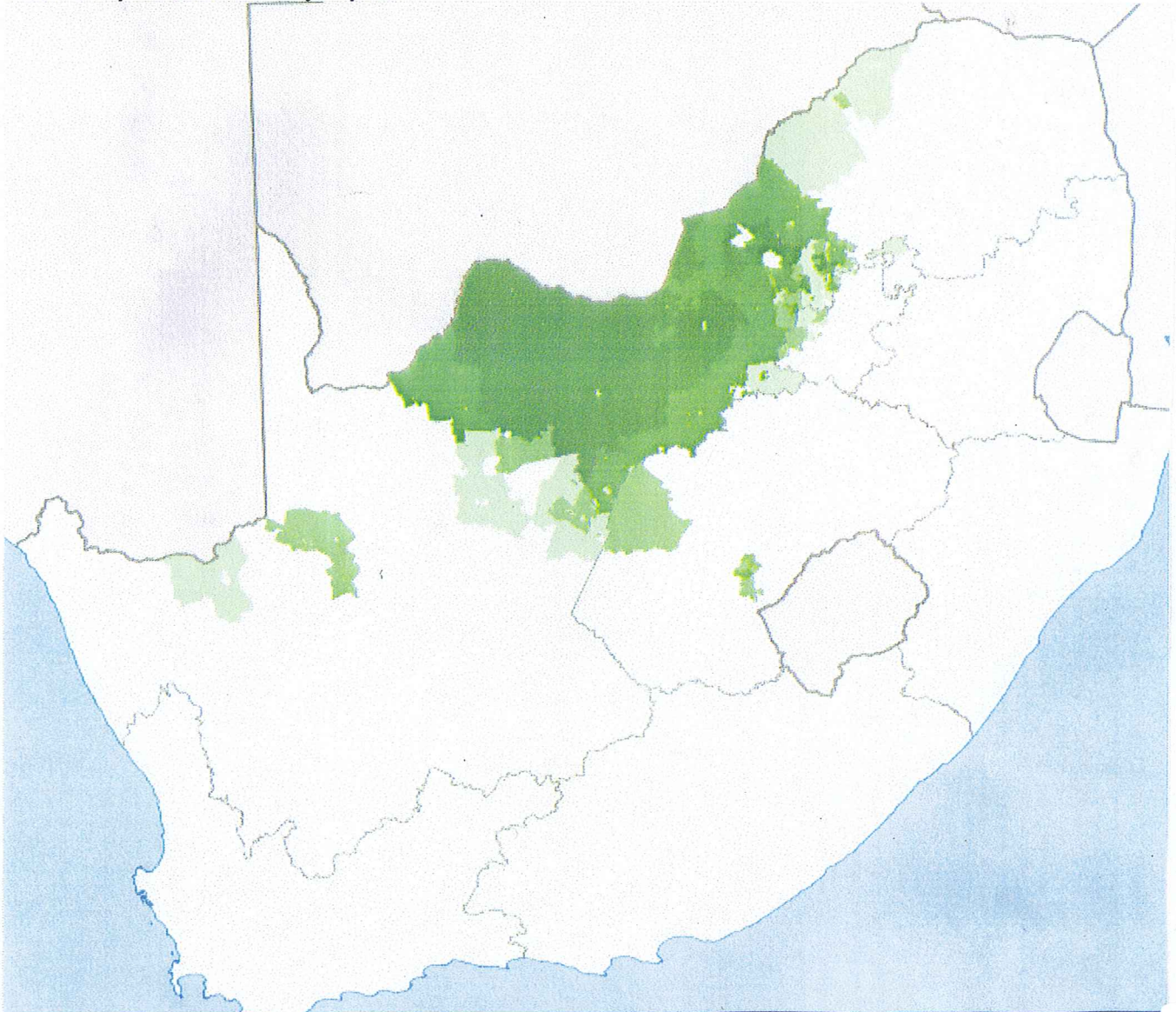
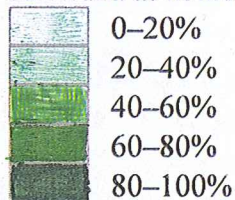


File:South Africa 2001 Tswana speakers proportion map.svg

From Wikipedia, the free encyclopedia



Description **English:** Map showing the proportion of the South African population that speaks Setswana at home, from the 2001 census broken down to "Main Place" level.



Projection is Albers Equal-Area Conic, with standard parallels at 25.5° S and 31.5° S, and origin at 28.5° S 25.5° E.

Date 22 February 2010

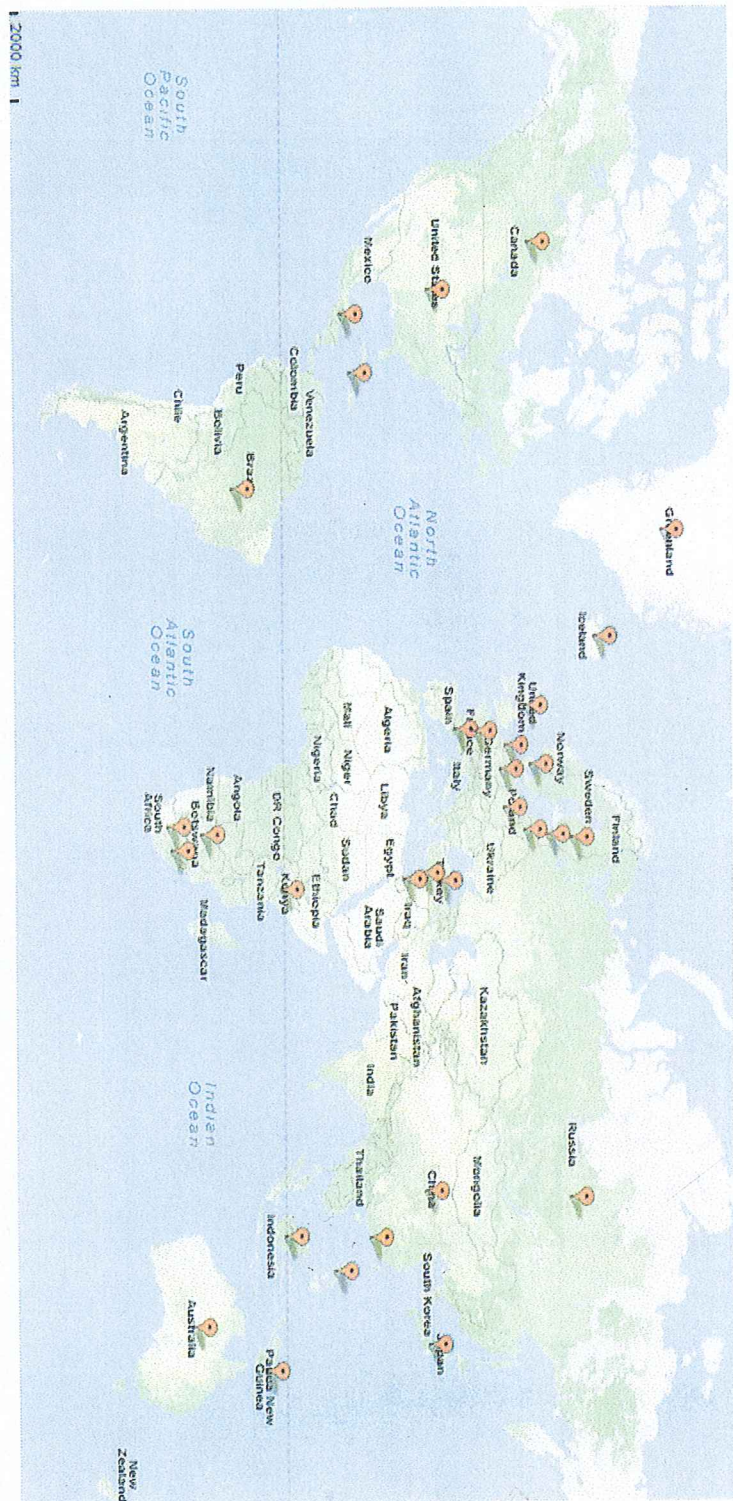
Source Statistics South Africa's Census 2001 is the source of the basic population data. The map results from my own processing of the data.

Author Htonl

The copyright holder of this file allows anyone to use it for any purpose, provided that the user acknowledges Stats SA as the source of the basic data wherever they process, apply, utilise, publish or distribute the data, and also that they specify that the relevant application and analysis (where applicable) result from their own processing of the data.



Appendix 2A Map indicating languages of the world where the passive was examined



| Continent | Country | Language | Studies conducted |
|---------------|---------|-------------------|--|
| North America | USA | English | de Villiers and de Villiers (1973), Gordon and Chafetz (1990), Hirsh and Wexler (2004/6), Maratsos et al. (1985) et al |
| | | Quiche Mayan | Pye and Quinxtan (1988) |
| | | Q'an'job'al Mayan | Pedro (2010) |
| | Jamaica | Creole | LaCharite and Wellington (1996) |
| South America | Brazil | Portuguese | Rubin (2009) |

| | | | |
|----------------|------------------|-------------------------------|--|
| Africa | South Africa | IsiZulu | Suzman (1985, 1987, 1991) Bortz (1998), Stephen (1988) |
| | | IsiXhosa | Gxilishe et al. (2008) |
| | | Sesotho | Bortz (1998), Demuth (1989), Demuth (1989, 1990) Demuth et al. (2009, 2010) |
| | Lesotho | Sesotho | Demuth (1989, 1990) Demuth et al. (2009, 2010) |
| | Botswana | Tswana | Cole (1955) |
| | Kenya, Nairobi | Kiswahili; Kigiriana | Alcock et al (2011), Deen (2008) |
| | Japan | Japanese | Miyagawa (1989), Sugusaki (1999), Okabe and Sano (2002) |
| | China | Mandarin | Chang (1986) |
| | | Cantonese | Lau and Deen (in press) |
| | | Russian | Babyonshev, Ganger, Pesetsky and Wexler |
| | Russia | Russian | Babyonshev, Ganger, Pesetsky and Wexler |
| | Indonesia | Jakarta | Gil (2006) |
| | Israel | Hebrew | Armon Lotem et al. (in press), Berman (1985) |
| | Turkey | Turkish | Aksu-Koc and Slobin (1985) |
| | Philippines | Tagalog | De Guzman (1994), Segalowitz and Galang (1978) |
| Europe | Denmark | Danish | Trosborg (1982) |
| | France | French | Postal (1986) |
| | Netherlands | Dutch | Verrips (1996) |
| | Germany | German | Perlmutter (1978), Mills (1985) |
| | Spain | Catalan | Parramon Chocarro (2009) |
| | Cyprus | Cyproit Greek | Armon-Lotem et al. (in press) |
| | Greece | Greek | Terzi and Wexler (2002) |
| | Finland | Finnish | Armon-Lotem et al. (in press) |
| | Estonia | Estonian | Armon-Lotem et al. (in press) |
| | Poland | Polish | Armon-Lotem et al. (in press) |
| | Lithuanian | Armon-Lotem et al. (in press) | |
| | United Kingdom | English | van der Lely (1996) |
| | Norway | Norwegian | Arfali (1989) |
| | Spain | Spanish | Pierce (1992) |
| Oceania | Papua New Guinea | Vitu | van den Berg (2007) |

| | | | |
|-----------|-----------|------------------|------------------------|
| Australia | Australia | English | Harwood (1959) |
| Iceland | Iceland | Inuktit | Allen and Crago (1996) |
| Greenland | Greenland | West Greenlandic | Fortescue (1984) |

Appendix 2B: Summary of method of assessment used in passive studies

Summary of studies depicting different languages, age of development of passives, categories of passive assessed and results. Method of assessment

| Authors | Language | Age of development of passive | Categories of passive assessed and results | Tasks |
|--|----------|-------------------------------|--|--|
| Armon-Lotem & Koren (2006) | Hebrew | 5 4 3 – 60% | When children described picture before target sentence | Comprehension |
| Babyonshev, Ganger, Pesetsky & Wexler (2001) | Russian | 3 – 6.6 | Can't use unaccusative | Elicited production |
| Baldie (1976) | English | 8 – 80 | Reversible/non reversible. Long/Short | Imitation, Comprehension, Production |
| Bencini & Valian (2008) | English | Mean 3.2 | Non actual not tested Priming successful with inanimate passives Unsuccessful reversible animate | Priming |
| Berman (1985) | Hebrew | 8,10 and adult | By-phrases Morphophonological errors | Spontaneous Speech/ Literature Review |
| Budwig (1990) | English | 4.3 | By and get passives | Analysis of Bowerman's diary studies Elicited imitation |

| Authors | Language | Age of development of passive | Categories of passive assessed and results | Tasks |
|----------------------------|----------|-------------------------------|---|--|
| Chang (1986) | Mandarin | 5 | <i>Bei</i> 'passive' construction Truncated <i>bei</i> Easier | Comprehension Act out |
| Clancy (1985) | Japanese | 3.6 – 3.11 5.4 | Random comprehension "70% interpret SOV correctly" (p. 464) | Literature review Act out |
| Crawford (2005) | Sesotho | 2-4 | Verbal, impersonal, adversity passives | Re examination of Demuth |
| Crawford (2008) | Sesotho | 5-6 | Replicate Hirsh and Wexler (2004) Active/passive Action/non action, Long/short | Comprehension Picture identification |
| Demuth (1989) | Sesotho | 2 - 4 | Early production of passive, 2.8 years | Naturalistic Data |
| Demuth et al. (2009, 2010) | Sesotho | 3 years | Active verse passive, Actional/ Non Actional, Negatives Results 3 year old able to comprehend and produce passives and have abstract knowledge of passive syntax | Picture Identification, elicited production, novel verb generalisation |

| Authors | Language | Age of development of passive | Categories of passive assessed and results | Tasks |
|--------------------------------------|-----------------|--------------------------------------|--|----------------------------------|
| deVilliers & deVilliers (1973) | English | 3 | Productivity (Produced few BUT correct) (actions/non actions Animate/inanimate) | Picture-cued comprehension |
| deVilliers (1985) | English | Varied | Long/short Action/non action etc | Literature Review |
| deVilliers Phinney & Avery (1982) | English | Before 6 | Action, non-action, mental Animate, inanimate patients | Picture-cued Comprehension |
| Driva & Terzi (2007) | Greek | Best performance 5.9 – 6.6 | Action/non action Long/short Adjectival/verbal | Photographs on a computer screen |
| Fortescue & Olsen (1992) | West Icelandic | 4.7 (passive participle) | Passive Participle noted | Naturalistic Data |
| Fox & Grodzinsky (1998) | English | 3.6 – 5.5 | By phrase – non actional passives | Truth Value Judgement |

| Authors | Language | Age of development of passive | Categories of passive assessed and results | Tasks |
|--------------------------------|-----------------|--------------------------------------|--|---|
| Fox, Grodzinsky & Crain (1995) | English | 3.6 – 5.5 | Long/Truncated Mental and action verbs | Comprehension, Truth Value Judgement |
| Ganger, Dunn & Gordon (2004) | English | 5 | Actional/nonactional | Twin |
| Gordon & Chafetz (1990) | English | 3-5 | Actional/nonactional, long/short | Pictures and questioning |
| Hirsch & Wexler (2004) | English | 3-6 | Voice (active/passive, verb type (actional/psychological), Passive length (long/short) | Picture identification task on laptop screen |
| Hirsch & Wexler (2006) | English | 5.0 | Children understand by- phrase | Comprehension, Truth Value Judgement |
| Horgan (1978) | English | 11 | Difficulty by-phrase Reversible/non reversible | Picture description |

| Authors | Language | Age of development of passive | Categories of passive assessed and results | Tasks |
|---------------------------------------|-----------|----------------------------------|--|---|
| Imedadze & Tuite (1992) | Georgian | Continue to be acquired Age 6 | Semantic passive verbs | Naturalistic Data |
| Lau & Ud Deen (in press) | Cantonese | 3 – 5 | Actional and non actional 3 Year olds have knowledge of passive even though it is very rare | Picture selection |
| Lempert (1984) | English | 2.10 – 5.00 | Pragmatics impact on acquisition of word order | Imitation of passive sentence description of pictures and enacted events |
| Maratsos (1972) | English | 3 -4 | Decrease 3.4- 3.7 | Act out |
| Maratsos & Abramovitch (1975) | English | 3.4years | Difficulties By phrases | Comprehension Act out |
| Maratsos, Fox, Baker & Chalkey (1985) | English | 5 | Actional Non Actional | Picture identification |

| Authors | Language | Age of development of passive | Categories of passive assessed and results | Tasks |
|--|----------|-------------------------------|---|--|
| Marchman, Bates, Burkardt & Hood (1991) | English | 11.11 | Full-be | Animated video |
| Messenger et al (2008) | English | mean age 4.2 | Actional/non actional; <i>be</i> -passives, <i>get</i> -passives priming evident but no effect of verb class | Priming |
| Mills (1985) | German | 4 | "Sporadic" (p.156) No by-phrase | Spontaneous speech |
| O'Brien, Grolla & Lillo Martin ¹ (2007) | English | 3 | Full/Short | Truth value judgement with additional actor |
| Pierce (1992) | Spanish | 5 | Difficulty with morphological passive and subjects in preverbal position | Picture identification, semi-imitation elicited production |
| Savage et al (2003) | English | 3, 4, and 6 year olds | Only 6 year olds showed priming effects | Transitive verbs |

