

CLARK 2020



How DOES REPAIR INFLUENCE LANGUAGE INPUT?

CONVERSATIONAL REPAIR

SELF-INITIATED vs. OTHER-INITIATED

Schegloff, Jefferson, & Sacks, (1977)

↳ To address recurring problems in speaking, hearing, & understanding

↳ SELF > OTHER repair preference

→ 50% of infant-initiated (1;0-1;5) involve OI repairs (Golinkoff, 1986)

OTHER-INITIATED REPAIR TYPES

OPEN REQUEST hm?
RESTRICTED REQUEST where?
RESTRICTED OFFER he ran across the road?

(Dingemanx et al. 2015)

↳ occur around 1x every 1.4 min cross-linguistically in adult-adult conversation

- SELF REPAIRS -

- Children tend to provide their own repairs, both self- & other-initiated
- Respond differently to open & restricted repair requests

= UNPROMPTED (SELF-INIT.) =

- By 1;6 kids start self-init self-repairs — sometimes apparently after lack of response (persistence) & sometimes to adjust the production (self-correction)

(Scolton, 1976)

↳ not always successful of course 😊

- Repairs mostly to phonology first, then morphology, & syntax → lexical repairs appear from the start

↳ even repair markers like "I mean..."

- Requires representation of "correct" form in some cases

= PROMPTED (OTH-INIT.) =

- ~80% response rate to OI repair requests @ 1;9 including:

open requests, restricted requests, restricted offers, & retry initiators

↳ least common, least successful

↳ revise & repeat

(~70-80%) (~20-30%)

= RESTRICTED OFFERS =

- side sequences (requires response)

- embedded correction ("reformulation")

} decrease in freq. w/ child age

(Chomard & Clark, 2003)

↳ often followed by (optional) repeat, acknowledgement, or tacit acceptance (continuation)

→ Restricted offers w/ homophony in French

CHI: tomber/tombé (ambiguous)

? ANTICIPATORY? → modal + infinitive (Il peut tomber) (65%)

? COMPLETED? → auxiliary + past participle (Il est tombé) (97%)

↳ otherwise present tense inflection

→ Restricted offers in Hebrew w/ opaque verbs during first months of verb production

CHI: <opaque verb form>

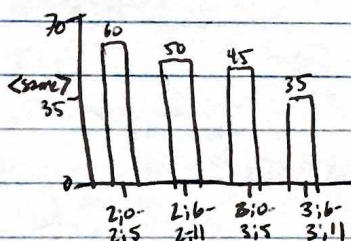
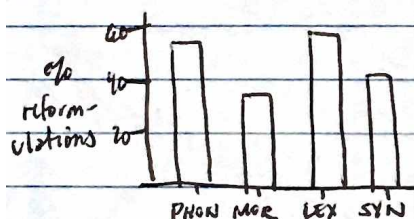
↳ 96% of the time followed by reformulation or elaboration
(50-72%) (24-45%)

Reformulations:

+ Negative evidence: that was inadequate

+ Positive evidence: here's how to say it instead

} immediacy +
value for language learning
is potentially high



DECREASE w/ age

ACROSS ERROR TYPES

(Chenouard & Clark, 2003)

➡ Repair may be part of the bigger picture in which grammatical variation provides rich fodder for language learning:

"Changes produced in sentences as they move between persons in discourse may be the richest data for the discovery of grammar" - Roger Brown (1968) p. 288