

A Language Test in Kannada for Expression in Children*

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In this study an attempt was made at language testing (expression of 'concepts') in Kannada in children.

The testing material consisted of 30 picture cards, depicting daily activities. The cards were presented to 30 normal children (5-8 years in age range), 6 hearing impaired children and 2 mentally retarded children.

Each child was tested individually and the responses were tape recorded. Analysis of transcriptions was done. Mann Whitney-U Test was used to see the statistical significance of results. Following tentative conclusions could be drawn based on the results :

- (1) Children show increased use of 'objects' with age and females are better than males in this aspect.
- (2) Ability to use more 'verbs' increases with age both in case of males and females. Again females perform better than males.
- (3) Use of 'numbers' increases from 5-6 to 6-7 years. Females show more use of number markers than males in the same age groups.
- (4) Use of 'genders' increases with age and females perform better than males in the use of genders.
- (5) With reference to the use of 'tenses' there is a tendency to use more 'tenses' with increasing age in case of males. But females have a better facility than males.
- (6) Use of 'place markers' increases with age in case of males. Though it does not increase with age in females, females are better than males in the use of 'place markers'.
- (7) Regarding the use of 'persons', there is not much increase in the use of 'persons' with increase in age (especially in females). Both males and females perform equally well.
- (8) Normal children performed better than hearing impaired children in the use of place markers, numbers, gender, tense, objects and verbs. Only in the use of 'persons' the performance of hearing impaired children was similar to that of normals.
- (9) Performance of mentally retarded children was similar to that of normals, except for the use of 'place markers' in which they were poorer than normals.
- (10) Mentally retarded children performed better when compared to hearing impaired children. Both performed similarly in the use of 'objects' and 'person markers'.

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