

New Zealand Expository Database

Database	Context (Subgroup)	Age Range	# Samples	Location
New Zealand Expository	Expo	6;1 – 7;11	65	New Zealand

Participants

This database contains spoken language samples collected from New Zealand children aged 6;1 – 7;11. A total of 65 six- and seven-year-old participants were recruited from three primary schools located in suburban Auckland, New Zealand (NZ). The schools were awarded mid socio-economic status based on the Ministry of Education ranking system. These children had no known history of hearing disorder, neurological disorder, or speech-language therapy, spoke English as their first language, and were progressing normally at school. The group consisted of 37 girls and 28 boys from NZ European (74%), Maori (14%), Pasifika (8%), and Other (4%) ethnic backgrounds.

Elicitation Protocol

Expository language generation samples were elicited using the Favorite Game or Sports (FGS) task, developed by Nippold, Hesketh, Duthie, and Mansfield (2005). In this task, the examiner carefully follows a script. First, the child is asked what his or her favorite game or sport is and why. The examiner then asks the child to explain the game or sport, using the pragmatically felicitous prompt "I am not too familiar with the game of [...]". Finally, the child is asked what a player should do to win a game of [...]. The child should be allowed as much time as necessary to finish the explanation. The examiner needs to make sure to show interest in the child's explanation and only use neutral responses as needed to encourage the child to continue.

Favorite Game or Sport (FGS) Task Protocol

This task was developed by Nippold, Hesketh, Duthie, and Mansfield (2005). To elicit the sample, the examiner reads out the following script:

I am hoping to learn what people of different ages know about certain topics.

- 1. What is your favorite game or sport?*
- 2. Why is [e.g., chess, soccer, etc] your favorite game/sport?*
- 3. I'm not too familiar with the game of (chess), so I would like you to tell me all about it. For example, tell me what the goals are, and how many people may play a game. Also, tell me about the rules the players need to follow. Tell me everything you can think of about the game of (chess) so that someone who has never played it before will know how to play.*
- 4. Now I would like you to tell me what a player should do in order to win the game of (chess). In other words, what are some key strategies that every good player should know?*

Following each prompt, the interviewer pauses, displays interest in the response, and allows the child as much time as necessary to complete the response. If the child fails to address a question or requests for the question to be repeated, the interviewer is allowed to ask the question again.

Transcription Notes

The utterances were segmented into communication units (C-units). A C-unit includes an independent

clause with its modifiers (Loban, 1976). Utterances that did not contain a subject and a predicate were coded as fragments, i.e., [FRG] code inserted at the end of these utterances, so they could be easily excluded from analysis. The transcripts begin with the student's first utterance which pertains to the child's answer to the question what his or her favorite game or sport is. All transcripts were timed and pauses, within and between utterances, of two or more seconds in length, were marked.

The following error codes were inserted in the transcripts: [EW:word] to mark word-level errors and [EU] to mark utterance-level errors. [FRG] marks utterance fragments, and [NGA] marks utterances that are 'not grammatically accurate'.

The following three types of dependent clauses were identified and coded:

- Adverbial clauses [AVC] begin with a subordinating conjunction. Examples include:
And if they get the highest number [AVC] when the game's finished [AVC], they win [IC].
And then once you've done that [AVC] (uhm) we pull out the blue mats and the (o other k*) white mat [IC].*
And if you remember that [AVC] and you don't get hit [AVC] you win the game [IC].
- Relative clauses [RC] describe a noun and generally immediately follow the noun they describe. Examples include:
But we (like) have to hit the person [IC] who's (um) doing that [RC].
And he brings me to all the games [IC] that I can go to [RC].
And you've got lines [IC] where you're allowed to go up to [RC].
- Nominal clauses name persons, places, things or ideas. These clauses often answer the question 'what'? Examples include:
And whoever grabs the ball (um) [NOM] they (um) get to start with the ball in centre [IC].
And that's [IC] how they lose the game sometimes [Nom].
And whoever finishes all their beads [NOM] wins [IC].

Acknowledgements

This project was supported by a Massey University Research Fund awarded to Marleen Westerveld. All samples were collected by student clinicians under supervision, and were transcribed and coded by Massey University students. This project was funded in part by SALT Software, LLC.

