

Original articles

List of sentences in Portuguese: speech perception evaluation in children

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ABSTRACT

Purpose: to develop lists of sentences in Brazilian Portuguese based on daily vocabulary to evaluate auditory speech perception in children.

Methods: a Brazilian Portuguese corpus with adaptations to attend the criteria established for this study and analyzed by judges was used to obtain the sentences. Thirty-seven lists, each composed of thirteen sentences with fifty phonological keywords, were constructed. The material was presented to ten children, aged between 6 and 10 years, with no hearing or communication complaints. The Friedman test was applied to verify possible differences among the lists. The level of significance adopted was 5% (0.05).

Results: the mean speech recognition index presented by the participants was 96.8% for all lists. The thirty-seven lists were considered statistically similar ($p=0.140$).

Conclusion: the developed material proved to contain sentences that represent situations of children's day-to-day communication and its application is easy and quick.

Keywords: Speech Perception; Auditory Perception; Child; Hearing Tests; Hearing Loss

INTRODUCTION

The perception of speech sounds involves auditory skills, everything from detection to understanding, and hearing loss may compromise this process, thus impacting the individual's language¹.

For children who have hearing loss and use spoken language in their communication, it is essential to know the ability these children have in relation to speech recognition².

The recognition of sentences used daily in oral communication is a skill that can bring valuable information about the perception of children's speech sounds, especially for the group of children with hearing loss who, with electronic devices, have access to speech sounds.

Technological advances have provided the possibility of using electronic devices, such as the hearing aid (HA) and the cochlear implant (CI), which are able to minimize the impact of hearing loss, providing audibility of speech sounds³.

However, although audibility is related to speech perception skills, it is not determinant to predict the development of these skills⁴. Aspects such as the time of diagnosis, the type and degree of hearing loss, the time of sensory deprivation and the appropriate intervention, focusing on the development of auditory abilities and oral language should be considered⁵.

The evaluation of speech perception has its importance in the selection, indication, adjustment and monitoring of the benefit of the electronic devices, in addition to providing information regarding the level of development of auditory skills and guiding hearing rehabilitation programs⁵⁻⁹.

To this extent, it is necessary that, linked to the technological resource, the construction process of the different auditory abilities is constantly evaluated and monitored⁷. However, due to the complexity that involves speech perception, as well as the difficulty of obtaining a single evaluation procedure that covers all auditory skills, the availability of several procedures in the same language, aiming to expand the possibilities of evaluation is of fundamental importance⁶.

The procedures described, both in the national and international literature, use several types of stimuli: phonetically balanced monosyllabic and dissyllabic words, meaningless words, sentences with and without the presence of noise, among others.

Speech tests that use sentences as a stimulus came about in order to evaluate speech perception through a situation similar to that experienced daily by the

individual, since they contain contextual and spectral properties closer to conversation⁹⁻²⁴. However, this type of material for children in Brazilian Portuguese is scarce²⁰⁻²⁴.

In this context, we highlight the need for instruments that present diversified sentences as a stimulus for the evaluation and monitoring of auditory skills in children who present communication difficulties, including those with hearing loss and have the possibility of access to speech sounds through electronic devices.

In view of the above, the aim of the study was to elaborate lists of sentences in the Brazilian Portuguese with vocabulary based on day-to-day communication situations for the evaluation of speech perception in children.

METHODS

The study was approved by the Ethics Committee for The Analysis of Research Projects - Clinical Board of the Hospital das Clínicas and the Medicine School of the University of São Paulo, Brazil (protocol no. 900/02) and carried out according to the criteria established by the current resolution. Those responsible for the children participating in this study signed a Free and Informed Consent Form.

The criteria established for the preparation of sentences were: appropriate vocabulary for children; content of sentences taken from day-to-day situations, excluding proper names, slang, or proverbs and avoiding stereotyped structures; words related to phonological words; affirmative and negative sentences, with simple and compound periods; sentences with an extension of two to six words (phonological words); and lists made up of 13 sentences with each list using 50 keywords⁹⁻²⁴.

The material used to obtain sentences with day-to-day vocabulary was extracted from the *Child Language Data Exchange* – (CHILDES) *data base*²⁵. The corpus consisted of speech samples from 180 children aged between 5 years and 9 years and 6 months⁶.

The *Word List* tool from the *WordSmith Tools* program was used for the quantitative description of the initial corpus where only the data from the statistical list was considered. The number of *tokens* (total items, words, or occurrences) and *types* was specified, which are the different words found in this initial corpus, data obtained from the statistical list.

For the delimitation of the *corpus*, two analyses were performed at this stage in order to exclude shifts of the evaluator and emissions of children inadequate to the

proposal in question. Substitutions and/or additions of words were also necessary in the sentences produced by the children. In addition, the grammatical correction was performed so that it did not compromise orality. The reduction of the *corpus* was carried out individually for each child in the attempt to maintain the same pattern of modification for each one of them (Chart 1).

The characteristic words of the regional dialect, words that were little known or characterized by slang, proper names or sentences that did not present subjects were replaced by words that exercised the same function in the sentence. These words were extracted from another *corpus*, from the Brazilian Portuguese word bank composed of a list elaborated by the *WordSmith Tools* program of 50,000 words ordered by frequency, from newspapers, magazines, conversation, classes, meetings, business documents, theses, and academic articles²⁶. Speech therapists with experience in the area of auditory rehabilitation analyzed the list and selected the words with a greater possibility of being part of the vocabulary of children with hearing loss.

Three speech therapists judged a first analysis of the sentences. Next, the sentences were organized through the Word List tool in the *WordSmith Tools* program, and from the lists, the *Concord* tool was used, which produces agreements or listing of the occurrences of a specific item for the elimination of repeated or similar sentences. In the case of the study, all verbs on the list that presented frequency higher than one were search words. Two other speech therapists conducted a new analysis. Chart 1 describes the changes made by the judges.

For the last analysis, the *Word List* and *Concord* tools were again used in the final list of sentences elaborated in the present study. Chart 1 also presents the modifications made in this stage.

Before the final elaboration of the lists, the sentences were applied to three children aged between six and ten years, with normal hearing confirmed by audiological evaluation. The purpose of that application was to obtain a prior result on the most appropriate sentences. The sentences were presented in free field, on speakerphone, at 0° azimuth, at the fixed intensity of 50 dBA, with the participant one meter from the speaker, with competitive noise presented in the same speaker, in order to obtain a fixed signal/noise ratio of -5 dB. Masking noise presented the same frequency

spectrum of sentences, as proposed in the *Hearing in Noise Test* procedure²³. Sentences that presented answers with any type of error by two of the three children were then eliminated.

A linguistics professional analyzed the selected sentences so that the words were characterized as phonological words²⁷.

After this analysis, the sentences were distributed in lists where each list consisted of thirteen sentences and fifty phonological words, which were also called keywords. Each sentence presented a balanced distribution, so that the lists were composed of different numbers of words.

