Příloha 1 Plná verze dotazníku

(Zeshan – Perniss, 2008, s. 256–274)

PART I. Attributive possession

The relationship between a possessor and a possessum can be expressed within an NP, and the resulting construction is a phrase, not a complete sentence/clause. This kind of construction is known as 'attributive possession'. The possessor can be a noun or a pronoun. In the latter case, we get phrases like "my pen", "his brother", "their work", etc., in the former case, we get phrases like "the teacher's house", "the roof of the house", "Peter's car", etc.

A. Pronominal possessors

*A.1 Use of personal pronouns as possessive

Is it possible in your sign language to use personal pronouns in a possessive sense? This is like saying "I brother" for "my brother", or "she car" for "her car". If pronouns use index finger pointing in your sign language, this construction looks like index finger pointing together with the sign for the possessum. An example from Indian Sign Language is this:

yes/no

(ex. 1) INDEX1 COMPUTER WORK CAN INDEX3?
'Can s/he work on my computer?'

where INDEX1 COMPUTER expresses 'my computer'.

[ ] It is not possible in my sign language to use personal pronouns in a possessive sense. → Go to question A.2.
[ ] It is possible in my sign language to use personal pronouns in a possessive sense.

*A.1.1 What are the possible word orders?
[ ] pronoun - possessum
[ ] possessum – pronoun
[ ] pronoun -. possessum – pronoun
[ ] possessum – pronoun - possessum
Give some examples (appr. 3-5) of this construction.

A.1.2 If more than one order is possible, is there any difference in meaning or usage?

*A.2 Possessive pronouns

Does your sign language have a separate set of possessive pronouns ("my", "your", etc.) in addition to the personal pronouns? Note that there may be more than one

set of possessive pronouns. Some North-American Indian languages use a separate set of possessive pronouns for alienable and a different set for inalienable possession, so that "my" in "my sister" is different from "my" in "my cup". Or there may be another set of emphatic possessive pronouns meaning "my, your... *own*". Some sign languages have a separate set of pronouns for polite forms, e.g. 'you', as said to address your child, versus 'you(polite)', as said to address your boss. These pronouns are called 'honorific pronouns' and should not be confused with possessive pronouns.

[ ] No, there are no separate possessive pronouns in my sign language. → Go to question A.3.

[ ] There is one set of possessive pronouns in my sign language.

[ ] There are several sets of possessive pronouns in my sign language (if this is the case, complete a separate column for each pronoun type in A.2.1). Russian Sign Language has three different possessive pronouns; we have not found more than three in any sign language yet.

*A.2.1 List the set of possessive pronouns (tick the boxes for which there is a separate sign in your sign language):

			category	*comments/explanations*
[ ]	[ ]	[ ]	impersonal	That is, not marked for person, like saying '(someone's)own' instead of 'my/your... own'
[ ]	[ ]	[ ]	1st person singular ('my')	In many languages 1st person is special in some way. For example, the use of different handshapes in the Korean Sign Language pronoun paradigms are special for 1st person only.
[ ]	[ ]	[ ]	2nd person singular ('your')	
[ ]	[ ]	[ ]	3rd person singular ('his/her/its')	Most sign languages have no gender distinctions. However, sometimes we do see gender marking. For example, Polish Sign Language has a special form for feminine possessive 'her', with its own handshape.
[ ]	[ ]	[ ]	Dual ('of the two of us/you/them')	In personal pronouns, person distinctions in dual number can be very precise in many sign languages, so that it is possible to specify 'you and me', 'you and s/he', 'me and s/he' etc. Please state the possible possessive forms in your sign language, if any. If other numbers are possible (3, 4, 5...), state these also.

[ ]	[ ]	[ ]	1st person plural ('our')	There are often special restrictions on first person plural in sign languages.
[ ]	[ ]	[ ]	2nd person plural ('your (pl)')	
[ ]	[ ]	[ ]	3rd person plural ('their')	There may be no difference between second and third person forms in either the singular or the plural or in both, in which case you may prefer the term "non-first" person.
[ ]	[ ]	[ ]	1st person unmarked for number	Some sign languages have general forms that show person, but are unmarked for number, as in Indo-Pakistani Sign Language. In this case, 1st person possessive can mean both 'my' and 'our'.
[ ]	[ ]	[ ]	2nd person unmarked for number	
[ ]	[ ]	[ ]	3rd person unmarked for number	

Give a few examples (appr. 3-5) of the use of NPs with possessive pronouns. If there is any additional information for your sign language based on the comments/ explanations above, such as information about gender marking, first person, impersonal, etc., please explain it at this point and give an example of the use of the sign(s) in question.

*A.2.2 Possessive pronouns can be of various types. For example, Turkish Sign Language has a set of general possessive pronouns ('my', 'your'...), and one impersonal form for emphatic possessive ('(someone's) own'). Indian Sign Language only has a set of emphatic possessives ('my own', 'your own'...), and otherwise uses personal pronouns as possessives. Russian Sign Language has locative/existential possessive pronouns that are closely related to deictic pointing. There may also be more specialised uses, such as special possessive pronouns to be used only with inalienable possession. On the other hand, Chinese Sign Language has no possessive pronouns at all. Which of the following possessive pronoun types exists in your sign language?

[ ] general possessive ('my')
[ ] emphatic possessive ('my own')
[ ] possessive locational/existential ('my ... there', 'my existing...')
[ ] possessive inalienable (used only with kinship terms, body parts)
[ ] possessive alienable (used with common objects)
[ ] other type:..... (explain)

A.2.3 What are the possible word orders for possessive NPs in your sign language?

[ ] noun - possessum
[ ] possessum –noun
[ ] noun - possessum –noun
[ ] possessum –noun – possessum

A.2.4 If more than one order is possible, is there any difference in meaning or usage?
Note: Be careful not to include predicative possession here. In some sign languages, it is possible to have an order as in CAR MY, but this does not mean 'my car', it means 'The car is mine' and is a complete sentence.

*A.2.5 For which of the following semantic categories can you use a construction with a possessive pronoun in your sign language?

[ ] kinship terms (e.g. my sister, our grandfather, your wife)
[ ] body parts (e.g. his head, my hands, your heart)
[ ] concrete objects (e.g. her car, their computers, my house)
[ ] abstract concepts (e.g. my idea, your time, our freedom)

Give an example from each category.

If you do not use a possessive pronoun for some of these categories, what do you use instead? There are at least two other possibilities: You may use a personal pronoun instead (e.g. YOU PARENTS 'your parents'), or there may be no marking at all (e.g. PARENTS '(someone's) parents', with the possessor understood from the context. For example, unmarked possession is used commonly in Turkish Sign Language with kinship terms, but not with other possessum types. It may be possible to use more than one structure, with slight differences in meaning.

B. Nominal possessors

The possessive relationship between a nominal possessor and a nominal possessum can be marked in various ways. In sign languages, some of the common structures involve personal or possessive pronouns ('father his car'), possessive markers in between possessor and possessum ('father POSS car'), and possessor and possessum

next to each other without any overt marking ('father car'). Possessive markers are sometimes borrowed from a spoken language, e.g. in Auslan (from English) or in Korean Sign Language (from spoken Korean). Please identify the pattern or patterns that are found in your sign language, and give examples (there may be more than one pattern used in your sign language).

* B.1 Juxtaposition

Juxtaposition means that possessor and possessum are just put next to each other without any overt possessive marking, as in these examples from Turkish Sign Language:

(ex.2) CAR HEADLIGHTS
'the headlights of the car'
(ex.3) WOMAN WORK
'the woman's job'

[ ] My sign language does not use this construction. → Go to question B.2
[ ] My sign language uses this construction.
Give a few examples (appr. 3-5).

*B.2 Overt marking

In spoken languages, possession in NPs is often marked overtly, commonly by affixes. The marking can be on the possessor (as the genitive *'s* in English), or on the possessum, or on both (as in Turkish). Another possibility is to have a linker item that belongs to neither the possessor nor the possessum, as is the case in Tagalog. Some sign languages also use overt possessive markers. For example, Auslan has a sign derived from English *'s*, and American Sign Language uses a possessive pronoun (FATHER HIS CAR). It may be difficult to decide where exactly the possessive marker belongs. Korean Sign Language has a possessive marker in between possessor and possessum, e.g. FEMALE POSSESSIVE LECTURE 'the woman's lecture', where POSSESSIVE is an uninflecting particle, and it is not clear whether the particle marks the possessor, the possessum, or the relation as such.

[ ] My sign language does not use overt marking of possession in NPs.
→ Go to question A.4
[ ] My sign language uses overt marking of possession in NPs.

*B.2.1 What is the strategy in your sign language for marking the possessive relationship?

[ ] Use of a personal pronoun (e.g. WOMAN INDEX BOOK 'the woman's book')
[ ] Use of a possessive pronouns (e.g. WOMAN HER BOOK)
[ ] Use of a sign derived from a spoken language (e.g. WOMAN "S" BOOK)
[ ] Use of another sign (e.g. WOMAN POSSESSIVE BOOK)
[ ] Other strategy (e.g. affix, spatial marking, more than one marker):.....
Give a few examples (appr. 3-5) for each strategy.

B.2.2 Characteristics of possessor and possessum
If you have identified more than one structure in section B (e.g. both juxtaposition and use of a possessive marker), please indicate which of the constructions is used in which context. Tick the context where you can use each construction, and give an example for each possibility:

	juxtaposition of possessor and possessum can be used with	overt marking of possession can be used with
a) human possessor (the **boy's** toys, the **baby's** bed, the **director's** keys)	[ ]	[ ]
b) inanimate possessor (the flag of the **country,** the **school's** budget)	[ ]	[ ]
c) part-whole relationship (the **roof** of the **house**, the **cover** of the **book**)	[ ]	[ ]
c) kinship possessum (the girl's **family**, the woman's **daughters**)	[ ]	[ ]
d) body part possessum (the person's **head**, the child's **hands**)	[ ]	[ ]
e) abstract concept possessum (the student's **idea**, the **time** of the lesson)	[ ]	[ ]

***C. Spatial marking**

Apart from personal or possessive pronouns, is there any spatial mechanism used in attributive possessive constructions in your sign language? For example, is it possible to shift a sign in space to indicate who is the owner? This is an example from Tanzania Sign Language:

(ex.4) NAME (index finger making a circle on the palm of the non-dominant hand) 'name'
$NAME_i$ (index finger making a circle while pointing at the signer's chest) 'my name'
$NAME_f$ (index finger making a circle while pointing at the addressee) 'your name'

[ ] There is no such mechanism in my sign language. → Go to section D.
[ ] There is a spatial mechanism for marking possession in my sign language.

*C.1 How is the spatial marking of possession used?

[ ] It is used by itself as the only way of marking possession.
[ ] It must be combined with another marker of possession (e.g. a possessive pronoun)
[ ] It can be used either by itself or in combination with another marker of possession
Give a few examples (appr. 3-5) for each possibility.

*C.2 Spatial marking of possession may be restricted to only a few signs. For example, some younger German Sign Language signers use the sign PROBLEM signed either on the body ('my problem'), or away from the body ('your/his/her problem'), but this is an exception and the spatial mechanism is not used with other signs. If your sign language uses a spatial mechanism, how productive or restricted is its use?

[ ] It can be used freely with any sign whose form allows it to be shifted in space.
[ ] It is used only with a few signs. (In this case, please list the signs.)

