**BI-SLI COST Case elicitation task, Procedure- September, 21th 2012**

**Aim: elicit case-marked full definite noun phrases, test for nominative, accusative and dative case (and others depending on language)**

**Needed:** colourprint-out of randomized case task. Scoreform to make notes during testing. Recording device.

**First part: SVO, SVOO and language specifics (i.e. datives, locatives, ablatives)**

We present two contrasting pictures next to each other for each condition. Ideally the children produce both sentences themselves, so that we have most data points. The task can be started with a short intro, something like: *look, I have a lot of pictures here and on these pictures people are doing things, can you tell me exactly who is doing what to whom? Let’s have a look at the pictures and try it out*.

We have two practice items, one with the verb ‘washing’ and one with ‘writing’. These should be used to get the child to produce as much of the items themselves. The practice items can and should be repeated if necessary. (don’t tell the child there are practice items, just use them as practice items).

**The verb can and should be cued and this should be done consistently, the nouns are named (preferable by or at least together with the child) with indefinites, at least the very first time the figure occurs in the task). For cueing the verb, a language specific proper way of doing this should be found, something like ‘look this is about washing’ might work, but doesn’t work in all languages. If not, make sure the cueing is done without giving away case morphology (please discuss possible ways of cueing with Esther Ruigendijk).**

For German we used: Kuck mal was wir hier sehen, da/hier geht’s um’s *Verb* (e.g. Küssen), und das ist ein Polizist und das ist eine Hexe, das ist ein Koch und das eine Prinzessin, kannst du mir sagen was hier genau passiert? ‚look what we see here, here it is about the ‘*nominalized V*’ (e.g. kissing), and this is a police man, that’s a witch, that’s a cook and that a princess. Could you tell me what happens here exactly? ‘. Expected child response: the police man is kissing the witch and the cooks is kissing the princess.

In case the children do not describe the first picture spontaneously themselves, we can give the first sentence as a prime (namely: so here, the policeman is kissing the witch, and here…?). If this is the case, *first* try this with the practice items and then move on to the test items normally without priming, if possible. If this does not work either, try starting out with the subject NP and let the child complete the sentence. Finally, if that still does not work and *as a last resort* (because we will lose data points this way and data becomes less comparable), you could do the whole task with priming the first conjunct and having the child realize only the description of each second picture.

Cueing for the other items can be repeated as well if the child asks for it or does not respond at all. Also, if one item doesn’t work immediately, but the child does understand the task and produces other items, move on to the next item, and repeat the ‘missed items’ at the end. Please make notes of such changes. Also mark on the score sheet whether an item was repeated and whether priming of the first sentence part was necessary.

**ALWAYS MAKE AN AUDIO RECORDING THE WHOLE TEST SESSION!**

**Second part: Possessive genitive/ ‘2 genitive (priming):**

Testing of possessives forms an extra part of the test. We have one picture that includes John and Mary (change into common two syllable names in your language) and shows a cupboard with their possessions. This is to introduce the child to the two subjects as well as to their possessions. Make sure the child pays enough attention to these. Name them all together with the child, preferably the child names all the objects him/herself. Make sure the child knows what item belongs to whom, *without using the genitive*! Instead you could say ‘look here is the cupboard with stuff that belongs to Peter, look what he has: a t-shirt, a mask, a watch etc… so these are the things that belong to Peter. ’ Then the test starts with one of the 6 items as a practice item, in German we used: Maske (mask). You can prime the practice item with the first possessor-possessed pair, after that, if possible avoid that, and cue with ‘what have we got here…?’ or ‘look here, this is…? …and this is?’

Like this:

German introduction to practice item by instructor: Kuck mal was wir hier haben, das ist Peters Maske und das ist…… (look what we’ve got here, that’s Peters mask and that’s….)

Child’s expected response: …Maries Maske (Maries mask)

Introduction to first test item: and here we have….? Expected child’s response: Peters watch and that is Maries watch.

**What ifs?**

1. If the child uses a different verb then expected: as long as the verb has the same argument structure and takes the same case as the one depicted, that’s ok, you can move on. If the verb has a different argument structure and/or elicits a different case, provide the verb cue again, i.e. tell the child, ‘*hmm yes, very nice, but I think this is about Verb*, *can you try again*?’
2. If the child realizes a different noun (which shouldn’t happen too often, since the nouns are cued with indefinites and named by the child already), as long as the gender/declination class is the same, no problem, just move on, otherwise, say something like: *you think this is a ‘incorrect noun used by kid’, I actually thought it is a ‘target noun’, could you tell me what’s going on again?*
3. If the nouns are too difficult yet, you could always restore to more general nouns, like ‘man’, or ‘woman’. *But! Make sure that these are the same gender/declenation class as the ones targeted by the picture!*
4. If the child doesn’t respond at all, move on, and try and repeat that item at the end.