

CDI update 2017

Name of language:

German

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Instrument developed

We developed a German version of the CDI: Words and Sentences. The age range is 1;6 to 2;6. Our version contains a section on vocabulary, inflectional morphology and sentence complexity. A better subtitle may be CDI: Words, Inflections and Sentences.

a) Vocabulary checklist

The vocabulary checklist consists of 600 words in the 22 semantic fields of the American CDI. Out of all words 86 % are German equivalents of words in the American checklist, 14 % culture-specific items.

b) Inflectional morphology

This section is comprehensive and addresses the five inflectional paradigms which typically emerge in the age range 1;6 to 2;6:

- 1) noun plurals
- 2) gender marking on articles and adjectives
- 3) case marking on articles
- 4) verb marking on main verbs for present tense and past participle
- 5) modals and copula

c) Sentence complexity

This section is equivalent to the sentence complexity scale of the American CDI. It contains pairs of sentences with an easier and more complex version.

Our CDI is normed on a sample of 1240 German-speaking children. Around 10 % of the sample are bi-lingual with German as the first language.

We have also developed a short-form version (CDI III equivalent). The short-form version is also normed.

Both versions were been published in 2009 in German by Pearson. There is an English version, published in 2014. However, for copyright reasons, it does not contain the questionnaires in German and the norm tables.

Publications

Szagun, G., Stumper, B. & Schramm, A.S. (2009). *Fragebogen zur frühkindlichen Sprachentwicklung (FRAKIS) und FRAKIS-K (Kurzform)*. Frankfurt: Pearson Assessment. <http://www.pearsonassessment.de>

Szagun, G., Stumper, B. & Schramm, S.A. (2014). *German Communicative Development Inventory: An Adaptation of the MacArthur-Bates Communicative Development Inventory for Toddlers*. Peter Lang: Frankfurt.

Further information

We have used our German CDI (FRAKIS) in a variety of studies which have been reported in journal articles. FRAKIS is used by pediatricians in assessing children's language status in the standard development checks. They use the short version. FRAKIS is also used in monitoring language development in children with cochlear implants. While there are no norms for this population, especially the long version of the questionnaire with its quite detailed information on inflectional paradigms is useful for assessing the course of language development over time.

Data sharing

Our vocabulary checklist and results of the norming study have been given to WORDBANK.

Work in progress

A Longitudinal Study of German Child Language Acquisition

An ongoing study started in 2015 with a full cohort of 500 children, who were born between December 2013 and January 2014 – all living in Hanover, Germany, – who were recruited from the register of the city of Hanover. After being contacted by mail, 218 parents were

willing to participate in the study. Exclusion (main reason: German not being one of the child's first languages) and later dropout led to 197 participants at the first, 185 at the second, and (as of January 2017) 184 at the third data point.

All data was collected via parent's questionnaires. The parents either filled out the survey on paper or online. Every participation was rewarded with an incentive of five euros at every data point.

Productive language abilities were measured with the full and short version of the normed questionnaire on early language development FRAKIS (except the first data point) and FRAKIS-K (Szagun, Stumper & Schramm, 2009) as well as the language assessment by parents SBE-2-KT (Suchodoletz & Sachse, 2008) at the second data point and the SBE-3-KT (Kademmann, Tippelt & Suchodoletz, 2009) at the fourth data point. The questionnaires include vocabulary checklists containing up to 600 different words as well as questions in respect of morphological and syntactic skills.

Furthermore, demographic data regarding sex, birth order, multilingualism and socioeconomic status was collected at the first data point. Socioeconomic status was measured by the parents' highest education and highest employment status. The status dimension of family income was excluded since most participants didn't state their income.

Multivariate linear regression models were fitted to explain outcome of lexical, morphological and syntactic language abilities at the later data point. Predictors were the same skills from the first data points plus demographic variables.

General aims of this study are to analyze the development and relative influence of lexical, syntactic and morphological skills of German speaking children at an early age on these skills at a later age. Furthermore, the influence of demographic variables, such as socioeconomic status, sex, birth order and multilingualism on language development is examined. Of special interest is the relative influence of different linguistic and non-linguistic factors and their change of effect over time.

At the age of 4;0 a more comprehensive language examination will be used to determine the predictive validity of parent-rated language skills at earlier stages.

Additionally, the link between social-emotional and language development will be examined upon school entry around the age of 6;0.

Kademmann, S., Tippelt, S., & Suchodoletz, W.v. (2009). Ein Elternfragebogen zur Erfassung sprachentwicklungsgestörter Kinder bei der U7a (SBE-3-KT). *Kinderärztliche Praxis*, 80(6), 417-422.

Suchodoletz, W.v., Sachse, S. (2008). SBE-2-KT. Sprachbeurteilung durch Eltern. Kurztest für die U7. URL: <https://www.ph-heidelberg.de/fileadmin/wp/wp-sachse/SBE-2-KT/SBE-2-KT.pdf> [20.01.2017]

Szagun, G., Stumper, B. & Schramm, A.S. (2009). *Fragebogen zur frühkindlichen Sprachentwicklung (FRAKIS) und FRAKIS-K (Kurzform)*. Frankfurt: Pearson Assessment. <http://www.pearsonassessment.de>