PART II. Predicative possession

If possession is expressed in a complete sentence, this is called predicative possession. We can distinguish between two different kinds of predicative possession: The 'have'-construction (see D.1) and the 'belong'-construction (see D.2).

D. Basic 'have'-construction

In the 'have'-construction, the focus of the utterance is on the possessor. For example, we talk about a particular person and then go on to say what that person has. In the prototypical instances of a 'have'-construction, the possessor is human and definite, while the possessum is inanimate and indefinite, such as 'Our neighbour has a garden', 'I have a credit card', etc. In this most basic pattern, the possessum is not

modified or quantified. In the following sub-sections, please identify the pattern(s) used in your sign language for expressing a basic 'have'-construction (there may be more than one pattern).

*D.1 Existential pattern

In this pattern, a sign expressing existence is used to express possession as well. This pattern is common in spoken languages, and also very widespread in sign languages, as in these examples from Indian Sign Language:

(ex.5) PROBLEM EXIST
'There is a problem.'
(ex.6) INDEX-1 HOUSE EXIST
'I have a house.' (lit.: 'I, a house exists.')

[ ] My sign language does not use this construction. → Go to question D.2
[ ] My sign language uses this construction.
Give a few examples (appr. 3-5).

*D.1.1 How is negative existence/possession expressed in your sign language?
[ ] Use the positive existential together with a negator (two separate signs: EXIST NOT)
[ ] Use a different negative existential sign (NOT-EXIST as one sign, that is, 'negative suppletion', where positive and negative counterparts are not formationally related to each other; this is common in both signed and spoken languages)
Give 2 examples. (Further questions about negative existentials are asked in Part III.)

*D.1.2 The existential sign is often an uninflected particle. In some sign languages, however, the existential sign can be inflected. Usually, some kind of spatial morphology is involved. For example, in German Sign Language the finger tips face the signer when the existential has first person reference ('I have'), but are directed away from the signer for second and third person. In Korean Sign Language, the negative existential ('there is no…', 'don't have') can have an added movement path, as in this example:

(ex.7) SHELF BOOK NOT-EXIST:signed along location of shelf
'There are no books on the shelf.'

Non-spatial morphology is also possible in principle (e.g. repetition, use of two hands instead of one), but not yet attested.

Can the existential/possessive sign be inflected in your sign language?

[ ] No. → Go to question D.2

[ ] Yes, it can inflect for:

[ ] location
[ ] person
[ ] number
[ ] other:..... (explain)
[ ] function of the inflection is not clear (explain)

Give a few examples (appr. 3-5) of the use of the inflected existential/possessive.

*D.2 Locative pattern

In this pattern, the expression of location and possession is done in the same way. If this is the case, there is often also no distinction between location and existence, and all three are expressed in the same way. Sign languages may use a predicative index pointing sign for this construction. Examples from Kata Kolok (a village sign language in Bali):

(ex.8) HOUSE INDEX-left
'The house is over there.'
'There is a house.'
'S/he has a house.'

[ ] My sign language does not use this construction. → Go to question D.3

[ ] My sign language uses this construction.

Give a few examples (appr. 3-5).

*D.3 Action pattern

The action pattern involves a sign for a taking or grasping action being used to express possession. Sometimes the same sign is used for 'take' (or 'grasp,hold,grab') and 'have' in the present-day language, sometimes the present-day sign for 'take' may be different from the present-day sign for 'have'. In the latter case, the iconicity of the possessive sign may still reveal its origin from the 'take'-concept.

[ ] My sign language does not use this construction. → Go to question D.4

[ ] My sign language uses this construction.

Give a few examples (appr. 3-5) of a basic possessive sentence (such as 'I have a ...')

Give 2 examples of a sentence with the verb "take" (or 'grasp,hold,grab') in its lexical meaning (such as 'I grabbed a ...')

D.4 Zero marking

In some languages, there can be zero marking of particular existential and/or locative predications, that is, there is no word or morpheme expressing this function. If the same construction is used for possession as well, then possession will also have zero marking. Some Uto-Aztecan languages in South America have zero-marked existential predications. In such a case, we expect some intonational features in these utterances, as if saying *house* (with a particular intonation) for "There is a house." or *I house* (with a particular intonation) for "I have a house." In sign languages, we would expect some non-manual features with zero marking. Kata Kolok may be an example of zero marking, although this is not certain yet. Possible examples:

(ex.9) INDEX-1 HOUSE
'I have a house.'
(ex.10) MAN HAT
'The man has a hat.'

[ ] My sign language does not use this construction. → Go to question D.5
[ ] My sign language uses this construction.
Give a few examples (appr. 3-5)

D.5 Other pattern

If the pattern in your sign language is different from those given above, please describe it in your own words and give five examples of its use. For instance, the basic pattern might combine features of several of the above types. One basic possessive pattern in South Korean Sign Language involved a combination of two signs, the first one being a sign for 'taking, grabbing' (action pattern), the second one an existential particle (existential pattern). Or the basic possessive pattern may depend on particular non-manual features instead of or in addition to manual signs. If you are not able to decide which of the above patterns applies to your sign language, also describe this here with examples.

D.6 Use of more than one pattern

To express the *basic 'have'-construction* (human possessor and inanimate, unmodified possessum as in 'I have a car.'), does your sign language use more than one of the above patterns? (Be careful to consider only the basic 'have'-construction. Other kinds of 'have'-constructions are covered under section E.)

[ ] No, there is only one pattern. → Go to section E
[ ] Yes, there is more than one pattern used in my sign language.

If so, can you comment on the difference between the patterns? Are they in free variation, or based on any linguistic distinctions? Is there any difference in meaning between the different patterns, or are there differences in usage related to the age of signers, situation of signing, etc.?

E. Extended patterns for 'have'-constructions

Having identified the basic pattern(s) for the 'have'-construction in your sign language, please consider whether the following sentence types are also expressed in the same way, or whether they are expressed differently.

E.1 Possessum categories

This sub-section is still about statements with an unmodified possessum item. Sentences with modified or quantified possessum, such as 'He has **two** brothers', 'I have **good** eyes', and the like, fall under section E.2. Questions and negative sentences fall under section E.4. This section is about the type of possessum. For some types of possessum items, your sign language may use a separate construction that is different from the basic 'have'-construction in section D. For example, saying 'Lea has a brother' may be different from saying 'Lea has a car' or 'Lea has an idea.'

*E.1.1 Inalienable possession: Kinship terms
In this type, the possessum is a kinship term (e.g. 'The director has a **daughter**', 'I have **siblings**'). This kind of sentence does not make much sense with some kinship terms (e.g. one would not usually say things like 'I have a mother'), but is fine with others (siblings, sons, daughters, in-laws, uncles). In your sign language, how do you express sentences with a kinship term as possessum?

[ ] Use the same basic 'have'-construction as identified in section D.
[ ] Use a different construction, namely:.....

Regardless of whether the construction is different from or the same as in section D, give 2 examples with a kinship term as possessum.

*E.1.2 Inalienable possession: Body parts and physical states
In this type, the possessum is a body part or refers to a physical state (e.g. 'I have a fever.', 'I have blue eyes.'). Some spoken and sign languages do not use a 'have'-construction in this case. Instead, you may just say, for instance, 'My head hurts.', or '(The) head (is) pain(ful).' For example, in spoken Hindi you say 'There is pain in my head.' instead of 'I have a headache', and you say 'Her eyes are blue.' instead of 'She has blue eyes.' Compare these examples from Turkish Sign Language:

(ex.11) INDEX-1 CAR EXIST
'I have a car.'

(ex.12) (INDEX-1) HEAD PAIN
'I have a headache.'

In your sign language, how do you express sentences with a body part or a physical state as possessum?

[ ] Use the same basic 'have'-construction as identified in section D.
[ ] Use a different construction, namely:.....

Regardless of whether the construction is different from or the same as in section D, give 2 examples with a body part as possessum.

*E.1.3 Abstract possessum
In this type, the possessum is an abstract item (e.g. 'have an idea, 'have time'), and these may have to be expressed differently. In Korean Sign Language, for instance, you can only use the existential pattern with some abstract items, but cannot use the action pattern with the "take/grasp" sign. Compare these examples:

(ex.13) INDEX-1 HOUSE GRASP EXIST
'I have a house.'
(ex.14) INDEX-1 TIME EXIST
'I have time.'
but: (ex.15) *INDEX-1 TIME GRASP EXIST is not possible.

Abstract possessum items can also refer to psychological and mental states (feelings, thoughts). In spoken German, you can say the equivalent of 'I have fear.' (instead of 'I am scared.'), and you use the same construction as in 'I have a car.' But in many other spoken languages, psychological and mental states are expressed differently, often involving metaphors such as 'My heart beats.' to say 'I am scared.'

In your sign language, how do you express sentences with an abstract item as possessum?

[ ] Use the same basic 'have'-construction as identified in section D.
[ ] Use a different construction, namely:.....

Regardless of whether the construction is different from or the same as in section D, give 2 examples with an abstract item as possessum.

*E.2 Modified possessum

So far we have looked at simple cases of indefininte, unmodified possessum items. When the possessum is modified (e.g. 'have a new computer') or quantified (e.g. have two computers'), this may or may not result in a different construction being

used. In English, the basic 'have'-construction is the same for both modified and unmodified possessum, but some sign languages use a different construction in the case of a modified possessum. These examples are from Indo-Pakistani Sign Language:

(ex.16) INDEX-1 CHILDREN EXIST
'I have children.'

(ex.17) INDEX-1 CHILDREN THREE
'I have three children.' (lit. 'My children are three.')

yes/no
(ex.18) INDEX-2 CHILDREN EXIST?
'Do you have children?'

wh
(ex.19) INDEX-2 CHILDREN NUMBER+Q
'How many children do you have?' (lit. 'How many are your children?')

It is *not* possible to sign something like *INDEX-1 CHILDREN EXIST THREE. The constructions in (ex.17) and (ex.19) are called 'predicative quantifier/modifier constructions'. This construction may be used only with quantifiers (as in some North-American Indian languages), or with both quantifiers and modifiers (as in Indo-Pakistani Sign Language).

In your sign language, how do you express a modified or quantified possessum?
[ ] Use the same basic 'have'-construction as identified in section D.
Give two examples each for quantified and/or modified possessum.
[ ] Use a predicative quantifier/modifier construction.
Give two examples each for quantified and/or modified possessum.
[ ] Use another construction different from both of these.
Give two examples each for quantified and/or modified possessum, and explain how they are different from the basic pattern.

E.3 Inanimate possessor

Possessors are typically animate, especially human. However, we sometimes find inanimate possessors also. This may be in the form of part-whole relationships, or the association between possessor and possessum may be temporary, for example:

Type of sentence:	Examples:
- Part-whole relationship	Indian taxis have three wheels.
	The wall has a hole.
	The house has white walls and a red roof.

Type of sentence:	Examples:
- Temporary possession	The meeting room has 25 chairs in it.
	The printer has enough paper.
	In autumn the trees have colourful leaves.

In sign languages, sentences with inanimate possessors are often different from the basic 'have'-construction. Signers might use the sign space to indicate part-whole relationships (e.g. WALL HOLE:in wall), or the predicative quantifier/modifier construction may be applicable sometimes (e.g. 'The car wheels are three.') Which strategies can you use in your sign language for these kinds of sentences (there may be more than one possibility)?

