

Academic year 2023-24 (תשפ"ד) (11 weeks)

Course title (Hebrew): רכישת שאלות

Course title (English): Acquisition of *wh*-questions

Course number: 133.1.0104

Course slot: Semester alef, Tuesday

Lecturer: Dr. Irena Botwinik

Lecturer's conference hour and contact details: Tuesday, upon appointment

botwinikirena@gmail.com

054-4645894; 077-7645894

Course description & objectives:

The course deals with the acquisition of *wh*-questions. In the first part of the course we will make acquaintance with the production of *wh*-questions and discuss the explanations provided for the attested patterns within the Generative model, and in the second part we will focus on the comprehension of *wh*-questions. If time permits, we will address the differences between typical acquisition of *wh*-questions and their acquisition by children with SLI and children with hearing impairment.

Course requirements:

Grade

3 assignments (30%) (P/F)

Presentation of an article (can be done in pairs) (10%)

Final assignment (60%)

Attendance is required (if possible)

Prerequisite

Syntax

Topics & bibliography

1. Questions and their analyses
2. Production of questions
3. Acquisition of limitations on movement
4. Comprehension of questions
5. Referential/Non-referential questions
6. Acquisition of questions by children with SLI and children with hearing impairment

- Avrutin, S. 2000. Comprehension of Wh-questions by children and Broca's aphasics. In: Y. Grodzinsky, L. P. Shapiro, & D. Swinney (Eds.), *Language and the brain: Representation and processing* (pp. 295–313). Academic Press.
- Donkers J., Hoeks, J., & L. Stowe. 2013. D-linking or set-restriction? Processing *Which*-Friedmann, N., Belletti, A., & L. Rizzi. 2009. Relativized relatives: types of intervention in the acquisition of A-bar dependencies. *Lingua*, 119, 67–88.
- Goodluck, H. 2010. Object extraction is not subject to Child Relativized Minimality. *Lingua* 120, 1516–1521.
- Guasti, M. T., C. Branchini, & F. Arosio. 2012. Interference in the production of Italian subject and object wh-questions. *Applied Psycholinguistics* 33, 185–223
- Harel, E. S. Armon-Lotem, & I. Botwinik. 2017. Comprehension of *who*- and *which*-questions in bilingual acquisition: Explicating the difficulty of set-restriction.
- Kaan, E., Harris, A., Gibson, E. & P. Holcomb. 2000. The P600 as an index of syntactic integration difficulty. *Language and Cognitive Processes*, 15:2, 159-201.
- Lohndal, T. 2018. *Formal Grammar: Theory and Variation across English and Norwegian*, Chapter 5. Routledge.
- Pesetsky, D. 1987. Wh-in-situ: Movement and unselective binding. In: Reuland, E. & ter Meulen, A. (eds.), *The Representation of Indefiniteness* (pp. 98-129). Cambridge, MA: MIT Press.
- Roeper, T. & J. de Villiers 2011. The Acquisition Path for Wh-Questions. *Handbook of Generative Approaches to Language Acquisition*.
- Rudin, C. 1988. On Multiple Questions and Multiple WH Fronting. *Natural Language & Linguistic Theory*, Vol. 6, pp. 445-501.
- Stromswold, K. 1995. The acquisition of Subject and Object wh-questions. *Language Acquisition* 4, 5-48.
- Thornton, R. 1995. Referentiality and Wh-movement in child English: Juvenile D-Linkuency. *Language Acquisition* 4: 139-175.

Articles for presentation

- Avrutin, S. 2000. Comprehension of Wh-questions by children and Broca's aphasics.
- Bentea, A. & S. Durrleman 2016. Children Don't Like Restrictions: Evidence from the Acquisition of Object A'-dependencies in French.
- Frazier, L., & C., Jr. Clifton. 2002. Processing d-linked phrases. *Journal of Psycholinguistic Research* 31, 633-660.
- Friedmann, N. & R. Novogrodsky. 2011. Which questions are most difficult to understand? The comprehension of Wh-questions in three subtypes of SLI. *Lingua* 121,367-382.
- Friedmann, N. & R. Szterman. 2011. The comprehension and production of wh-questions in deaf and hard-of-hearing children. *Journal of Deaf Studies and Deaf Education* 12, 212-235.
- McDaniel, D., B. Chiu, & T. L. Maxfield. 1995. Parameters for Wh-movement types: Evidence from child English. *Natural Language and Linguistic Theory* 13:4, 709–753.
- Thornton, R. 1995. Referentiality and Wh-movement in child English: Juvenile D-Linkuency. *Language Acquisition* 4: 139-175. [only the experimental parts can be presented: section 3; section 4 – 4.1, 4.2, 4.3; section 4.4]
- Thornton, R. 2007. Why continuity. *Natural Language and Linguistic Theory*. 26, 1, 107-146.
- de Vincenzi, M. 1996. Syntactic analysis in sentence comprehension: Effects of dependency types and grammatical constraints. *Journal of Psycholinguistic Research* 25, 117-133.
- Wilhelm, A. & K. Hanna. 1992. On the acquisition of wh-questions. *Calgary working papers in linguistics*, 15, 89-98.

