

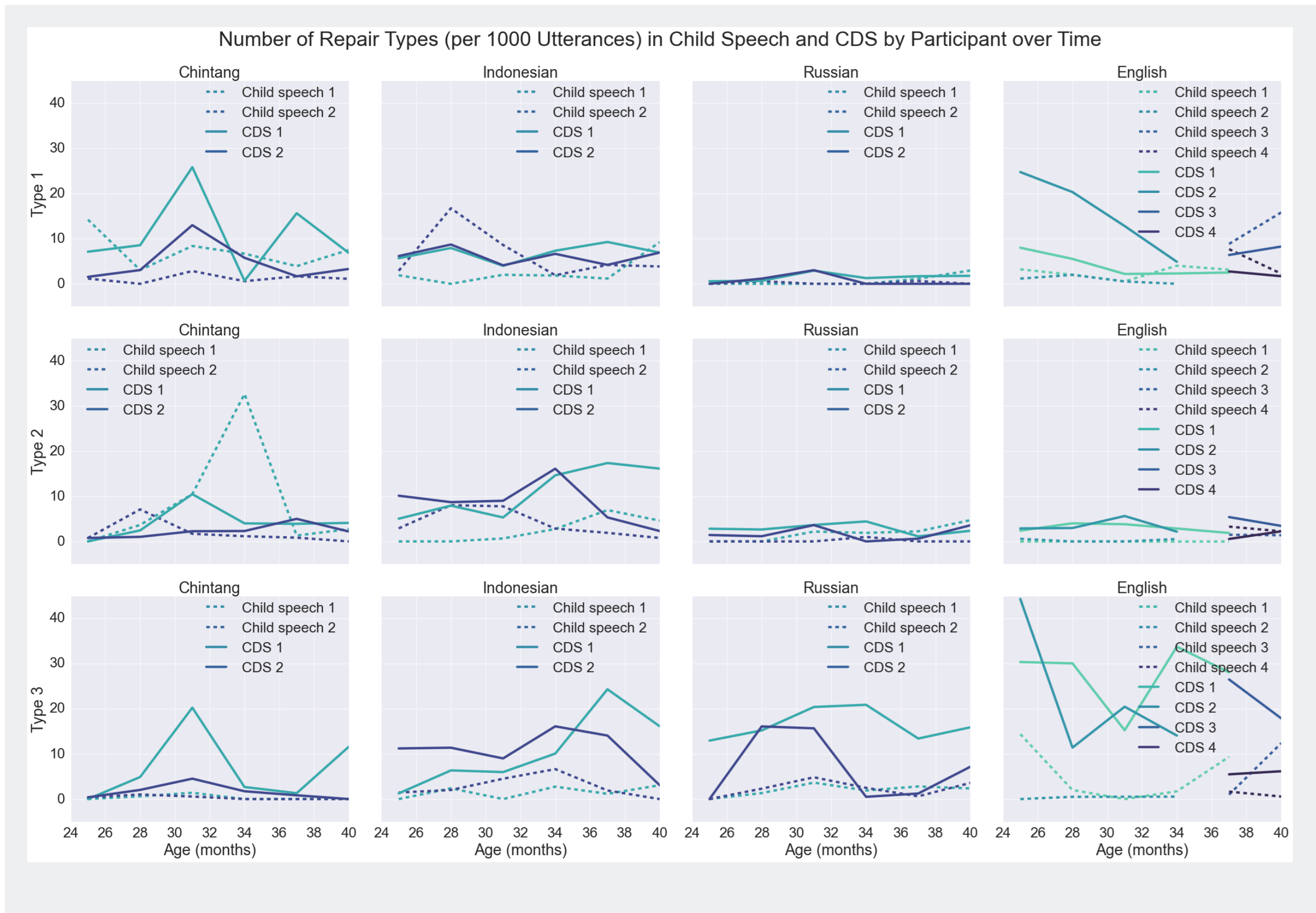


# Repair in Children's Language Acquisition: Universal Principles and Patterns of Variation

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Figure 1: Languages differ in terms of repair use distributions in both input and child speech



## RESULTS

- Type 1 repairs are most common in child speech (42.5%), while Type 3 repairs are most frequent in CDS and CSS (55% and 44%, accordingly)
- In the aggregated mixed-effects model (all repair types), neither the total repairs in CDS nor CSS is a statistically significant predictor of repair variability in child speech
- In contrast, both CDS and CSS are significant for predicting repairs in the restricted offer type condition (Type 3), unlike in Types 1 or 2
- Thus, repair frequency in adult speech does not predict realizations in child speech
- Restricted offer repairs provide a viable language teaching/ learning opportunity (linguistic feedback); differ from other clarification requests
- Example of Type 3 repairs (Manchester Corpus):

CHI: find my a.. all .. all foot . ▶

MOT: both of your feet ? ▶

CHI: yeah . ▶

## INTRODUCTION

- Communication often breaks down (lack of hearing or understanding)
- Speakers resolve these breakdowns with clarification requests (repair initiations) [5]
- Three types of repair: [1, 2]
  1. open request (e.g. «Huh?»), Type 1)
  2. restricted request (e.g. «Who?»), Type 2)
  3. restricted offer type (recast/ reformulation, Type 3)
- Our questions:
  - Is repair acquisition universal or input-dependent?
  - Is there a difference in acquisition between the three repair types?