For the application of the lists of sentences, ten participants were recruited, aged between six and ten years, with no hearing alterations, confirmed by audiological evaluation. The children received instructions that there would be a competitive noise and should repeat the sentences the way they heard them, and that they could request an interruption interval between the application of one list and another.

The sentences were applied by the same evaluator, in an acoustic booth, using a two-channel audiometer and supra-aural headphones, on speakerphone, at an intensity of 50 dBA bilaterally, in the presence of competitive noise²³ concomitant to speech stimulus (ipsilaterally), which was presented at the intensity of 53 dBA, which resulted in a fixed signal/noise ratio of -3 dB. The use of the speakerphone stimulus and competitive noise aimed to simulate a situation closer to daily communication.

To verify the applicability of the lists, the speech recognition index (SRI) of each child for each list was obtained from the sum of the total number of correct answers of the keywords, multiplied by two, considering that each list contained fifty keywords.

The results were analyzed, considering the SRI score presented by each participant, in order to verify the performance in each sentence list.

The equivalence between the lists was analyzed by the application of the Friedman test, aiming to identify possible differences between the lists considered. The level of significance adopted was 5% (0.05). The lists that did not present equivalence were excluded.

In order to obtain the mean value of the participants' score, the overall average of the children in the various sentences was calculated.

Chart 1. Description of the stages performed to develop the sentences

Stage: Reduction of the corpus			
First analysis:		Second analysis:	
Excluded items:	Other alterations:	Excluded items:	Other alterations:
<ul style="list-style-type: none"> • Shifts of the evaluator; • Codes used in the transcription; • Meaningless phrases; • Incomplete sentences (children's responses to the evaluator's speech); • Phrases repeated by the same child; • Phrases that represented the demonstration, a drawing made by the child; • Phrases that narrated the figures in sequence (resulted in many repeated sentences, because the same sequence of figures was used); • Phrases produced as a function of reading (since they are not spontaneous productions of the children); • Words repeated in the same sentence; • Expressions characteristic of spoken language (ai terminou, acontece que, só que, assim, ó) (then it ended, it turns out that, only that, like that). 	<ul style="list-style-type: none"> • Separation of paragraphs into sentences, considering the beginning marked by an introductory word (daí, então, um dia, depois) (hence, then, one day, after) and the final points, characterizing the beginning of a new sentence or fact; • Separation of long compound periods. 	<ul style="list-style-type: none"> • Phrases with transitive verb, but meaningless and without complement; • Paragraphs in which a child was encouraged to repeat to another child what they had told the evaluator; • Interrogative phrases; • Very extensive sentences, with no possibility of reduction, because, when possible, the sentence was divided; • Confusing phrases or those that only made sense from the context. 	<ul style="list-style-type: none"> • Substitution of words characteristic of the regional dialect; • Substitution of little-known words or those that characterized slang; • Addition of a word that performed the same function in the sentence without altering the agreement and verbal tense when the sentence did not present a subject (e.g.: the child's answers to the evaluator's question); • Replacing proper names with words that exercised the same function in the sentence.
Stage: Analysis of the sentences by the judges			
First analysis:		Second analysis:	
Judges:	Alterations:	Judges:	Alterations:
<ul style="list-style-type: none"> • Three judges (speech therapists) 	<ul style="list-style-type: none"> • Only sentences not excluded by any of the judges were selected 	<ul style="list-style-type: none"> • Two judges (speech therapists) 	<ul style="list-style-type: none"> • Exclusion of phrases considered inappropriate for the purpose of the study
Stage: Final analysis			
Excluded items:		Other alterations:	
<ul style="list-style-type: none"> • Phrases unrelated to the study criteria; • The pronoun "I" in some sentences, so that it would not harm the phrasal structure, that is, the verbal conjugation was not altered, and the phrase should contain some element that indicated the subject "I" (example: my, mine). 		<ul style="list-style-type: none"> • Correction of Portuguese so that it does not compromise the naturalness of the sentences; • Modification of uncommon expressions ("o pai", "a mãe", "o vô", "a vô" were changed to "papai", "mamãe", "vovô" e "vovó") ("father – mother - grandfather – grandmother" were changed to "Daddy, Mommy, Grandpa and Grandma"). 	

RESULTS

The initial *corpus* consisted basically of 128,737 *tokens* (total number of items, words or occurrences) and 4,780 *types* (words). Adult productions were excluded, totaling 34,965 items. The number of sentences was not specified, as the conventions used to define such units were not available in the *corpus* before the modifications. The judges modified 245 of the 1,756 selected sentences for further analysis.

As described in the methodology, words related to the regional dialect, slang, proper names and sentences that did not present subjects were substituted based on the analysis of the judges, thus 20,000 words with a greater possibility of being part of the vocabulary of children with hearing loss were selected.

The words replaced, because they are part of the dialect or because they are slang, were, for example: *cara*, *botou*, *botei*, *mano*, *camarada*, *cafajeste*, *refri*,

super. A total of thirty-six modifications were made in this aspect. In relation to the proper names, forty-one words were added for substitution. Regarding the use of words as subjects, there were 126 substitutions.

Considering the number of sentences ($n = 1,756$) there was a tendency to make as few modifications as possible ($n = 245$), aiming to maintain the general characteristics of the *corpus*, so as not to compromise the naturalness of the sentences.

Three judges conducting the analysis selected 898 sentences and excluded 855.

It is worth noting that the total number of sentences excluded and selected is not equivalent to the sum, because in both situations, only the sentences that had agreement among the judges were accepted, that is, of the 1,756 sentences presented to them, the three judges selected the 898 final sentences. The same occurred with the 855 sentences excluded.

Based on the 898 sentences, a frequency list was made, and from this list, the *Concord* tool was used with verbs that presented frequency higher than one. Next, 213 repeated or very similar sentences were deleted. The search words were 138 verbs (assuming that most of the time the verb is the element with the highest semantic load in sentences), whose frequencies ranged from 2 (0.05%) to 52 (1.32%).

In the final analysis, seventy-five sentences or phrases inadequate according to the criteria of this study were excluded, resulting in 610.

Seventeen sentences that contained expressions such as “o pai – a mãe – o vô – a vó” were changed to “papai, mamãe, vovô e vovó”. (“father – mother – grandfather – grandmother” were changed to “Daddy, Mommy, Grandpa and Grandma”.) After the selection made by the judges, the pronoun “I” presented an occurrence of 398 (8.5%) and, through the changes, this occurrence was modified to 223 (7.04%).

After conducting all the stages of analysis, 610 sentences remained: thirty-one with eight words; seventy-nine with seven words; 138 with six; 153 with five; 147 with four and sixty-two with three words.

