**Coding scheme for conversational repair**

Definition:

Other-initiated conversational repair is defined as a sequence in which a turn, T0, signals some trouble in a prior turn, T-1. T0 asks for a repair solution in the next turn, T+1. A repair is asking for some information that was already given or assumed to be common knowledge between the interlocutors, but for some reason not heard or understood.

Procedure for coding repair sequences:

* Read through the transcript and identify any instance that may be a repair sequence
* If in doubt, refer to the video for the specific transcript, to find contextual information that may help determine whether something is a repair sequence or not
* Only code other-initiations of repair – both from the children and the parents
* If in doubt, look at the following turns in the sequence – they can give clues as to whether something is an initiation/repair and what type

1. Enter the repair sequence into the excel sheet. Include the line numbers (range) and specify speaker for each line. If relevant, include lines for non-verbal actions.
2. Code type of initiation by choosing the relevant option in the dropdown list in the excel sheet

**Open initiation:** suggests that a repair is needed without pointing to a specific part of the previous turn as being troublesome. This includes cases where the previous utterance was not heard by the recipient.

*Example of an open initiation with a question word:*

Often uses question words such as “what?”, “huh?” and “hmm?”. Be aware that these question words can also refer to other types of initiation. Therefore, don’t put every instance of “what” in the open initiation category before looking at the sequence as a whole!

MOT: umm, I don't know if this makes it turn

CHI: I show you make it turn

**MOT: huh**

CHI: I show you make it turn

MOT: okay

*Other type of open initiation:*

* E.g. non-verbals

CHI: do again ((CHI is playing with other toy and looking away))  
**((MOT turns CHI’s head to face hers and raises eyebrows))**

CHI: do again

**Restricted offer:** points to a specific part of the previous turn as being troublesome by suggesting an interpretation that calls for acknowledgement by the speaker of the troublesome utterance. Often uses suggestions like “this one?”, “that one?”, “the red one?”.

*Example:*

MOT: which one would you rather have

((CHI points to the other container))

**MOT: this one**

MOT: how come

CHI: snack

MOT: ((chuckles)) cause it's got the snacks in it of course

*Restricted offer with candidate understanding:*

Candidate understandings are when the parent offers a suggestion for what they think the child means. This is often in the form of repetition or elaboration of T-1. Please be aware that candidate understandings are different than recasts. Parents often recast their child’s utterances by integrating parts of their utterance into their own. However, most of the time this is not done as a form of initiation or correction, but rather as a way of facilitating dialogue. See the end of this document for more clarification on the difference between recasts, corrections and candidate understandings.

One example of a candidate understanding is seen below. Here, using the context (e.g. the fact that the CHI is non-verbal), helps us determine that this is in fact a candidate understanding and not a recast.

MOT: look which one of these do you want

((CHI looks))

((taps the empty one))

**MOT: you want that one**

((CHI nods))

*Another example here:*

MOT: which is your favorite toy

CHI: that one there

((CHI points to something out of frame))

**MOT: the car**

CHI: yeah

CHI: we win

**MOT: you win a game??**

**Restricted request:** points to a specific part of the previous utterance that needs to be repaired.

*Restricted request with partial repetition:*

CHI: where's my snackie ((stands up and looks around the room))

**MOT: your what**

MOT: can you turn it around

(.)

**CHI: around?**

MOT: around

*Restricted request with full repetition:*

CHI: I'm going with this blue backpack ((slight mispronunciation of ‘blue backpack’))

**MOT: you're going with that blue backpack**

CHI: yeah

CHI: it does turn

**MOT: it does turn?**

CHI: yeah

MOT: oh

*Restricted request with question word:*

Question words relating to a delimited area, such as “who?”, “which one?”.

\*\*MISSING EXAMPLE\*\*

**Other repair initiations**

* Any other initiation that does not fall into one of the above categories

*Corrections:*

A correction should only be included in the case where the speaker takes a direct word that their interlocutor said wrong and corrects it. Do NOT include cases of recast, where parts of an (incorrect) utterance are integrated into another (corrected) utterance. Only explicit corrections with a direct contrast should be included.

MOT: what does she need does she need powder

CHI: powder ((mispronunciation))

**MOT: powder ((correct pronunciation))**

MOT: what is that do you know

CHI: a seal

**MOT: a sea otter**

CHI: a sea otter

MOT: yeah

1. Code whether there is uptake of T0

Uptake/no uptake is realised in multiple ways:

* An interlocutor answers the repair initiation with a repair
* An interlocutor expresses awareness of the initiation but doesn’t attempt to repair their troublesome utterance.
* An interlocutor expresses awareness of the initiation and responds with their own initiation
* An interlocutor does not take up on the repair initiation or express awareness of such initiation

*Examples where uptake of initiation = yes:*

Explicit uptake, where CHI repeats MOT’s correction:

MOT: what is that do you know

CHI: a seal

MOT: a sea otter

**CHI: a sea otter**

MOT: yeah

Explicit uptake where CHI uses acknowledgement for MOT’s initiation:

MOT: which is your favorite toy

CHI: that one there

((CHI holds up hands while holding remote control – either pointing towards car on floor or showing remote))

MOT: the car

**CHI: yeah**

Explicit uptake where CHI uses specification to modify T-1:

CHI: mommy can you close this ((gives her toy car))

MOT: close what

**CHI: this**

MOT: it doesn't close

*Examples where uptake of initiation = no:*

CHI: where's my snackie ((stands up and looks around the room))