¹ Early development (due to second actor)

| Authors | Language | Age of development of passive | Categories of passive assessed and results | Tasks |
|---|----------|---|---|--|
| Sh impi, Gamez, Huttenlocher & Vasilyeva (2007) | English | 3 and 4 year olds | Transitive verbs 4 year old Responsive to primes 3 Year olds did produce passive but was task sensitive | Various priming conditions |
| Slobin (1968) | English | 5 – 20 | Full/short | Retell stories |
| Sudhalter & Braine (1984) | English | 5 – 6 | Actional-non actional By-phrases | Act out |
| Sugisaki (1999) | Japanese | 5 | Accusative passives | Picture identification |
| Terzi & Wexler (2002) | Greek | After 4 Non actional verbal cause problems | Actional/non actional Long/truncated Adjectival/verbal | Picture identification |
| Turner and Rommetveit (1967) | English | Grade R to Grade 3 | Reception and Expression when acted-upon element or recipient of action was presented first or emphasised passive production improved | Name, scanning and controlled scanning, question answering |

| Authors | Language | Age of development of passive | Categories of passive assessed and results | Tasks |
|---|----------|-------------------------------|---|--|
| Verrips (1996) | Dutch | 2.6 5.2 | Truncated Full Impersonal | Spontaneous speech Imitation Elicited production |
| Whitehurst, Ironsmith & Goldfein (1974) | English | 4 – 5.6 | Active-passive Control subjects could not produce passives | Comprehension and production – First priming study |
| Xu (2010) | Mandarin | 4 and 5 year olds | Actives, long and short passives, non actional Results : performed well long actional and non actional verbs but not short sentences | Truth Value Judgement |

Appendix 4A: Ethics Clearance Certificate

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG

Division of the Deputy Registrar (Research)

HUMAN RESEARCH ETHICS COMMITTEE (MEDICAL)
R14/49 BortzCLEARANCE CERTIFICATEPROTOCOL NUMBER H0 90214PROJECT

The acquisition of the passive in Setswana speaking children

INVESTIGATORS

Ms M Bortz

DEPARTMENT

Speech Pathology

DATE CONSIDERED

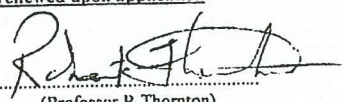
13.02.2009

DECISION OF THE COMMITTEE*

Approved Unconditionally

NOTE:Unless otherwise specified this ethical clearance is valid for 2 years and may be renewed upon applicationDATE

04.03.2009

CHAIRPERSON
(Professor R Thornton)

cc: Supervisor : Prof C Penn / Dr S Zerbian

DECLARATION OF INVESTIGATOR(S)To be completed in duplicate and **ONE COPY** returned to the Secretary at Room 10005, 10th Floor, Senate House, University.I/We fully understand the conditions under which I am/we are authorized to carry out the abovementioned research and I/we guarantee to ensure compliance with these conditions. Should any departure to be contemplated from the research procedure as approved I/we undertake to resubmit the protocol to the Committee. I agree to a completion of a yearly progress report.
Signature

PLEASE QUOTE THE PROTOCOL NUMBER IN ALL ENQUIRIES

MELISSA BORTZ
Speech and Hearing Therapist

(BA Speech and Hearing Therapy, Wits)
(MA Speech Therapy, Wits)
(MA Queens College, New York)
(M Phil, City University of New York)

 : (084 404 0002)
 : P O Box 1218
Highlands North
2037

Practice Number: 8208700

Dear Principal

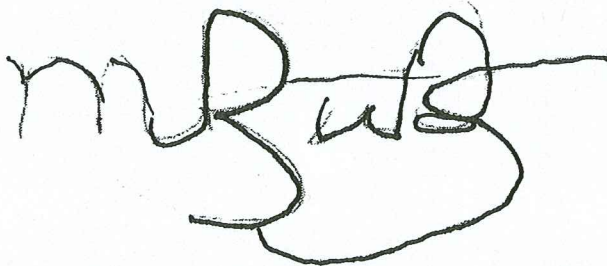
I would please like to ask your permission to play with children at your crèche for my Ph.D. degree. My research assistants will be interacting with children aged from 2 years 6 months to 5 years 6 months.

Your children will each receive a reward for being tested.

It is no problem if you do not want the children at your crèche to participate in this study.

If you have any questions please do not hesitate to contact me on 084 404 0002.

Yours sincerely



Melissa Bortz

Please fill in:

Date:

Name of Preschool:

Address:

Phone Number:

I

Name of principal: _____

Phone Number: _____

Give permission/ Do not give permission for Melissa Bortz to play with children at my School for her Ph.D. study.

Signature: _____

MELISSA BORTZ**Speech and Hearing Therapist**

(BA Speech and Hearing Therapy, Wits)
(MA Speech Therapy, Wits)
(MA Queens College, New York)
(M Phil, City University of New York)

 : (084 404 0002)
 : P O Box 1218
Highlands North
2037

Practice Number: 8208700

Licence Number: STA 0804

20 January 2009

Dear Parent/Guardian

I am a Speech, Language and Hearing Therapist who is doing research from my doctoral degree in the Department of Speech and Hearing Therapy at the University of the Witwatersrand. I am studying Setswana-speaking children's knowledge of the passive in grammar for example, *borodo utliwiwa ke ntate* 'the bread is tasted by the father'. Your child will be shown pictures of passive sentences. The results of the study will provide information that will help Teachers and Speech Therapists when children have problems learning to understand and speak.

I would like to invite you and your child to take part in this study. You are welcome to give your permission for your child to participate in this study. If you do not want your child to take part there is no problem. You and your child will not be punished or harmed in any way for not taking part in the study.

If you agree to your child being part of the study you will be given a paper to fill out. The paper has questions about how your child speaks and hears

Also, If you agree to your child taking part in the study my research assistant and i will take your child out of the class on 3 different days for about 15 minutes a time. My assistant will show your child pictures and ask your child to either point at the pictures or speak about them. When your child has finished she or he will be given a prize like a sticker.

Your child does not have to worry about not pointing to the correct pictures of saying the correct answers. It does not matter if your child answers correctly or not. Your child does not have to worry about being shy. Your child will be praised whether they participate or not

If your child starts playing the games for the study and wants to stop taking part, that is also fine. Your child will not be punished or harmed. The research assistant will give your child the prize and take her/him back to his class.

I am going to be testing about 45 children aged between 2 and a half and five and a half years old. When i am finished the testing and have studied the results i will be having a workshop at the school to discuss the results with all the parents. I will also be very happy to talk to you about your child's results.

If you have any questions please do not hesitate to contact me at 084 404 0002.

Yours truly


Melissa Bortz

MA (Speech and Hearing Therapy)

Child's name

Parent/ guardian's signature

I agree/ do not agree for my child to take part in the study (please put a circle around the answer you choose.

Date

INFORMED CONSENT (Setswana and English Translations)**TO BE PRINTED ON UNIVERSITY OF THE WITWATERSRAND, DEPARTMENT OF
SPEECH AND HEARING THERAPY LETTERHEAD****MELISSA BORTZ****Speech and Hearing Therapist****(BA Speech and Hearing Therapy, Wits)****(MA Speech Therapy, Wits)****(MA Queens College, New York)****(M Phil, City University of New York)** : (084 404 0002)

Practice Number: 8208700

 : P O Box 1218
Highlands North
2037

Licence Number: STA 0804

20 January 2009

Go batsadi/motlhokomedi

Ke nna speech, Language and hearing therapist o ke etsang dipatlisiso go tswa mo doctoral degree mo departmenteng ya speech and hearing therapy fa sekolong se golo sa Witwatersrand university. Ke e thuta go bua Setswana le bana, sekao borotho bo utlwiwa ke ntate "the bread is being tasted by the father" bana bat la bontshiwa ditswantsho . dituelo tsa thuto e di tla nthusa barutabana fa bana ba na le bothata go tihaloganya le go bua. Ke rata go lemema le bana ba lona gore le nne karolo ya go ithuta le nna. O amogeletswe go ka fa ngwana wa gago tletla ya go ithuta le rona. Fa o sa batle gore ngwana wa gago a tsea karolo fa thutung e gosiamme.

Fa o letlelela ngwana wa gago gore a nne karolo ya thuto e o tla fiwa di foromo gore o ditlatse. di foromo dina le dipotso ka ngwana wa gago gore o kgona go bua le go utlwelele. Fa o letlelela ngwana wa gago go tsaya karolo mo thutung ya rona ke tlo tsaya ngwana wa gago go moruta metsotso e me 15 mo matsatsing a mararo.

Mothusi wa me o tlo bontsha ngwana wa gago ditswantsho gore a mmontshe tshona kgotsa a bue gore o bonang. fa ngwana wa gago a feditse o tla fiwa sticker.

Ngwana wa gago ga a tshoanela go tswenyega ka go araba se tswantsho se eseng sona. Ngwana wa gago o tla fiwa tlotlomatso le fa asa tsaya karolo. leka bana

Fa ngwana wa gago a sa batle go tswelapele pele ka motshameko wa rona gontse go siame. ngwana wa gago ga a gapeletswe go tsaya karolo. mothusi wa me o tla letlelela ngwana go ya phaposing fa ngwana a sa batle go tswelapele.

Ke tlo leka bana bale 45 ba dingwaga tsa go simolola ka 2 and half 5 years old. Fa ke fetsa go dira diteko tsa thuto e go tla diriwa ke workshop fa dikolong go bua ka dipholo le batsadi. Le nna nkaitumela go bua le lona ka dipholo tsa bana.

Fa o na le bothata o seke wa tshaba go ka ntetsetsa. 084 404 0002

Leina la ngwana

.....
Motsadi/ motlhokomedi

.....
Fa o dumela kampo o sadumele gore ngwana a tsaye karolo fa thutong ya rona araba ka
go sekela nya kampo nnyaya
Letlha.....

Appendix 4D: Informed Consent Parents/Legal Guardians for audio and video recording.
English/Setswana translations

**TO BE PRINTED ON UNIVERSITY OF THE WITWATERSRAND, DEPARTMENT OF
SPEECH AND HEARING THERAPY LETTERHEAD**

MELISSA BORTZ

Speech and Hearing Therapist

**(BA Speech and Hearing Therapy, Wits)
(MA Speech Therapy, Wits)
(MA Queens College, New York)
(M Phil, City University of New York)**

 : (084 404 0002)
 : P O Box 1218
Highlands North
2037

Practice Number: 8208700

Licence Number: STA 0804

20 January 2009

Dear Parent/ Guardian

If you agree to your child being tested for the passive language assessment the testing will include your child being audio and video taped. When your child comes into the room they will see the audio and video recorder. The research assistant will explain to your child that they will be recorded. They will also allow your child to say something and listen to themselves on the tape recorder. Your child will also be video recorded and see themselves on the video recording if they want. The video recording will look like TV.

If you do not want your child to be audio or video tested this is not a problem. You and your child will not be punished or harmed for not taking being audio or video tested.

If you have any questions please do not hesitate to contact me at 084 404 0002.

Yours truly


Melissa Bortz
MA (Speech and Hearing Therapy)

Child's name

Parent/ guardian's signature

I agree/ do not agree for my child to take part in the study (please put a circle around the answer you choose.

Date

INFORMED CONSENT FOR AUDIO AND VIDEO TAPING (Setswana and English Translations)

TO BE PRINTED ON UNIVERSITY OF THE WITWATERSRAND, DEPARTMENT OF SPEECH AND HEARING THERAPY LETTERHEAD

MELISSA BORTZ

Speech and Hearing Therapist

**(BA Speech and Hearing Therapy, Wits)
(MA Speech Therapy, Wits)
(MA Queens College, New York)
(M Phil, City University of New York)**

 : (084 404 0002)
 : P O Box 1218
Highlands North
2037

Practice Number: 8208700

Licence Number: STA 0804

20 January 2009

Go batsadi/motlhokomedi

Fa o dumela gore ngwana wa gago a ithute le rona for passive language assessment teko ya rona e dumelela ngwana wa gago gore a ka tsewa video tape le audio. Fa ngwana wa gago a tsena ka fa romung bat lo bona audio le video recorder. Mothusi wa me o tla tlhalosetsa ngwana gore o tlo tsewa video. O tlo tlhalosetsa le ngwana gape gore o tlo bua fa tape recording ya rona. Ngwana gape o tla tsewa video gore a ipone fo yona fa ba batla. Video recorder e tla lebelelwa fa TV.

Fa o sa batle gore ngwana wa gago a tsewe video ga gona bothata. Ngwana wa gago le wena le ka se otlelwe go se batle go tsaiwa video testing.

Fa o na le dipotso o se ke wa tsaba go ntetsetsa 084 404 0002

Wa lona
Melissa Bortz
Leina la ngwana

.....
Motsadi/motlhokomedi

Fa o dumela kampo o sa dumele go ithuta le rona o ka araba ka go sekela eya kampo nnya
Letlha.....

PARENT REPORT

PLEASE NOTE ALL INFORMATION GIVEN IS TREATED CONFIDENTIALLY

Dear Parent

Please can you fill in all the questions on this form. If you have any queries please do not hesitate to contact me. My telephone number is 084 404 0002

Thank you
Melissa Bortz
(Speech Therapist)

Section A

- 1) CHILD'S NAME AND SURNAME:
- 2) SEX:
- 3) BIRTHDATE OF CHILD: DAY MONTH YEAR
- 4) MOTHER'S OCCUPATION
- 5) FATHER'S OCCUPATION
- 6) NUMBER OF YEARS OF SCHOOLING THAT MOTHER RECEIVED
 ANY ADDITIONAL QUALIFICATIONS
 YES/NO
 (CERTIFICATES/DIPLOMAS/DEGREES)
 IF YES, PLEASE STATE WHAT YOUR QUALIFICATION IS
- 7) NUMBER OF YEARS OF SCHOOLING THAT FATHER RECEIVED
 ANY ADDITIONAL QUALIFICATIONS
 YES/NO
 (CERTIFICATES/DIPLOMAS/DEGREES)
 IF YES, PLEASE STATE WHAT YOUR QUALIFICATION IS

8) FOR CAREGIVERS WHO ARE NOT THE CHILD'S PARENTS ONLY.

IF YOU ARE NOT THE PARENT, WHAT IS YOUR RELATIONSHIP TO THE CHILD? FOR EXAMPLE: GRANNY, BROTHER.

WHAT IS YOUR OCCUPATION?

HOW MANY YEARS OF SCHOOLING DID YOU RECEIVE ? (THIS INCLUDES SCHOOL/TECHNIKON/UNIVERSITY)

ANY ADDITIONAL QUALIFICATIONS

YES/NO

(CERTIFICATES/DIPLOMAS/DEGREES)

IF YES, PLEASE STATE WHAT YOUR QUALIFICATION IS

9) WHAT LANGUAGE/S DOES YOUR CHILD SPEAK?

10) WHAT LANGUAGE/S DOES YOUR CHILD SPEAK AT HOME?

11) WHAT LANGUAGE/S DOES YOUR CHILD SPEAK WITH FRIENDS?

12) WHAT LANGUAGE/S DOES YOUR CHILD SPEAK AT SCHOOL?

13) IF YOUR CHILD SPEAKS MORE THAN ONE LANGUAGE, DID YOUR CHILD LEARN ONE LANGUAGE BEFORE THE OTHER? YES/NO
(PLEASE CIRCLE WHICH ONE IS TRUE FOR YOUR CHILD)

LEARNED BOTH LANGUAGES AT THE SAME TIME YES/NO

14) IF YOUR CHILD SPEAKS MORE THAN ONE LANGUAGE, WHICH LANGUAGE/S DID YOUR CHILD LEARN FIRST?

- 15) IF YOUR CHILD SPEAKS MORE THAN ONE LANGUAGE, DOES YOUR CHILD SPEAK ONE LANGUAGE BETTER THAN THE OTHER ?
(PLEASE CIRCLE WHICH ONE IS TRUE FOR YOUR CHILD)
YES/NO/SPEAKS ALL LANGUAGES ABOUT THE SAME

IF YES, WHICH LANGUAGE DOES YOUR CHILD SPEAK BEST?

- 16) IF YOUR CHILD SPEAKS ENGLISH, WHEN DID SHE/HE FIRST BEGIN SPEAKING IT?

- 17) IF YOUR CHILD SPEAKS ENGLISH, WHO DOES YOUR CHILD SPEAK ENGLISH WITH?