[ ] Use the basic 'have'-construction. (e.g. PRINTER PAPER EXIST)
[ ] Use a spatial construction where the signs are placed in sign space. (e.g. WALL HOLE:in wall)
[ ] Use a predicative quantifier/modifier construction (e.g. INDIAN TAXI WHEEL THREE)
[ ] Other strategy, namely:.....

Give 3 examples each from your sign language for expressing part-whole relationships and temporary possession.

E.4 Other clause types for 'have'-constructions
In this section, please give 2 examples of questions and negative sentences for each of the following types of possession:

Sentence types:	Examples:
- Basic pattern	'Do you have a mobile phone?'
	'The director has no mobile phone.'
- Kinship terms	'How many siblings do you have?'
	'I don't have any children.'
- Body parts	'Does she have long hair?'
	'I don't have green eyes.'
- Abstract possessum	'Do you have a good idea?'
	'I don't have time.'
- Part-whole relation	'How many windows does the house have?'
	'The trees have no leaves in winter.'

F. 'Belong'-construction

In a 'belong'-construction, the focus of the utterance is on the possessum, for example, we first mention some object and then say who it belongs to. These are sentences such as 'That bicycle is mine.', 'The house belongs to his sister.', and the like. The possessum in a 'belong'-construction is typically definite. Signed and

spoken languages typically use different structures for 'have'-constructions and 'belong'-constructions. For example, Turkish Sign Language uses an existential particle EXIST in the 'have'-construction (ex.20), but the 'belong'-construction has a possessive pronoun in predicative function (ex.21). If the possessum is definite, the 'have'-construction is very strange, if not ungrammatical (ex.22).

(ex.20) INDEX-1 CAR EXIST
'I have a car.'
'have'-construction (indefinite possessum CAR)

(ex.21) CAR INDEX POSS-1
'The car is mine.'
'belong'-construction (definite possessum CAR INDEX)

(ex.22) ??INDEX-1 CAR INDEX EXIST
?'I have the car.'

The range of possibilities for the 'belong'-construction is smaller than for the 'have'-construction, that is, there are fewer construction types that have been found across languages.

*F.1 'Belong'-construction with a predicative pronoun

A 'belong'-construction can be expressed by using a pronoun in predicative function, as in English "It is *mine*." This is not very common in spoken languages because not many spoken languages have special pronoun forms such as English *mine*, *yours*, etc. Similarly, a form such as "It is *John's*", with a noun in genitive case, is rare in spoken languages. However, many sign languages use this option. This may involve a separate possessive pronoun, such as POSS in ex.21 above, or a personal pronoun. The latter is the case in Chinese Sign Language, where a pronominal index finger pointing can function as a possessive pronoun (ex.23). When this pronominal index appears as the predicate in a 'belong'-construction, it is signed with repeated movement (ex.24 and 25).

(ex.23) PICTURE INDEX-1(single movement)
'my picture'
(ex.24) PICTURE INDEX-1(repeated movement)
'The picture is mine.'
(ex.25) PICTURE MOTHER INDEX-3 (repeated movement)
'The picture is (my) mother's.'

[ ] My sign language does not use this construction. → Go to question F.2

[ ] My sign language uses this construction with a possessive pronoun (as in ex.21 from Turkish Sign Language)
[ ] My sign language uses this construction with a personal pronoun (as in ex.24 from Chinese Sign Language)

Give a few examples (appr. 3-5) of this construction as used in your sign language.

*F.2 Copula construction

Many spoken languages use a sentence with a copula ('be'-verb) to express a 'belong'-construction, that is, you say something like 'This is my house.', 'That is the teacher's watch.', etc, with a possessive NP ('my house', 'teacher's watch') as explained in Part I. Sign languages do not usually have a 'be'-verb (copula), but may use the same construction without the copula. This construction has not yet been attested in our data, but could look something like these (made-up) examples:

(ex.26) INDEX-right POSS-1 BOOK
this my book
'This is my book.'
(ex.27) INDEX-left TEACHER POSS-3 BOOK
that teacher his book
'That is the teacher's book.'

[ ] My sign language does not use this construction. → Go to question F.3
[ ] My sign language uses this construction.
Give a few examples (appr. 3-5) of this construction as used in your sign language.

Note: It may be difficult to distinguish between the constructions under F.1 and F.2 because in both cases you can have the same signs, just in a slightly different order and/or in a different syntactic function. If you are not sure whether your sign language fits under F.1 or F.2, you can use question F.3 to describe it.

F.3 Other constructions

If your sign language uses a different 'belong'-construction that does not fit under F.1 or F.2, please describe it here in your own words and give 5 examples of its use. For example, the possessum might be repeated, and you say something like 'This bicycle is my bicycle.', or a different possessive pronoun or other possessive sign might be used in the 'belong'-construction.

G. Existence

In English, existence is most commonly expressed by the phrase *there is/are...*, as in *There are several answers to this question. There is no problem. There are four classes in the school.,* etc. (see more examples under G.4) It is also possible to use the full verb *exist*, as in *Ghosts don't exist.* In many sign languages and spoken languages, possession and existence can be expressed by the same morpheme. An existential construction can be used to express possession (this is very common), or a possessive construction can be used to express existentials (this is less frequent, but attested). If there is more than one possibility, sometimes possession and existence only overlap in one case but not in the other case. It is also possible for existential and possessive constructions to be totally separate and unrelated. The purpose of this section is to investigate the relationship between existential and possessive constructions.

Note: It can be difficult to decide whether a sign is a possessive (HAVE) or an existential sign (EXIST). Glossing and translations into a spoken language are often misleading, that is, people may habitually gloss a sign as HAVE, but it is actually an existential that is also used for possession. If you cannot decide between possession and existence on the basis of the meaning of the sign, the sign's iconicity may be a clue. If the sign's form has some grasping movement, it is likely to have started out as a possessive, even if it is also used as an existential. If a sign has to be placed in the sign space and its location is important and changeable, it is likely to have started out as an existential (maybe via a locative), even if it is also used for possession. If you still cannot decide what the basic function of the sign is, you can describe it just as an "existential/possessive" sign under section G.3

*G.1 Existence for possession

Many existential constructions are used to express possession. For example, the spoken Turkish particles *var* 'exist' and *yok* 'not exist' are used in 'have'-constructions (*Araba-m var* 'Car-my exists./I have a car.'). For examples from sign languages, see under D.1.

Is an existential sign ever used in your sign language to express possession? (compare what you have answered to question D.1!)

[ ] No. → Go to section G.2
[ ] Yes. → Go to question G.1.1

*G.1.1 Is there more than one positive existential in your sign language?

[ ] There is only one existential sign, which is also used to express possession.
Give 2 examples of the sign used as an existential.
[ ] There is more than one existential sign.

G.1.1.1 Comment on the difference in meaning between the existential signs:
[ ] Cannot find any difference in meaning. All are used for existence and possession equally.
Give 2 examples of the signs when they are used as an existential.
[ ] Only one is used for possession; the other(s) are used for existence proper.
Give 2 examples with each sign that is used for existence only.

Japanese Sign Language (Nihon Shuwa) has two positive existential signs. In example (28), the meaning is existential only, but in (ex.29), the meaning can be either existential ('is there') or possessive ('has').

(ex.28) INDEX-3 OLDER-BROTHER EXIST-a
'His older brother is there (at home).'
(ex.29) INDEX-3 OLDER-BROTHER EXIST-b
either: 'His older brother is there (at home).'
or: 'He has an older brother.'

*G.1.2 Is there more than one negative existential in your sign language?

[ ] There is only one negative existential sign, which is also used to express possession.
Give 2 examples of the sign used as an existential.
[ ] There is more than one negative existential sign.

*G.1.2.1 Comment on the difference in meaning between the existential signs:
[ ] Cannot find any difference in meaning. All are used for existence and possession equally.
Give 2 examples of the signs when they are used as existentials.
[ ] Only one is used for possession; the other(s) are used for existence proper.
Give 2 examples of each sign that is used for existence only.

In Hong Kong Sign Language, one negative existential (NOT-HAVE) can be used for possession, as in ex.30, and another one (NOT-PRESENT) can only be used for existence (ex.31).

(ex.30) INDEX-1 BOOK NOT-HAVE
'I don't have any book(s).'
(ex.31) FATHER NOT-PRESENT
'(My) father is not there.'

*G.2 Possession for existence

If your sign language uses the action pattern for the 'have'-construction to express possession ('take, grasp' → 'have', see section D.3), is the same sign also used to express existence?

[ ] No. → Go to section G.4
[ ] Yes.
Give 3 examples of the sign when it is used to express possession.

G.3 Existential/possessive signs

If you know that a sign is used both for possession and existence, but could not decide which of the two functions is more basic, describe the sign here as an existential/possessive sign. Give 3 examples of the sign's use as an existential, and 3 examples of its use as a possessive. (Note: You may already have reported this sign under section D.1, in which case you can refer to the possessive examples that you gave in that section. You still need to give existential examples here.)

G.4 Other means of expressing existence

If existence and possession are not related to each other, how is existence expressed in your sign language? Are there any other structures in your sign language that express existence and that have not been covered in previous sections? Think of examples such as these:

There is a problem.
I wanted to print, but there is no paper.
In a democracy, there is a parliament.
There is no easy solution to this problem.
There are fish in this river.

Do you use any of the following structures in your sign language to express existence?

[ ] A head nod	nod PROBLEM 'There is a problem.'
[ ] A predicative index (pointing sign)	HOUSE INDEX-left 'There is a house.'
[ ] Another lexical predicate	PROBLEM TRUE 'There is a problem.'
[ ] Other (explain)	

Příloha 2 Plná verze výchozích elicitačních materiálů a instrukcí

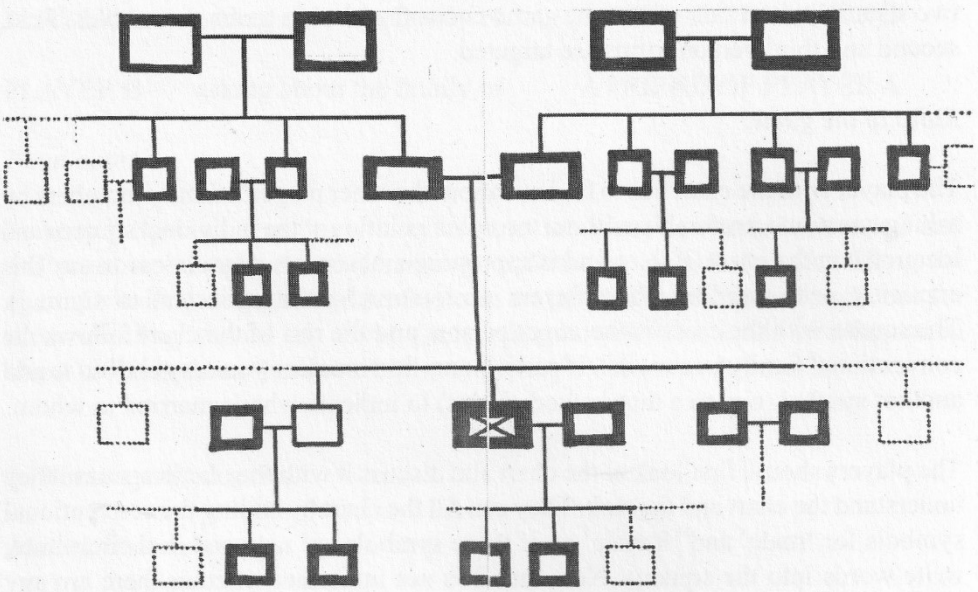
(Zeshan – Perniss, 2008, s. 275–293)

2. POSSESSION PROJECT ELICITATION MATERIALS

a. Family tree game

Materials and players:

The game consists of one A3-size paper with a family tree chart on it (see below). A pair of two players is needed for each sequence of the game. Use a pencil and rubber to complete the chart, so that it can be cleared and used again, or make A3 copies of the chart. Four charts are needed for the four rounds of the game.