MOT: your what

**MOT: well here let's do this now cause that's all closed up**

**((CHI finds snack box on her own))**

CHI: do again

MOT: what

CHI: mommy

1. Code type of repair by choosing the relevant option in the dropdown list in the excel sheet

**Full or partial repetition of the troublesome utterance**

*Full repetition of T-1:*

CHI: who cares

MOT: oh excuse me

**CHI: who cares**

CHI: I show you make it turn

MOT: huh

**CHI: I show you make it turn**

*Partial repetition of T-1:*

CHI: °can you put on her pyjamas°

MOT: what ((MOT leans in, looks at CHI))

((CHI doesn’t look at MOT))

**CHI: her pyjamas ((looks around))**

**Modification of the troublesome utterance**

* Replacement of lexical items with one that is more appropriate
* Rephrasing the utterance
* Specification
  + Including pointing and other nonverbal elements
* Elaboration
* Removing unnecessary/troublesome information from the original utterance

*Modification of T-1 by substituting part of utterance:*

Substituting the utterance with a more fitting response/lexical item

MOT: what should I do

CHI: do

MOT: what should I do ((throws out hand in question))

**CHI: blow**

MOT: what is that do you know ((looks back at CHI))

CHI: a seal ((moves forward to book))

MOT: a sea otter

**CHI: a sea otter**

*Modification of T-1 by elaborating on part of utterance:*

MOT: can you turn it around

(.)

CHI: around?

MOT: around

**MOT: back towards you**

MOT: maybe one of the kids broke it by mistake

CHI: what other kid

MOT: I don't know

**MOT: Rose sees other kids**

*Modification of T-1 by removing troublesome part of utterance:*

MOT: did you notice that these this baby's eyes open and close

CHI: huh ((CHI stands up))

**MOT: did you notice that^?**

*Modification of T-1 by specifying part of utterance:*

CHI: they can leave now ((CHI looks down at floor, facing MOT))

MOT: who can leave now

**CHI: those ((points and looks at camera))**

MOT: I wonder what happened to the other one Jg

CHI: what other one

**MOT: the other remote control car**

*Modification of T-1 by rephrasing utterance:*

MOT: hey HG bear can you help me with the blocks

CHI: the blocks? ((turns to face MOT and look

**MOT: can you help me with the blocks please**

CHI: su^:re ((starts playing with the blocks))

**Acknowledgement**

Acknowledgement can be both positive and negative, i.e. confirm or reject. Not all instances of acknowledgement are repair – some may just be backchanneling. Include the extract if it is clear that the speaker uses acknowledgement intentionally to repair the communication breakdown. For example, as in the examples below:

MOT: how many are in this family

(.)

CHI: these? ((points in book))

**MOT: mhmm**

CHI: no mom, that way ((points losely))

MOT: this way

((MOT is out of frame, so it is unclear what she is doing))

**CHI: no**

**Other repair strategies**

*Non-verbal:*

CHI: I want to make it xxx ((swirling hand motion in the air))

MOT: you want to what? ((looks at CHI))

**((CHI makes swirling hand motion around in the air))**

MOT: you want to make it fly

CHI: fly

*DON’T INCLUDE:*

Do not include any repair strategies that are clearly used to elicit a response. This could either be due to not receiving a response or receiving an insufficient response. Cases like this should only be included if it is VERY clear that the lack of response is due to the interlocutor’s lack of understanding – use e.g. T+2 or other contextual clues to ensure this. If it is not possible to say anything about why there is a lack of response, do not include the extract.

*MOT and CHI are playing on the floor.*

MOT: what are you looking for

((CHI looks up at MOT briefly and then looks away))

((MOT brings head close to CHI))

**MOT: hmm?**

Another repair strategy used to pursue a response:

*MOT and CHI are playing with blocks.*

MOT: you wanna build it and then I can knock it down

((CHI looks away and around on the floor))

**MOT: can you build it and then mommy gets to knock it down**

((CHI grabs blocks and starts building))

*Pursuing a response because the response that was given was insufficient:*

MOT: what should I do

CHI: do

**MOT: what should I do ((throws out hand in question))**

CHI: blow

*Recasts:*

Example of a recast (repetition of some part of the child utterance in a way that could seem like a candidate understanding or initiation, but is actually just a way for the parent to facilitate the dialogue, and thus should NOT be included in the coding scheme)

*CHI is playing with a baby doll and looking for its washcloth.*

CHI: °the washcloth is usually here°

**MOT: it’s usually here**

MOT: well that’s okay

Recast example: it is clear that it is not an initiation attempt as MOT is able to continue the conversation, because she actually understands what was said. She is simply integrating part of the child utterance in her own utterance.

*MOT and CHI trying to put pyjamas on the baby doll.*

MOT: put her feet in

CHI: I don’t know how

**MOT: you don’t know how I don’t think you tried yet**

Recast?

CHI: °mommy can you help me°

**MOT: would you like help**

((no answer, MOT starts helping))

Recast?

CHI: mama

MOT: what

CHI: I really want the drive thing

**MOT: the drive thing**

**MOT: they don't have it**

MOT: it must have broke

Indirect correction or recast? The use of the discourse marker ‘oh’ suggests that this is a recast, not an explicit correction. Use these types of clues if you are unsure whether to include an extract or not.

CHI: she's going to-

CHI: she’s at China

**MOT: oh she’s in China**