Section B

PLEASE FILL IN YES OR NO FOR THE NEXT QUESTIONS:

- 1) CAN YOUR CHILD UNDERSTAND EVERYTHING THAT YOU SAY TO HER/HIM?
YES/NO
- 2) ARE YOU WORRIED ABOUT HOW YOUR CHILD IS SPEAKING?
YES/NO
- 3) IS THERE ANYONE IN THE FAMILY THAT HAS A PROBLEM UNDERSTANDING? OR HEARING OR TALKING?
YES/NO
- 4) IF THERE IS SOMEONE WHO HAS SUCH A PROBLEM WHO IS IT?
- 5) WHAT IS THE PROBLEM?
- 6) DO YOU THINK THAT YOUR CHILD CAN HEAR PROPERLY?
YES/NO
- 7) HAS YOUR CHILD EVER HAD ANY EAR INFECTIONS?
YES/NO
- 8) HAS YOUR CHILD EVER HAD ANY WATER OR LIQUID COMING OUT OF THE EARS?
YES/NO
- 9) HAS YOUR CHILD RECEIVED ANY TREATMENT FOR THE EARS, LIKE GO TO THE DOCTOR, GETTING MEDICINE, OR HAVING AN OPERATION?
IF YES, WHAT TREATMENT?
YES/NO
- 10) HAS YOUR CHILD HAD DIARRHOEA, A RUNNING STOMACH, GASTRO ENTERITIS?
YES/NO
- 11) HAS YOUR CHILD RECEIVED ANY TREATMENT FOR THIS, LIKE GOING TO THE DOCTOR, GETTING MEDICINE, BEING IN HOSPITAL? PLEASE FILL IN WHAT KIND OF TREATMENT YOUR CHILD RECEIVED?

PARENTS REPORT. To be printed on University Letterhead

MELISSA BORTZ

Speech and Hearing Therapist
 (BA Speech and Hearing Therapy, Wits)
 (MA Speech Therapy, Wits), (MA Queens College, New York)
 (M Phil, City University of New York)

Ph.d. Student: Department of Speech and Hearing Therapy,
 University of the Witwatersrand

 : (084 404 0002)

Fax: 011 783 7593



: P O Box 1218
 Highlands North

email: melissabortz@iburst.co.za

2037

LE ITSISIWA GORE TSHEDIMOSETSO E E FILWENG FA GA E TSWELE KWA NTLE.

Dear Parents

Ka kopo, le kopiwa go tlatsa dipotso tse di lateang fa foromong e. fa gona le fa o sa tlhaloganyeng kampo fa onang le bothata fa teng o se ke wa tsaba go ntetsetsa mogala

Dinomoro tsa me tsa mogala ke: 084 404 0002

Ke a Leboga

Melissa Bortz

(Speech Therapist)

KAROLO YA A

LEINA LA NGWANA LE SEFANE:

.....

BONG

.....

LETSATSI LA NGWANA LA MATSWALO

LETSATSI:.....KGWEDI:..... NGWAGA:.....

TIRO YA MME

.....

TIRO YA NTATE/RRE

.....

MOTHO O A TLHOKOMELANG NGWANA MME E SE MOTSADI WA NGWANA

FA OSE MOTSADI WA NGWANA, O TSALANA JANG LE NGWANA?

SEKAO: KOKO/ AUSI.

.....

TIRO YA MOTLHOKOMEDI

.....

LELEME LE NGWANA A LE BUANG

.....

LELEME LE NGWANA A LE BUANG KWA GAE

.....

LELEME LE NGWANA A LE BUANG FA A NA LE DITSALA

.....

LELEME LE NGWANA A LE BUANG KWA SEKOLONG

.....

FA NGWANA WA GAGO A BUA MALEME A MABEDI, O ITHUTILE LELENGWE PELE GO LELENGWE?
EYA/NNYA

.....

A NGWANA WA GAGO O ITHUTILE MALEME A MABEDI KA NAKO ELE NNWE? EYA/NNYA

.....

FA NGWANA WA GAGO A BUA MALEME A MABEDI/ GO FETA, O ITHUTILE LE LEFE PELE?

.....

FA NGWANA WA GAGO A BUA MALEME A MABEDI/ GO FETA, A O BUA LELENGWE BOTOKA GO FETA
LE LENGWE? KAMPO O A BUA KA GO TSHWANA?

TLHOPHA SE ELENG BOAMMARURI

EYA, NNYA, KA GO TSHWANA

FA ELE EYA, KE LELEME LE LE FE LE A LE BUANG SENTLE?

.....

FA NGWANA WA GAGO A BUA SEKGOA O SE BUA LE MANG?

.....

Teacher report

PLEASE NOTE ALL INFORMATION GIVEN IS TREATED CONFIDENTIALLY

Dear Parent ^{Teacher}

Please can you fill in all the questions on this form. If you have any queries please do not hesitate to contact me. My telephone number is 084 404 0002

Thank you
Melissa Bortz
(Speech Therapist)

NAME OF NURSERY SCHOOL

1) NAME OF CHILD

2)SEX:

3) BIRTHDATE OF CHILD: DAY MONTH YEAR

4) AGE OF CHILD:

5) WHAT IS/ARE THE CHILD'S HOME LANGUAGE/LANGUAGES?

6) WHAT LANGUAGE/S DOES THE CHILD SPEAK AT NURSERY SCHOOL?

7) WHEN DID THE CHILD FIRST LEARN ENGLISH?

8) PLEASE DESCRIBE THE CHILD'S ENGLISH ABILITIES

9) DOES THE CHILD UNDERSTAND LIKE OTHER CHILDREN IN HIS CLASS?

YES/NO

IF NO, WHAT DO YOU THINK THE PROBLEM WITH UNDERSTANDING IS?

10) IS THE CHILD'S LANGUAGE LIKE OTHER CHILDREN IN HER/HIS CLASS?

YES/NO

IF NO, WHAT IS THE PROBLEM WITH THE CHILD'S LANGUAGE?

Teachers Report. To be printed on University Letterhead

MELISSA BORTZ

Speech and Hearing Therapist
(BA Speech and Hearing Therapy, Wits)
(MA Speech Therapy, Wits), (MA Queens College, New York)
(M Phil, City University of New York)

Ph.d. Student: Department of Speech and Hearing Therapy,
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Highlands North

email: melissabortz@iburst.co.za

2037

LE TSIBISWA GORE TSHEDIMOSETSO E FILWENG FA GORE GA E TSWELE KWA NTLE.

Dear Teacher

Ka kopo ke kopa le tlatsa di potso tse di fa foromong e, fa gona le fa o sa tihaloganyeng o se ke wa tshaba go ntsetsa fa dinomorong the: 084 404 0002

Ke a leboza

Melissa Bortz

(Speech Therapist)

LEINA LA PRE-SCHOOL

.....

LEINA LA NGWANA

BONG

.....

LETSATSI LA NGWANA LA MATSWALO

LETSATSI:.....KGWEDI:NGWAGA.....

DINGWGA TSA NGWANA

.....

LELEME LE NGWANA A LE BUANG KA FA GAE

.....

LELEME LE NGWANA A LE BUANG KWA SEKOLONG

.....

NGWANA O ITHUTILE NENG SEKGOA

.....

TLHALOSA BO KGONI BA NGWANA BA SEKGOA

.....

.....

A NGWANA O TLHALOGANYA GO TSHWANA LE BANA BA BANG KA FA PHOPOSING? EYA/ NNYA

.....

FA ELE NNYA, O NAGANA GORE BOTHATA BA GO RE A SE THLALOGANYE KE ENG?

.....

A LELEME LA NGWANA LE TSHWANA LE MALEME A BANA BA A TSENANG LE BONA KA FA PHAPOSING? EYA/ NNYA

.....

FA ELE NNYA, BOTHATA KE ENE KA LELEME LA GAGWE?

.....

Appendix 4 H: Adult Verifiers passive diary

Adult Verifiers To be printed on University Letterhead

MELISSA BORTZ

**Speech and Hearing Therapist
(BA Speech and Hearing Therapy, Wits)
(MA Speech Therapy, Wits), (MA Queens College, New York)
(M Phil, City University of New York)**

**Ph.d. Student: Department of Speech and Hearing Therapy,
University of the Witwatersrand**

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**: P O Box 1218
Highlands North**

email: melissabortz@iburst.co.za

2037

Setswana using and hearing the passive diary

Name:

Contact Number:

Home Language/s:

What other languages do you speak?

What is your educational history?

What is the passive? Please write down what this is.

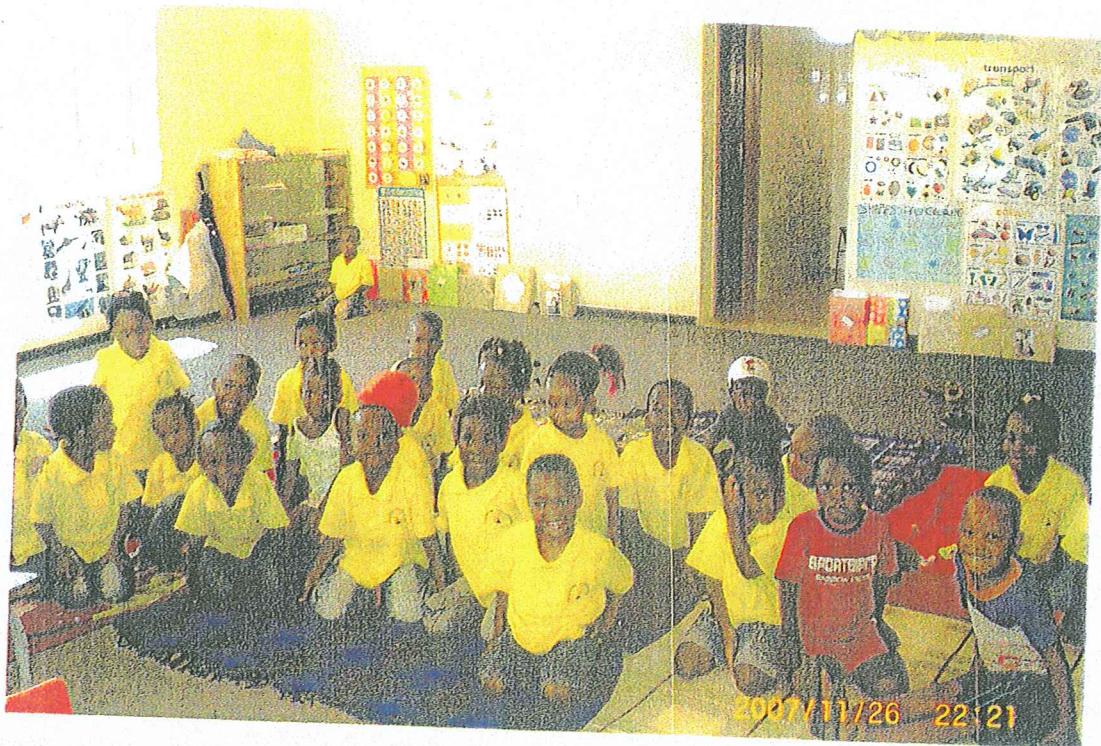
Write down five passive sentences

- 1).
- 2).
- 3).
- 4).
- 5).

Please tell me when you or others use the passive.

Explanation of diaries

Appendix 4I: Photograph of Pankop Preschool



Appendix 4J: Requirements for Service-Learning Reflection Journal

The aim of the journal is to provide a way for you to express your "thoughts and feelings" about the service experience (Bringle and Hatcher, 1999, p. 113). These authors also state that journals are "an effective way to develop self-understanding" and connect your service-learning experience to your testing experience with the children in the pre schools.

i) Double-entry journal

On one side of the page describe your

- a). service learning experiences
- b). personal thoughts
- c). reactions to your service learning activities.

On the other side of the page discuss how your journal entries relate to what you have learned in class about the particular condition, e.g., C.P. or concept e.g., community work. You can draw arrows showing the relationship between your personal experiences and what you have learned at university.

ii) Key Phrase

While you are keeping your journal of daily events, **underline or highlight** key phrases that keep on being repeated. During the reflection meetings we will discuss **WHY** you think those key phrases were repeated and **HOW** the activities surrounding the key phrases made you feel.

- iii) a description of 'critical incidents', eureka moments

Describe an incident which really 'touched' you' or 'moved you'
Consider the following when describing this incident:

Why was it such a moving incident?

How did you or others feel about it?

What did you do or what was the first thing that you considered doing?

List three actions that you might have taken, and evaluate each one.

How has this incident changed you professionally and personally?



The cat is being licked.

⊗ katse e a latswinda

ⓐ *

Reversible characters

SHORT

⊗ The pig is being licked

⊗ kolobe e a latswinda

ⓐ ✓

⊗ The dog is being licked.

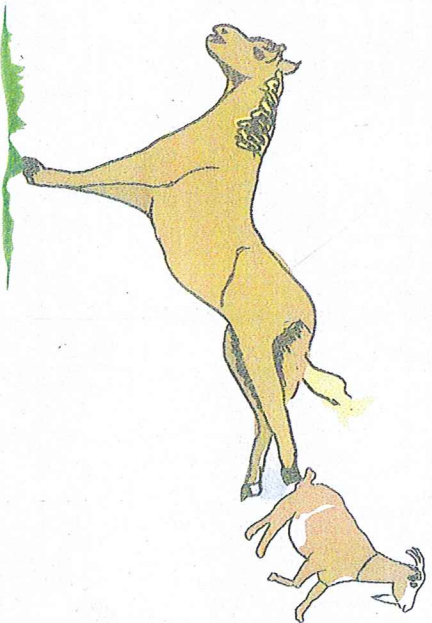
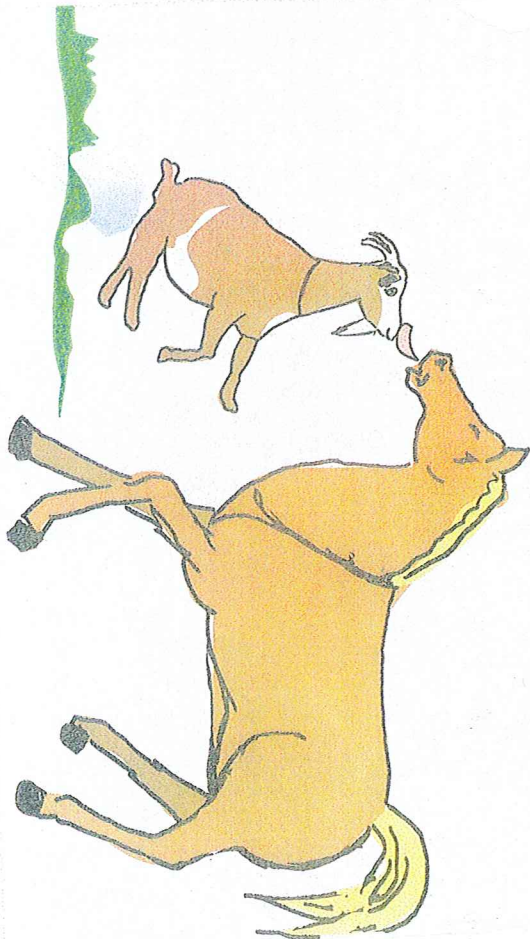
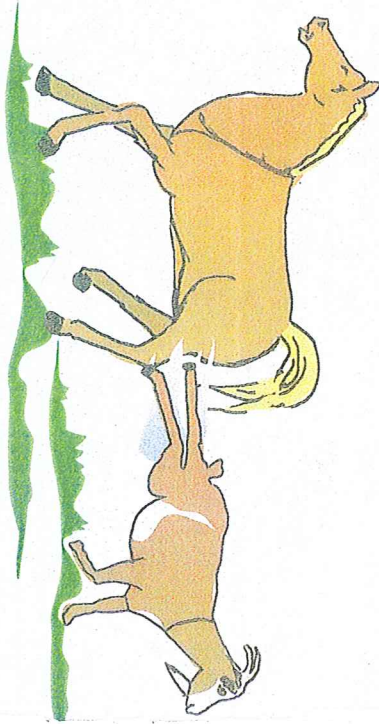
⊗ Njwa e a latswinda.

ⓑ *

⊗ The pig is being pulled.