Goal:

The goal of the game is for one of the players to get information about the other person's family, so that s/he can complete the family tree for that person. It is preferable for the sake of the interest in the game that the players do not know each other's families too well, but this is not absolutely necessary.

Set-up:

The two players sit next to each other at a table, slightly diagonal so that they are half facing each other. The camera should capture both players fully (see drawing

for doctor-patient game below). Alternatively, players could sit opposite each other, looking at each other across the table, especially if there are two cameras available for filming. One player has the family chart in front of him/her on the table, ready to fill in symbols or words into the empty squares. The chart is out of reach for the second player; that is, s/he is not able to touch the chart or point directly at specific locations on the chart. It is not essential to have the chart itself on the video.

Linguistic target:

This game targets inalienable possession with kinship terms, as well as possessive pronouns (my parents, your sister, etc). The dialogue is expected to contain predicative possessive structures, as well as quantified possessum nominals (e.g. 'I have two sisters.'). As a side-effect, the game elicits the kinship terms themselves. First, second and third person forms are targeted.

Rules of the game:

The player with the chart has to find out about the other player's family members by asking questions, preferably without too much pointing at the individual squares and locations on the chart (if they find it appropriate, observers may choose to say this explicitly, or to interfere when players use too much pointing instead of signing). The square with the cross is the target person, and the rest of the chart follows the conventional family tree model. If participants find it easier, you may choose to add another symbol (e.g. two interlocked circles) to indicate who is married to whom.

The players should first look at the chart and discuss it with the observers until they understand the chart and the task. They can fill the chart by adding the conventional symbols for 'male' and 'female' or, if these symbols are not used in their culture, write words into the squares. Note that it is not important whether there are any mistakes in the chart itself.

The player with the chart is free to choose where s/he wants to start filling in the tree, e.g. by asking about the other person's siblings, or marriage, or parents. The strategy may also depend on the age of the addressee, but this is not really important for the game. If additional squares are needed, they can be added by hand, starting with the squares that are in dotted lines. If families in one generation are too large to fit on the paper, some members can be skipped.

After completing the male and female family members on the chart, the first player has to choose three individuals from the chart and ask about their ages and professions, and add those to the chart. (Note: This may elicit multiple embedding such as 'your father's sister's work'). Then the roles are switched and the game is repeated with reversed roles.

After this first round, the player who first had the chart resumes asking the questions again, this time about a third person who the addressee knows well, for example, a good friend. The game is repeated talking about this friend's family. (Note: This elicits third person reference). Then again the roles are switched, and the second person asks about the first person's friend.

The game sequences in summary:

PLAYER A	asking about the family of	PLAYER B
PLAYER B	asking about the family of	PLAYER A
PLAYER A	asking about the family of	A FRIEND OF PLAYER B
PLAYER B	asking about the family of	A FRIEND OF PLAYER A

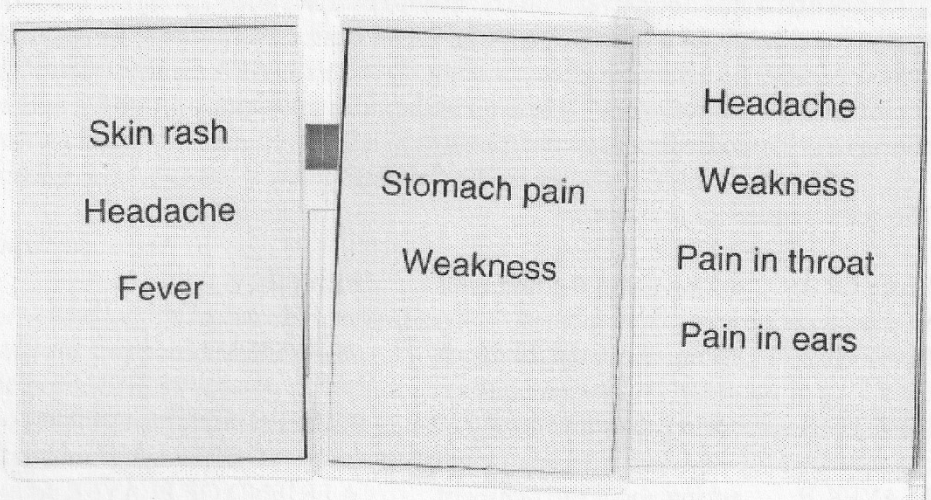
Final note:

To keep the game interesting, it is possible to introduce new tasks in rounds 3 and 4. For example, make the players go up to down or down to up when filling the chart. Or to find out ages and professions, do not let them choose, but choose for them who they should ask about. Or tell them to ask other kinds of information about individuals on the chart.

b. Doctor-patient game

Materials and players:

The game is for two players. For each round of the game, three plastic-coated cards and one A4-size chart are used (see below). There are two rounds in the game. Each round of the game consists of three communication sequences, corresponding to the 3 cards. If additional charts and/or cards have been provided, they are spares. It is best to use a black pen to fill the chart. If the participants use a written language that could not be provided, the words on the chart and the cards may have to be translated first. It is also possible to change the illnesses and symptoms if other illnesses are more salient in the particular country.



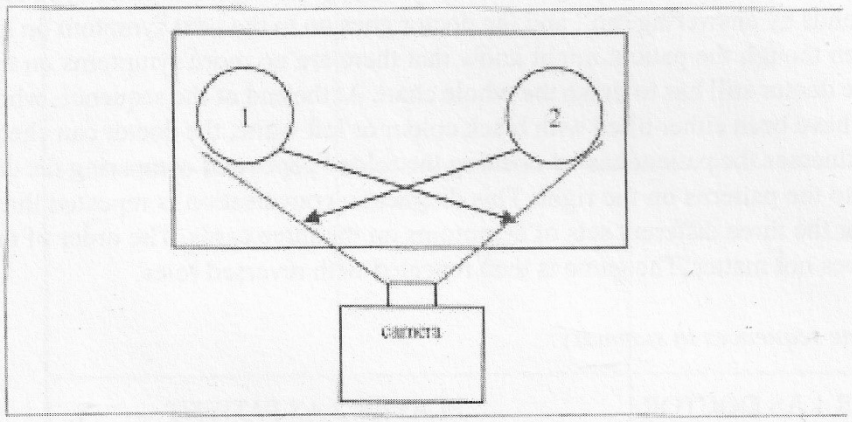
Headache	○	○	○
Stomach pain	○	○	○
Fever	○	○	○
Skin rash	○	○	○
Pain in throat	○	○	○
Pain in ears	○	○	○
Weakness	○	○	○

Goal:

The goal of the game is for the doctor to find out what illness the patient is suffering from by checking off symptoms on a chart. The fold on the right of the chart can be opened to find out the illness from the pattern of black dots.

Set-up:

Two participants are sitting at a table next to each other, slightly diagonally so that they face each other as well as the camera, which is in the centre in front of them. The arrows roughly indicate the gaze direction.



Linguistic target:

This game targets body part possession ('my head'), one of the core instances of inalienable possession. There may or may not be predicative possession ('have a headache'). Instead of possession proper, some languages use structures such as 'head hurts'. The 'weakness' symptom is a control that is not expected to contain possessive structures (*'my weakness'). Both first and second person reference are targeted.

Rules of the game:

Participant 1 plays the role of doctor; Participant 2 is the patient. The person in the role of the doctor should first be shown the chart and given instructions on how to

complete the chart. The chart has to be folded so that the right-hand part is not visible. The visible part has the words for the symptoms on the far left, and three vertical columns of unfilled dots. Each column is for one game sequence, corresponding to the symptoms on one of the three cards that the patient has. The aim is for the doctor to colour in the dots for the correct symptoms and then open the folded part to match the dot pattern with the patterns on the right. This way the doctor can find out what the illness is and can inform the patient about it.

The three plastic cards are face down in front of the patient, who starts by picking up one of the cards and looking at the list of symptoms. The doctor is not allowed to see what is on the card. When the patient has memorised the symptoms and put away the card, the doctor starts asking for his/her symptoms. It is not necessary to always go from top to bottom; the doctor is free to choose what to ask first. If the patient has a certain symptom, s/he responds by answering 'yes', and the doctor blackens the circle that is behind that symptom. If the patient has not got a specific symptom he responds by answering 'no', and the doctor goes on to the next symptom on his list. Even though the patient might know that there are no more symptoms on the card, the doctor still has to finish the whole chart. At the end of the sequence, when all dots have been either filled with black colour or left white, the doctor can check which illnesses the patient has by opening the folded paper and comparing the dot pattern to the patterns on the right. This diagnostic conversation is repeated three times for the three different sets of symptoms on the three cards. The order of the cards does not matter. The game is then repeated with reversed roles.

The game sequences in summary:

PLAYER 1 AS DOCTOR	PLAYER 2 AS PATIENT
	set of symptoms 1
	set of symptoms 2
	set of symptoms 3
PLAYER 2 AS DOCTOR	PLAYER 1 AS PATIENT
	set of symptoms 1
	set of symptoms 2
	set of symptoms 3

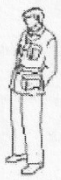
Final note:

After a couple of sequences, both players may tend to reduce their utterances because they already know the context (e.g. HEADACHE? – head nod, EARS? – YES). If this happens, it is better to stop before roles are switched and first do one of the other games in between. After some other game activity, or after a pause, the game can be repeated with the reversed roles later on.

c. Picture matching game

Materials and players:

