

COST A 33 WG Questions

Exhaustive wh-questions Petra Schulz

April 28, 2011

1. Subjects

For all languages: 6-year-old typically developing children (n = 20)

Control group of adults (n=20)

If possible: 6-year-old and older children with SLI (n=20)

2. Additional tests

If possible, a standardized language test should be used to ensure the normal language development of the TD children (e.g., for German: subtests “sentence comprehension” and “morphological rules” of the SETK 3-5; subtest “single wh-questions” of LiSe-DaZ). To ensure that subjects are familiar with the items and the vocabulary required in the main test, a vocabulary check of 40 items is administered first to all subjects. When a child does not know a word for an object, the experimenter supplies the word, i.e. the vocabulary check does not serve as a pretest.

3. Method

In the main test, the question-after-picture task is used. There are four conditions: simple *wh*-questions, paired *wh*-questions, triple *wh*-questions, and simple *wh-alles*-questions. The items are ordered in a block design to avoid interferences between the different conditions and also because not all languages can use all four types of questions. Part A contains 20 test items and 10 control items. The controls require listing one (individual/pair/triple). Part B contains 8 test items and 4 controls.

	Condition	Part A	PART B
A1	Simple <i>wh</i> (S)	8	-
	Simple <i>wh</i> controls (C1-C4)	4	-
A2	Paired <i>wh</i> (P)	8	-
	Paired <i>wh</i> controls (C5-C8)	4	-
A3	Triple <i>wh</i> (T)	4	-
	Triple <i>wh</i> controls (C9-C10)	2	-
B	Simple <i>wh-alles</i> (ES)	-	8
	Simple <i>wh-alles</i> controls (C11-C14)	-	4

Note:

Languages without overt lexical exhaustivity markers like *alles* 'all': use part A only. Or you may try to use other lexical variants of the simple *wh*-question, like a *wh*-plural pronoun with a plural verb, as in Dutch\$

Languages where paired and triple *wh*-questions are ungrammatical (e.g., Italian): use only the block on simple *wh*-questions (A1).

4. Procedure

- (i) Vocabulary check
- (ii) Part A; short pause after each block
- (iii) Part B (simple *wh-alles* questions) preferably in an extra session later (within 1 or 2 weeks)

[Subtests of additional language tests at any time]

5. Scoring

All tests should be audio- or video-recorded. You can use the protocol for coding during the experimental session as follows. If the child points to the figures, mark the figures with arrows in the picture. If the child responds verbally, check off the items in the Response column. The column „Score“ should contain „1“ für correct and „0“ for incorrect, as usual.

6. Before running the experiment

To keep intonation constant, you should ideally precord all stimuli. This is especially important for the paired and triple *wh*-questions.

7. Exerimental set up

This is x (we had a dog named Schnuffi..). He is pretty young and he lives with family y. He brought some pictures from the family on the computer. Let's look at them, ok?

Introducing the family members

Look, this is the girl. This is the boy, etc.

Family picture: *And here, they are all together. (E. points): This is (child names the person).., and this is..etc.*

Vocabulary check

Look, these are all things that family Y has. What is ...?

Main test

Family Y lives in a house with a big garden. They do lots of different things together,

and sometimes the things they do are a little funny. X is there and is always taking lots of pictures. Because he is so young, he doesn't always understand what is going on. He brought more pictures and would like to look at them with us. I'm sure he has questions about every picture. He recorded the questions on the computer because he is a little shy and because he didn't want to forget any of the questions. He really wants to know what his family is doing there. Let's look at the picture together, ok?

Lead in for each picture

Oh, look what are they doing here; Look what is happening here etc., i.e. the family characters, activities or objects should not be verbally introduced.

Items

PART A		
Part A1: SIMPLE wh		individuals
S1	Wer fährt Fahrrad?	2
	Who is riding a bike?	
S2	Wer füttert ein Pferd?	3
	Who is feeding a horse?	
C1	Wer gießt Blumen?	1
	Who is watering flowers?	
S3	Wer trinkt einen Saft?	4
	Who is drinking a juice?	
S4	Wer spielt Flöte?	2
	Who is playing a flute/recorder?	
C2	Wer streichelt eine Katze?	1
	Who is patting a cat?	
S5	Wer sitzt auf einem Stuhl?	5
	Who is sitting on a chair?	
S6	Wer isst einen Apfel?	3
	Who is eating an apple?	
C3	Wer baut einen Turm?	1
	Who is building a tower?	
S7	Wer hat einen Fußball?	4
	Who has a soccer ball?	
S8	Wer malt ein Haus?	3
	Who is painting a house?	
C4	Wer fährt Skateboard?	1
	Who is riding a skateboard?	
Part A2: PAIRED wh		
C5	Wer schiebt was?	1
	Who is pushing what?	
P1	Wer streicht was?	2
	Who is painting what?	
P2	Wer sitzt wo?	3
	Who is sitting where?	
P3	Wer isst was?	4
	Who is eating what?	
P4	Wer liest was?	2
	Who is reading what?	
C6	Wer trägt was?	1
	Who is carrying what?	
P5	Wer malt was?	5
	Who is painting what?	
P6	Wer pflückt was?	3
	Who is picking what?	
C7	Wer zieht was?	1
	Who is pulling what?	

P7	Wer trinkt was?	4
	Who is drinking what?	
P8	Wer füttert wen?	3
	Who is feeding what?	
C8	Wer baut was?	1
	Who is building what?	
Part A3: TRIPLE wh		
T1	Wer zeigt wem was?	2
	Who is showing what to whom?	
T2	Wer gibt wem was?	3
	Who is giving what to whom?	
C9	Wer verkauft wem was?	1
	Who is selling what to whom?	
T3	Wer stellt was worauf?	4
	Who is putting what where? (where = on what)	
T4	Wer schenkt wem was?	2
	Who is giving what to whom? (i.e. as a present)	
C10	Wer legt was worauf?	1
	Who is laying what where? (where = on what; it's a fork)	

PART B		
ES1	Wer gießt alles Blumen?	2
	Who is all watering flowers?	
ES 2	Wer zieht alles ein Auto?	3
	Who is all pulling a car?	
C11	Wer spielt alles Gitarre?	1
	Who is all playing a guitar?	
ES3	Wer malt alles einen Schmetterling?	4
	Who is all painting a butterfly ?	
ES4	Wer steht alles auf einer Leiter?	2
	Who is all standing on a ladder?	
C12	Wer fährt alles Roller?	1
	Who is all riding a scooter?	
ES5	Wer liest alles ein Buch?	5
	Who is all reading a book?	
ES6	Wer trägt alles einen Hut ?	3
	Who is all wearing a hat ?	
C13	Wer füttert alles einen Hasen?	1
	Who is all feeding a rabbit ?	
ES7	Wer isst alles ein Eis?	4
	Who is all eating an ice-cream ?	
ES8	Wer trägt alles eine Tasche ?	3
	Who is all carrying a bag ?	
C14	Wer brät alles eine Wurst ?	1
	Who is all grilling a sausage ?	