⊗ kolobe e a goginda

ⓓ *



The goat is being kicked
(by the horse)

Fudi e a rajiwa (ke Pitsi/pera)

(A)

Negative reversible
LONG

The horse is being
kicked (by the goat)

Pitsi Pera e a rajiwa
(ke pudli)

(B)

The goat is being licked
(by the horse)

Fudi e a latswiwa (ke Pitsi/pera)

(C)

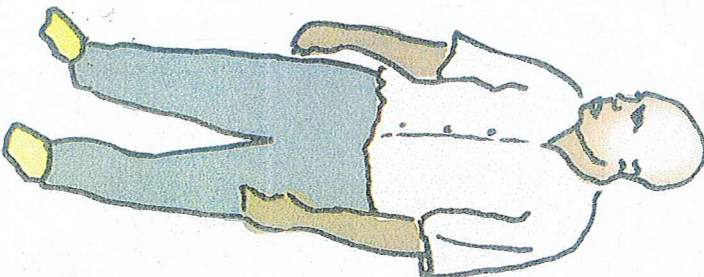
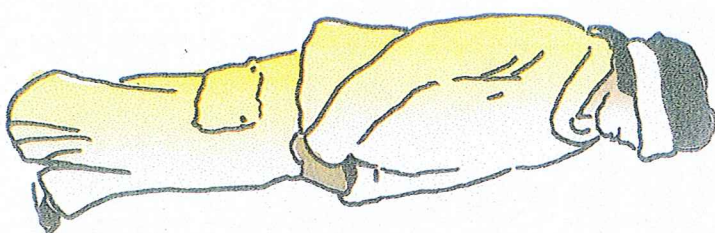
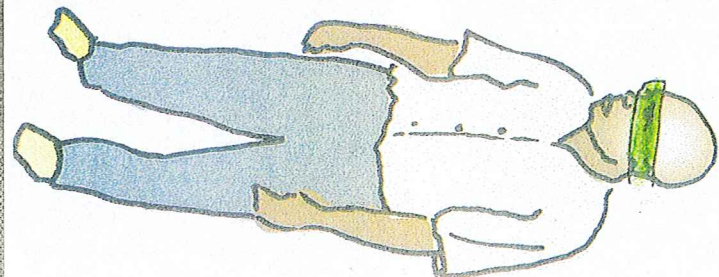
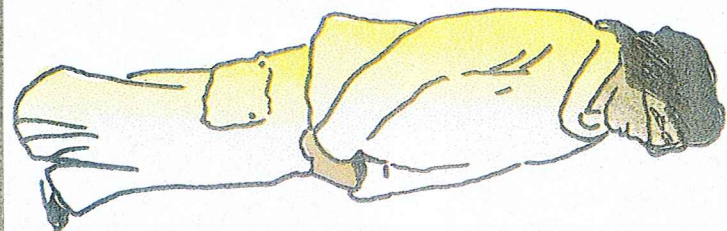
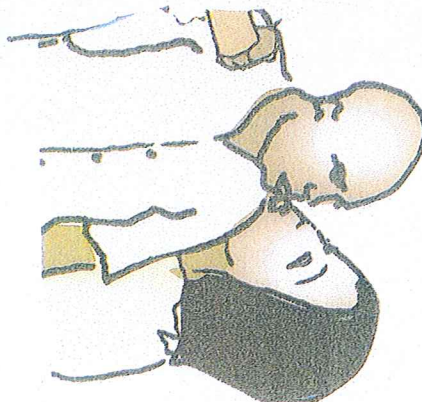
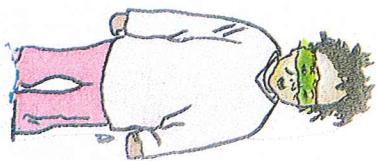
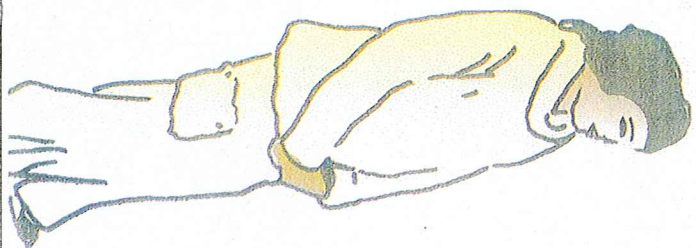
The cow is being
kicked (by the horse)

kgomo e a rajiwa
(ke Pitsi/pera)

(D)

Appendix 4M:
Picture Selection

Exemplar of non-actional passive Comprehension 2 Character task:



⊗ The mother is being seen by the father

⊗ M̄me o boniwa ke Ntate

ⓑ x

Non-actional

long

⊗ The father is being kissed by the mother

⊗ Ntate o suniwa ke mme

ⓓ x

⊗ The father is being seen by the mother

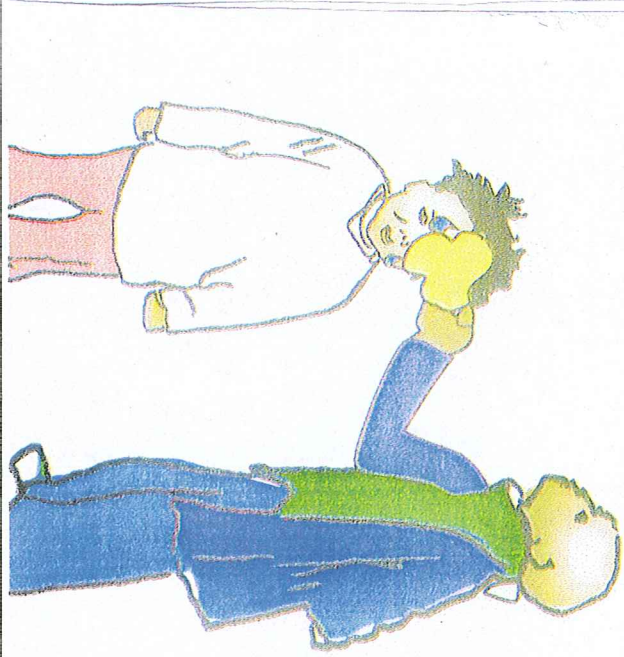
⊗ Ntate o boniwa ke mme

ⓑ ✓

⊗ The baby girl is being seen by the mother

⊗ Nguwana wa mosetsana a boniwa ke mme

ⓓ x



Non-Actional
Negative
Nona

The Mother is being
hated by the big boy

Mme O

⊕ thogilwa ke mosimane
O mogolo

ⓐx

⊗ The baby girl is being hated
by the big boy

⊕ Nguana wa Mosetsana O

thogilwe ka mosimane

O mogolo

ⓐ

⊗ The big boy is being
hated by the baby
girl

⊗ Mosimane O mogolo
O thogilwa ke
Nguana wa Mosetsane

ⓑx

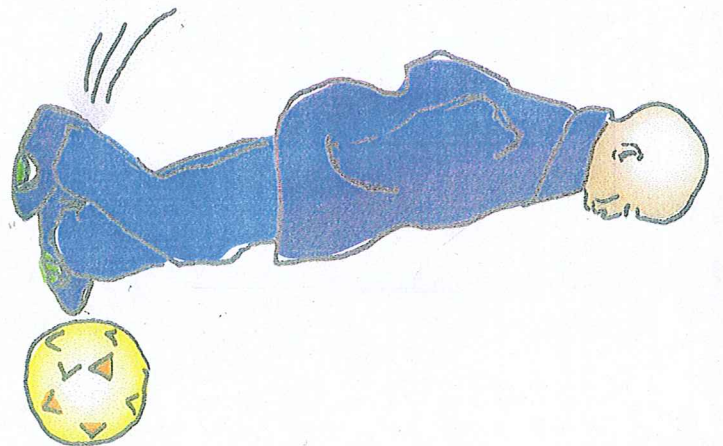
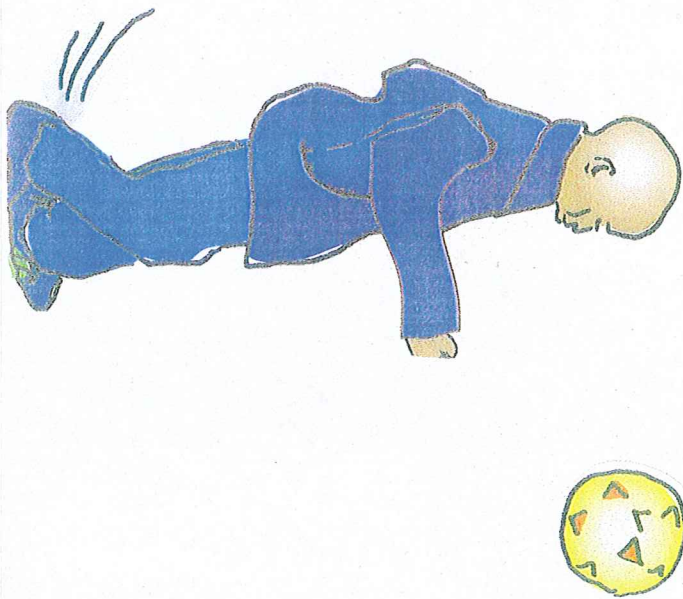
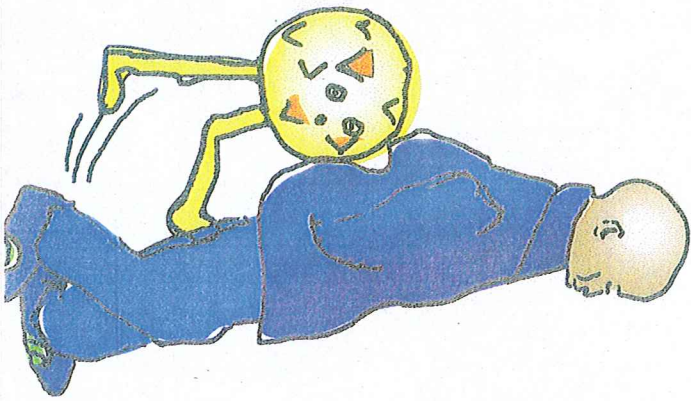
⊕ The baby girl is being
washed / wiped by the big
boy.

⊕ Nguana wa Mosetsana O

Phumudisa ke mosimane

ho mogolo

ⓓx



* The ball is being kicked (by the boy).

Inanimate
Pragmatic Short

* The boy reads the book.

* Bolo e ragilwa (ke mosimane).

A ✓

* Mosimane o bala buka.

B x

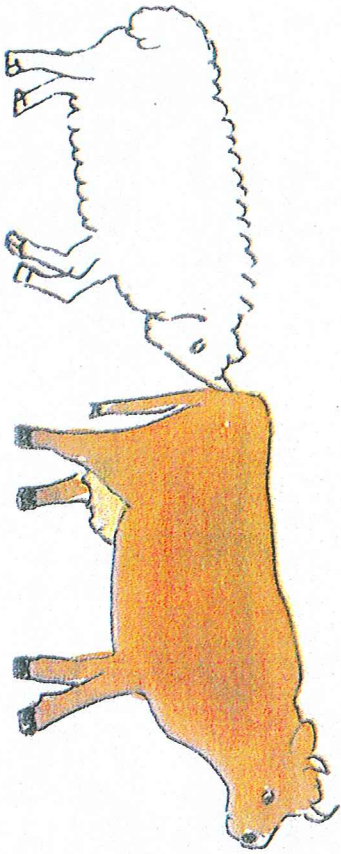
* The ball is being thrown (by the boy).

* Bolo e Phositwa (ke mosimane).
C x

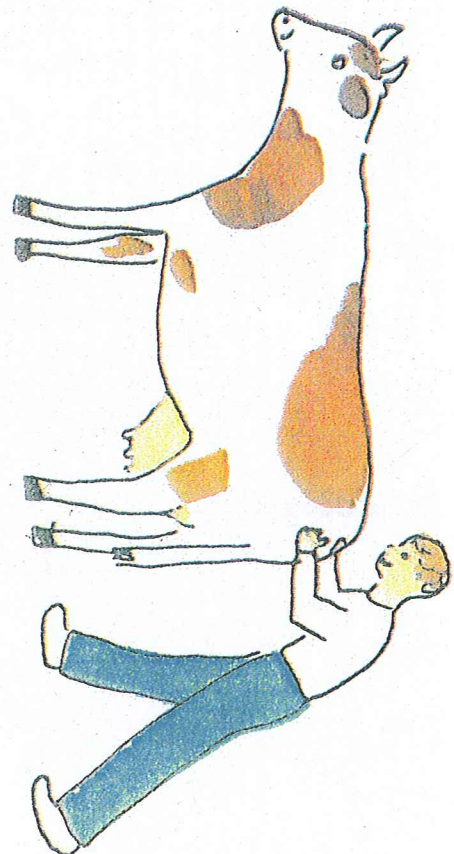
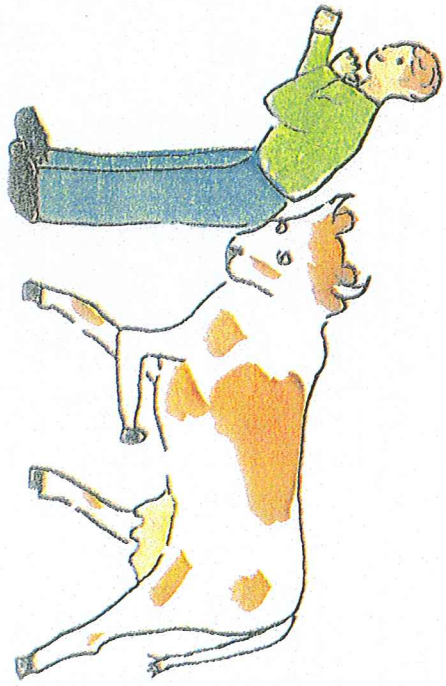
* The boy is being kicked (by the ball)

* Mosimane o ragilwa (ke bala) B x

3

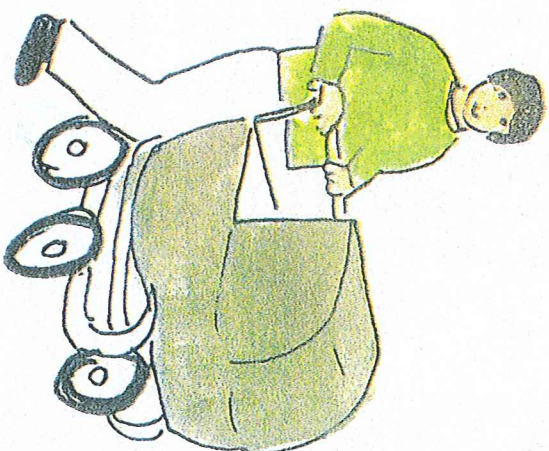


1



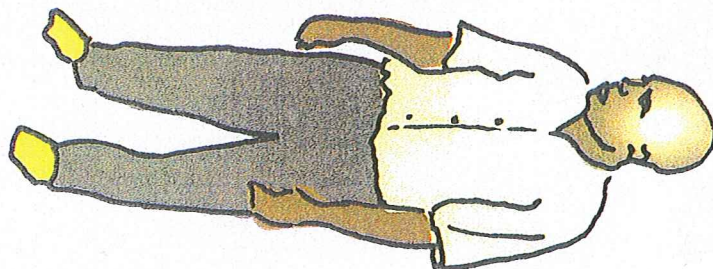
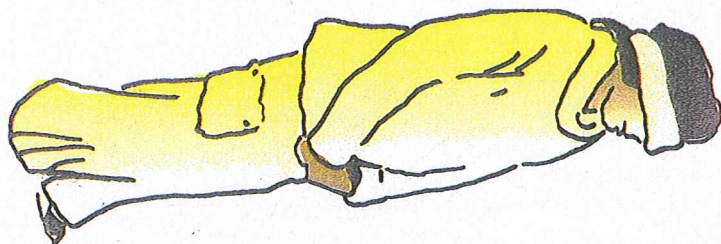
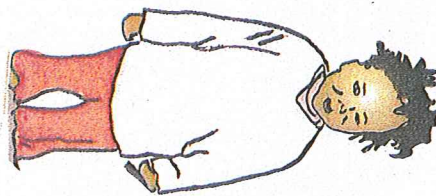
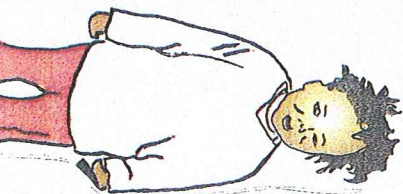
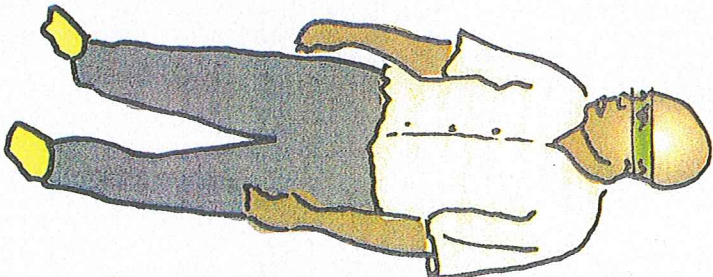
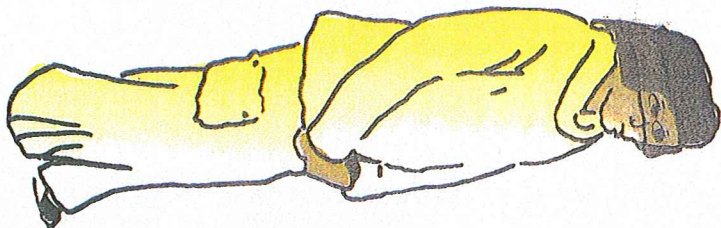
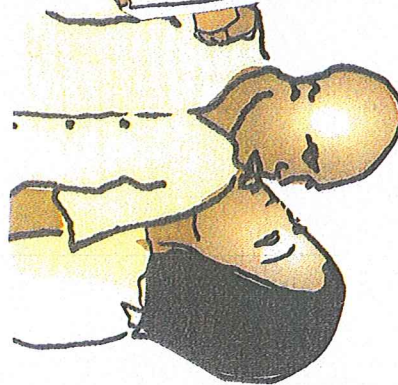
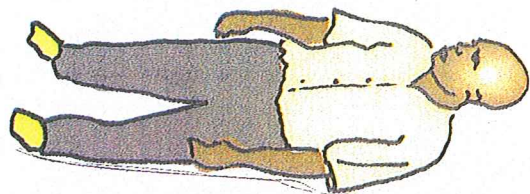
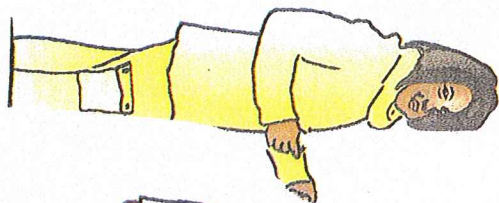
2

4



Appendix 4Q:

Exemplar of Comprehension 3 Character task: Picture Selection Task



The mother is being seen
by the father. The baby
girl is standing nearby

X M me o boniwa ke
nate. Nguwa wa mosetsang
o eme mo gauzi

(B) x

Non-Actional
3 characters

Long

The father is being seen
by the mother
The baby girl is standing nearby

X Ntate o boniwa ke mme.
Nguwa wa mosetsang o
eme mo gauzi

(A) ✓

The father is being kissed
by the mother.
The baby girl is standing nearby.