In the prior application of the sentences, only one interval during the application was necessary for two of the children, and for one of them, the application had to

occur on different days due to the attention span, the unavailability and/or tiredness presented by the child. At this stage, sixty-eight sentences were eliminated because two or three of the children presented some kind of alteration.

Developing the lists of sentences

Phonological analysis of the remaining 542 sentences was performed. The number of sentences according to the number of phonological words was as follows: eleven sentences with two words, 185 with three words, 201 with four words, 115 with five words, twenty-nine with six and one with seven phonological words.

Considering the words as keywords, thirty-seven lists were drawn up, each containing thirteen sentences and fifty keywords (Figures 1 to 5). The remaining sentences would be used for any modifications that were necessary and the sentence of seven words was excluded because it was unique.

In the application of the lists of sentences, the children received the instructions once and none of them showed any difficulties in understanding. Of the ten participants evaluated, seven took the interval and three chose to do the procedure without interruption. The duration of the application of all sentences was approximately 40 minutes, disregarding the interval time, which resulted in approximately one minute per list.

The verification of the applicability of the lists was performed from the calculation of the average scores of the speech recognition index presented by the participants in the thirty-seven lists of sentences, the value being equivalent to the global average of correct answers of 96.8%.

The application of the Friedman test to identify possible differences between the 37 lists revealed that all lists were statistically similar ($p = 0.140$). Thus, none of them were eliminated, and therefore the final number of lists was thirty-seven.

LISTA 1	LISTA 2	LISTA 3	LISTA 4
1. <u>Eu estava no jardim.</u> 1 2 3	1. <u>Eu estava sonhando.</u> 1 2 3	1. <u>Eu dei um pulo.</u> 1 2 3	1. <u>Eles se beijaram no rosto.</u> 1 2 3
2. <u>Eu ficava lá dentro fazendo bagunça.</u> 4 5 6 7 8	2. <u>Eu não fiz nada.</u> 4 5 6 7	2. <u>Ela estava com os olhos fechados.</u> 4 5 6 7	2. <u>Minha mãe me levou e me deu banho.</u> 4 5 6 7 8
3. <u>Ela chorou bastante.</u> 9 10 11	3. <u>Minha mãe estava preocupada com ela.</u> 8 9 10 11 12	3. <u>Eu estou pensando.</u> 8 9 10	3. <u>Nós brigamos muito.</u> 9 10 11
4. <u>A máquina estava estragada.</u> 12 13 14	4. <u>Ela ficou chorando.</u> 13 14 15	4. <u>Eu e meus amigos fizemos lanche.</u> 11 12 13 14 15	4. <u>No colégio tem um campo de futebol.</u> 12 13 14 15
5. <u>Minha irmã estava com a empregada.</u> 15 16 17 18	5. <u>Ela virou um copo d'água em mim.</u> 16 17 18 19 20	5. <u>Eu estava mergulhando.</u> 16 17 18	5. <u>A moça está com pouco dinheiro.</u> 16 17 18 19
6. <u>Eu desenhei a mesa e o copo.</u> 19 20 21 22	6. <u>A mulher queria andar no carro.</u> 21 22 23 24	6. <u>Acho que não me lembro de nada.</u> 19 20 21 22 23	6. <u>O papai foi lá correndo.</u> 20 21 22 23
7. <u>A gente tem jogo.</u> 23 24 25	7. <u>Eu vou falar a verdade.</u> 25 26 27 28	7. <u>Não aconteceu nada comigo.</u> 24 25 26 27	7. <u>Nós brincamos lá na grama.</u> 24 25 26 27
8. <u>Minha mãe levou cobertor.</u> 26 27 28 29	8. <u>Eu fui de ônibus.</u> 29 30 31	8. <u>Ele quase quebrou a perna.</u> 28 29 30 31	8. <u>Ele contava história.</u> 28 29 30
9. <u>Eu coloquei a bicicleta num canto.</u> 30 31 32 33	9. <u>Ele está deitado no chão.</u> 32 33 34 35	9. <u>Ela estava tomando café.</u> 32 33 34 35	9. <u>A gente estava pronta pra dormir.</u> 31 32 33 34
10. <u>Eu comi um doce de morango.</u> 34 35 36 37	10. <u>Ficou uma marca aqui no rosto.</u> 36 37 38 39	10. <u>Quase que eu engoli o chiclete.</u> 36 37 38 39	10. <u>Eu pesquei um peixe.</u> 35 36 37
11. <u>Depois eu fui lá dentro.</u> 38 39 40 41 42	11. <u>Eles colocaram a aliança.</u> 40 41 42	11. <u>Eu fui pra lá.</u> 40 41 42	11. <u>Eu faço contas todo dia.</u> 38 39 40 41 42
12. <u>O meu amigo caiu lá em casa.</u> 43 44 45 46 47	12. <u>A mulher foi embora pra casa dela.</u> 43 44 45 46 47	12. <u>Dancei com minha prima.</u> 43 44 45	12. <u>Ela leva a comida.</u> 43 44 45
13. <u>Não me lembro do resto.</u> 48 49 50	13. <u>A gente fez churrasco.</u> 48 49 50	13. <u>Ele foi procurar o meu pai.</u> 46 47 48 49 50	13. <u>Eu estava com a perna quebrada.</u> 46 47 48 49 50
LISTA 5	LISTA 6	LISTA 7	LISTA 8
1. <u>Nós comemos docinhos.</u> 1 2 3	1. <u>Ele tinha quebrado a minha cama.</u> 1 2 3 4 5	1. <u>Nós comemos e terminou a festa.</u> 1 2 3 4	1. <u>Foi a madrinha que me contou.</u> 1 2 3
2. <u>Nós fomos pra praia.</u> 4 5 6	2. <u>Encontramos um monte de coisas.</u> 6 7 8	2. <u>A mulher também vendia maçã.</u> 5 6 7 8	2. <u>As outras pessoas choravam também.</u> 4 5 6 7
3. <u>Eu não tenho tempo de brincar.</u> 7 8 9 10 11	3. <u>A moça tinha namorado.</u> 9 10 11	3. <u>A gente fez um bolo.</u> 9 10 11	3. <u>Eu ganhei presentes.</u> 8 9 10
4. <u>Nós fomos na escola.</u> 12 13 14	4. <u>Eu tomei o remédio.</u> 12 13 14	4. <u>Estava com os meus dois amigos.</u> 12 13 14 15 16	4. <u>Foi todo mundo que eu conhecia.</u> 11 12 13 14 15
5. <u>Não tinha mais gasolina no carro.</u> 15 16 17 18 19	5. <u>Esqueci que tinha aula.</u> 15 16 17	5. <u>Estava com a minha irmã.</u> 17 18 19	5. <u>Eu fugi de casa.</u> 16 17 18
6. <u>A gente foi comer bolo.</u> 20 21 22 23	6. <u>A professora estava atrás de mim.</u> 18 19 20 21	6. <u>Ele pensou que era um monstro.</u> 20 21 22 23	6. <u>Eu vi bastante abelha.</u> 19 20 21 22
7. <u>Ela está na terceira série.</u> 24 25 26 27	7. <u>Fui para o meu quarto.</u> 22 23 24 25	7. <u>Eu fui pra rua.</u> 24 25 26	7. <u>Eu fiquei sentada lá no chão.</u> 23 24 25 26 27
8. <u>Ele era bem baixinho.</u> 28 29 30 31	8. <u>Eu virei pro outro lado.</u> 26 27 28 29	8. <u>Eu fui sem capa de chuva.</u> 27 28 29 30	8. <u>A minha mãe colocou remédio.</u> 28 29 30 31
9. <u>A gente também foi lá.</u> 32 33 34 35	9. <u>Eu não quero nada.</u> 30 31 32 33	9. <u>Ela saiu de lá de manhã.</u> 31 32 33 34	9. <u>Fui naquela árvore e me machuquei.</u> 32 33 34 35
10. <u>Eu já fiz aniversário.</u> 36 37 38 39	10. <u>Eu estava andando de carrinho.</u> 34 35 36 37	10. <u>Nós tiramos a foto.</u> 35 36 37	10. <u>Ela torceu o pé.</u> 36 37 38
11. <u>Eu sei nadar.</u> 40 41 42	11. <u>Essa água está muito suja.</u> 38 39 40 41 42	11. <u>A minha mãe não ficou brava.</u> 38 39 40 41 42	11. <u>Agora ela está boa.</u> 39 40 41 42
12. <u>A minha meia rasgou.</u> 43 44 45	12. <u>Eu fui na praia.</u> 43 44 45	12. <u>Fico com minha mãe.</u> 43 44 45	12. <u>Eu fui brincar de pular o telhado.</u> 43 44 45 46 47
13. <u>Eu fui sentar numa cadeira.</u> 46 47 48 49 50	13. <u>Ela foi reclamar pra minha mãe.</u> 46 47 48 49 50	13. <u>Ela foi na casa da colega dela.</u> 46 47 48 49 50	13. <u>Sei escrever meu nome.</u> 48 49 50

