

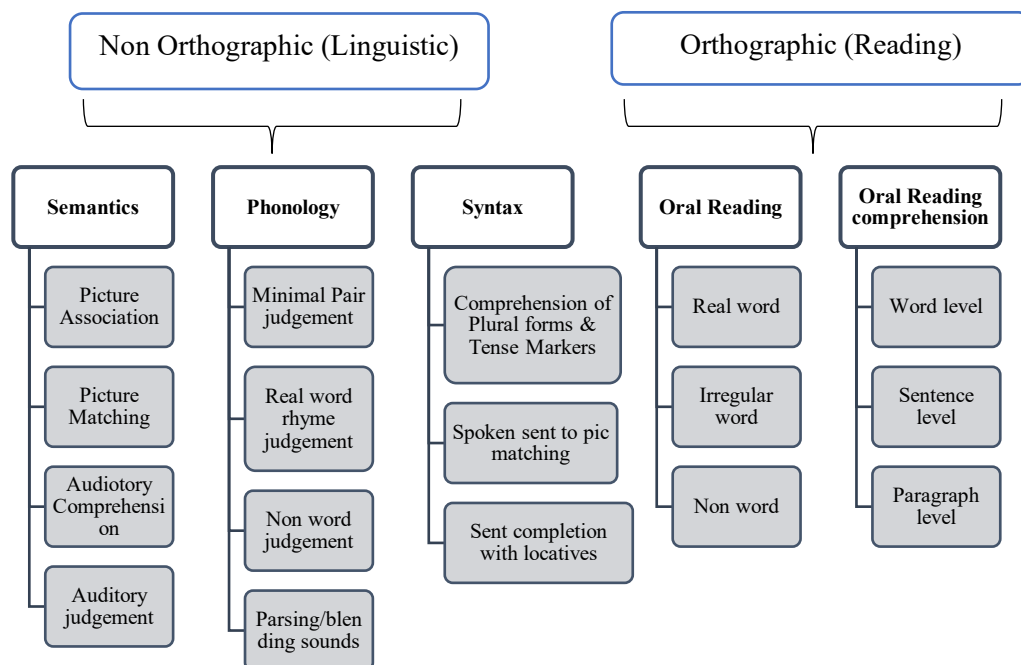
APPENDIX A

The task specific instructions and details.

The study protocol is broadly divided into investigating:

- a) *Non – Orthographic Linguistic Tasks* specific to Kannada and English language, which includes Semantics, phonology, and syntax
- b) *Oral Reading Tasks* at Single word level, specific to Kannada and English language, which includes; Real word reading, irregular word reading and Non word reading.
- c) *Oral Reading Comprehension* across single word level, sentence level and paragraph level in both Kannada and English language.

Flow chart depicting non- orthographic and orthographic tasks assessed in the assessment.



1. Semantic Tasks

- a) **Picture association task:** In this task, participants will be presented with four foils and a target picture, all in the form of printed picture flashcards. The participant will be expected to match the target picture with foil of four picture flashcards on three types

of associations namely, distinctive feature association (camel as target word- dessert, water, pet & forest); categorical association (apple- orange) and noun verb (bat- hit or scissor- cut) association.

- b) *Picture Matching/ Identification task:*** Participants will be presented with four printed picture flashcards and they are instructed to match or identify the spoken word (target stimulus) to picture out of four foils. The items assessed in this task will comprise of common nouns and common verbs. For example; the target verbal stimuli will be ‘knife’ and the participant has to identify out of four picture flashcards- ‘table’, ‘knife’, ‘pen’, and ‘grapes’
- c) *Auditory synonym judgment task:*** Participants will be presented with pairs of words related in terms synonyms through auditory mode by the researcher. They are instructed to indicate ‘yes’ or ‘no’ for the relatedness of pairs. For example; ‘look- see’, ‘happy- excited’, ‘speak- tell’.
- d) *Auditory comprehension task:*** Participants will be presented with polar questions through auditory mode and they will be expected to answer ‘yes’ or ‘no’ to the questions. For example; ‘Sky is blue is color’ (polar question) - ‘yes’ (expected answer).

