

These PowerPoint files help you conduct an elicited production task (picture description task) of subject and object relative clauses. The experiment uses the same set of pictures as NT1-001.pdf, but it additionally includes timed animation and audio files.

You are allowed to modify the audio prompts and pictures to match your needs (e.g., cultural appropriateness). However, if you use this material, please cite the following reference:

Tanaka, Nozomi, William O’Grady, Kamil Deen, Chae-Eun Kim, Ryoko Hattori, Ivan Paul M. Bondoc, and Jennifer U. Soriano. (2016). “Relative clause elicited production task.” Nozomi Tanaka Collection. Kaipuleohone: <http://scholarspace.manoa.hawaii.edu/handle/10125/4250>. Type: language description. Media: image, audio. Access: public. Resource ID: NT1-002. (Accessed Date)



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Design

The experiments comprise four blocks. The first block contains the practice items, which use adjectival modification. The second block contains the reversible (transitive) items, in which the agent and the patient are both animate. The third block contains the non-reversible (transitive) items, in which the agent is animate and the patient is inanimate. The last block contains intransitive items, which contains an animate agent and a distractor (either animate or inanimate). This is to make the complexity of the pictures equivalent to the transitive items. The intransitive items can serve as the baseline, fillers, or additional condition.

We have included four sample lists, in which the items are pseudo-randomized within each block. (We have also controlled for additional factors such as the gender of the head noun, position of the arrow, and left-right orientation.)

List 1: NT1-002-b.ppt

List 2: NT1-002-c.ppt (Reverse order of List 1)

List 3: NT1-002-d.ppt

List 4: NT1-002-e.ppt (Reverse order of List 3)

List of stimuli

RC type	Descriptive Prompt	Target Response
Practice	There are two cats. (A cat is small. Another cat is big.) <i>*Choose whichever prompt that is more natural in your language.</i>	the small cat/the big cat
	There are two men. (A man is short. Another man is big.) <i>*Choose whichever prompt that is more natural in your language.</i>	the tall man/the short man
	There are two houses. (A house is big. Another house is small.) <i>*Choose whichever prompt that is more natural in your language.</i>	the small house/the tall house

Reversible	Subject	A boy is carrying a monkey. Another boy is carrying a girl.	the boy that is carrying the monkey the boy that is carrying the girl
	Subject	A girl is chasing a monkey. Another girl is chasing a boy.	the girl that is chasing the monkey the girl that is chasing the boy
	Subject	A boy is hugging a monkey. Another boy is hugging a girl.	the boy that is hugging the monkey the boy that is hugging the girl
	Subject	A boy is pushing a girl. Another boy is pushing a monkey.	the boy that is pushing the girl the boy that is pushing the monkey
	Subject	A girl is splashing a boy. Another girl is splashing a monkey.	the girl that is splashing the boy the girl that is splashing the monkey
	Object	A boy is carrying a girl. A monkey is carrying another girl.	the girl that the boy is carrying the girl that the monkey is carrying
	Object	A monkey is chasing a boy. A girl is chasing another boy.	the boy that the monkey is chasing the boy that the girl is chasing
	Object	A boy is hugging a girl. A monkey is hugging another girl.	the girl that the boy is hugging the girl that the monkey is hugging
	Object	A monkey is pushing a girl. A boy is pushing another girl.	the girl that the monkey is pushing the girl that the boy is pushing
	Object	A girl is splashing a boy. A monkey is splashing another boy.	the boy that the girl is splashing the boy that the monkey is splashing
Non-Reversible	Subject	A boy is cutting a banana tree. Another boy is cutting a coconut tree.	the boy that is cutting the banana tree the boy that is cutting the coconut tree
	Subject	A boy is eating a pizza slice. Another boy is eating an ice cream cone.	the boy that is eating the pizza slice the boy that is eating the ice cream cone
	Subject	A boy is kicking a ball. Another boy is kicking a can.	the boy that is kicking the ball the boy that is kicking the can
	Subject	A girl is picking a flower. Another girl is picking a tomato.	the girl that is picking the flower the girl that is picking the tomato
	Subject	A girl is reading a book. Another girl is reading a paper/letter.	the girl that is reading the book the girl that is reading the paper/letter
	Object	A girl is cutting a (coconut) tree. A boy is cutting another (coconut) tree.	the tree that the girl is cutting the tree that the boy is cutting
	Object	A boy is eating an ice cream cone. A girl is eating another ice cream cone.	the ice cream cone that the boy is eating the ice cream cone that the girl is eating
	Object	A girl is kicking a ball. A boy is kicking another ball.	the ball that the girl is kicking the ball that the boy is kicking
	Object	A boy is picking a flower. A girl is picking another flower.	the flower that the boy is picking the flower that the girl is picking
	Object	A boy is reading a book. A girl is reading another book.	the book that the boy is reading the book that the girl is reading
Intransitive		There are two girls and two boys.	the girl that is crying
		There are two boys and two girls.	the boy that is crying
		There are two boys and two girls.	the girl that is dancing
		There are two girls and two boys.	the boy that is dancing
		There are two boys and two girls.	the girl that is jumping
	There are two girls and two boys.	the boy that is jumping	
	There are two girls and two boys.	the girl that is laughing	
	There are two boys and two girls.	the boy that is laughing	
	There are two girls and two boys.	the girl that is running	
	There are two boys and two girls.	the boy that is running	

A girl is crying in front of a tree. Another girl is crying in front of a house.	the girl that is crying in front of the tree the girl that is crying in front of the house
A girl is dancing in front of a house.	the girl that is dancing in front of the house
Another girl is dancing in front of a tree.	the girl that is dancing in front of the tree
A boy is jumping in front of a tree.	the boy that is jumping in front of the tree
Another boy is jumping in front of a house.	the boy that is jumping in front of the house
A boy is laughing in front of a tree.	the girl that is laughing in front of the tree
Another boy is laughing in front of a house.	the girl that is laughing in front of the house
A girl is running in front of a house.	the girl that is running in front of the house
Another girl is running in front of a tree.	the girl that is running in front of the tree

The PowerPoint slides include the following auditory prompts in English for your reference:

- descriptive prompts: explain what are in the pictures
- question prompts: ask the participants to describe the entity with an arrow (e.g., “Who/What is the arrow pointing at?”)

After the practice trials, such prompts may not be necessary. Other variations of the question prompts that have been used in languages other than English are “Who has the arrow?” and “Where is the arrow?”

Procedure

The experimenter should have the same set of pictures without an arrow (you can use NT1-001.pdf in the same Nozomi Tanaka Collection).

Participants’ task is to describe to whom or what the arrow was pointing for the benefit of an experimenter who had the same panel of pictures but could not see the arrow. This is to make the task meaningful, and avoid the answers such as “this one”. The experimenter therefore needs to sit far away from where the participants sit, or sit right across from the participants facing them (where s/he cannot see what the participants are looking at). For children, you may have to explain to them (perhaps multiple times) that the experimenter does not see what they see.

Participants’ responses should be recorded for later transcription and coding. If you wish to measure their reaction times in addition to accuracy, you can measure the duration between the beep and the speech onset in the recording.

For more details of the experiment, please refer to the following:

Nozomi Tanaka. 2016. *An asymmetry in the acquisition of Tagalog relative clauses*. Ph.D. dissertation, University of Hawai‘i at Mānoa.