

Review of Experiment Design Group Work

Linguistics 390a
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Group 1

Independent Variable:

How is the independent variable implemented?

Whether clear or unclear language is being used.

What different expressions / features do you use to distinguish clear from unclear?

Hypothesis / Question (formulate this in your own words, even if you chose one of the ideas from the first page!):

The way that the speaker describes a situation or event will impact the way the listener interprets the event or situation being described.

In what way is interpretation affected?

Give 2 pairs of example sentences that you could use to test this hypothesis:

- a) *Sally sang at a concert.*
- b) *Sally produced a series of sounds that corresponded to Mariah Carey.*

- a) *I was soaked.*
- b) *My clothes were in need of a dryer.*

Can you find more similar examples?

Dependent Variable & Task (What are you measuring? What do participants have to do?):

Measuring if the way the speaker describes an event or situation really impacts how the listener interprets the situation.

Would another way of measuring the dependent variable work as well?

How does the listener interpret the event being described? Which phrase does the listener prefer?

What is the subject asked to do?

Group 2

Independent Variable:

How is the independent variable implemented?

*We would implement this by testing presuppositions and assertions and their impact on negation.
The truth value of assertions versus presuppositions.*

What ps triggers do you use?

Hypothesis / Question (formulate this in your own words, even if you chose one of the ideas from the first page!):

If the truth value changes with negation then the statement is an assertion, if it doesn't, then it is a presupposition.

What is the independent variable?

Give 2 pairs of example sentences that you could use to test this hypothesis:

*My cat is sick.
My name is John.
My mom told me to put my bike in the garage.*

Dependent Variable & Task (What are you measuring? What do participants have to do?):

We would measure our results using truth value judgment. Participants would have to assess the truth value of a given example.

What exactly is the subject asked to do?

Would another way of measuring the dependent variable work as well?

Group 3

Independent Variable: Factive / non-factive verbs

How is the independent variable implemented?

It's implemented by placing either a factive verb or a non-factive verb in sentences & presenting them to the viewer / hearer etc.

Hypothesis / Question (formulate this in your own words, even if you chose one of the ideas from the first page!):

If p is embedded by a factive verb in sentence S, then q is a presupposition of S.

Give 2 pairs of example sentences that you could use to test this hypothesis:

- a) *John knows Tim is sick.*
- b) *John thinks Tim is sick.*
- a) *John realized Tim is sick.*
- b) *John believed Tim is sick.*

Are you testing whether q is a presupposition? Or whether factive verbs are different from non-factive ones?

Dependent Variable & Task (What are you measuring? What do participants have to do?):

The dependent variable is whether or not there is a presupposition.

TASK: 1. $Q = \text{Tim is sick}$. Ask can each question be true and q be false.

Would another way of measuring the dependent variable work as well?

How will the instructions be worded?

Group 4

Independent Variable: *The length of the answer*

How is the independent variable implemented?

The length of the answer will be varied with example pairs.

Hypothesis / Question (formulate this in your own words, even if you chose one of the ideas from the first page!):

People perceive longer answers to be more helpful than shorter, more complete responses.

Give 2 pairs of example sentences that you could use to test this hypothesis:

- A. *How do I get to Northampton?*
- B. *Just head down Rte. 9.*

- A. *How do I get to Northampton?*
- B. *Well, you go straight here for 3 blocks, go south on Rthe 202, and make a right at the old church. Then you go that way past 3 farms, take the second right onto 116, then make a left on to Russell Street and keep heading that way.*

- A. *So is this a safe area?*
- B. *Mostly, yes, as long as you're sensible.*

- A. *So, is this a safe area?*
- B. *We have a lot of lights and busses run often and the police station is right down the road, next to this fantastic café. They make a great coffee, and the neighborhood watch meets every 3 months there...*

Are we comparing long & incomplete answers with short and more complete ones? Try to focus on varying just one thing!

Dependent Variable & Task (What are you measuring? What do participants have to do?):

*Rate utterances: 1 (least helpful) – 5 (most helpful)
Measuring what the majority finds most helpful.*

Would another way of measuring the dependent variable work as well?

Ask to whom they'd prefer to listen to / take directions

Group 5

Independent Variable: length of the uncooperative answer

How is the independent variable implemented?

Subjects would be given a question with two different uncooperative answers.

Hypothesis / Question (formulate this in your own words, even if you chose one of the ideas from the first page!):

Does a long, convoluted uncooperative answer appear more cooperative than a short one?

Give 2 pairs of example sentences that you could use to test this hypothesis:

- a. *Did you clean your room?*
 - i. *I'm really tired.*
 - ii. *I went out with the guys last night and since we had to go to the other side of town we got back really late and I went to bed at 2:30am.*
- b. *Senator, do you support the war in Iraq?*
 - i. *I support democracy.*
 - ii. *I support the brave young men and women who do their best to defend the great values of democracy, both in their home country and in places which are not as fortunate as to have a democratic government.*

Dependent Variable & Task (What are you measuring? What do participants have to do?):

Which answer the listener determines to be most cooperative.

Would another way of measuring the dependent variable work as well?

Yes

Make sure you have a good idea of how to make an answer uncooperative!

Direct Comparison, or rather rating on a scale independently? Comparison might give away what you're after!

Aha! Answers CAN be short and uncooperative!