X Ntate o suniwa ke mme
Nguwa wa mosetsang
o eme mo gauzi

(D) x

The baby girl is being
seen by the mother
The father is standing nearby

X Nguwa wa mosetsang o
boniwa ke mme.
Ntate o eme mo gauzi.

(C) x

COMPREHENSION 2 CHARACTERS

Name of the child: _____
Date of Birth: _____
Date of Testing: _____
Age: _____
Gender: _____
Name of School: _____
Tester: _____
Score: _____
Tape Recording Start Number: _____
Tape Recording End Number: _____
Video Recording Start Number: _____
Video Recording End Number: _____

TESTER INSTRUCTIONS

I am going to show you some pictures. I want you to point to the one I am talking about. Show me the one I am talking about.
 Ke tlo le bontsa ditshwantsho. Ke batha le supe tse ke bolelang ka tsona. Mpontsheng tse ke bolelang ka tsona.

| | POINTS | | FORM A | |
|--|--------|-----|--------|---|
| | | | A | B |
| 1). The grandmother is being loved. Koko o a ratiwa. | | NAS | A | B |
| | | | D | C |
| 2). The baby boy is being fed by the grangmother. Ngwana wa mosimane o jesiwa ke koko. | | RL | B | D |
| | | | C | A |
| 3). The girl is being heard by the boy. Mosetsana o utlwiwa ke mosimane. | | NAL | C | B |
| | | | A | D |
| 4). The goat is being kicked. Pudi e a ragiwa. | | NS | B | A |
| | | | D | C |
| 5). The baby girl is being hated by the big boy. Ngwana wa mosetsana o tlhogilwe ke mosimane o mogolo. | | NAL | B | C |
| | | | C | A |
| 6). The baby boy is being fed. Ngwana wa mosimane o a jesiwa. | | RS | B | D |
| | | | C | A |
| 7). The horse is being scratched by the cat. Pere/Pitsi e ngapiwa ke katse. | | NL | C | B |
| | | | A | D |
| 8). The boy is being hit/lashed. Mosimane o a shapiwa/bethiwa. | | NS | B | C |
| | | | D | A |
| 9). The baby boy is being smelled. Ngwana wa mosimane o a nkgellwa. | | NAS | A | D |
| | | | C | B |
| 10). The baby boy is being kissed by the mother. Ngwana wa mosimane o suniwa ke mme. | | RL | D | A |
| | | | B | C |

| | | | |
|---|-----|---|---|
| 11). The pig is being licked (by the dog). Kolobe e a latswiwa (ke njwa). | RS | A | C |
| | | D | B |
| 12). The goat is being kicked by the horse. Pudi e ragilwe ke pere/pitsi. | NL | B | A |
| | | D | C |
| 13). The grandmother is being loved by the small boy. Koko o ratiwa ke mosimane o monnyane. | NAL | A | B |
| | | D | C |
| 14). The father is being seen Ntate o a boniwa.. | NAS | D | B |
| | | C | A |
| 15). The baby girl is being hugged by the grandfather. Ngwana wa mosetsana o gakilwe ke ntatemogolo. | RL | C | D |
| | | A | B |
| 16). The girl is being pinched by the baby boy. Mosetsana o notiwa ke ngwana wa mosimane. | NL | A | B |
| | | C | D |
| 17). The baby girl is being hugged. Ngwana wa mosetsana o a gakiwa. | RS | C | D |
| | | A | B |
| 18). The horse is being scratched. Pere/Pitsi e a ngapiwa. | NS | C | B |
| | | A | D |
| 19). The girl is being heard. Mosetsana o a utlwiwa. | NAS | C | B |
| | | A | D |
| 20). The girl is being pinched. Mosetsana o a notiwa. | NS | A | B |
| | | C | D |
| 21). The baby girl is being hated. Ngwana wa mosetsana o tlhogilwe. | NAS | B | C |
| | | D | A |
| 22). The pig is being licked by the dog. Kolobe e latswiwa ke njwa. | RL | A | C |
| | | D | B |
| 23). The boy is being lashed by the grandfather. Mosimane o bethiwa/shapiwa ke ntatemogolo. | NL | B | C |
| | | D | A |
| 24). The baby boy is being smelled by the mother. Ngwana wa mosimane o nkgellwa ke mme. | NAL | A | D |
| | | C | B |
| 25). The baby boy is being kissed . Ngwana wa mosimane o a suniwa. | RS | D | A |
| | | B | C |
| 26). The father is being seen by the mother. Ntate o boniwa ke mme. | NAL | D | B |
| | | C | A |

Appendix 4S: Comprehension inanimate Form B scoring sheet
COMPREHENSION INANIMATE

Name of Child: _____
Date of Birth: _____
Date of Testing: _____
Age: _____
Gender: _____
Language: _____
Name of School: _____
Tester: _____
Scorer: _____
Tape Recording Start Number _____
Tape Recording End Number _____
Video Recording Start Number _____
Video Recording End Number _____

TESTER INSTRUCTIONS

I am going to show you some pictures. I want you to point to the one I am talking about. Show me the one I am talking about.

Ke tlo le bontsha ditshwantsho. Ke batha le supe tse ke buang ka tsona. Mpontsheng tse ke buang ka tsona.

| | | FORM A | |
|---|-----|---------------|---|
| 1). The bowl is being licked. Sekotlolo se a latswiwa. | PIS | A | B |
| | | C | D |
| 2). The mother is being pushed by the pram. Mme o kgarametswa ke prema. | AIL | A | D |
| | | B | C |
| 3). The boy is being kicked. Mosimane o a ragiwa. | AIS | D | A |
| | | B | C |
| 4). The wagon is being pulled. Kariki e a gogiwa. | PIS | B | C |
| | | D | A |
| 5). The bowl is being licked by the cat. Sekotlolo se latswiwa ke katse. | PIL | A | B |
| | | C | D |
| 6). The mother is being pushed. Mme o a kgarametswa. | AIS | A | D |
| | | B | C |
| 7). The balloon is being tied. Baluni e a bofiwa. | PIS | B | C |
| | | D | A |
| 8). The sheep is being eaten by the grass. Nku e jewa ke bojang. | AIL | C | B |
| | | D | A |
| 9). The wall is being painted. Lebota le a pentiwa. | PIS | B | C |
| | | D | A |
| 10). The sheep is being eaten. Nku e a jewa. | AIS | C | B |
| | | D | A |

| | | | |
|---|-----|---|---|
| 11). The boy is being kicked by the ball. Mosimane o ragiwa ke bolo. | AIL | D | A |
| | | B | C |
| 12). The grandmother is being washed. Koko o a tlhatswiwa. | AIS | B | C |
| | | A | D |
| 13). The balloon is being tied by the big girl. Baluni e bofiwa ke mosetsana o mogolo. | PIL | B | C |
| | | D | A |
| 14). The grandmother is being washed by the jersey. Koko o tlhatswiwa ke jeresi. | AIL | B | C |
| | | A | D |
| 15). The wagon is being pulled by the horse. Kariki e gogiwa ke pere. | PIL | B | C |
| | | D | A |
| 16). The wall is being painted by the father. Lebota le pentiwa ke ntate. | PIL | B | C |
| | | D | A |

COMPREHENSION 3 CHARACTERS

Name of the child: _____
Date of Birth: _____
Date of Testing: _____
Age: _____
Gender: _____
Name of School: _____
Tester: _____
Score: _____
Tape Recording Start Number: _____
Tape Recording End Number: _____
Video Recording Start Number: _____
Video Recording Star Number: _____

TESTER INSTRUCTIONS

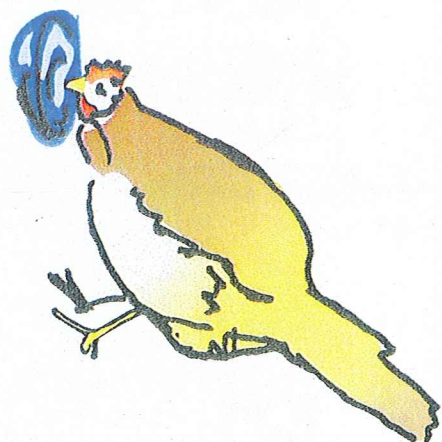
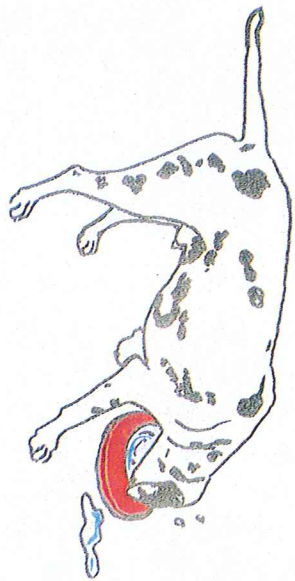
I am going to show you some pictures. I want you to point to the one I am talking about. Show me the one I am talking about.

Ke tlo le bontsa ditshwantsho. Ke batha le supe tse ke bolelang ka tsona. Mpontsheng tse ke bolelang ka tsona.

| | POINTS | | FORM A | |
|--|--------|-----|--------|---|
| 1). The grandmother is being loved. The father stands nearby. Koko o a ratiwa. Ntate o eme mo gaufi. | | NAS | A | B |
| | | | D | C |
| 2). The baby boy is being fed by the grandmother. The big girl stands nearby. Ngwana wa mosimane o jesiwa ke koko. Mosetsana o mogolo o eme mo gaufi. | | RL | B | D |
| | | | C | A |
| 3). The girl is being heard by the boy. The grandfather stands nearby. Mosetsana o utlwiwa ke mosimane. Ntatemogolo o eme mo gaufi. | | NAL | C | B |
| | | | A | D |
| 4). The goat is being kicked. The cow stands nearby. Pudi e a ragiwa. Kgomo e eme mo gaufi. | | NS | B | A |
| | | | D | C |
| 5). The baby girl is being hated by the big boy. The mother stands nearby. Ngwana wa mosetsana o tlhogilwe ke mosimane o mogolo. Mme o eme mo gaufi. | | NAL | B | C |
| | | | D | A |
| 6). The baby boy is being fed. The big girl stands nearby. Ngwana wa mosimane o a jesiwa. Mosetsana o eme mo gaufi. | | RS | B | D |
| | | | C | A |

| | | | |
|---|-----|---|---|
| 7). The horse is being scratched by the cat. The dog stands nearby. Pere/Pitsi e ngapiwa ke katse. Njwa e eme mo gaufi. | NL | C | B |
| | | A | D |
| 8). The boy is being hit/lashed. The father stands nearby. Mosimane o a shapiwa/bethiwa. Ntate o eme mo gaufi. | NS | B | C |
| | | D | A |
| 9). The baby boy is being smelled. The grandfather stands nearby. Ngwana wa mosimane o a nkgellwa. Ntatemagolo o eme mo gaufi. | NAS | A | D |
| | | C | B |
| 10). The baby boy is being kissed by the mother. The father stands nearby. Ngwana wa mosimane o suniwa ke mme. Ntate o eme mo gaufi. | RL | D | A |
| | | B | C |
| 11). The pig is being licked. The cat stands nearby. Kolobe e a latswiwa. Katse e eme mo gaufi. | RS | A | C |
| | | D | B |
| 12). The goat is being kicked by the horse. The cow stands nearby. Pudi e ragilwe ke pere/pitsi. Kgomo e eme mo gaufi. | NL | B | A |
| | | D | C |
| 13). The grandmother is being loved by the small boy. The father stands nearby. Koko o ratiwa ke mosimane o monnyane. Ntate o eme mo gaufi. | NAL | A | B |
| | | D | C |
| 14). The father is being seen. The baby girl stands nearby. Ntate o a boniwa.. ngwana wa mosetsana o eme mo gaufi. | NAS | D | B |
| | | C | A |
| 15). The baby girl is being hugged by the grandfather. The boy stands nearby. Ngwana wa mosetsana o gakilwe ke ntatemogolo. Mosimane o eme mo gaufi. | RL | C | D |
| | | A | B |
| 16). The girl is being pinched by the baby boy. The mother stands nearby. Mosetsana o notiwa ke ngwana wa mosimane. Mme o eme mo gaufi. | NL | A | B |
| | | C | D |
| 17). The baby girl is being hugged. The boy stands nearby. Ngwana wa mosetsana o a gakiwa. Mosimane o eme mo gaufi. | RS | C | D |
| | | A | B |
| 18). The horse is being scratched. The dog stands nearby. Pere/Pitsi e a ngapiwa. Njwa e eme mo gaufi. | NS | C | B |
| | | A | D |

| | | | |
|---|-----|---|---|
| 19). The girl is being heard. The grandfather stands nearby. Mosetsana o a utlwiwa. Ntatemogolo o eme mo gaufi. | NAS | C | B |
| | | A | D |
| 20). The girl is being pinched. The mother stands nearby. Mosetsana o a notiwa. Mme o eme mo gaufi. | NS | A | B |
| | | C | D |
| 21). The baby girl is being hated. The mother stands nearby. Ngwana wa mosetsana o tlhogile. Mme o eme | NAS | B | C |
| | | D | A |
| 22). The pig is being licked by the dog. The cat stands nearby. Kolobe e latswiwa ke njwa. Katse e eme mo gaufi. | RL | A | C |
| | | D | B |
| 23). The boy is being lashed by the grandfather. The father stands nearby. Mosimane o bethiwa/shapiwa ke ntatemogolo. Ntate o eme mo gaufi. | NL | B | C |
| | | D | A |
| 24). The baby boy is being smelled by the mother. The grandfather stands nearby. Ngwana wa mosimane o nkgellwa ke mme. Ntatemogolo o eme mo gaufi. | NAL | A | D |
| | | C | B |
| 25). The baby boy is being kissed. The father stands nearby. Ngwana wa mosimane o a suniwa. Ntate o eme mo gaufi. | RS | D | A |
| | | B | C |
| 26). The father is being seen by the mother. The baby girl stands nearby. Ntate o boniwa ke mme. Ngwana wa mosetsana o eme mo gaufi. | NAL | D | B |
| | | C | A |



COMPREHENSION 3 CHARACTERS: FORM A

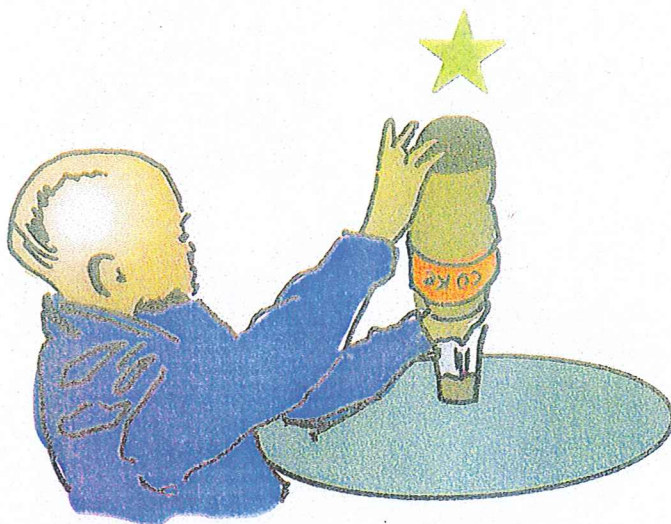
NANCY

GROUP 3: AGE 4.6 - 5.5 Years

| | NAL | | | | | NAS | | | | | NL | | | | NS | | | | RL | | | | RS | | | | | | | |
|---------|-----|---|---|---|---|-----|---|---|---|---|----|---|---|---|----|---|---|---|----|---|---|---|----|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | | | | |
| Subj 1 | 0 | 0 | 0 | 1 | B | 0 | 1 | B | 2 | 0 | 1 | B | 1 | B | 1 | C | 1 | B | 0 | 0 | 0 | 0 | 1 | B | 1 | B | 1 | B | 1 | B |
| Subj 2 | 1 | B | 2 | 2 | 2 | 1 | B | 1 | B | 2 | 1 | B | 0 | 2 | 1 | C | 1 | B | 0 | 0 | 0 | 0 | 1 | B | 1 | B | 1 | B | 1 | B |
| Subj 3 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Subj 4 | 2 | 2 | 0 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Subj 5 | 2 | 2 | 0 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Subj 6 | 0 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Subj 7 | 1 | B | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Subj 8 | 1 | B | 1 | B | 1 | 1 | B | 1 | B | 1 | 1 | B | 1 | B | 1 | B | 1 | B | 1 | B | 1 | B | 1 | B | 1 | B | 1 | B | 1 | B |
| Subj 9 | 2 | 2 | 1 | B | 1 | 2 | 2 | 1 | B | 1 | 2 | 2 | 1 | B | 2 | 2 | 1 | B | 2 | 2 | 1 | B | 2 | 2 | 1 | B | 2 | 2 | 1 | B |
| Subj 10 | 2 | 2 | 1 | B | 1 | 2 | 2 | 1 | B | 1 | 2 | 2 | 1 | B | 2 | 2 | 1 | B | 2 | 2 | 1 | B | 2 | 2 | 1 | B | 2 | 2 | 1 | B |

KENELWE

| | NAL | | | | | NAS | | | | | NL | | | | NS | | | | RL | | | | RS | | | | | | | |
|---------|-----|---|---|---|---|-----|---|---|---|---|----|---|---|---|----|---|---|---|----|---|---|---|----|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | | | | |
| Subj 1 | 0 | 0 | 0 | 1 | C | 0 | 1 | B | 2 | 0 | 1 | C | 1 | C | 0 | 0 | 0 | 0 | 1 | B | 1 | B | 1 | B | 1 | B | 1 | B | 1 | B |
| Subj 2 | 1 | B | 2 | 2 | 2 | 1 | B | 1 | B | 2 | 1 | B | 0 | 2 | 1 | C | 1 | B | 0 | 0 | 0 | 0 | 1 | B | 1 | B | 1 | B | 1 | B |
| Subj 3 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Subj 4 | 2 | 2 | 0 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Subj 5 | 2 | 2 | 0 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Subj 6 | 0 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Subj 7 | 1 | B | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Subj 8 | 1 | B | 1 | B | 1 | 1 | B | 1 | B | 1 | 1 | B | 1 | B | 1 | B | 1 | B | 1 | B | 1 | B | 1 | B | 1 | B | 1 | B | 1 | B |
| Subj 9 | 2 | 2 | 1 | B | 1 | 2 | 2 | 1 | B | 1 | 2 | 2 | 1 | B | 2 | 2 | 1 | B | 2 | 2 | 1 | B | 2 | 2 | 1 | B | 2 | 2 | 1 | B |
| Subj 10 | 2 | 2 | 1 | B | 1 | 2 | 2 | 1 | B | 1 | 2 | 2 | 1 | B | 2 | 2 | 1 | B | 2 | 2 | 1 | B | 2 | 2 | 1 | B | 2 | 2 | 1 | B |



⊗ There is being poured the
 coke by the boy

⊗ Go nale coke ee
 tshediwang ke mosimane

ELIITED PRODUCTION**Name of the child:** _____**Date of Birth:** _____**Data of Testing:** _____**Age:** _____**Gender:** _____**Name of School:** _____**Tester:** _____**Scorer:** _____**Tape Recording Start Number:** _____**Tape Recording End Number:** _____**Video Recording Start Number:** _____**Video Recording Start Number:** _____**TESTERS INSTRUCTION**

Give the child the three or five practice items. If they can say a full passive sentences e.g. ' the pig is being licked by the cow' after the second practice item there is no need to continue to all practice items. Just go to the test items.