Figure 1. Lists of sentences 1 to 8

LISTA 9	LISTA 10	LISTA 11	LISTA 12
1. <u>Eles foram embora de carro.</u> 1 2 3 4	1. <u>Eu tomei sorvete.</u> 1 2 3	1. <u>Eu gosto mais de andar de bicicleta.</u> 1 2 3 4 5	1. <u>A gente ficou brincando de boneca.</u> 1 2 3 4
2. <u>Eu gosto de estudar.</u> 5 6 7	2. <u>Estou com medo de ir pra casa.</u> 4 5 6 7 8	2. <u>O cachorro comeu comida</u> 6 7 8	2. <u>A gente chegou em casa.</u> 5 6 7
3. <u>O time dele jogava contra nós.</u> 8 9 10 11 12	3. <u>Eu posso ir muito longe.</u> 9 10 11 12 13	3. <u>Eu caí de cima da árvore.</u> 9 10 11 12	3. <u>Eu joguei videogame.</u> 8 9 10
4. <u>Ele se sujou todo.</u> 13 14 15	4. <u>Ele estava no buraco.</u> 14 15 16	4. <u>A gente estava atrasado.</u> 13 14 15	4. <u>Depois fui correr.</u> 11 12 13
5. <u>Eu fui no supermercado.</u> 16 17 18	5. <u>Depois a minha avó me chamou.</u> 17 18 19 20	5. <u>Eu lavei as mãos.</u> 16 17 18	5. <u>Eu tive que voltar pra casa.</u> 14 15 16 17 18
6. <u>Ela pegou dois morangos.</u> 19 20 21 22	6. <u>Briguei com os meus irmãos.</u> 21 22 23 24	6. <u>A minha prima também caiu.</u> 19 20 21 22	6. <u>A mamãe passou remédio na boca.</u> 19 20 21 22
7. <u>Eu sou o juiz.</u> 23 24 25	7. <u>Ela levou a menina lá pro sofá.</u> 25 26 27 28 29	7. <u>Estava com um amigo meu.</u> 23 24 25	7. <u>Eu pisei em cima da bola e caí.</u> 23 24 25 26 27
8. <u>Ela só gosta de leite.</u> 26 27 28 29	8. <u>Eu gosto de desenhar.</u> 30 31 32 33	8. <u>Eu vim aqui no colégio.</u> 26 27 28 29	8. <u>Fui pra casa da minha avó.</u> 28 29 30 31
9. <u>Um dia eu fui no circo.</u> 30 31 32 33	9. <u>Vi meu pai.</u> 34 35 36	9. <u>Ele levou pastel e laranja.</u> 30 31 32 33	9. <u>Nós tiramos um monte de foto.</u> 32 33 34 35
10. <u>Eu estou de calça nova.</u> 34 35 36 37	10. <u>A gente voltou para casa.</u> 37 38 39 40	10. <u>A minha irmã sabe falar.</u> 34 35 36 37	10. <u>O gato estava na janela e caiu.</u> 36 37 38 39
11. <u>Ele não queria ir pra casa.</u> 38 39 40 41 42	11. <u>Eles vieram juntos.</u> 41 42 43	11. <u>Eu fui pra casa e tirei o tênis.</u> 38 39 40 41 42	11. <u>A vovó deixava eu fazer tudo.</u> 40 41 42 43 44
12. <u>Ele começou a rir.</u> 43 44 45	12. <u>Eu gosto de dançar.</u> 44 45 46	12. <u>Fui lá procurar meu irmão.</u> 43 44 45 46 47	12. <u>Eu andei de bicicleta.</u> 45 46 47
13. <u>Eu parei lá na praia de novo.</u> 46 47 48 49 50	13. <u>Ele não gostava de mim.</u> 47 48 49 50	13. <u>Ele parou o carro.</u> 48 49 50	13. <u>Tinha um monte de peixes.</u> 48 49 50
LISTA 13	LISTA 14	LISTA 15	LISTA 16
1. <u>A minha mãe não sabe dirigir.</u> 1 2 3 4 5	1. <u>Um menino me deu um soco na cara.</u> 1 2 3 4	1. <u>Mamãe cortou o bolo e deu guaraná.</u> 1 2 3 4 5	1. <u>Depois tomamos suco.</u> 1 2 3
2. <u>Eu vou esconder.</u> 6 7 8	2. <u>Eu cantei parabéns.</u> 5 6 7	2. <u>Ela levantou na hora.</u> 6 7 8	2. <u>Meu filho está com uma empregada.</u> 4 5 6 7 8
3. <u>Ela comprou um refrigerante.</u> 9 10 11	3. <u>Ela fazia curso de inglês.</u> 8 9 10 11	3. <u>A gente estava correndo.</u> 9 10 11	3. <u>Eu andei no barquinho.</u> 9 10 11
4. <u>Ele já estava quase caindo.</u> 12 13 14 15 16	4. <u>A gente foi de carro.</u> 12 13 14	4. <u>Eu caí de bicicleta.</u> 12 13 14	4. <u>Nós paramos de brigar.</u> 12 13 14
5. <u>O homem estava dirigindo.</u> 17 18 19	5. <u>Está terminando a novela.</u> 15 16 17	5. <u>Ele pensou que era um ladrão e fugiu.</u> 15 16 17 18 19	5. <u>Eu entrei correndo.</u> 15 16 17
6. <u>Desci a rua da minha casa.</u> 20 21 22 23	6. <u>A namorada dele estava esperando.</u> 18 19 20 21	6. <u>Eu fiquei abraçando o papai.</u> 20 21 22 23	6. <u>O buraco foi fundo.</u> 18 19 20
7. <u>A professora me explicava tudo.</u> 24 25 26	7. <u>Eu dei a bicicleta pra ele.</u> 22 23 24 25	7. <u>Às vezes ela faz o bolo.</u> 24 25 26 27	7. <u>Eu peguei um ônibus azul.</u> 21 22 23 24
8. <u>Eu me escondi lá no telhado.</u> 27 28 29 30	8. <u>Lá a gente andou na roda gigante.</u> 26 27 28 29 30	8. <u>Estava legal hoje de tarde.</u> 28 29 30 31	8. <u>A gente pulou no telhado dela.</u> 25 26 27 28
9. <u>A vovó não deixou eu ir sozinha.</u> 31 32 33 34	9. <u>Ela está com chapéu.</u> 31 32 33	9. <u>Eu dormi até às dez.</u> 32 33 34 35	9. <u>Eu peguei aquele pincel.</u> 29 30 31 32
10. <u>A gente brincou lá no parque.</u> 35 36 37 38	10. <u>De manhã a gente foi viajar.</u> 34 35 36 37	10. <u>Dei um abraço na minha avó.</u> 36 37 38 39	10. <u>Ela sempre chega de carro.</u> 33 34 35 36
11. <u>Estava toda a minha família lá.</u> 39 40 41 42 43	11. <u>Esse relógio vai ser meu.</u> 38 39 40 41 42	11. <u>Amanhã é sábado.</u> 40 41 42	11. <u>Eu gosto de fazer lição.</u> 37 38 39 40
12. <u>Fui no meu tio.</u> 44 45 46	12. <u>A gente foi brincar lá na festa.</u> 43 44 45 46 47	12. <u>Ela foi na lanchonete.</u> 43 44 45	12. <u>O circo não estava mais lá.</u> 41 42 43 44 45
13. <u>Eu já sabia nadar.</u> 47 48 49 50	13. <u>Eu levei o cachorro</u> 48 49 50	13. <u>Eu estava andando pela rua.</u> 46 47 48 49 50	13. <u>Eu bati a perna numa pedra.</u> 46 47 48 49 50