A game set consists of one A4-size chart and 15 plastic-coated cards (see below).[1] There are two sets, labelled (a) and (b). This game can be done with one player and one game leader, but it is better to play it with two players and a game leader.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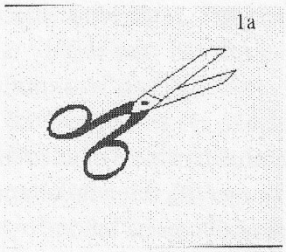
[1] The pictures on the charts and cards are part of a picture library at the Max Planck Institute for Psycholinguistics in Nijmegen.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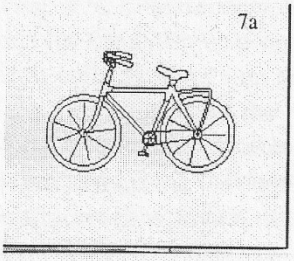
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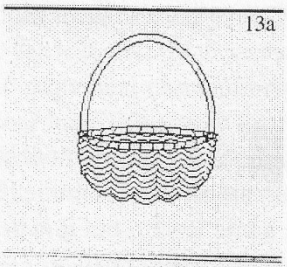
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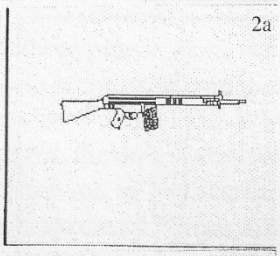
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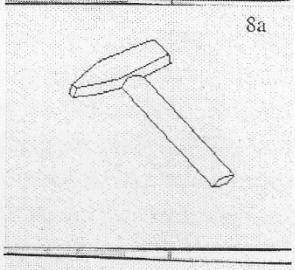
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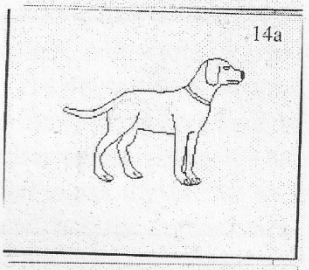
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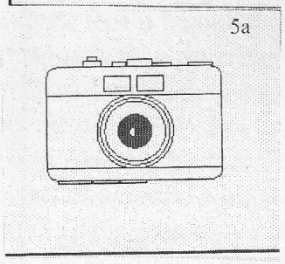
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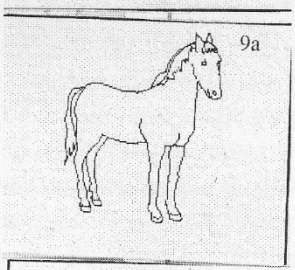
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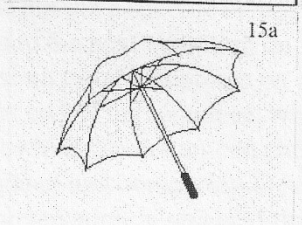
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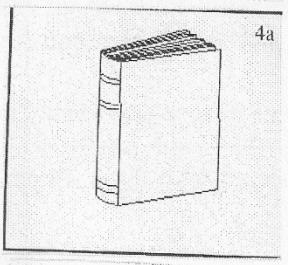
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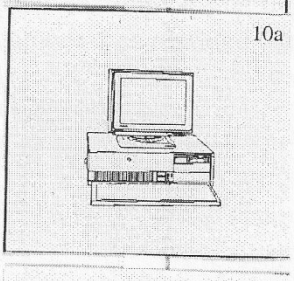
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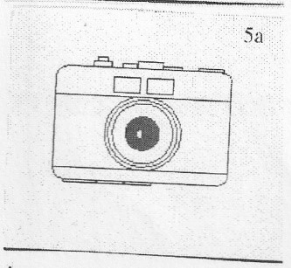
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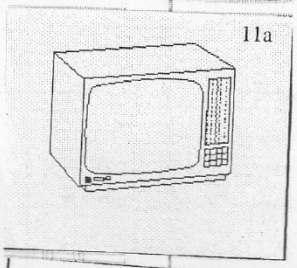
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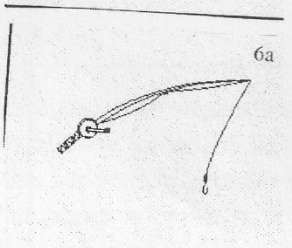
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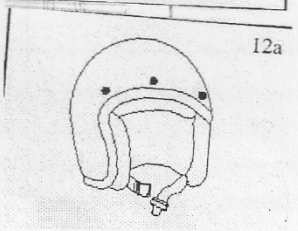
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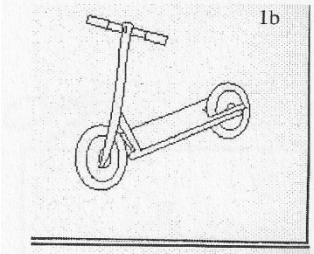
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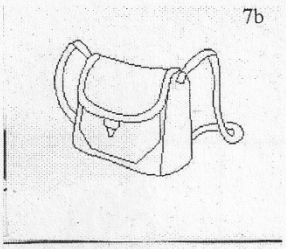
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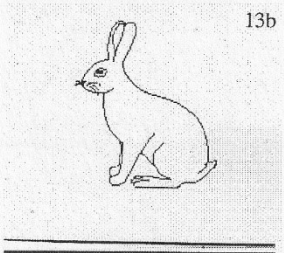
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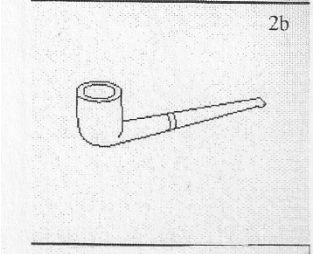
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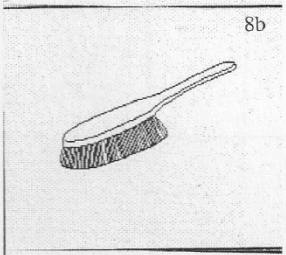
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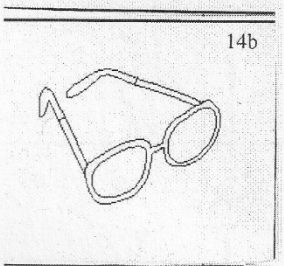
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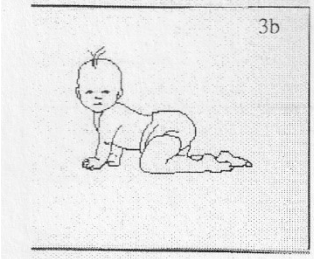
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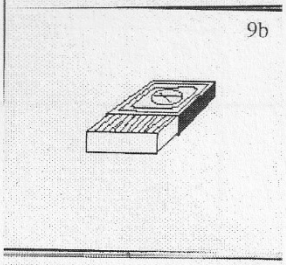
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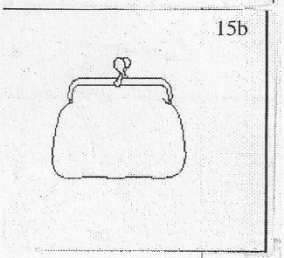
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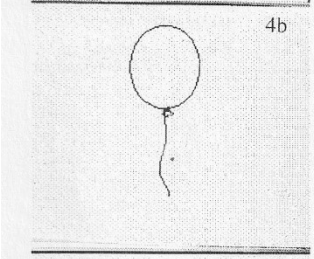
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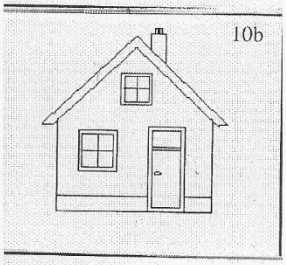
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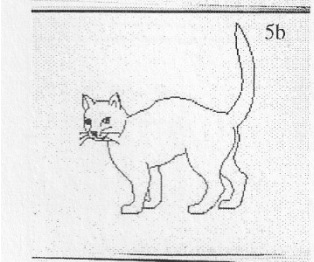
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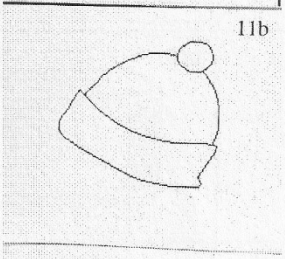
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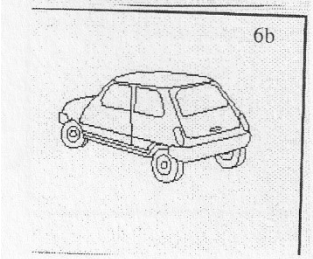
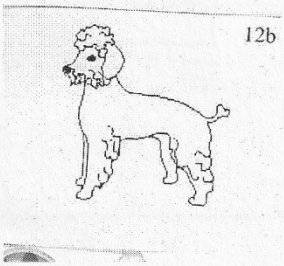

6b

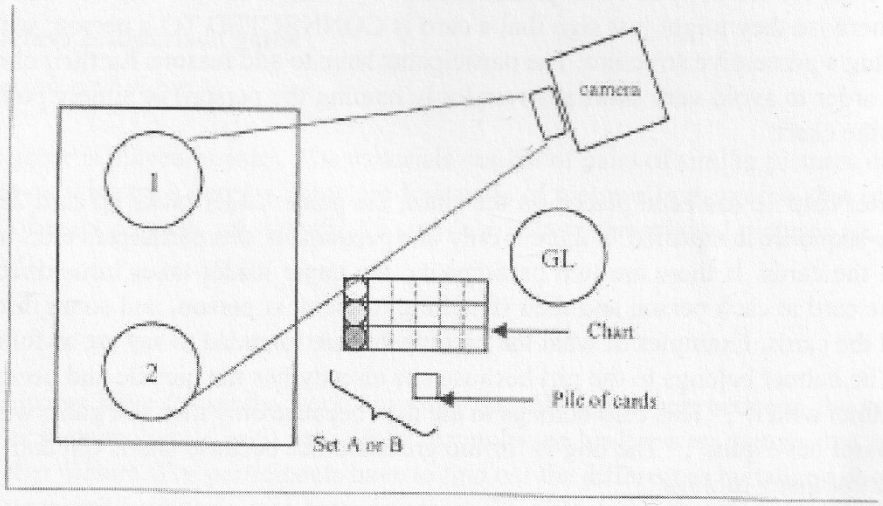

12b

Goal:

The goal of this game is to complete the chart by assigning five cards to each of the three persons shown on the top of the paper. The cards represent the possessions that have to be matched to their possessors, while specifying the logical reasons for assigning a particular card to a particular person.

Set-up:

Three persons are involved in the picture matching game; two participants and the game leader. The two participants are sitting next to each other, with the game leader (GL) in front of them. The camera shoots the two participants (1 and 2). It is not necessary to film the GL and the game materials. The chart and the cards are placed on a table near the game leader, so that the game leader can handle them. The participants are able to see the chart and the cards, but are not able/not allowed to pick up the cards.



Linguistic target:

This game mainly targets alienable possession, and will elicit third person reference. Since the initial focus is on the possessed items, this context is also suitable for eliciting 'belong'-constructions (e.g. 'The bicycle belongs to the girl.'). These contrast with the 'have'-constructions elicited in the other games ('X has Y', focussing on the possessor X). The conversations in this game are freer than in the first two games because the participant(s) have to express reasons for assigning possessed items to a person, and there may have to be some negotiation and re-ordering towards the end of the game. Therefore, the utterances/interactions in this game are expected to

be richer and more varied, including a variety of possessive structures.
Rules of the game:

The GL has the paper chart labelled (a) and the corresponding 15 plastic cards (from the set a). The chart has pictures of three persons on it, and there are five empty squares under each person. The GL has to fill these 15 empty squares with cards as directed by participants 1 and 2. The stack of cards is put face down with 1a at the top, then 2a, 3a, and so on ending with 15a at the bottom. The GL picks up the first card (1a) from the pile and shows it to participant 1, who has to respond by saying to which person the thing depicted on the card belongs and why. The GL then places card 1a in one of the squares under the person as directed by the participant. The game leader does not need to say anything; s/he will just show the plastic cards and place them on the paper chart as directed.

It is useful to explain the task to the participants before the game, by saying that the cards represent things that BELONG to one of the people on the paper chart, and that they have to decide WHO HAS WHAT and why. If the signs for BELONG, HAVE, etc are used in the explanation, this can cue in the participants correctly, otherwise they might just sign that a card is CONNECTED TO a person, without using a possessive structure. The participants have to add reasons for their choices in order to avoid very short answers (only naming the person) or simply pointing to the chart.