2. Phonological Tasks

- a) *Minimal Pair judgement:*** Participants will be presented with minimal pair words verbally, and they will be instructed to judge if they sound the same or distinct. For example; ‘pat- bat’, ‘mall- ball’ etc.
- b) *Real word rhyme judgement:*** Participants will be presented with real rhyming words verbally, and they will be instructed to judge if they sound the same or not. For example; ‘mission- passion’, ‘transform- inform’ and so on.
- c) *Non word rhyme judgement:*** Participants will be presented with rhyming non words verbally, and they will be instructed to judge if they sound the same or not. For example; ‘Toption- Bension’ and so on.

d) **Parsing/ blending sounds:** Participants will be instructed to join the parts or sounds and produce the target words verbally in terms of phoneme isolation and syllable level. For example; Isolation parsing: /p/ - /pat/; Blending: /m/ + /mat/. Syllables_Parsing: /pla/ - /plate/; Blending: /pla/ + /ate/.

3. Syntax Tasks

a) **Comprehension of Plural forms & Tense Markers:** Participants will be presented with pairs of words varying in their respective plural forms & tense forms. The participants are instructed to respond if the pair is in the correct form to the target word or not. For example: 'table- tables', 'child- children' (plural forms); 'come- came', 'fall- fell' and 'want- wanted' and so on.

b) **Spoken sentence to picture matching:** Participants will be presented with four picture flashcards and a sentence will be presented verbally. The participant is expected to match with verbal sentence to respective picture form.

c) **Sentence completion with locatives:** Participants will be presented with a target picture, subsequently an incomplete sentence will be presented verbally. The participant is expected to fill in with appropriate locative form (in, on, over, under and so on) respective to the picture stimulus and the oral sentence. For example: 'The apple is (on) the table'.

4. Oral Reading Tasks:

Participants will be presented with set of printed flashcards of single words (orthographic) and they are instructed to read aloud each word on presentation. All the words will be matched for length and complexity. For each item, they will be given 15 secs time to read. The following words will be assessed in this task;

a) **Real word reading** (Kannada and English). Example: /se:bu/ & 'table'

b) **Non word reading** (Kannada and English). Example: /hampara/ & 'ganter'

c) **Irregular word reading** (only in English). Example: ‘yatch’

5. Reading Comprehension (Silent) Tasks:

a) **Single word level:** All participants will be assessed on this task through various sub tasks like

- i. Written word to picture matching: Participant will be instructed to read the written word in the flash card and match with the respective picture out of choice of four pictures;
- ii. Written synonym judgement: Participants will be presented with target word in written form on flashcard and instructed to match with the respective synonym to the word out of four printed word flashcards. Example: ‘Happy-joy’;
- iii. Written word and semantic association: participants will be presented with target word in written (printed) form on the flashcard and instructed to match with the respective semantically related word out of four written (printed) words. Example: ‘Orange’ target word – ‘apple, ball, water, tangle’.

b) **Sentence level:** All participants will be assessed on this task through various sub tasks like

- i. Written sentence to picture matching: Participant will be instructed to read the written sentence in the printed card and match to the respective picture out of choice of four pictures
- ii. Written sentence judgment: Participants will be presented with correct and incorrect form of sentences in printed form and asked to judge for the correctness of the sentence on reading.

- iii. Written sentence completion: Participants will be presented with incomplete sentence in printed form and they are instructed to fill in with appropriate form. 'The sky is in color'.
- iv. Written sentence conceptual matching: Participants will be presented with target sentence in printed form on one flashcard and will be instructed to match with other set of printed sentences which are conceptually related to the target sentence. For example: Target sentence- 'When the sun rises'- 'it lights up the whole world'.

c) **Paragraph level:** All participants will be assessed on this task through various sub tasks like

- i. Paragraph to picture matching: Participant will be instructed to read the written paragraph (print form) in the flash card and match to the respective picture out of choice of four pictures
- ii. Paragraph thematic matching: Participant will be instructed to read the written paragraph (print form) in the flash card and match to the respective picture out of choice of four pictures which are related to the theme of the printed paragraph.
- iii. Paragraph inferential matching: Participant will be instructed to read the written paragraph (print form) in the flash card and match to the respective picture out of choice of four pictures with respect to the inference of the printed paragraph.