 100-200 enunciados).

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SCALE OF MORPHOSYNTACTIC DEVELOPMENT

| | |
|---|---|
| STAGE I 0;9-1;6 Statements and commands, nouns and verbs Negation and modifiers | phonological development (no phonemes in coda) (Costa and Santos, 2003) may "hide" verbal and nominal inflection production (Costa & Santos, 2003; Gonçalves, 2004) |
| STAGE II 1;6-2;0 Negation, predicative of subject, determiner-noun, adjective, copulative verbs, 2 nd person singular imperative and indicative mode Verbs combined with other elements | more complex structures and some pronominals emerge later (Costa, 2004; Gonçalves et al., 2011a) |
| STAGE III 2;0-2;6 Modifiers and adverbs Interrogative sentences, null subjects personal pronouns, prepositions and verbal negation; past tense, 1st person singular and plural, imperative and auxiliary verbs | auxiliary verbs and verbal forms with infinitive inflection marking expected later (Gonçalves et al. (2011) and Loureiro (2000)) |
| STAGE IV 2;6-3;0 null subject are combined with other elements, other types of pronouns, preposition combined with any element; feminine and plural markers, past perfect, infinitive, demonstrative pronoun and contractions preposition combined with other type of elements, determining structure, copulative verb | |
| STAGE V 3;0-3;6 partial question [QVS], null subject – verb – complement [(S)VC] or adverb [(S)VA], personal pronouns, 3 rd person plural and verbal inflection in the imperfect | clitic pronouns and subordination processes expected up to 3;6 (Costa & Lobo, 2013; Costa & Santos, 2003; Gonçalves et al., 2011; Silva, 2008) |
| STAGE VI 3;6-4;6 coordination and subordination, complex phrases and structures [PrepQ], preposition with other pronouns [PrepPronO] | analysis of overgeneralisation errors as proficiency of morphosyntactic rules is expected (Ball et al., 2012; Boehm et al., 2005; Crystal et al., 1989; Gonçalves et al., 2011, Loureiro, 2000) |
| STAGE VII +4;6 longer and more complex statements, complete conjunctions, other structures | mastery of morphosyntactic rules, and other complex structures |

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