After card 1a has been placed on the chart, the game leader picks up card 2a and the sequence is repeated. If there is only one participant, this participant talks about all the cards. If there are two participants, the game leader takes turns directing one card at each person and then switching to the next person, and so on through all the cards. Examples of what the participants are intended to say are as follows: "The helmet belongs to the girl because she already has the bicycle and needs the helmet with it", "This card belongs to the man because only men use guns; women do not have guns", "The dog is for the grandmother because she is old and likes the company of dogs".

Although each card is directed at one of the participants, the game in fact works best as a cooperative game, that is, the person responsible for a particular card may ask the other person for help, or the other person may interrupt and give his/her own opinion. The participants are thus allowed, and even encouraged, to talk to each other during the game, in particular towards the end when it becomes difficult.

All 15 squares on the chart have to be filled with cards. Note that each person on the sheet has to get exactly five cards, but cannot have more. Therefore, towards the end of the game there might be a card which fits best with one person on the chart, but all squares for this person are already filled. In this case, participants are allowed to swap pictures, as long as they give a good reason for doing so. At this

stage, participants might discuss with each other what the best solution should be. Participants are free to discuss the placement of any card during the game at any time, e.g. if they do not agree as to which picture belongs to which person.

The cards are arranged in order from one to 15 so that some obvious and easy pictures come first, for example, gun to the man, toy to the child, etc. This is because the participants first need some practice with easy items until they "get the hang" of the game. Later on in the game, it becomes more difficult to assign objects to the persons and many objects have several possible solutions (e.g. the book could go to any of the three persons). The difficult items are there to encourage longer utterances and interactions as the participants have to work on solving the problem.

After all 15 cards from the (a) set have been completed, the game is repeated again with the (b) set. This may be done directly afterwards (especially if there was some confusion initially about how the game works), or set (b) may be done later on (especially if the participants had no problem understanding and doing the game and are becoming slightly bored with the activity).

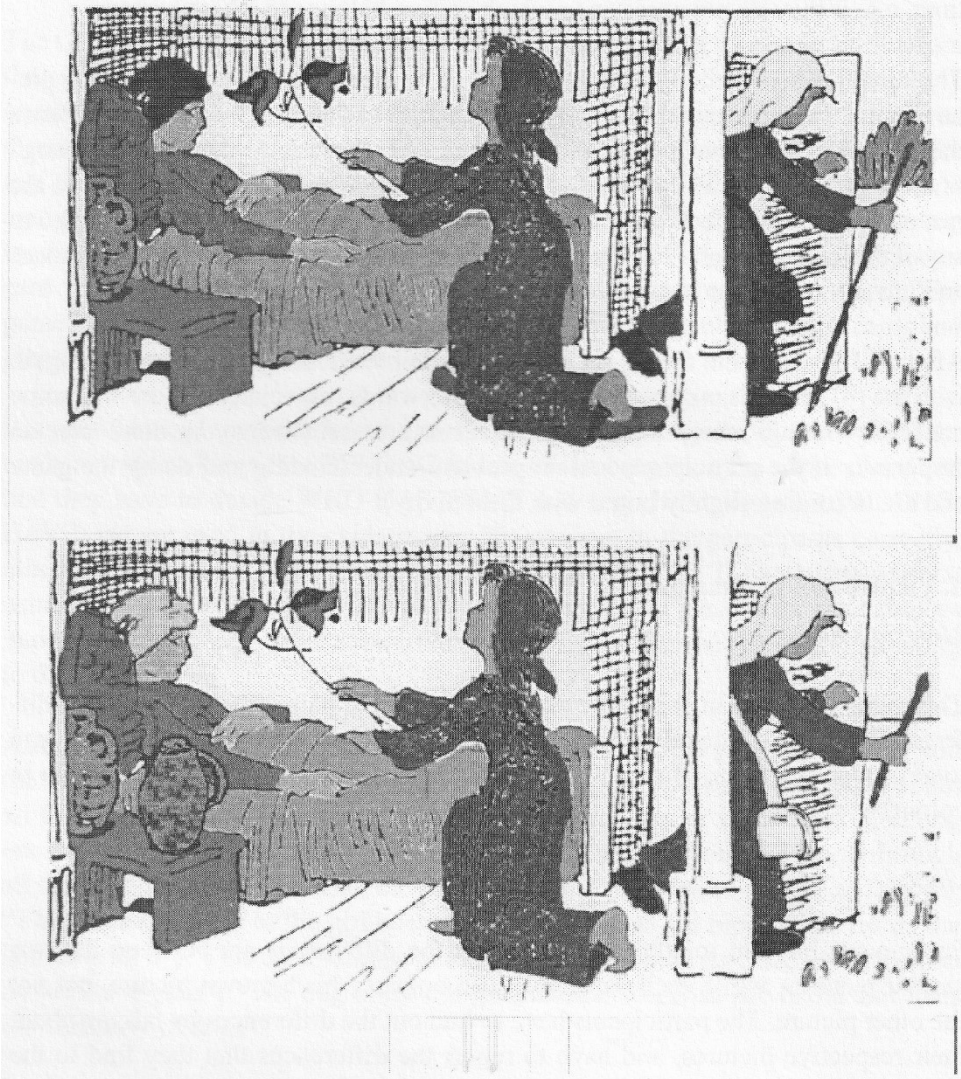
d. Picture comparison game

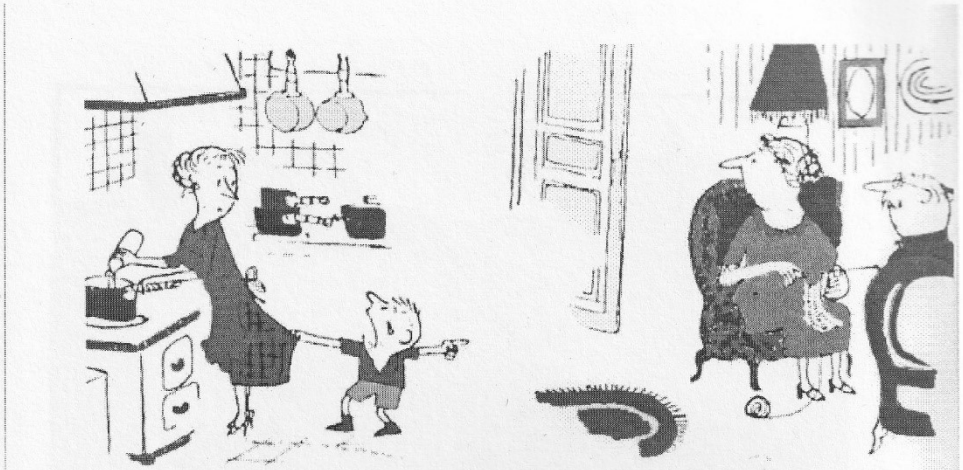
Materials and players:

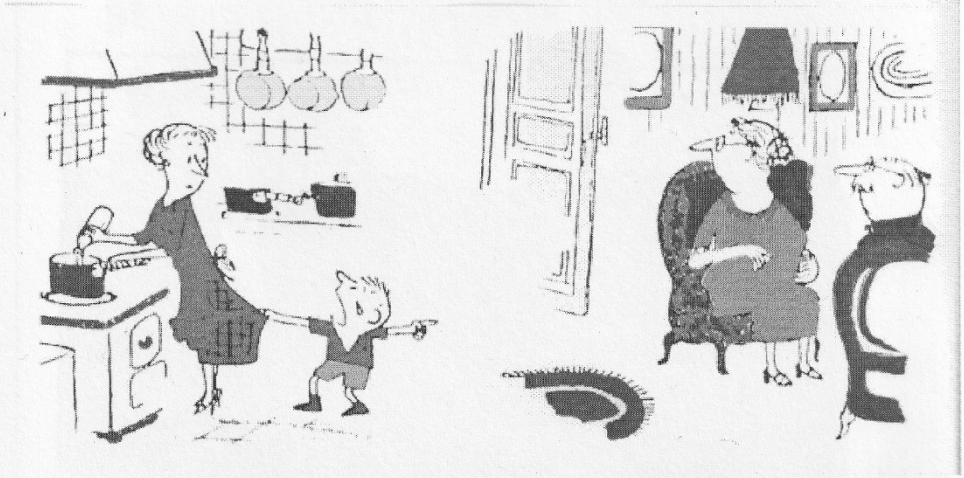
This game is played in pairs. The materials consist of pairs of similar pictures different only in small details. There are four pairs of pictures in the game, that is, a total of eight pictures, of roughly A5 size (see below; the original pictures are in colour).

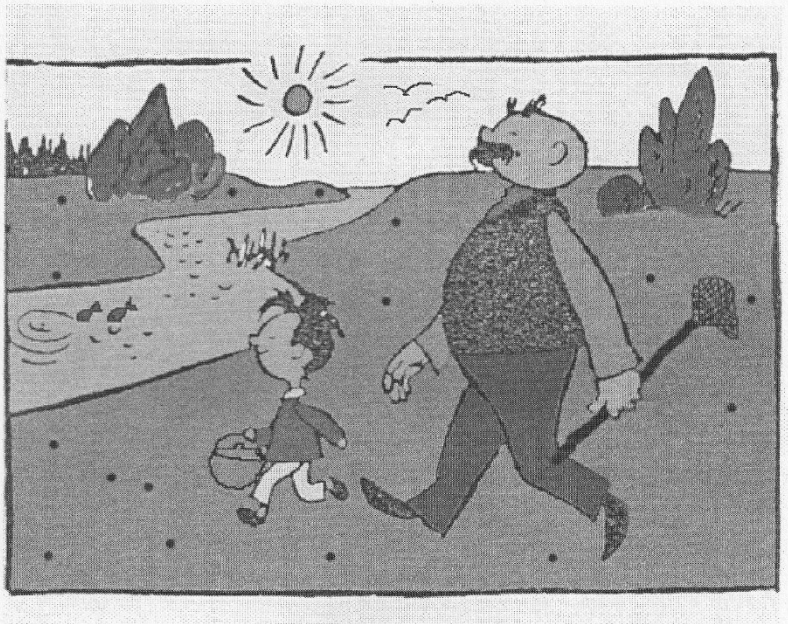
Goal:

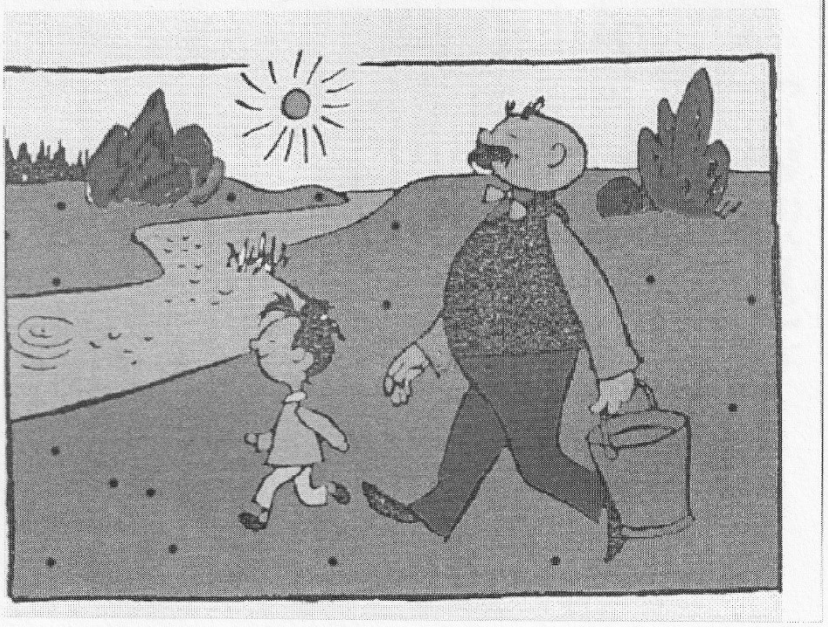
Participants have to jointly work out what the differences are between the two similar pictures, while each participant can only see his/her own picture, but not the other picture. The participants have to find out the differences by talking about their respective pictures, and have to report the differences that they find to the game leader.