Figure 2. Lists of sentences 9 to 16

LISTA 17	LISTA 18	LISTA 19	LISTA 20
1. <u>Nós fomos lá pra cima.</u> 1 2 3 4	1. <u>Eu saí da frente do carro.</u> 1 2 3 4	1. <u>Minha mãe ficou com saudade de mim.</u> 1 2 3 4 5	1. <u>Eu estava aqui no colégio.</u> 1 2 3 4
2. <u>A gente viu os cavalos.</u> 5 6 7	2. <u>Primeiro a gente foi ver os macacos.</u> 5 6 7 8 9	2. <u>Eu cansei de andar.</u> 6 7 8	2. <u>Ele se assustou na rua.</u> 5 6 7
3. <u>O menino estava brincando na areia.</u> 8 9 10 11	3. <u>Ela estava entrando.</u> 10 11 12	3. <u>Os ladrões levaram até a carteira.</u> 9 10 11 12	3. <u>Eu não viajei.</u> 8 9 10
4. <u>O homem abriu um buraco.</u> 12 13 14	4. <u>Meu pai me pegou.</u> 13 14 15	4. <u>Ela trabalha no hospital.</u> 13 14 15	4. <u>Os outros já tinham chegado de manhã.</u> 11 12 13 14 15
5. <u>A gente tem que ficar.</u> 15 16 17	5. <u>Ele foi pra rua.</u> 16 17 18	5. <u>Ela ia no banheiro.</u> 16 17 18	5. <u>Sai pra jogar bola.</u> 16 17 18
6. <u>Todo mundo estava alegre.</u> 18 19 20 21	6. <u>Eu vou pedir o caderno dela.</u> 19 20 21 22 23	6. <u>A tia falou que já volta.</u> 19 20 21 22	6. <u>Eu estava de pijama.</u> 19 20 21
7. <u>Amanhã de manhã eu vou pra praia.</u> 22 23 24 25 26	7. <u>Ele comprou o videogame.</u> 24 25 26	7. <u>Eu saí da água.</u> 23 24 25	7. <u>O homem estava vestido de palhaço.</u> 22 23 24 25
8. <u>Depois a gente foi pra casa.</u> 27 28 29 30	8. <u>Ela disse que ia sair.</u> 27 28 29 30	8. <u>Fui lá na minha avó.</u> 26 27 28 29	8. <u>Ela vai pensar que eu roubei.</u> 26 27 28 29 30
9. <u>Eu só gosto de história.</u> 31 32 33 34	9. <u>A gente só faz isso.</u> 31 32 33 34	9. <u>Nós tiramos fotos na rua.</u> 30 31 32 33	9. <u>Eu fiquei lá no hospital.</u> 31 32 33 34
10. <u>A gente passa lá.</u> 35 36 37	10. <u>Eu joguei até de noite.</u> 35 36 37 38	10. <u>A minha mãe ficou triste.</u> 34 35 36 37	10. <u>A mamãe não tinha dinheiro.</u> 35 36 37 38
11. <u>Eu não consegui ficar em pé.</u> 38 39 40 41 42	11. <u>O carro estava andando pra lá.</u> 39 40 41 42	11. <u>Peguei minha bicicleta.</u> 38 39 40	11. <u>Eu não vou falar.</u> 39 40 41 42
12. <u>Ela bagunça tudo.</u> 43 44 45	12. <u>Eu ando sozinho.</u> 43 44 45	12. <u>Eu estava ali na rua de baixo.</u> 41 42 43 44 45	12. <u>Eu fui no jardim.</u> 43 44 45
13. <u>Meu pai esqueceu o pincel dele.</u> 46 47 48 49 50	13. <u>Depois ela conta pra todo mundo.</u> 46 47 48 49 50	13. <u>Meu pai foi trabalhar de noite.</u> 46 47 48 49 50	13. <u>A professora quer ver uma história.</u> 46 47 48 49 50
LISTA 21	LISTA 22	LISTA 23	LISTA 24
1. <u>Eu fui no berçário.</u> 1 2 3	1. <u>Eu escovo os dentes e lavo o rosto.</u> 1 2 3 4 5	1. <u>As meninas colocaram outra música.</u> 1 2 3 4	1. <u>Eu durmo cedo.</u> 1 2 3
2. <u>O meu pai estava pescando.</u> 4 5 6 7	2. <u>Fui pegar meu boneco.</u> 6 7 8 9	2. <u>Eu fui atrás dele.</u> 5 6 7 8	2. <u>Minha irmã tinha que comprar pão.</u> 4 5 6 7 8
3. <u>Eu tenho uma corrente dessas.</u> 8 9 10 11 12	3. <u>Depois eu caí pro outro lado.</u> 10 11 12 13 14	3. <u>Ficamos de castigo no quarto.</u> 9 10 11	3. <u>A gente parou de brigar.</u> 9 10 11
4. <u>Eles fazem bagunça.</u> 13 14 15	4. <u>A gente foi de avião.</u> 15 16 17	4. <u>O meu irmão me machucou.</u> 12 13 14	4. <u>Eu estava com ele.</u> 12 13 14
5. <u>O meu tio me ajudou.</u> 16 17 18	5. <u>Ele tem travesseiro.</u> 18 19 20	5. <u>Eu estava olhando pra frente.</u> 15 16 17 18	5. <u>O meu pai ficava brigando comigo.</u> 15 16 17 18 19
6. <u>Eu acho que eles vão voltar.</u> 19 20 21 22 23	6. <u>Eu levei a bicicleta na mão.</u> 21 22 23 24	6. <u>Minha mãe ficou em casa trabalhando.</u> 19 20 21 22 23	6. <u>Eu fui no outro brinquedo.</u> 20 21 22 23
7. <u>Ele é da minha sala.</u> 24 25 26 27	7. <u>Chegou a noite e eu dormi.</u> 25 26 27 28	7. <u>A minha prima brigou comigo.</u> 24 25 26 27	7. <u>A vovó estava falando comigo.</u> 24 25 26 27
8. <u>O menino foi no balanço laranja.</u> 28 29 30 31	8. <u>A família só gosta de brigar.</u> 29 30 31 32	8. <u>Pulei do muro da minha tia.</u> 28 29 30 31	8. <u>O meu cachorrinho foi na chuva.</u> 28 29 30 31
9. <u>Ela foi apagar a velinha.</u> 32 33 34 35	9. <u>Minha família foi embora.</u> 33 34 35 36	9. <u>Levei um susto na cozinha.</u> 32 33 34	9. <u>Eu fui embora almoçar.</u> 32 33 34 35
10. <u>Eu tenho um machucado no joelho.</u> 36 37 38 39	10. <u>Elas me deram cobertor.</u> 37 38 39	10. <u>Machuqueei meu olho.</u> 35 36 37	10. <u>Agora só falta o meu pai.</u> 36 37 38 39
11. <u>Ela quebrou a régua.</u> 40 41 42	11. <u>Fui pra minha vó.</u> 40 41 42	11. <u>Eu estava correndo pra ir no parque.</u> 38 39 40 41 42	11. <u>Eu estava pegando o meu prato.</u> 40 41 42 43 44
12. <u>Eu estava escrevendo.</u> 43 44 45	11. <u>O menino saiu correndo.</u> 43 44 45	12. <u>O pai e a mãe chegaram.</u> 43 44 45	12. <u>Ela estava dormindo.</u> 45 46 47
13. <u>Papai comprou pão, leite e café.</u> 46 47 48 49 50	12. <u>Fui pegar uma fruta e caí.</u> 46 47 48 49 50	13. <u>Eu não gostava de ficar na creche.</u> 46 47 48 49 50	13. <u>Eu brinquei com ela.</u> 48 49 50

