

ABSTRACT

The diploma thesis deals with speech and language therapeutic issues. It follows children's speech and language development mainly from morphological – syntactic level. It focuses on grammar skills of children at the beginning of school attendance that are evaluated by a newly developed diagnostic material named Test gramatiky pro školní začátečníky, ie Grammar test for school beginners. The theoretical part of the thesis deals with language ontogenesis and development of language levels with a focus on morphological – syntactic level and its diagnostic. It describes grammar issues in detail, its development as well as diagnostic materials used in the Czech Republic, Slovakia and Poland. The third chapter presents various diagnosis related to the research where the grammar language level was observed. Particular attention is dedicated to specific language impairment. The empirical part of the thesis represents quantitative research. It evaluates, on a sample of 170 children, practical use of the new test, which is focused on the grammar language level. The research was completed by the method of observation of children and also the feedback and evaluation of the test by clinical speech and language therapists. Through the analysis of acquired data it was found that children with specific language impairment show significant difficulties, but their results improve related to the duration of speech and language therapeutic intervention. At the same time, the administration time of the test exceeded the established criterion mainly in case of children with specific language impairment. The variability of responses of these children is higher than of the other diagnosis groups. The results of children with dyslalia vary depending on the type of dyslalia.