

Lab 3 write-up
Lab 4 instruction

Ling499a Spring 2009

Plan

- Mid-term grades: This weekend!
- Next Thursday: Class cancelled (I'll be in france)
- Paper Presentations: Shannon, Erica, faisal and michael
- Lab 3 write-up (more below)
- Lab 4 (more below)
- Final paper presentation & write-up

Lab 3

- Data collection: Keep posting time slots until you get two people! (till 1st week of May)
- I'll send you the group data this weekend
- Analyze data and write it up – due **April 16th** (next Thursday)

Lab 3 analysis & write-up

- Data analysis:
 - Use pivot table to make a table of average RTs (row: conditions; column: regions)
 - Make a line graph out of it
- Write up (2-pages):
 - 1st page: a one-page description of the goal, method, findings and discussion of your findings (follow the guideline for lab1 write-up)
 - 2nd page should have a) a sample item w/ 4 conditions, b) your graph, and c) references

Lab 4

- Design a detective story task to investigate children's interpretation of long-distance wh-questions:
- Target sentence:
The Snail told Smurf when the troll said he ate pizza

Why care about long distance questions?

- Thornton & Crain (Brian's presentation);
de Villiers & Roeper (Sherrod's presentation)
→ Wh-scope marking in child English?

When did the boy say how he hurt himself?

- Adult-like answer:
- Child answer:
- Cf. ungrammatical answer:

Alternative explanation

When did the boy say how he hurt himself?

- Maybe children's memory capacity is severely limited
- When there are two clauses with two wh-phrases, they can only retain the most recently heard clause (i.e., how he hurt himself)

Ambiguous one

When did the boy say **that** he hurt himself?

- Ambiguous:
 - Upstairs: the boy **said** something **yesterday**
 - Downstairs: the boy **hurt** himself **yesterday**
- De Villiers et al (1990): younger kids prefer downstairs; older kids prefer upstairs

Ambiguous one

When did the boy say **that** he hurt himself?

- Question: Can they have the upstairs reading at all? Perhaps not, if their memory system is limited
- De Villiers et al's task only reflects a preference; we need a different task to test whether a certain interpretation is entertained by kids or not

Your task for Lab 4

- Design a material on your own (but I encourage you to discuss with your classmates)
- Focus on describing the logic of the experimental method and design
- Provide detailed information and reasoning about one item with all the relevant conditions
 - This is supposed to be a good practice for your final paper!
- Lab 4 write-up **due 4/28 (Tuesday)**
- Some hints below

Goro & Akiba's "eating contest" design

- He didn't eat an apple or a cake
 - English: He ate neither
 - Japanese: He ate an apple or a cake, but the speaker doesn't know which one
- Kids:
 - English-speaking kids: "Neither" reading (adult-like)
 - Japanese kids: "**Neither**" reading (English-adult-like!)
- Their eating contest design can be adapted to our experiment too (for your report, see G&A's "experiment" section for how to describe your method)

For Tuesday

- Read & summarize Savage et al's paper on priming of passive sentences (shannon presents)