Figure 3. Lists of sentences 17 to 24

LISTA 25	LISTA 26	LISTA 27	LISTA 28
1. <u>Eu e o meu irmão</u> descemos do carro. 1 2 3 4 5	1. <u>Eu fui</u> no cinema. 1 2 3	1. <u>A gente</u> arrumou as coisas. 1 2 3	1. <u>Eu também</u> chorava de dor de barriga. 1 2 3 4 5
2. <u>A gente</u> brincou de roda. 6 7 8	2. <u>A mãe dela</u> mandou a gente parar. 4 5 6 7 8	2. <u>O papai</u> foi comprar guaraná e cerveja. 4 5 6 7 8	2. <u>Meu pai</u> me achou. 6 7 8
3. <u>Os ladrões</u> levaram tudo. 9 10 11	3. <u>Ele não</u> caiu. 9 10 11	3. <u>Eu brinquei</u> muito. 9 10 11	3. <u>Eu fui</u> num banco. 9 10 11
4. <u>A professora</u> entregou as pastas. 12 13 14	4. <u>Eu estou</u> com vontade de ir no banheiro. 12 13 14 15 16	4. <u>Ela me</u> arranhou no olho. 12 13 14	4. <u>Ela pegou</u> o chinelo. 12 13 14
5. <u>Eu estava</u> subindo na árvore. 15 16 17 18	5. <u>Eu tomei</u> água. 17 18 19	5. <u>Depois</u> vimos embora. 15 16 17	5. <u>Às vezes</u> eu tomo banho de manhã. 15 16 17 18 19
6. <u>Nós vamos</u> conversar aqui na janela. 19 20 21 22 23	6. <u>Nós vimos</u> bastante coisa. 20 21 22 23	6. <u>Eu não</u> sei ler. 18 19 20 21	6. <u>Eu estou</u> muito cansado. 20 21 22 23
7. <u>A gente</u> brincava de carrinho. 24 25 26	7. <u>Eu desenhei</u> as três camas. 24 25 26 27	7. <u>Ele pulou</u> junto comigo. 22 23 24 25	7. <u>O ônibus</u> parou lá na frente. 24 25 26 27
8. <u>Eu vou</u> contar pra ela. 27 28 29 30	8. <u>O bebê</u> comeu todo o mingau. 28 29 30 31	8. <u>O meu pai</u> olhou pro chão. 26 27 28 29	8. <u>Eu vou</u> levar um lápis. 28 29 30 31
9. <u>Fui</u> no meu pai. 31 32 33	9. <u>Ela tinha</u> três filhos. 32 33 34 35	9. <u>Ela acordou</u> muito cansada. 30 31 32 33	9. <u>Ele dormiu</u> na minha cama. 32 33 34 35
10. <u>Eu convidei</u> um monte de crianças. 34 35 36 37	10. <u>O meu pai</u> foi pra casa. 36 37 38 39	10. <u>O aniversário</u> estava muito bom. 34 35 36 37	10. <u>Eles já</u> sabem ler. 36 37 38 39
11. <u>O meu pai</u> foi viajar de carro. 38 39 40 41 42	11. <u>O relógio</u> é meu. 40 41 42	11. <u>Eu ganhei</u> pirulito. 38 39 40	11. <u>A gente</u> foi acampar. 40 41 42
12. <u>O meu olho</u> ficou vermelho. 43 44 45 46	12. <u>Eles disseram</u> que eu era bobo. 43 44 45 46 47	12. <u>Minha irmã</u> foi comprar roupa. 41 42 43 44 45	12. <u>Eu sei</u> falar um pouco de inglês. 43 44 45 46 47
13. <u>Eu moro</u> lá na vila. 47 48 49 50	13. <u>Eu estou</u> sozinho. 48 49 50	13. <u>Eu fui</u> andar de bicicleta no parque. 46 47 48 49 50	13. <u>O gato</u> um dia apareceu. 48 49 50
LISTA 29	LISTA 30	LISTA 31	LISTA 32
1. <u>Minha mãe</u> me deu um vestido laranja. 1 2 3 4 5	1. <u>Aconteceu</u> um assalto. 1 2	1. <u>A menina</u> chegou. 1 2	1. <u>Não sei</u> como é o nome da fruta. 1 2 3 4 5 6
2. <u>Eu estava</u> de meia. 6 7 8	2. <u>Minha mãe</u> foi na padaria comprar leite. 3 4 5 6 7 8	2. <u>Eu fiquei</u> acordado até cinco horas. 3 4 5 6 7 8	2. <u>Machuquei</u> a perna. 7 8
3. <u>A minha mãe</u> estava em casa. 9 10 11 12	3. <u>Ele trabalha</u> de segurança. 9 10 11	3. <u>Um dia</u> a gente brigou. 9 10 11	3. <u>Eu vi</u> os macaquinhos. 9 10 11
4. <u>Fomos</u> na loja comprar a blusa dela. 13 14 15 16 17	4. <u>A gente</u> estava na praia. 12 13 14	4. <u>Eu ganhei</u> brinquedo. 12 13 14	4. <u>A galinha</u> tinha um ovo. 12 13 14
5. <u>Eu andei</u> num brinquedo. 18 19 20 21	5. <u>Encontrei</u> um monte de amigos lá. 15 16 17 18	5. <u>A mulher</u> deixou o nenê em casa. 15 16 17 18	5. <u>Conheci</u> a família da namorada dele. 15 16 17 18
