Observe a short language sample

A Level 9093 - child language analysis

Name: _____ Date: _____

Understand the idea

Read the whole sentence. Check who or what it is about, the time, and how the words fit together.

Example: She plays every day. Yesterday she played.

Analyse what the invented transcript shows. Distinguish an observation from an inference, and acknowledge the sample's limits.

පාඨය කියවා ප්‍රශ්නවලට පිළිතුරු ලියන්න.

Invented teaching transcript: child aged 3 years 4 months, talking with a caregiver while looking at a picture. This tiny fictional sample cannot support a diagnosis or a developmental assessment.

Child: I goed there.
Adult: You went to the park?
Child: Yes. Big dog runned.
Adult: A big dog ran past you?
Child: It was funny. Where dog going now?
Adult: Perhaps it is going home.
Child: My dog sleeps home. He sleeping now.

කල්පිත සංවාදයේ දරුවාගේ ක්‍රියාපද භාවිතය සහ වැඩිහිටියාගේ ප්‍රතිචාර භාෂා විශ්ලේෂණයට යොදාගනී.

Try it yourself

1. Identify two non-standard past-tense forms.

2. Explain why these may be examples of overgeneralisation.

3. Identify an adult recast and its relation to a child utterance.

4. Identify one omitted grammatical element.

5. Give one reason not to generalise about the child's full language from this sample.

Interpret without overclaiming

A Level 9093 - child language analysis

Plan before you begin

Check the audience, purpose and required length. Organise your ideas, write or speak, then check meaning and accuracy.
Example: A clear paragraph has one main idea with useful supporting detail.
Use precise examples. Treat a theoretical explanation as an interpretation, not proof supplied by one short transcript.
මුලින් ඔබම ක්‍රියාකාරකම් කරන්න. පසුව වෙනම පිළිතුරු පත්‍රය බලන්න.

Try it yourself

1. How does the child show an ability to maintain a topic?

2. Explain one possible role of the caregiver's questions.

3. What evidence challenges the claim that the child only repeats adult sentences?

4. Give an alternative explanation for an omitted element besides a lack of knowledge.

5. Design a more useful follow-up observation without diagnosing the child.