Always point to the gold star when you are saying the sentence to the child or you want them to tell you the sentences. This will help the child to know which of the 2 characters to start with.

Tell me what is happening. Try to get the child to say the sentence. If the child can't say the sentence tell the child the sentence for the first time.

In sentence 2 and 3 say the parts of the sentence like

TESTER TO START SENTENCE tell me, the pig

Tell me, the pig is being

Tell me, the pig is being pulled by who

ALWAYS POINT TO THE GOLD STAR TO SHOW THE CHILD WHO TO
SRART THE SENTENCE WITH.

In sentences 5 and 8 tell the child the whole sentence.

If they can't say the whole sentences say. Tell me, the pig is being pulled by the

Efa ngwana di practice items dile tharo kapa thlano. Ga a kgone go bua sentence ka bothlalo e.g. 'kolobe e latswiwa ke kgomo' morago ga practice item ya bobedi ga go thlokege gore o tswelopele ka dipractice items tse dingwe. Tswela pele ka ditest items.

Supa naledi e gold ka metlha ga o balla ngwana sentence kapa o batha ngwana a bue sentence. Se setla thusa ngwana gore a itsi gore a simolole ka character efe.

Mpolelle gore go diragala eng. Leka gore ngwana a bue sentence. Ga a sa kgone go bua sentence o molelle sentence ga ngwe.

Mo sentence 2 le 3 bua sentence ka mokgwa ona
MORUTABANA A SIMOLOLE SENTENCE mpoelle, kolobe
MPOLELLE, kolobe e a
MPOLELLE, kolobe e gogiwa ke mang/eng
SUPA NALEDI E GOLD KA METLHA GO BONTSHA NGWANA GORE A
SIMOLOLE SENTENCE KA MANG/ENG
Mo sentence 5 – 8 bolelle ngwana sentence ka bothlalo.
Ga a sa kgone go bua sentence ka bothlalo, molelle 'kolobe e gogiwa ke...

Elicited Production: Practice items**Name of the child:** _____**Date of Birth:** _____**Data of Testing:** _____**Age:** _____**Gender:** _____**Language:** _____**Name of School:** _____**Tester:** _____**Scorer:** _____**Tape Recording Start Number:** _____**Tape Recording End Number:** _____**Video Recording Start Number:** _____**Video Recording Start Number:** _____**FORM B**

| | | |
|--|-----|--|
| 1). The sheep is being kicked by the cow. Nku e ragilwe ke kgomo. | NL | |
| 2). There is being cooked vegetables (by the grandmother). | IMS | |
| 3). The baby boy is being bathed (by the mother). | RS | |
| 4). The grandfather is being remembered by the grandmother. | NAL | |
| 5). The balloon is being blown (by the father). | INS | |

Form A: Elicited Production**Name of the child:** _____**Date of Birth:** _____**Data of Testing:** _____**Age:** _____**Gender:** _____**Language:** _____**Name of School:** _____**Tester:** _____**Scorer:** _____**Tape Recording Start Number:** _____**Tape Recording End Number:** _____**Video Recording Start Number:** _____**Video Recording Start Number:** _____

| | | |
|--|--|-----|
| 1). There is being made tea by the mother. Go nale tee e e diriwang ke mme. | | IML |
| 2). The grandmother is being loved by the boy. Koko o ratiwa ke mosimane. | | NAL |
| 3) The goat is being kicked by the horse. Pudi e ragiwa ke pere/pitsi. | | NL |
| 4). The pig is being licked. Kolobe e a gogiwa. | | RS |
| 5). The boy is being hit. Mosimane o a shapiwa/bethiwa. | | NS |
| 6). The baby boy is being kissed by the mother. Ngwana wa mosimane o suniwa ke mme. | | RL |
| 7). The baby girl is being hated. Ngwana wa mosetsana o tlhogilwe. | | NAS |
| 8). The baby boy is being fed by the grandmother. Ngwana wa mosimane o jesiwa ke koko. | | RL |
| 9). The ball is being kicked by the boy. Bolo e ragiwa ke mosimane. | | INL |
| 10). The grandmother is being loved. Koko o a ratiwa. | | NAS |
| 11). There is being made tea. Go nale tee e e dirilweng. | | IMS |
| 12). There is being cooked meat by the grandmother. Go nale name e e apeilweng ke koko. | | IML |
| 13). The goat is being kicked. Pere/pitsi e a ragiwa. | | NS |
| 14). The balloon is being tied by the father. Baluni e bofiwa ke ntate. | | INL |
| 15). There is being sung a song by the priest. Go nale pina e e opelwang ke moruti. | | IML |
| 16). The horse is being scratched. Pere e a ngapiwa. | | NS |
| 17). The girl is being pinched by the baby boy. Mosetsana o notiwa ke ngwana wa mosimane. | | NL |

| | | |
|--|--|-----|
| 18). The balloon is being tied. Baluni e a bofiwa. | | INS |
| 19). The big girl is being heard by the big boy. Mosetsane o mogolo o utlwiwa ke mosinane o mogolo. | | NAL |
| 20). The baby girl is being hugged. Ngwana wa mosetsana o a gakiwa. | | RS |
| 21). There is being cooked meat. Gonale nama e e apeilweng. | | IMS |
| 22). The baby boy is being smelled by the mother. Ngwana wa mosimane o nkgellwa ke mme. | | NAL |
| 23). There is being poured a coke by the boy. Go nale coke e e tshediwang ke mosimane. | | IML |
| 24). The baby boy is being kissed. Ngwana wa mosimane o a suniwa. | | RS |
| 25). There is being sung a song. Go nale pina e e opelwang. | | IMS |
| 26). The baby boy is being smelled. Ngwana wa mosimane o e nkgelwa. | | NAS |
| 27). The ball is being kicked. Bolo e a ragiwa. | | INS |
| 28). The baby girl is being hugged by the grandfather Ngwana wa mosetsana o gakiwa ke ntagemogolo | | RL |
| 29). The spoon is being licked. Laswana le a latswiwa. | | INS |
| 30). The boy is being hit by the grandfather. Mosimane o shapiwa/bethiwa ke ntagemogolo. | | NL |
| 31). The horse is being scratched by the cat. Pere e ngapiwa ke katse. | | NL |
| 32). The spoon is being licked by the cat. Leswana le latswiwa ke katse. | | INL |
| 33). The baby girl is being hated by the boy. Ngwana wa mosetsana o tlhogilwe ke mosimane | | NAL |
| 34). The jersey is being washed. Jeresi e a tlhatswiwa. | | INS |
| 35). The pig is being licked by the dog. Kolobe e latswiwa ke njwa. | | RL |
| 36). The big girl is being pinched. Mosetsana o a notiwa. | | NS |
| 37). The big girl is being heard. Mosetsana o mogolo o a utlwiwa. | | NAS |
| 38). There is being poured the coke. Go nale coke e e tshediwang. | | IMS |
| 39). The baby boy is being fed. Ngwana wa mosimane o a jesiwa. | | RS |
| 40). The jersey is being washed by the grandmother Jeresi e tlhatswiwa ke koko. | | INL |

ELICITED IMITATION TASK – FORM B**NAME****DATE OF BIRTH****AGE****DATE****SCHOOL****ADMINISTRATION OF ELICITED IMITATION TASK****(Slobin et al., 1967)****BULELA GHOORI/KE RENG TU** Say what I say**OR****KETLE GHOLI BO LELLA NOLWANE. BULELA GHOORI/KE RENG TU** I'm going to say some stories for you. Please say what I say. If I say you say**(- IF A CHILD CANT REPEAT THE SENTENCE SAY THE SENTENCE AGAIN.****- IF THE CHILD STILL CANT SAY THE SENTENCE CORRECTLY THEN MOVE ONTO THE NEXT SENTENCE.****- IF THE CHILD STILL CANT SAY THE SENTENCE LEAVE IT AND COME BACK TO IT AT THE END)****GIVE THE CHILD A LOT OF PRAISE. E.G, GOOD, EXCELLENT, WELL DONE****SINHLE, DIRELE SINHLE**

MOSETSANA O GHAMIWA KE NTATE

| | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|

Pilot testing

Thornton (1998) emphasizes the need for pilot testing prior to conducting experiments by commenting that “pilot work is essential if the experiment is to achieve its goal. In fact, pilot work often takes more time than conducting the actual experiment (p. 85). To this end, the research assistants and I have conducted 7 different phases of pilot testing described below. The results of the pilot studies have formed the basis for the development of the comprehension and production tasks described above.

1. Description of pilot test participants

The criteria for selection of children were the same as for the main study dissertation described in Section 4.5.1. above.

2. Setting

Children were tested in two Setswana crèches in the Pankop area (http://travelingluck.com/Africa/South+Africa/Mpumalanga/_1105744_Pankop.html 7/24/2012). These crèches were different to those used in the main study. The observation of the crèches revealed similar buildings, one with two rooms and a kitchen in the middle and the other with three rooms. The rooms were quite dark and some had carpeting and the others stone floors. Some had posters on the wall as can be seen in Appendix 4I. As described in Table 4.3 there were few books. Each crèche had a hand written time table on the wall. None of the crèches had running sewerage. One of the crèches had had a sewerage system but the pump had been stolen. There were no funds available to replace it. One of the crèches had a play ground with climbing frames, swings and old tyres. The other had dusty fields.

2. (a). Familiarisation phase

The first phase of the pilot testing consisted of familiarisation. During this phase the research assistants and I met with the Principal and teachers at each school. Initially we observed the teachers working with the children. We then met the children and interacted with them.

This phase was followed by the beginning of pilot testing when research assistants spent time familiarizing themselves with the participants and introducing the participants to the pilot test materials. Practice items were given to the entire group as can be seen in Appendix 4I. Pilot testing showed that this was an error as not all children concentrated or children became bored. In addition, research assistants could not determine which of the children were following instructions or not.

We then began taking two children of a specific age group into the quietest unoccupied space of the crèche as possible. We then began taking two children of a specific age group into the quietest unoccupied space of the crèche as possible. This space was sufficiently quite to be appropriate for testing.

The first child was given Form A of the task. The second child observed the first child to become familiar with the testing procedure. After the first child had completed the task, the second child performed Form B. A third child was brought into the test area to observe the second child and so forth. The children did not watch the actual picture choices.

Pilot Test 1). Production: Elicited Imitation task

An Elicited Imitation task was chosen as a possible method of obtaining production tasks. Elicited Imitation has been a constant technique used in both the disciplines of Speech Language Therapy, for example, (PESST, 1993) and Linguistics (Baldie, 1976; Budwig, 1990; Lempert, 1990; Verrips, 1996), despite some criticisms levelled against the method (Prutting and Connelly, 1976).

Elicited Imitation tasks were pilot tested to determine their efficacy as a possible production task. Stimuli for Elicited Imitation tasks examined the passive categories of reversible, negative affect, non-actional, inanimate and impersonal. There were four test items for each category. Each of these categories was also assessed in a short and long versions. Therefore, there were 50 test items.

The following criteria suggested by Lust et al. (1998) were adhered to when constructing the elicited imitation tasks:

- If sentences were not of identical length, they may differ by not more than two words/syllables.
- Sentences must also be balanced for semantic content. Even though different words were used across replication items they could not differ semantically.
- Children needed to understand all words tested; hence pilot testing had to be administered.

Procedure for Elicited Imitation task

In Elicited Imitation tasks no props are required. The research assistant asks the child to play a game and says 'I will tell you a little story. Can you tell me the story back exactly the way

I say it?' The research assistants role played these elicited imitation task, for example, one of the research assistants told her colleague to *bolela se kesa bolelang* 'say what I say'. The colleague then repeated the research assistant's sentence. The children then had the opportunity to practise with the research assistant.

One of the research assistants transcribed the child's responses on line. The second and third research assistants transcribed the child's responses from video and audio recording after each day's testing.

Results of the Elicited Imitation task

All the children, including those in the youngest group aged 2.6 to 3.5 years easily repeated the sentences. The children's repetition of the task resembled the method of rote-and chant-learning (Prinsloo and Stein, 2004) in the crèche, except that the Elicited Imitation task was performed on a one to one basis as opposed to a group activity.

It is interesting to note that when other forms of pilot testing occurred, later in the testing procedure, the children often responded to the instructions by imitating the research assistants. This is despite the fact that the research assistants had repeatedly given different instructions.

It is also important to note that because the pilot test for Elicited Imitation was so successful testing for this task began immediately. Performing the Elicited Imitation task separately from the other Comprehension and Elicited Production tasks may be seen as a flaw of this study.

Pilot test 2). Comprehension – Act-out Task, Elicited Production and Spontaneous Speech Samples

Act-out tasks (Goodluck, 1998) were used to evaluate the children's comprehension of the passive. According to Goodluck (1998) act-out tasks are very useful in studying syntax and the passive structure in particular as it has "proved sensitive to quite fine-grained syntactic distinctions" (p. 147). In addition, Goodluck (1998) reports that act-out tasks are non-intrusive and fun. I chose this kind of task as I had previously used it successfully when assessing 2.7 to 4.8 year old Zulu/English, Sesotho/English bilinguals (Bortz, 1998).

Elicited production is an experimental technique designed to reveal children's grammars by having them produce particular sentence structures. The syntactic structures of interest are elicited in the broader context of a game, frequently one in which the child interacts with a puppet. (Thornton, 1998, p. 77).

The Elicited Production task differs from the Elicited Imitation task as the research assistant provides the context for the expression of the target structure without modelling it. In an Elicited Production task "the game is orchestrated in order to incorporate situations related to specific meanings which are designed to be "uniquely felicitous" for production of the structure that is being investigated" (Thornton, 1998, p. 77).

For the pilot test we did not use puppets as these were not familiar to the children in the study. Therefore, the second research assistant acted as the 'puppet'. The first research assistant told the child that they were going to play a game. In the game the child was blindfolded. S/he heard an action. After this, the child was unblindfolded and saw the figures and the results of the actions. The child then had to ask who did it or what happened, for example *bolo mosetsana o lathela bolo* 'the girl throws the ball'.

The following passive categories were targeted:

- Active in order to compare children's knowledge of active and passive sentences.
- Passive-reversible versus non-actional, negatives and impersonal long and short sentences.

- Ditransitives, for example, *ngwana o tsheitswe Dawn ke mme. Godiragetseng ka ngwana* ‘the baby is smeared with Dawn by the mother. Tell me what happens to the baby.
- Consideration was also given to verbs that ended with *-w* or *-iw* (Cole, 1955; Kotze and Zerbian, 2008; Kruger and Pretorius, 2006).

Stimuli for the act-out task consisted of at least four sentences for each passive category and each was assessed in short or long passives as Goodluck (1998) recommends that multiple tokens of each task be given. This has the “advantage of increased statistical power” (p. 156). She also describes using the act-out task with 30 or more than 40 items with four year old children.