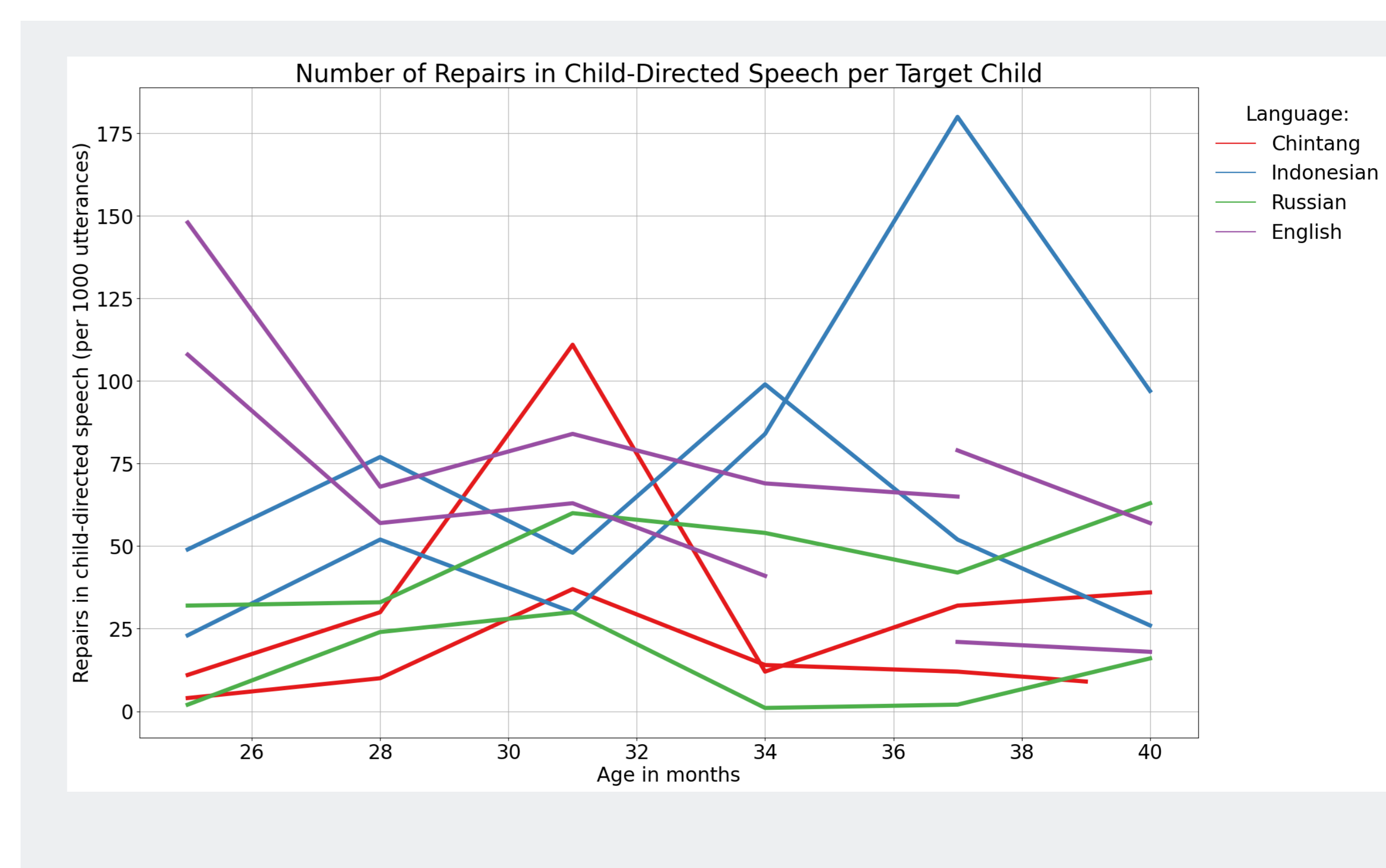
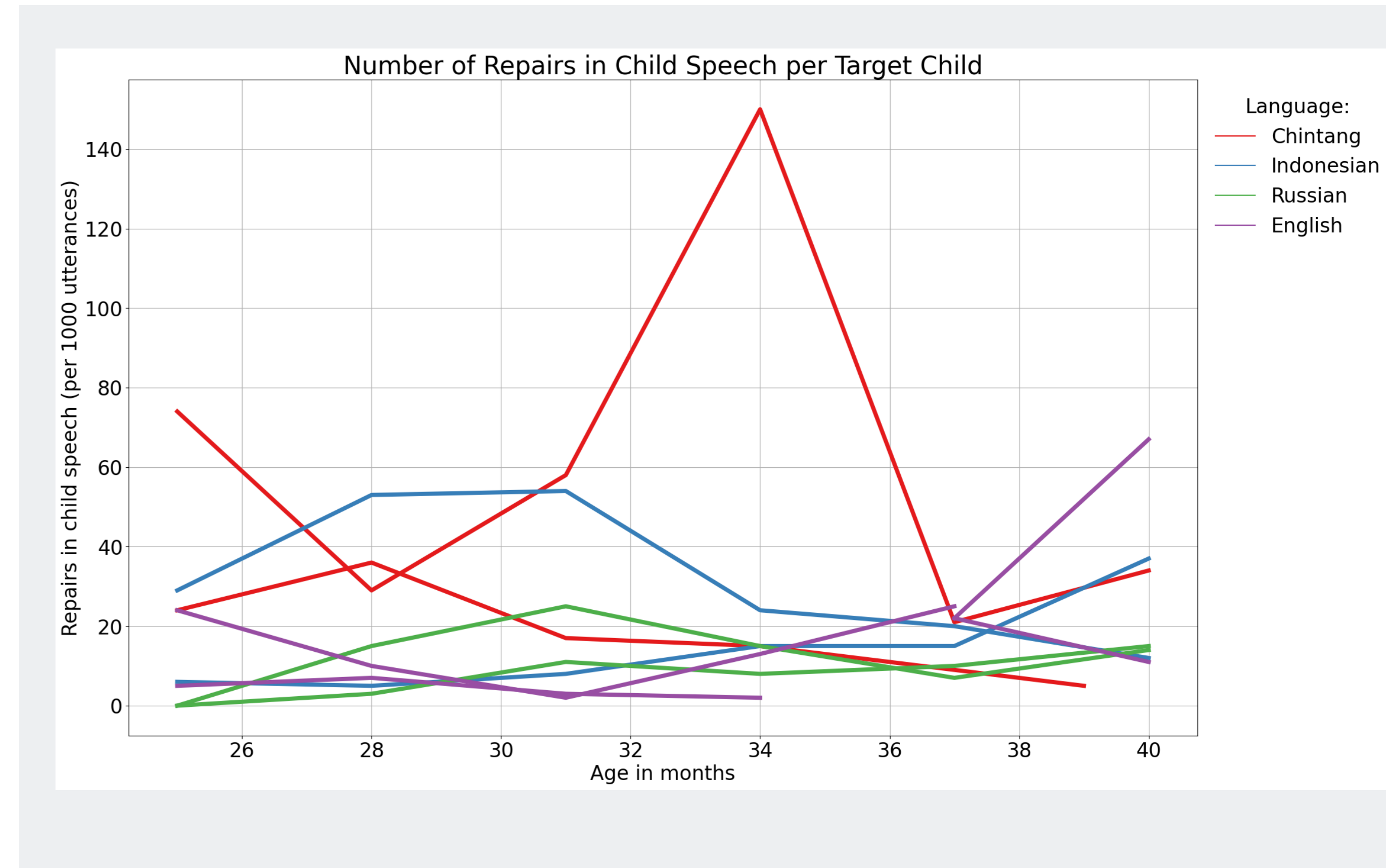
## METHODS

1. Longitudinal data from 4 naturalistic language corpora: Russian, Indonesian, Chintang, English [4]
2. Age of target children: 2 - 3 y.o.
3. 6 recording sessions per target child sampled at equal intervals
4. Frequency of repairs estimated in child speech, child-directed, and child-surrounding, speech
5. Statistical analyses (mixed-effect modelling)

## CONCLUSION

- Clarification requests are a good candidate for a universal mechanism in acquisition but differ by language and repair type use.
- However, restricted offers appear as a special case, where frequency in child speech depends on number of Type 3 repairs in adult speech.
- Repair acquisition in children relies on individual socio-cognitive development, except for recasts (Type 3 repairs) used as a cultural linguistic feedback mechanism.

Figures 2 & 3: Repairs in child speech and child-directed speech (CDS) differ by target children



## References

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