



BGU

Ben-Gurion University of the Negev

Abrahams-Curiel Department of Foreign Literatures & Linguistics

Academic year 2023-24 (תשפ"ד)

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

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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

4 assignments (20%) (P/F)

Presentation of an article (can be done in pairs) (20%)

Final assignment (60%)

Attendance is required.

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: Grodzinsky, Y., Shapiro, L. P., & Swinney, D. A. (eds.). *Language and the Brain: Representation and Processing*. Academic Press, San Diego, 295-312.
- Bentea, A., & S. Durrleman. 2014. Children don't like restrictions: Evidence from the acquisition of object A' dependencies in French. BUCLD Proceedings, pp.1-15.
- 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.
- Thornton, R. 1995. Referentiality and Wh-movement in child English: Juvenile D-linkuency. *Language Acquisition* 4: 139-175.