The participants were provided with toy objects in order to perform the task. The list of items used is provided in Appendix 4Z. The test stimuli are provided in Appendix 4AA.

Procedure for Act-Out, Elicited Production tasks and Spontaneous Speech Sample

Two research assistants initially acted out 8 practice sentences. The child was then asked to show the action according to the instruction e.g. *mphontse borotho bo utlweletse ke ntate* ‘show me the bread was tasted by the father’. Attempts were made to assess 15 respondents (5 from each age group).

Results of Act-Out task, Elicited Production tasks and Spontaneous Speech Sample

The act-out tasks did not work as participants either did not perform any actions or were too distracted by the objects to actually perform the activity, for example, the third child to engage in the task just played with the father doll. He did not even pick up the bread. This occurred despite research-assistants trying many different ways of getting the child to focus on the task, for example, play with the toy objects before doing the task as well as offering a reward for completing the task.

As regards the Elicited Production task, this task was unsuccessful as most of the children did not respond, remained silent or played with the toys. Other responses indicated the following:

Research Assistant to Child: *mme o bethilwe ke letlapa* 'the mother is hit by the rock. *go diragetsi eng ka mme?* 'What happens to the mother?'

Child: *otlhokofetse* 'she died'.

This is a pragmatically appropriate response but certainly does not reflect a passive manipulation.

M. Tshule (personal communication, November 7, 2011) conducted research on Setswana-speaking preschooler's knowledge of questions. She used the same Pankop children that this author used. The results of her research thus far showed that these children had difficulties in answering questions.

As regards spontaneous speech samples, some of the children were too shy to speak. Other children did provide speech samples of 20 to 30 sentences regarding the toys. One of the characteristics of the sample was for children to interact with the toys, e.g. the car and make onomatopoeic noises such as "vroom vroom, eh – to represent the car braking. None of the spontaneous speech samples contained passive tokens.

When the tasks did not work the researchers asked the research assistants to show the teachers how to assess the children. The rationale was that the children were familiar with their teachers and being given instructions by them. The use of the teachers did not help either to get the children to act-out the task or answer questions or spontaneous speech samples. During this pilot test phase the children did not produce a single *w* passive marker.

Pilot Test 3). Production 'Curtain task'

This game was devised as an alternative form of the Elicited Production task, due to the first Elicited Production task not having been successful. The aim of the game was to focus the child on the exact action taking place for example *ngwana o jesiwa ke koko* 'the boy is being fed by the grandmother' as can be seen in Appendix 4BB.

The principle of the task was that the first picture shows something happening to a character but it is not clear who the character is. Therefore, each picture shows unknown hands or lips or kissing with exaggerated lips. Instructions for the 'Curtain task' describing these principles can be seen in Appendix 4CC.

The second picture is of the character that does the action. The workspace contains two pictures put next to each other. While the research assistant describes the first picture a piece of paper or "curtain" is placed over the second picture and vice versa.

Administration of the 'Curtain task'

Initially the research assistant role played the activity with her colleague while the two children observed. The research assistant then gave the child several instructions to focus on both the pictures and questions which were asked about both, for example,

Mpontse gore o boning mo setswantshong 'Tell me what you can see in the picture'

Go etsagalang mo fa 'What is happening here?'

Go etsagalang ka kogo What is happening to the boy?

For long sentences the child was asked *Ela tlou ke mang?* By who?

Results of the Curtain task

This Production task did not work at all and was very unsuccessful. It did not help the children to focus on an individual picture, while the other was covered. In fact children were very confused by the task. Once again no passives were produced. An example of a token and the response was":

Research assistant *go dira getse eng ka mme* 'What is happening to the mother?'

The child responded *o tlhokoetse* 'she is dead' as in the Elicited Production task described in Pilot test 1.

Pilot test 4). Comprehension: Picture Selection task

A Picture Selection task (Gerken and Shady, 1998) was attempted in order to assess comprehension as the act-out task did not work. Attempting this kind of task was a risk considering the children's lack of familiarity with pictures and two dimensional tasks as described in Table 4. 3. However, the fact that Demuth et al. (2009; 2010) were using a Picture Selection task despite these problems, in a similar environment, encouraged the author to attempt this task.

Before tasking the graphic artist to design pictures depicting the actions, much consultation occurred between my mentor, Professor Jill De Villiers and myself. 68 tokens were then devised. These consisted of verbs in the passive categories of reversible, negative affect, non-actional, non-actional negatives, inanimate and impersonal. Short and long tokens of the passives were also used for both Comprehension 2 and 3 Character tasks. More tokens than were required were designed in order to see which verbs were the most successfully depicted.

On the suggestion of Professor Jill de Villiers (7 September, 2008), many of the negative passive verbs were removed as they were too violent and, therefore, not appropriate for subjects of this age, e.g., *koko obolaile ke mosimane* 'granny was killed by the boy'.

Administration of the Picture Selection task

This task was administered in the same way as described in section 4.10.

Results of the Picture Selection task

Results of this pilot test showed which items needed to be changed e.g., *nkoko okiwa ke mme* ‘the grandmother is being healed by the mother. In fact all the non-actional passives had to be changed as the children did not understand them in the way that had been assessed by Fox and Grodzinsky (1998) and Crawford (2008) using the thought bubbles. (See Appendices 4M and 4N).

The children could not understand the impersonal passives and did not point to any of the correct pictures. Therefore, it was decided to eliminate impersonal passives from the Picture Selection task.

After the first set of Picture Selection tasks were administered the number of verbs were refined. The graphic artist was asked to redraw certain pictures that weren’t clearly depicted. Generally, children were able to follow the Comprehension tasks, even if they did not always point to the passive construction.

Pilot test 5). Elicited Production Star task

A third way of obtaining responses on Elicited Production tasks was devised and administered. The description of this task and administration can be seen in Section 4.11

Results of the Elicited Production Star task

The children had more difficulty with these tasks than they had with Comprehension tasks. However, they did perform better than on the first two versions of the Elicited Production pilot tasks. Therefore, it was decided to use this Star task as the method for Elicited Production tasks.

Pilot test 6). Selection of degreed professional research assistant and preliminary Setswana passive investigation protocol

The author wanted to make use of a degreed professional who was a first language Setswana-speaker to assist with devising the stimuli. The use of such a research assistant had been very useful when the language assessment for preschool Zulu-speaking children was devised (Bortz, 1995). The author, therefore, tried to engage the services of Selinah, a Setswana teacher from Language Works an institution which teaches Setswana to adults. Selinah was given the following protocol:

- Obtain spontaneous speech samples from as many first language Setswana-speaking children as she knew.
- A Setswana translation of the Sesotho and Zulu test protocol successfully administered in my study on the acquisition of the passive by Sesotho/English and Zulu/English Bilingual Children (Bortz, 1998).
- The adult verifiers' passive diary (Appendix 4H) to complete.

Findings

The co-ordinator of Language Works provided a report on the findings of field work that two of the language teachers conducted on the passive. This report is presented in Chapter 7

(Section 7.1). After these findings I did attempt to find other degreed research assistants by posting adverts in various locations as well as the newspapers. However, there was no response. Therefore, this pilot test phase resulted in not using a degreed professional research assistant. In addition the adult verifiers' passive diary was abandoned.

Pilot test 7). Pilot testing in Johannesburg

Following the failure of the first pilot testing phase Professor J.G. de Villiers (personal communication, October 3, 2008) recommended that all pilot testing include a phase where both adults and older children be included in the pilot testing protocol. This procedure was followed and groups of first language Setswana-speaking adults and children were assessed.

Three adult first language Setswana-speakers who were domestic workers were participants in the study. In addition, two boys aged between five to seven years participated in the various pilot tests. One of the boys attended a Setswana-speaking primary school in Alexander Township, while the other attended an English-speaking primary school.

Results of these pilot tests yielded similar results to those found when pilot testing occurred in Pankop, i.e. for Comprehension of 2 and 3 Character tasks the children could point to pictures but did not necessarily point to the correct picture. In the case of the Elicited Production tasks the Curtain task was unsuccessful. The results yielded by the Elicited Production Star task were a combination of no response, incorrect production and some correct productions.

In addition, bilingual Setswana and English bilingual children were assessed in an English speaking nursery school. A challenge that arose in this setting was that the children did

not want to respond to the stimuli in Setswana. English was the language of instruction at the nursery school and, therefore, the children were not used to speaking Setswana in this setting.

Several English speaking children were also pilot tested. The five year olds coped well with the different forms of the pilot testing except for the Curtain task. They could not understand this task.

Sample

FEATURES OF PASSIVE TO BE EXAMINED BY ACT OUT AND ELICITED PRODUCTION

1. ACTIVE (to compare children's knowledge of active and passive sentences)
2. VERBAL
3. IMPERSONAL
4. ACTIONAL VERSE NON ACTIONAL
5. NEGATIVELY AFFECTED PATIENT VERSE NEUTRAL
6. DITRANSITIVE
7. FLUCTUATIONS IN VERB ENDING -W OR -IW
8. FULL (WITH BY PHRASE) VERSE TRUNCTATED PASSIVES (NO BY PHRASE)

9. QUESTIONS – ELICITED PRODUCTION

TO BE DONE IN TSWANA AND ENGLISH

SPONTANEOUS SPEECH SAMPLE

Ditransitive

ACT OUT

??prepositional s, tsh, tlw, tswl - -iw -w v-a

2).

ACTIVE ** go tshasa

Show me the mother smears the cream on the baby.

ACTIVE ** Mpon tsho gore mme o tshasa Ngwana ka dawn
Show me the mother smears the baby WITH cream

Mpon tsho gore mme o tshasitse Ngwana ke dawn

PASSIVE ** go tshasiwa/ tshaswa

Show me the baby is smeared with the cream by the mother

PASSIVE ** Mpon tsho gore Ngwana o tshasitse ka dawn

Show me the cream is smeared on the baby by the mother ke mme

Mpon tsho gore dawn e tshasitswengwana ke mme.

ELICITED PRODUCTION

ACTIVE ** Mme o tshasa Ngwana dawn → Uodiragetseng ka mme

The mother smears the cream on the baby. Tell me what happens to the mother

PASSIVE ** Dawn e tshasitse Ngwana ke mme →

The cream is smeared on the baby by the mother. Tell me what happens to the cream. → Uodiragetseng ka dawn

PASSIVE ** Ngwana o tshasitse cream ke mme

The baby is smeared with the cream by the mother. Tell me what happens to the baby. → Uodiragetseng ka Ngwana.

3). ACT OUT (IMPERSONAL)

ACTIVE ** go-bontsha

Show me the lady shows the granny the iron

ACTIVE ** Mpon tsho gore mme o bontsha granny. → bontsha

Show me the lady shows the iron to the granny

PASSIVE ** go-bontshiwa / - bontshwa

Show me the iron is shown to the granny by the lady

PASSIVE ** Mpon tsho gore mme e bontsha granny. → bontsha

Show me the granny is shown the iron by the lady

ELICITED PRODUCTION

?? ACTIVE**

The lady shows the granny the iron. Tell me what happens to the granny

?? ACTIVE** Mpon tsho gore mme o bontsha granny - mme e bontsha granny. → bontsha

The lady shows the iron to the granny Tell me what happens to the granny

PASSIVE **

The granny is shown the iron by the lady. Tell me what happens to the granny

PASSIVE**

The iron is shown to the granny by the lady. Tell me what happens to the iron.

IMPERSONAL (I am totally confused by these but anyway... Sorry no translation as these are Katherine's Sesotho impersonals.)

1). ACT OUT

ACTIVE: ** *Uona le lebotolo le leweng*

Show me: There is falling a bottle

PASSIVE ** *Uona le lebotolo le le weng hwa.*

Show me: There has been falling a bottle

ELICITED PRODUCTION

ACTIVE: ** *Uona le lebotolo le leweng*

There is falling a bottle. Tell me what is falling → *mpolole go be ena weng*

PASSIVE ** *Uona le lebotolo le le weng*

There has been falling a bottle. Tell me what happens to the bottle

mpolole go diragatseng ka lebotolo

2). ACT OUT

ACTIVE ** *Mpolole go na le metsi a a tshelwang*

Show me: There is water pouring

PASSIVE ** *Uona le metsi a a tshelwang.*

Show me: There has been water pouring

ELICITED PRODUCTION

ACTIVE ** *Uona le metsi a tshelwang*

There is water pouring. Tell me what is pouring → *mpolole go be ena weng*

PASSIVE ** *Uona le metsi a a tshelwang*

There has been water pouring. Tell me what happens to the water

mpolole go diragatseng ka metsi

3). ACT OUT

ACTIVE ** *Uona le lefielo le le kolomatang*

Show me: There is the broom cleaning

PASSIVE ** *Mpolole go na le lefielo le le kolomatang*

Show me: There has been cleaning the broom

ELICITED PRODUCTION

ACTIVE ** *Uona le lefielo le le kolomatang*

There is the broom cleaning. Tell me what is cleaning → *mpolole go be enge kolomatang*

PASSIVE ** *Uona le lefielo le le kolomatang*

There has been cleaning the broom. Tell me what happens to the broom

mpolole go diragatseng ka lefielo.

PREVIOUSLY TESTED ACTIVES AND PASSIVES

(Batz, 1998)

??AGENTS AND PATIENTS ARE REVERSIBLE

DEAR MAGS PLEASE TRANSLATE SOTHO INTO PASSIVE. I HAVE TRIED WITH THE DICTIONARY BUT HAPPY AND LESEGO TELL ME THE FORMS THERE ARE STANDARD AND NOT NECESSARILY SPOKEN

ACT OUT

ACTIVE

1). Show me** Mponutshe gore kgogo e sianesa kolobe
 ??kgogo emathisa kulube

'The chicken chases the pig'

PASSIVE Mponutshe gore kolobe e sianesa ke kgogo
 Show me the pig is chased by the chicken

ELICITED PRODUCTION

ACTIVE** kgogo e telekisa kolobe - Godiragetseng ka kgogo

The chicken chases the pig. Tell me what happens to the chicken

PASSIVE kolobe e telekisiwe ke kgogo

The pig is chased by the chicken. Tell me what happens to the pig

2)ACT

ACTIVE** khudu e pusha ^b podi ke ^b podi

SHOW ME::The tortoise pushes the goat

??PASSIVE podi ipushwa keleobu

SHOW ME 'The goat is pushed by the tortoise'

ELICITED PRODUCTION

ACTIVE** khudu e pusha podi ka Godiragetseng ka khudu

The tortoise pushes the goat. Tell me what happens to the tortoise

PASSIVE podi e pushwa ke khudu

The goat is pushed by the tortoise. Tell me what happens to the goat

3)

ACTIVE

Show ~~Tlou e bethile tlou~~ ^{ACT} Mponutshe gore godiragetseng ka ^{me:} podi

The giraffe hits the elephant

PASSIVE

??SHOW ME: tlou ishapuwa ke giraffe

'The elephant is hit by the giraffe'

~~Tlou e bethile ke thutwa~~

ELICITED PRODUCTION

ACTIVE** Thutwa e bethile tlou -> godiragetseng ka Thutwa

The giraffe hits the elephant. Tell me what happens to the giraffe

PASSIVE

The elephant is hit by the giraffe. Tell me what happens to the elephant

Tlou e bethilwe ke thutwa -> godiragetseng ka tlou

QUESTIONS: ELICITED PRODUCTION TEST ITEMS

GAME: BLINDFOLD CHILD. S/HE SEES/HEARS AN ACTION. AFTER IT HAS HAPPENED UNBLINDFOLD CHILD AND S/HE WILL SEE FIGURES AND THE RESULT OF THE ACTION. CHILD MUST ASK WHO DID IT OR WHAT HAPPENED. (BECAUSE SETSWANA CANT TAKE A QUESTION IN SUBJECT POSITION CHILD'S RESPONSE SHOULD BE A PASSIVISED QUESTION???)