6. <u>Ele estava</u> ali na sala. 22 23 24 25	6. <u>O vizinho</u> não estava em casa. 19 20 21 22	6. <u>A empregada</u> estava fazendo comida. 19 20 21 22	6. <u>Sexta-feira</u> ele foi pra casa. 19 20 21 22
7. <u>Eu esperei</u> ele sair. 26 27 28 29	7. <u>Na casa</u> da tia tinha um buraco. 23 24 25 26	7. <u>Eu fui</u> em outra cidade. 23 24 25 26	7. <u>Eu não</u> sabia onde era a sala. 23 24 25 26 27 28
8. <u>Fui</u> pra minha casa. 30 31 32	8. <u>Está</u> tudo errado aqui. 27 28 29 30	8. <u>Fui</u> na festa na minha tia. 27 28 29 30	8. <u>Estava</u> na hora de comer bolo. 29 30 31 32
9. <u>Ele saiu</u> do colégio. 33 34 35	9. <u>A empregada</u> só arrumou as camas. 31 32 33 34	9. <u>Eu fiz</u> uma viagem. 31 32 33 34	9. <u>No outro dia</u> eu saí de casa. 33 34 35 36
10. <u>Eu fui</u> no médico de novo. 36 37 38 39	10. <u>O meu pai</u> estava aqui. 35 36 37 38	10. <u>Não quero</u> conversar nada. 35 36 37 38	10. <u>Meu irmão</u> quebrou o pé. 37 38 39 40
11. <u>Nós comemos</u> bife. 40 41 42	11. <u>Eu estava</u> aqui na tia. 39 40 41 42	11. <u>Ela ficou</u> sempre comigo. 39 40 41 42	11. <u>Eu vim</u> de novo pra praia. 41 42 43 44
12. <u>Fui</u> brincar dentro da minha casa. 43 44 45 46 47	12. <u>A gente</u> saiu. 43 44	12. <u>Um dia</u> eu fui lá no meu vô. 43 44 45 46 47 48	12. <u>A moça</u> me deu a caixinha de música. 45 46 47 48
13. <u>Levei</u> minha mochila. 48 49 50	13. <u>Eu e meus</u> outros amigos fomos lá. 45 46 47 48 49 50	13. <u>Ela me</u> assustou. 49 50	13. <u>Ele me</u> convidou. 49 50

Figure 4. Lists of sentences 25 to 32

LISTA 33	LISTA 34	LISTA 35
1. <u>A gente não estava fazendo nada na aula.</u> 1 2 3 4 5 6	1. <u>Ela chegou de carro.</u> 1 2 3	1. <u>Eu estava no ônibus.</u> 1 2 3
2. <u>O macaquinho se perdeu.</u> 7 8	2. <u>Eu estava com uma coisa dela na mão.</u> 4 5 6 7 8 9	2. <u>Ele machucou o dedo e ficou todo roxo.</u> 4 5 6 7 8 9
3. <u>Tivemos que pagar um táxi.</u> 9 10 11	3. <u>A festa ficou legal.</u> 10 11 12	3. <u>Um cachorrinho fugiu da casinha.</u> 10 11 12
4. <u>Nós fomos pescar.</u> 12 13 14	4. <u>Eu ganhei um macacão.</u> 13 14 15	4. <u>Ela estava grávida.</u> 13 14 15
5. <u>Fui passear com minha mãe.</u> 15 16 17 18	5. <u>Nós saímos do banho.</u> 16 17 18	5. <u>Depois as meninas brigaram.</u> 16 17 18
6. <u>Eu fiquei muito cansada.</u> 19 20 21 22	6. <u>A gente pegou a chave.</u> 19 20 21	6. <u>A mamãe me levou no médico.</u> 19 20 21
7. <u>No outro dia eu já estava melhor.</u> 23 24 25 26 27 28	7. <u>Ontem eu estava lá na minha avó.</u> 22 23 24 25 26 27	7. <u>A minha irmã estuda de tarde.</u> 22 23 24 25
8. <u>Ele pegou uma pedra.</u> 29 30 31 32	8. <u>Eu desci de escada.</u> 28 29 30	8. <u>Peguei uma coisa dela.</u> 26 27 28 29
9. <u>O meu pai foi dormir.</u> 33 34 35 36	9. <u>Tinha uma festa lá no barco.</u> 31 32 33 34	9. <u>Eu ganhei um monte de coisas.</u> 30 31 32 33
10. <u>Depois a gente foi pra festa.</u> 37 38 39 40	10. <u>Eu arrumei uma boneca.</u> 35 36 37 38	10. <u>Brinquei com o meu amigo.</u> 34 35 36 37
11. <u>A gente estava nadando lá.</u> 41 42 43 44	11. <u>Os meninos já foram.</u> 39 40 41	11. <u>Os carros pararam pra eu sair.</u> 38 39 40 41
12. <u>Eu estava com uma bota.</u> 45 46 47 48	12. <u>Eu não sou mais amiga dela.</u> 42 43 44 45 46 47	12. <u>O meu irmão sempre quer ir lá.</u> 42 43 44 45 46 47
13. <u>O carro buzinou.</u> 49 50	13. <u>A gente chegou lá.</u> 48 49 50	13. <u>A gente saiu do hotel.</u> 48 49 50