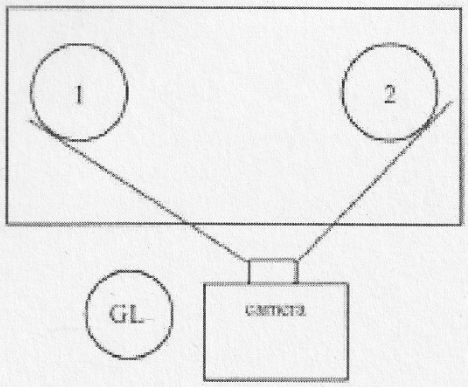






Set-up

The set-up is similar to the DOCTOR-PATIENT GAME (see description above), except that there is an additional game leader sitting in front of the two participants, facing them.



Linguistic target:

This game targets various types of possessed items (body parts, clothes, objects). In addition, it targets a number of structures not covered by any of the other games. One of these structures involves modified and quantified possessed items (e.g. a girl holding a **long stick** in one picture, but a **short stick** in the other picture; a table with **two vases** standing on it vs. a table with only **one vase**). Another important structure involves existential statements, both positive and negative ('**There is** a fish.'/'**There are** some fish.' vs. '**There is/are no** fish.').

Rules of the game:

All pictures are with the game leader. The game leader starts by giving one picture from a pair to each of the participants. The pictures of each pair are very similar, but there are about six to eight minor differences between the two pictures of each pair. Now participant 1 and 2 each have one picture to look at, but they are not able to see the picture of the other participant. They now have to figure out together what the differences between the pictures are, by talking about the pictures.

There are no fixed rules about what to say. In some countries, this kind of game is well-known and is often included in activity books for children. If this is the case, the participants will know what kinds of differences to expect. If, however, this kind of game is not well-known to the participants, it is better to first give them a PAIR of two pictures to look at and let them find out the differences by looking at both pictures placed side by side, for practice. This will give them an idea as to the kinds of differences and the scale of detail that they should be looking for. After this practice, proceed with the actual game and give one picture of a pair to each participant. It is down to the observer's judgment whether the participants need a practice session or not.

When one of the participants has recognised that there is a particular difference between the two pictures, s/he has to summarise this difference to the game leader, e.g. "On my picture, the mother has brown hair, but on the other picture she has grey hair." The game leader writes down a short note on a piece of paper to remember the difference, e.g. "hair colour: brown vs. grey". The purpose of reporting the findings to a third person is to elicit longer continuous utterances.

Příloha 3 Informovaný souhlas

Informovaný souhlas s účastí ve výzkumu a se zpracováním osobních údajů pro účely výzkumného šetření diplomové práce Markéty Šestákové

Výzkum probíhá pro účely zpracování diplomové práce vedené na Ústavu jazyků a komunikace neslyšících Filozofické fakulty Univerzity Karlovy. Diplomová práce je psána na oboru Čeština v komunikaci neslyšících Bc. Markétou Šestákovou pod vedením prof. Aleny Macurové a zaměřuje se na využití prostředků českého znakového jazyka.

Průběh výzkumu:

- Diplomantka vás požádá o sdělení některých osobních informací (např. odkud pocházíte, kam jste chodil/a na základní školu apod.) Tyto informace budou v závěrečných výsledcích anonymizovány.
- V rámci samotného výzkumu povedete rozhovor s dalším uživatelem znakového jazyka.
- Diplomantka vám postupně zadá čtyři různé úkoly:
    1) Svému komunikačnímu partnerovi budete popisovat svou rodinu a rodinu svého známého (informace mohou být smyšlené). Poté si role vyměníte a vy budete informace od vašeho komunikačního partnera zakreslovat do rodokmenu.
    2) Vy a váš komunikační partner budete v rolích lékaře a pacienta (vystřídáte se). Cílem bude podle symptomů určit, jakou nemoc osoba v roli pacienta má.
    3) Vy a váš komunikační partner dostanete po jednom obrázku z dvojice (dvojice obrázků budou celkem čtyři). Na obrázcích jsou rozdíly – vašim úkolem bude zjistit jaké, aniž byste si vzájemně obrázky ukázali.
    4) Spolu s komunikačním partnerem budete přiřazovat obrázky předmětů k jedné ze tří možných osob.
- Celý rozhovor bude nahráván na videozáznam.
- Celková doba nahrávání by neměla překročit více než 2 h.
- Videozáznamy budou následně zpracovány a výsledky použity pro odborné a studijní účely (diplomová práce, prezentace na odborných seminářích a konferencích, odborné články, přednášky apod.) Zveřejnění nahrávek či jejich částí bude možné pouze s Vaším souhlasem. Získané nahrávky budou po zpracování uloženy v Ústavu jazyků a komunikace neslyšících FF UK.

Informace o účastníkovi výzkumu:

jméno a příjmení:
datum narození:
e-mail:

Prohlášení

Já níže podepsaný/-á potvrzuji, že

a) jsem se seznámil/-a s informacemi o cílech a průběhu výše popsaného výzkumu (dále též jen „výzkum“);

b) dobrovolně souhlasím s účastí své osoby v tomto výzkumu;

c) rozumím tomu, že se mohu kdykoli rozhodnout ve své účasti na výzkumu nepokračovat;

d) jsem srozuměn s tím, že jakékoliv užití a zveřejnění dat a výstupů vzešlých z výzkumu nezakládá můj nárok na jakoukoliv odměnu či náhradu, tzn. že veškerá oprávnění k užití a zveřejnění dat a výstupů vzešlých z výzkumu poskytuji bezúplatně.

Zároveň prohlašuji, že

a) souhlasím se zveřejněním dat a výstupů vzešlých z výzkumu a s jejich dalším využitím v podobě:

- ☐ textové závěry
- ☐ fotografie vyexportována z videonahrávky
- ☐ video ukázka

b) souhlasím se zpracováním a uchováním osobních a citlivých údajů v rozsahu v tomto informovaném souhlasu uvedených ze strany Univerzity Karlovy, Filozofické fakulty, IČ: 00216208, se sídlem: nám. Jana Palacha 2, 116 38 Praha 1, a to pro účely zpracování dat vzešlých z výzkumu, pro účely případného kontaktování z důvodu zpracování dat vzešlých z výzkumu či z důvodu nabídky účasti na obdobných akcích a pro účely evidence a archivace; a s tím, že tyto osobní údaje mohou být poskytnuty subjektům oprávněným k výkonu kontroly projektu, v jehož rámci výzkum realizován;

c) jsem seznámen/-a se svými právy týkajícími se přístupu k informacím a jejich ochraně podle § 12 a § 21 zákona č. 101/2000 Sb., o ochraně osobních údajů a o změně některých zákonů, ve znění pozdějších předpisů, tedy že mohu požádat Univerzitu Karlovu v Praze o informaci o zpracování mých osobních a citlivých údajů a jsem oprávněn/-a ji dostat a že mohu požádat Univerzitu Karlovu v Praze o opravu nepřesných osobních údajů, doplnění osobních údajů, jejich blokaci a likvidaci.

Výše uvedená svolení a souhlasy poskytuji dobrovolně na dobu neurčitou až do odvolání a zavazuji se je neodvolat bez závažného důvodu spočívajícího v podstatné změně okolností.
Vše výše uvedené se řídí zákony České republiky, s výjimkou tzv. kolizních norem, a bude v souladu s nimi vykládáno, přičemž případné spory budou řešeny příslušnými soudy v České republice.

Potvrzuji, že jsem převzal/a podepsaný stejnopis tohoto informovaného souhlasu.

Dne:

Podpis:

Příloha 4 Elicitační materiály (použité v této DP)

Úkol 2 (lékař a pacient) – sada A:

bolest hlavy	○	○	○	●		●
bolest břicha	○	○	○		●	
horečka	○	○	○	●		
vyrážka	○	○	○	●		
bolest v krku	○	○	○			●
bolest v uších	○	○	○			●
slabost	○	○	○		●	●
				chřipka + alergická reakce	střevní chřipka	zánět dutin

VYRÁŽKA

BOLEST HLAVY

HOREČKA

A1

BOLEST BŘICHA

SLABOST

A2

BOLEST HLAVY

SLABOST

BOLEST V KRKU

BOLEST V UŠÍCH

A3

Úkol 2 (lékař a pacient) – sada B:

bolest hlavy	○	○	○		●	●
bolest břicha	○	○	○			●
horečka	○	○	○		●	
vyrážka	○	○	○	●		
bolest v krku	○	○	○		●	
bolest v uších	○	○	○			
slabost	○	○	○	●	●	
				alergie	chřipka	stres