(this can be an act out and elicited production task for active and passive sentences)

**SHOW ME
AND
TELL ME**

1). Dog/boy and a broken bottle. (Dog breaks bottle)

ntswa/mosimane
Target: The bottle was broken by who? OR It is who that broke the bottle
The dog breaks the bottle OR the bottle is broken by the dog

2). Girl ball (The girl throws a ball) → *Balo Mosekane o lathele bala*

3). father car. (The father drives a car) *Ntate o driewa bala*

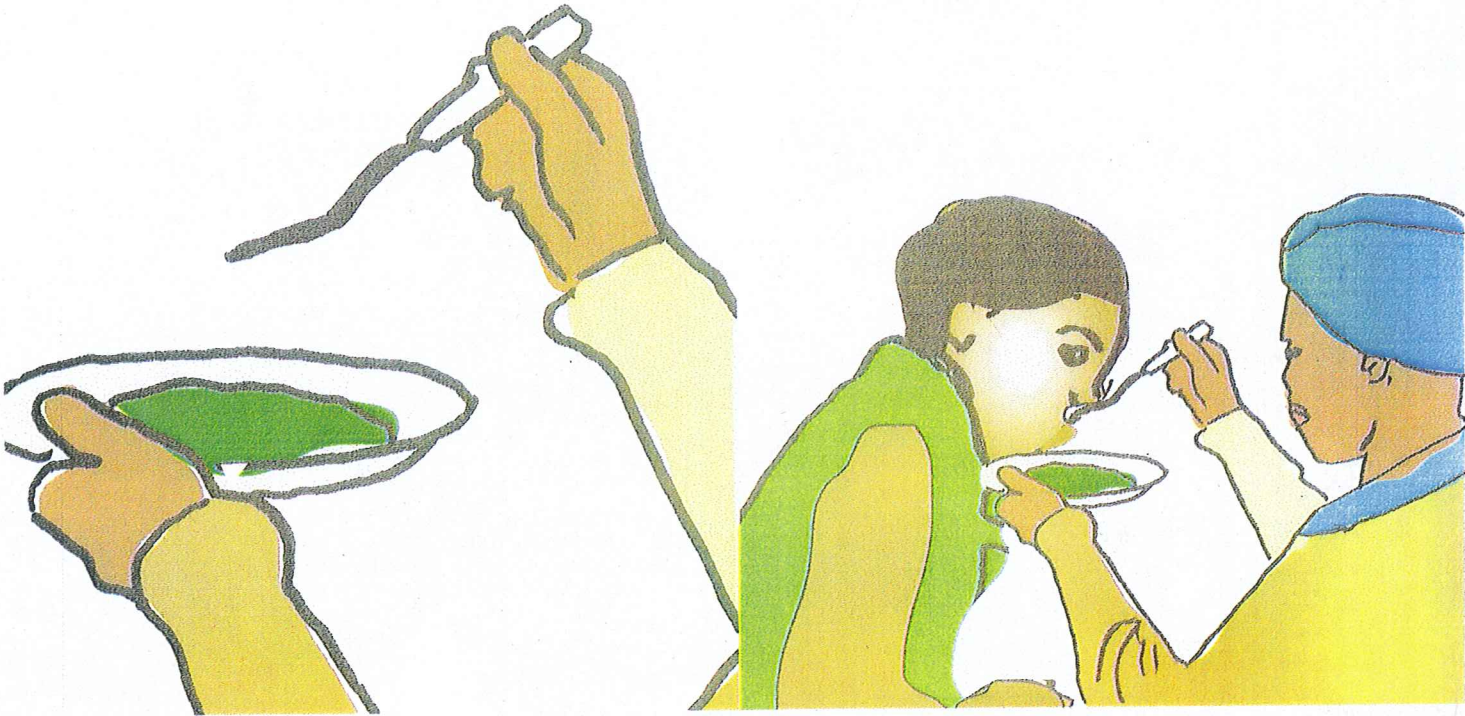
4). Mother food (The mother cooks the food). *me o apaya dijo*

4g Girl orange. (The girl peels the orange). *mosewana o photha namane*

5). Grandfather cigarette The grandfather smokes a cigarette

Ntatemogolo o tsuba cigarette.

Appendix 4AA: Exemplar of Elicited Production 'Curtain Task'



Curtain Task

Tell me what you can see in the picture. *Mpotse gore o boning mo setswantshong*

What is happening here. *Go etsagalang mo fa*

What is happening to the chicken? *Go etsagalang ka kogo*

***Ela tlou ke mang?* By who**

Reversible long

1). A. The chicken is being ridden by the horse. Kgogo otlelwa ke pitisi .

Child's response

2). A. The baby BOY is being bathed by the mother. Ngwana wa moseMANE o tlhapiswa ke mme.

Child's response

3). The cow is being pushed (by the horse) Kgomo e kgaramediwa ke pitsi.

Child's response

4). The baby GIRL is being hugged Ngwana wa mosETSANA o otilwa ke NTATEMOGOLO.

Child's response

5). The girl/boy/baby boy is being fed (by the grandmother)

Child's response

Consistent inter-rater response category and correct/wrong judgements per stimulus on Comprehension tasks

| Stimulus | respondents considered | consistent response category judgements (n) | consistent response category judgements (%) | consistent correct/ wrong response judgements (n) | consistent correct/ wrong response judgements (%) |
|-------------------------|------------------------|---|---|---|---|
| Comp2_RS 1 | 73 | 69 | 95% | 72 | 99% |
| Comp2_RS 2 | 73 | 57 | 78% | 64 | 88% |
| Comp2_RS 3 | 73 | 66 | 90% | 69 | 95% |
| Comp2_RS 4 | 73 | 61 | 84% | 65 | 89% |
| Comp2_RL 1 | 73 | 69 | 95% | 70 | 96% |
| Comp2_RL 2 | 73 | 65 | 89% | 69 | 95% |
| Comp2_RL 3 | 73 | 58 | 79% | 70 | 96% |
| Comp2_RL 4 | 73 | 58 | 79% | 67 | 92% |
| Comp2_Neg S 1 | 73 | 56 | 77% | 64 | 88% |
| Comp2_Neg S 2 | 73 | 56 | 77% | 68 | 93% |
| Comp2_Neg S 3 | 73 | 59 | 81% | 63 | 86% |
| Comp2_Neg S 4 | 73 | 58 | 79% | 69 | 95% |
| Comp2_Neg L 1 | 73 | 60 | 82% | 68 | 93% |
| Comp2_Neg L 2 | 73 | 61 | 84% | 70 | 96% |
| Comp2_Neg L 3 | 73 | 58 | 79% | 65 | 89% |
| Comp2_Neg L 4 | 73 | 63 | 86% | 68 | 93% |
| Comp2_Non Act S 1 | 73 | 69 | 95% | 71 | 97% |
| Comp2_Non Act S 2 | 73 | 64 | 88% | 69 | 95% |
| Comp2_Non Act S 3 | 73 | 62 | 85% | 69 | 95% |
| Comp2_Non Act S 4 | 73 | 66 | 90% | 71 | 97% |
| Comp2_Non Act L 1 | 73 | 59 | 81% | 67 | 92% |
| Comp2_Non Act L 2 | 73 | 64 | 88% | 68 | 93% |
| Comp2_Non Act L 3 | 73 | 62 | 85% | 67 | 92% |
| Comp2_Non Act L 4 | 73 | 61 | 84% | 65 | 89% |
| Comp2_Non Act Neg S 1 | 73 | 58 | 79% | 67 | 92% |
| Comp2_Non Act Neg L 1 | 73 | 58 | 79% | 67 | 92% |
| Comp3_RS 1 | 73 | 72 | 99% | 72 | 99% |
| Comp3_RS 2 | 73 | 70 | 96% | 72 | 99% |
| Comp3_RS 3 | 73 | 69 | 95% | 72 | 99% |
| Comp3_RS 4 | 73 | 65 | 89% | 70 | 96% |
| Comp3_RL 1 | 73 | 71 | 97% | 73 | 100% |
| Comp3_RL 2 | 73 | 72 | 99% | 73 | 100% |
| Comp3_RL 3 | 73 | 66 | 90% | 70 | 96% |
| Comp3_RL 4 | 73 | 67 | 92% | 70 | 96% |
| Comp3_Neg S 1 | 73 | 71 | 97% | 72 | 99% |
| Comp3_Neg S 2 | 73 | 72 | 99% | 72 | 99% |
| Comp3_Neg S 3 | 73 | 66 | 90% | 69 | 95% |
| Comp3_Neg S 4 | 73 | 67 | 92% | 69 | 95% |
| Comp3_Neg L 1 | 73 | 70 | 96% | 71 | 97% |
| Comp3_Neg L 2 | 73 | 66 | 90% | 70 | 96% |
| Comp3_Neg L 3 | 73 | 68 | 93% | 71 | 97% |
| Comp3_Neg L 4 | 73 | 73 | 100% | 73 | 100% |
| Comp3_Non Act S 1 | 73 | 72 | 99% | 73 | 100% |
| Comp3_Non Act S 2 | 73 | 73 | 100% | 73 | 100% |
| Comp3_Non Act S 3 | 73 | 67 | 92% | 69 | 95% |
| Comp3_Non Act S 4 | 73 | 64 | 88% | 68 | 93% |
| Comp3_Non Act L 1 | 73 | 72 | 99% | 73 | 100% |
| Comp3_Non Act L 2 | 73 | 69 | 95% | 71 | 97% |
| Comp3_Non Act L 3 | 73 | 68 | 93% | 72 | 99% |
| Comp3_Non Act L 4 | 73 | 69 | 95% | 72 | 99% |
| Comp3_Non Act Neg S 1 | 73 | 66 | 90% | 68 | 93% |
| Comp3_Non Act Neg L 1 | 73 | 71 | 97% | 71 | 97% |
| Complanan_Anti Prag S 1 | 73 | 64 | 88% | 68 | 93% |
| Complanan_Anti Prag S 2 | 73 | 67 | 92% | 68 | 93% |
| Complanan_Anti Prag S 3 | 73 | 65 | 89% | 66 | 90% |
| Complanan_Anti Prag S 4 | 73 | 64 | 88% | 69 | 95% |
| Complanan_Anti Prag L 1 | 73 | 70 | 96% | 70 | 96% |
| Complanan_Anti Prag L 2 | 73 | 60 | 82% | 70 | 96% |
| Complanan_Anti Prag L 3 | 73 | 64 | 88% | 68 | 93% |
| Complanan_Anti Prag L 4 | 73 | 65 | 89% | 65 | 89% |
| Complanan_Prag S 1 | 73 | 65 | 89% | 67 | 92% |
| Complanan_Prag S 2 | 73 | 61 | 84% | 63 | 86% |
| Complanan_Prag S 3 | 73 | 66 | 90% | 69 | 95% |
| Complanan_Prag S 4 | 73 | 59 | 81% | 65 | 89% |
| Complanan_Prag L 1 | 73 | 63 | 86% | 67 | 92% |
| Complanan_Prag L 2 | 73 | 66 | 90% | 67 | 92% |
| Complanan_Prag L 3 | 73 | 63 | 86% | 66 | 90% |
| Complanan_Prag L 4 | 73 | 61 | 84% | 67 | 92% |

Consistent inter-rater response category and correct/wrong judgements per stimulus on Elicited Production tasks

| Stimulus | respondents considered | consistent response category judgements (n) | consistent response category judgements (%) | consistent correct/wrong response judgements (n) | consistent correct/wrong response judgements (%) |
|---------------------|------------------------|---|---|--|--|
| EI Prod_RS 1 | 73 | 63 | 86% | 63 | 86% |
| EI Prod_RS 2 | 73 | 64 | 88% | 64 | 88% |
| EI Prod_RS 3 | 73 | 62 | 85% | 62 | 85% |
| EI Prod_RS 4 | 73 | 63 | 86% | 63 | 86% |
| EI Prod_RL 1 | 73 | 64 | 88% | 64 | 88% |
| EI Prod_RL 2 | 73 | 62 | 85% | 62 | 85% |
| EI Prod_RL 3 | 73 | 62 | 85% | 62 | 85% |
| EI Prod_RL 4 | 73 | 63 | 86% | 63 | 86% |
| EI Prod_Neg S 1 | 73 | 65 | 89% | 65 | 89% |
| EI Prod_Neg S 2 | 73 | 64 | 88% | 64 | 88% |
| EI Prod_Neg S 3 | 73 | 64 | 88% | 64 | 88% |
| EI Prod_Neg S 4 | 73 | 63 | 86% | 63 | 86% |
| EI Prod_Neg L 1 | 73 | 62 | 85% | 62 | 85% |
| EI Prod_Neg L 2 | 73 | 62 | 85% | 62 | 85% |
| EI Prod_Neg L 3 | 73 | 63 | 86% | 63 | 86% |
| EI Prod_Neg L 4 | 73 | 64 | 88% | 64 | 88% |
| EI Prod_Non Act S 1 | 73 | 64 | 88% | 64 | 88% |
| EI Prod_Non Act S 2 | 73 | 64 | 88% | 64 | 88% |
| EI Prod_Non Act S 3 | 73 | 64 | 88% | 64 | 88% |
| EI Prod_Non Act S 4 | 73 | 62 | 85% | 62 | 85% |
| EI Prod_Non Act L 1 | 73 | 63 | 86% | 63 | 86% |
| EI Prod_Non Act L 2 | 73 | 61 | 84% | 61 | 84% |
| EI Prod_Non Act L 3 | 73 | 61 | 84% | 61 | 84% |
| EI Prod_Non Act L 4 | 73 | 63 | 86% | 63 | 86% |
| EI Prod_imp S 1 | 73 | 62 | 85% | 62 | 85% |
| EI Prod_imp S 2 | 73 | 69 | 95% | 69 | 95% |
| EI Prod_imp S 3 | 73 | 63 | 86% | 63 | 86% |
| EI Prod_imp S 4 | 73 | 63 | 86% | 63 | 86% |
| EI Prod_imp L 1 | 73 | 60 | 82% | 60 | 82% |
| EI Prod_imp L 2 | 73 | 64 | 88% | 64 | 88% |
| EI Prod_imp L 3 | 73 | 64 | 88% | 64 | 88% |
| EI Prod_imp L 4 | 73 | 65 | 89% | 65 | 89% |
| EI Prod_inan S 1 | 73 | 62 | 85% | 62 | 85% |
| EI Prod_inan S 2 | 73 | 64 | 88% | 64 | 88% |
| EI Prod_inan S 3 | 73 | 67 | 92% | 67 | 92% |
| EI Prod_inan S 4 | 73 | 65 | 89% | 65 | 89% |
| EI Prod_inan L 1 | 73 | 60 | 82% | 60 | 82% |
| EI Prod_inan L 2 | 73 | 62 | 85% | 62 | 85% |
| EI Prod_inan L 3 | 73 | 65 | 89% | 65 | 89% |
| EI Prod_inan L 4 | 73 | 65 | 89% | 65 | 89% |

Consistent inter-rater response category and correct/wrong judgements per stimulus on Elicited Imitation tasks

| Stimulus | respondents considered | consistent response category judgements (n) | consistent response category judgements (%) | consistent correct/ wrong response judgements (n) | consistent correct/ wrong response judgements (%) |
|---------------------|------------------------|---|---|---|---|
| El Imit_RS 1 | 11 | 10 | 91% | 10 | 91% |
| El Imit_RS 2 | 11 | 11 | 100% | 11 | 100% |
| El Imit_RS 3 | 11 | 11 | 100% | 11 | 100% |
| El Imit_RS 4 | 11 | 11 | 100% | 11 | 100% |
| El Imit_RL 1 | 11 | 11 | 100% | 11 | 100% |
| El Imit_RL 2 | 11 | 11 | 100% | 11 | 100% |
| El Imit_RL 3 | 11 | 11 | 100% | 11 | 100% |
| El Imit_RL 4 | 11 | 11 | 100% | 11 | 100% |
| El Imit_Neg S 1 | 11 | 11 | 100% | 11 | 100% |
| El Imit_Neg S 2 | 11 | 11 | 100% | 11 | 100% |
| El Imit_Neg S 3 | 11 | 11 | 100% | 11 | 100% |
| El Imit_Neg S 4 | 11 | 10 | 91% | 10 | 91% |
| El Imit_Neg L 1 | 11 | 11 | 100% | 11 | 100% |
| El Imit_Neg L 2 | 11 | 10 | 91% | 10 | 91% |
| El Imit_Neg L 3 | 11 | 9 | 82% | 9 | 82% |
| El Imit_Neg L 4 | 11 | 11 | 100% | 11 | 100% |
| El Imit_Non Act S 1 | 11 | 11 | 100% | 11 | 100% |
| El Imit_Non Act S 2 | 11 | 11 | 100% | 11 | 100% |
| El Imit_Non Act S 3 | 11 | 10 | 91% | 10 | 91% |
| El Imit_Non Act S 4 | 11 | 11 | 100% | 11 | 100% |
| El Imit_Non Act L 1 | 11 | 11 | 100% | 11 | 100% |
| El Imit_Non Act L 2 | 11 | 10 | 91% | 10 | 91% |
| El Imit_Non Act L 3 | 11 | 11 | 100% | 11 | 100% |
| El Imit_Non Act L 4 | 11 | 10 | 91% | 10 | 91% |
| El Imit_Imp S 1 | 11 | 11 | 100% | 11 | 100% |
| El Imit_Imp S 2 | 11 | 11 | 100% | 11 | 100% |
| El Imit_Imp S 3 | 11 | 11 | 100% | 11 | 100% |
| El Imit_Imp S 4 | 11 | 11 | 100% | 11 | 100% |
| El Imit_Imp L 1 | 11 | 11 | 100% | 11 | 100% |
| El Imit_Imp L 2 | 11 | 11 | 100% | 11 | 100% |
| El Imit_Imp L 3 | 11 | 11 | 100% | 11 | 100% |
| El Imit_Imp L 4 | 11 | 11 | 100% | 11 | 100% |
| El Imit_Inan S 1 | 11 | 11 | 100% | 11 | 100% |
| El Imit_Inan S 2 | 11 | 11 | 100% | 11 | 100% |
| El Imit_Inan S 3 | 11 | 11 | 100% | 11 | 100% |
| El Imit_Inan S 4 | 11 | 10 | 91% | 10 | 91% |
| El Imit_Inan L 1 | 11 | 11 | 100% | 11 | 100% |
| El Imit_Inan L 2 | 11 | 11 | 100% | 11 | 100% |
| El Imit_Inan L 3 | 11 | 11 | 100% | 11 | 100% |
| El Imit_Inan L 4 | 11 | 11 | 100% | 11 | 100% |