LISTA 36	LISTA 37
1. <u>O palhaço pulou na rede.</u> 1 2 3	1. <u>Ele me convidou.</u> 1 2
2. <u>A gente teve que descer.</u> 4 5 6	2. <u>A gente estava estudando na aula.</u> 3 4 5 6
3. <u>O peixe estava com espinho.</u> 7 8 9	3. <u>A mamãe deu risada.</u> 7 8 9
4. <u>O médico disse que ela não tinha nada.</u> 10 11 12 13 14 15	4. <u>As crianças ficaram brincando com a gente.</u> 10 11 12 13
5. <u>Eu escovei os dentes.</u> 16 17 18	5. <u>Todo mundo voltou de carro.</u> 14 15 16 17
6. <u>Quebrei meu braço.</u> 19 20 21	6. <u>Meu irmão estava com o cavalo.</u> 18 19 20 21
7. <u>Machuquei meu dedo aqui.</u> 22 23 24 25	7. <u>Eu caí aqui na escola.</u> 22 23 24 25
8. <u>Eu ganhei umas bonecas.</u> 26 27 28 29	8. <u>Eles estão na primeira série.</u> 26 27 28 29
9. <u>A gente estava brincando de esconder.</u> 30 31 32 33	9. <u>Antes eu praticava natação.</u> 30 31 32 33
10. <u>A gente vai se mudar pra cá.</u> 34 35 36 37	10. <u>Eu caí na descida.</u> 34 35 36
11. <u>Eu gosto de jogar bola.</u> 38 39 40 41	11. <u>Ele disse que era mentira.</u> 37 38 39 40
12. <u>Cada uma ficou com as suas coisas.</u> 42 43 44 45 46 47	12. <u>Minha irmã quase chorou.</u> 41 42 43 44
13. <u>Eu estou doente.</u> 48 49 50	13. <u>Tinha a roda gigante e eu não andei.</u> 45 46 47 48 49 50

Figure 5. Lists of sentences 33 to 37

DISCUSSION

This study aimed to develop lists of sentences in the Brazilian Portuguese, with vocabulary based on day-to-day communication situations, for the clinical speech-language pathology evaluation of auditory speech perception in children.

Regarding the initial *corpus*, it was possible to observe its representativeness, considering the number of words from the material characterized as tokens ($n=128,737$). The importance of using a *corpus* with the characteristics presented in the present study is directly linked to the fundamental aspects pointed out in the literature for the elaboration of sentences to be used in the evaluation of speech perception. These aspects are related to the familiarity of words, naturalness and extension of sentences, grammatical structure, phonetic content, among others⁹⁻²⁴.

In fact, it is possible to observe that there has been progress in the search for the development of evaluation procedures that use sentences as a stimulus in an attempt to meet some of the criteria mentioned⁹⁻²⁴.

With regard to the reduction of the *corpus*, it is important to highlight that the least possible changes were made to maintain the general characteristics of the *corpus*, in order to preserve the naturalness of the sample in the modification of the oral to written pattern, in the aspects such as vocabulary, syntax, semantics, phonetics, phonology and pragmatics. Thus, the path leading to the elaboration of the final sentences became complex, characterizing it as the most extensive and most difficult stage of the study.

After the analysis of the sentences selected by the judges, it was verified that there was a tendency to eliminate the most extensive ones. The criterion of extension of the sentences is an aspect pointed out by the literature, since, in the previous studies, a maximum number of twelve words was observed in the sentences, a number that varied according to each study cited¹⁶⁻¹⁹.

The number of sentences is also of great importance when considering that the tests for speech sound perception are used in several evaluation situations and, therefore, a small number of sentences have an effect on the memory of the individual submitted to the evaluation and, consequently, on their performance²¹.

Regarding the preparation of the sentences, considering the words as keywords, thirty-seven lists were drawn up, each with thirteen sentences and fifty keywords. A previous study elaborated lists of sentences, using fifty keywords per list which was considered a sufficient number of items¹⁰.

In addition, the number of thirty-seven lists of sentences can be considered satisfactory when compared to the similar procedures available in Brazilian Portuguese^{1,2,28,29}. When compared to international tests, it is possible to observe a greater proximity between the number of lists of such procedures and that of the present study^{9-14,17,18}.

With regards to the application of the sentences, disregarding the interval time of approximately one minute per list, 40 minutes was the average time to apply all of the sentences. Based on the literature, it is possible to observe that the procedure of this application was rather quick^{15,19,22}.

The overall average of the speech recognition index scores for the participants in the 37 lists of sentences was 96.8%, with 37 lists being statistically similar ($p=0.140$) and, thus, none of them were eliminated.

The methodological procedure adopted in this study made it possible to elaborate lists with diversified sentences, composed of vocabulary based on situations of day-to-day communication and suitable for children. These lists allow the evaluation of hearing capacity in the clinical context of speech therapy, as it proved to be an easy and fast application procedure.

There was a concern to consider harmoniously the various aspects involved in the perception of speech sounds, emphasizing in this context the fundamental importance of the material used. In fact, this represented the spontaneous conversation of hearing children between 5 and 9 years old. Since the target age of this study was children aged 6 to 10 years, it is possible to observe a sample that included an age group younger than this, with the purpose of covering the possible difficulties of the child with hearing loss when compared to the hearing child⁶.

Given the heterogeneity among the infant population with hearing loss and the impossibility of covering all aspects of speech perception in a single test, it is observed the importance of using other procedures to assess speech perception so that individual differences and diverse levels of auditory skills are evaluated^{1,2,28-31}.

One may apply these lists in the clinical context in several ways: with supra-aural headphones or in a free-field system; on speakerphone or in recorded material; with or without the presence of noise.

There is a need for further research that performs the application of the lists of sentences proposed in this study with recorded speech stimulus. It is suggested that other studies evaluate the perception of speech

sounds with material elaborated in children with hearing loss.

CONCLUSION

This study allowed the elaboration of diversified lists representing day-to-day situations experienced by children, and whose application is easy and quick. As future perspectives, the group is developing the recording of these lists.

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