**Production of 3rd person clitic pronouns: Design and instructions**

The test comes as a Power Point presentation to be administered on an individual basis. It is very easy to run, children understand what it is expected from them very well, and it is short.

**1. Methodology**

The test consists of a question-answer task based on pictures. There are 2 warm-up items, 12 test items and 5 fillers. The 12 test items are meant to elicit the production of an object clitic while the 5 fillers target the production of a reflexive clitic.

During the warm-up part of the task, the child is familiarized with the task. The 2 items of this part target the production of object clitics.

**2. How to administer the task**

Each testing session must be audio- or video-recorded.

For each item, there is a stimulus sentence that the experimenter must produce. At first, the experimenter should draw the child’s attention to what is depicted in the picture; all characters and all objects present in the picture must be named (e.g. *Look! Here is a boy and here is a ball*). Then the experimenter asks a question about the characters and/or objects (e.g. *Tell me: What is the boy doing with the ball?*). For the fillers, only one character is named in the question (e.g. *Tell me:* *What is the cow doing?*).

During the warm-up session, the child gets used to producing object clitics. If the child uses an object clitic, please go to the next item. If the child doesn’t produce an object clitic, the expected answer should be given to him/her. For instance if the child says *The boy is throwing the ball* for the 1st warm up item, one should react by saying *Ok this is good. You could also say ‘He’s throwing it’. Ok?* The item should be ran again to make sure that the child would indeed use a clitic (*e.g.* *So, again, what is the boy doing with the ball?*).

Before moving to the test itself, ask the child if he/she’s ready and if he/she has understood the task.

During the test, it is very important that the child produces transitive verbs – preferably the target verbs – so that object clitics may be used. If a child doesn’t answer with a transitive verb and a direct object, the target verb must be given to him/her, and the question must be asked again (e.g. *Ok. Now how would you say with ‘pull’? What is the bee doing with the grasshopper?*).

If the child doesn’t give any answer or doesn’t seem to understand the question, one should start again with naming the characters and objects in the picture and then ask the question again. If nothing comes out, one should provide the target verb to the child and then ask the question again. If the child produces another verb or doesn’t answer anything, one shouldn’t insist and one should move to the next item.

If the child uses the target verb with no clitic, no correction should be provided!

Always be positive and give encouragements to the child: *Yes, that’s good! Good job!* etc.

**List of the target verbs and the oral stimuli**

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|  | **Warm-up** | **Stimulus** |
| 1. | throw  | What is the boy doing with the ball? |
| 2. | bite | What is the dog doing with the bear’s paw? |

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|  | **Main task** | **Stimulus** |
| 1.  | comb  | What is the mother doing with the girl? |
| 2.  | cut | What is the boy doing with the thread of wool? |
| D1.  | hide | What is the girl doing? |
| 3. | wash  | What is the girl doing with the giraffe? |
| 4.  | dry | What is the boy doing with the hippo?  |
| D2. | comb | What is the little girl doing? |
| 5.  | lick  | What is the dog doing with the cat? |
| 6.  | draw  | What is the drawer doing with the girl?  |
| D3. | cut | What is the cow doing? |
| 7.  | wet | What is the boy doing with the cat? |
| 8.  | paint  | What is the man doing with the house? |
| D4. | wash | What is the duck doing? |
| 9.  | push | What is the princess doing with the soldier?  |
| 10.  | pull  | What is the bee doing with the grasshopper?  |
| D5. | lick | What is the giraffe doing? |
| 11.  | wake up  | What is the girl doing with the boy? |
| 12. | eat  | What is the cat doing with the fish? |