VYRÁŽKA

SLABOST

B1

BOLEST HLAVY

BOLEST V KRKU

HOREČKA

SLABOST

B2

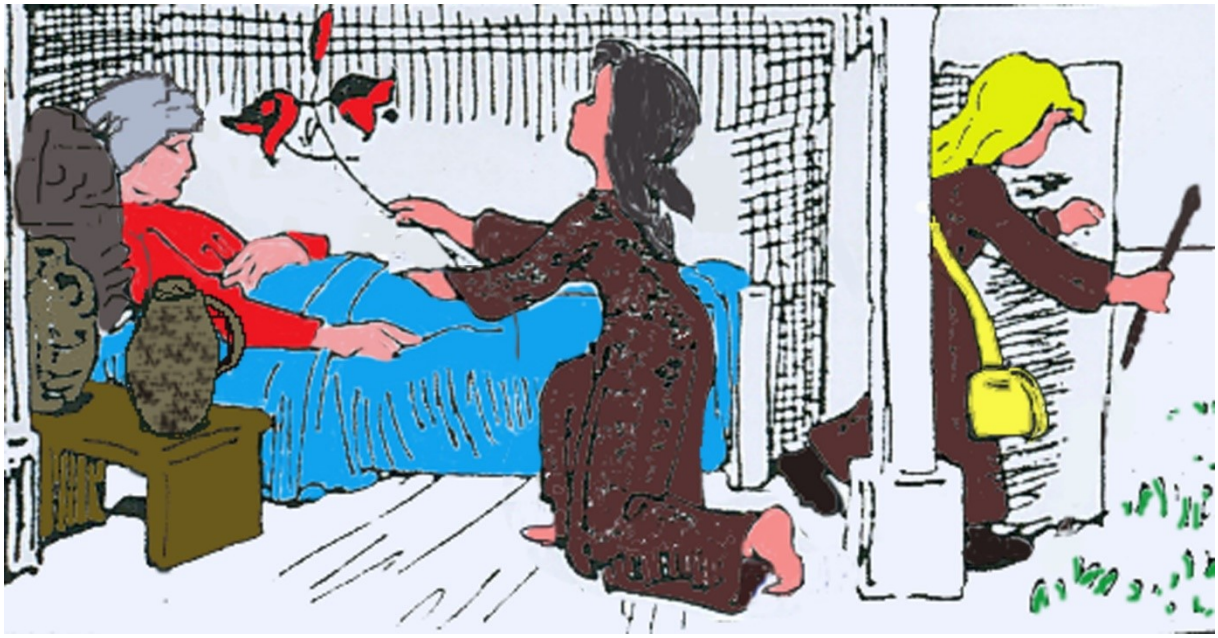
BOLEST BŘICHA

BOLEST HLAVY

B1

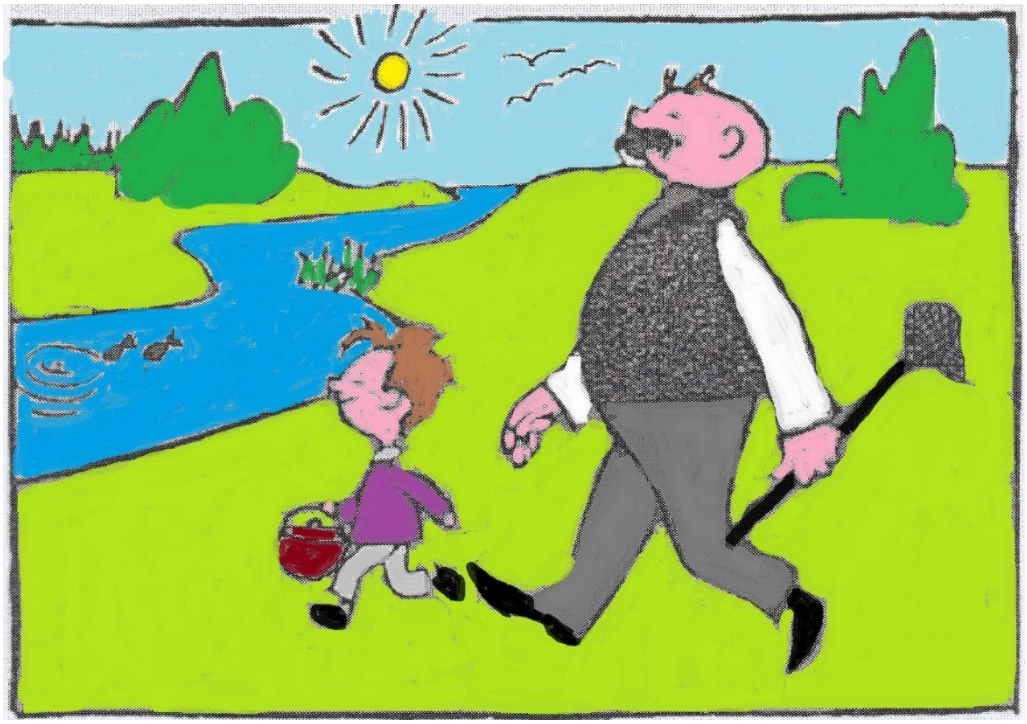
Úkol 3 (hledání rozdílů) – sada A:

Úkol 3 (hledání rozdílů) – sada B:



Úkol 3 (hledání rozdílů) – sada C:

Úkol 3 (hledání rozdílů) – sada D:



Úkol 4 (přiřazování obrázků) – sada A:

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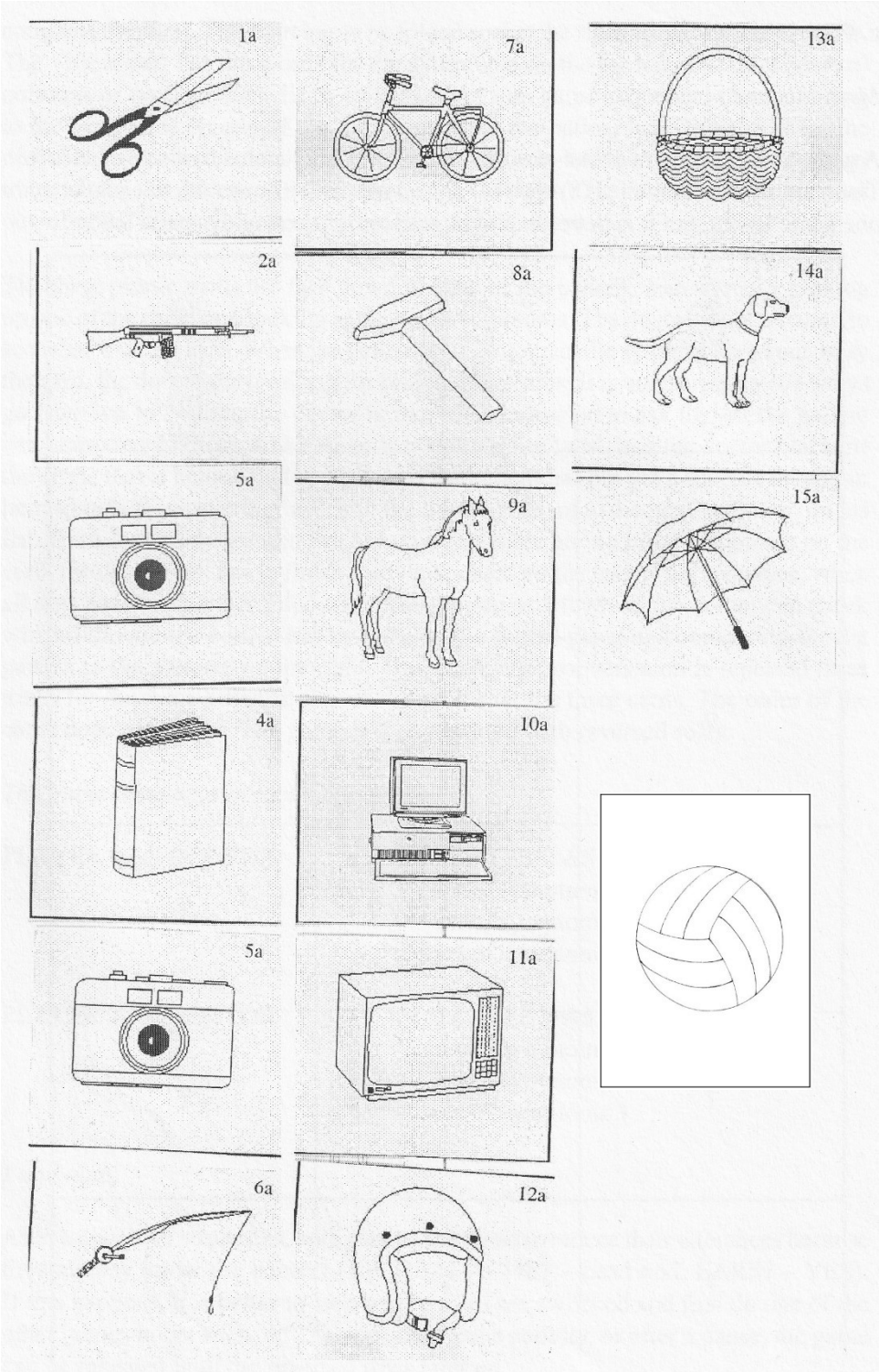
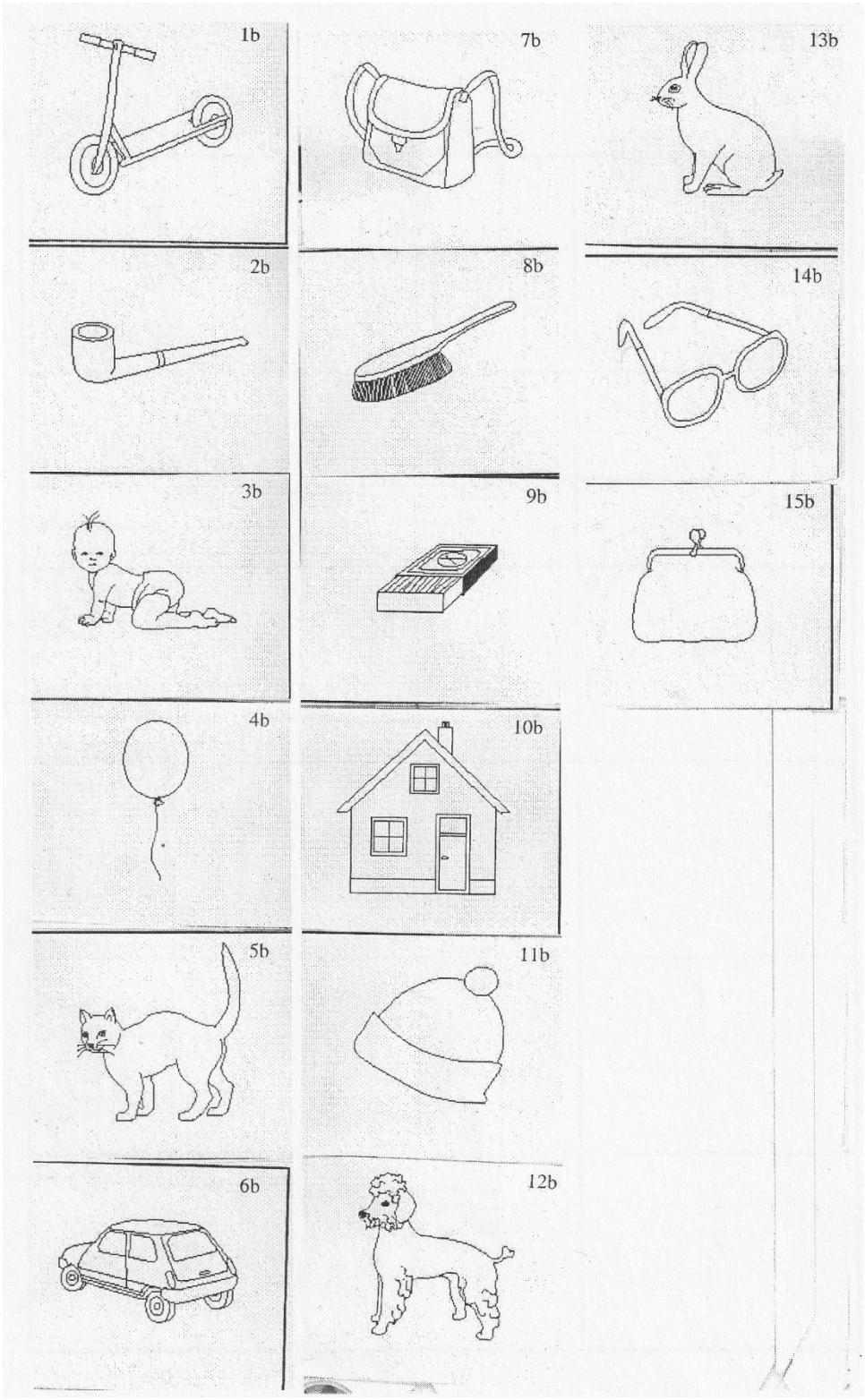

1a
7a
13a
2a
8a
14a
5a
9a
15a
4a
10a
5a
11a
6a
12a

Úkol 4 (přiřazování obrázků) – sada B:

?	?	?
?	?	?
?	?	?
?	?	?
?	?	?



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