

# Repetition as Repair Strategy By Children in Interaction with Parents

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*Mohammad Azannee Saad [mazannee@gmail.com]*

*Assoc. Prof. Dr. Jariah Mohd Jan [jariah@um.edu.my]*

Faculty of Languages and Linguistics

University of Malaya

# INTRODUCTION



*Source: Google Image*

- Breakdown in communication must be addressed to avoid severe impacts on overall understanding

- Addressing breakdowns requires repair practice

# Some common repair strategies:

- Children's 3 types of repair strategies - repetition, modification and recast (Meadan & Halle, 2004)
- Repetition, addition, recast and no response in mother-child interaction (Dincer & Erbas, 2010)
- Addition - frequent repair strategy in children of Arabic speaker (Kamal & Haj-Tas, 2014)
- Children with Down Syndrome frequently used repetition (Price et al., 2018)

# Problem Statements:



- Modification, addition and recast solve troubles that occur in preceding turn
- Understanding on how repetition of trouble source solves breakdown is low

# Research Objective

To examine repetition of trouble source as repair strategy by children in other-initiated repair sequence

- *How repetition turn is constructed?*
- *How repetition helps to restore mutual understanding?*
- *Is there any connection between repetition as repair strategy and types of trouble or repair initiation strategy?*

# Methodology

## Research Design

Qualitative research design  
within the framework of  
Conversation Analysis

## Research Instrument

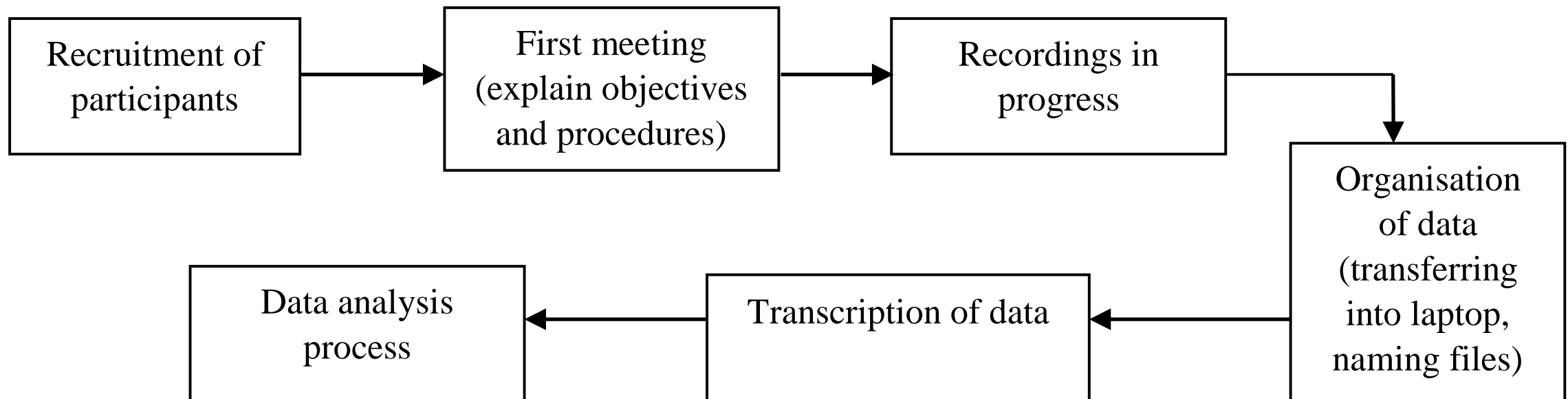
Video recordings of everyday  
interaction during home activities  
(meal time etc.)

Transcribed video data following  
Jefferson's system (2004)

# Data Source

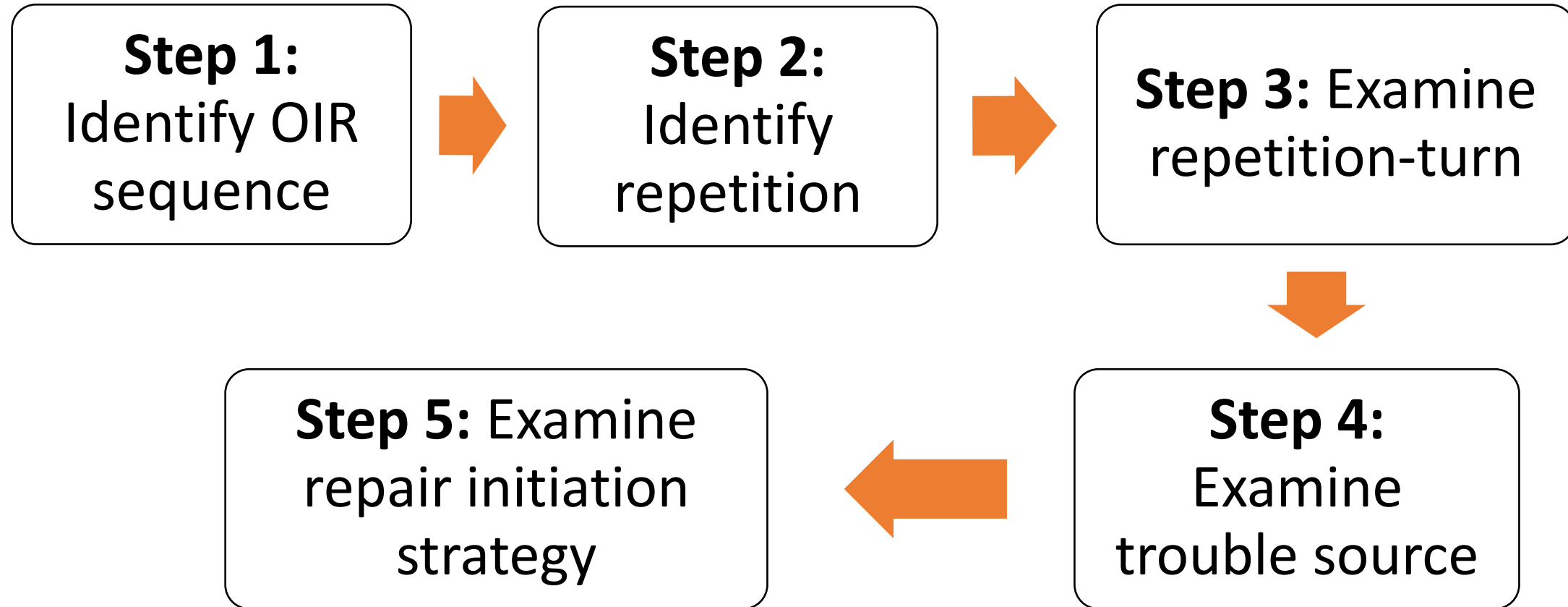
Family A		Family B		Family C	
Mother [MA]	<i>-early 40s -housewife</i>	Father [FB]	<i>-early 40s -technician</i>	Father [FC]	<i>-late 40s -policeman</i>
Child 1 [C1A]	<i>-7 years old -girl</i>	Mother [MB]	<i>-early 40s -primary school teacher</i>	Mother [MC]	<i>-early 40s -housewife</i>
		Child 2 [C2B]	<i>-10 years old -boy</i>	Child 3 [C3C]	<i>-12 years old -boy</i>

# Data Collection Procedure

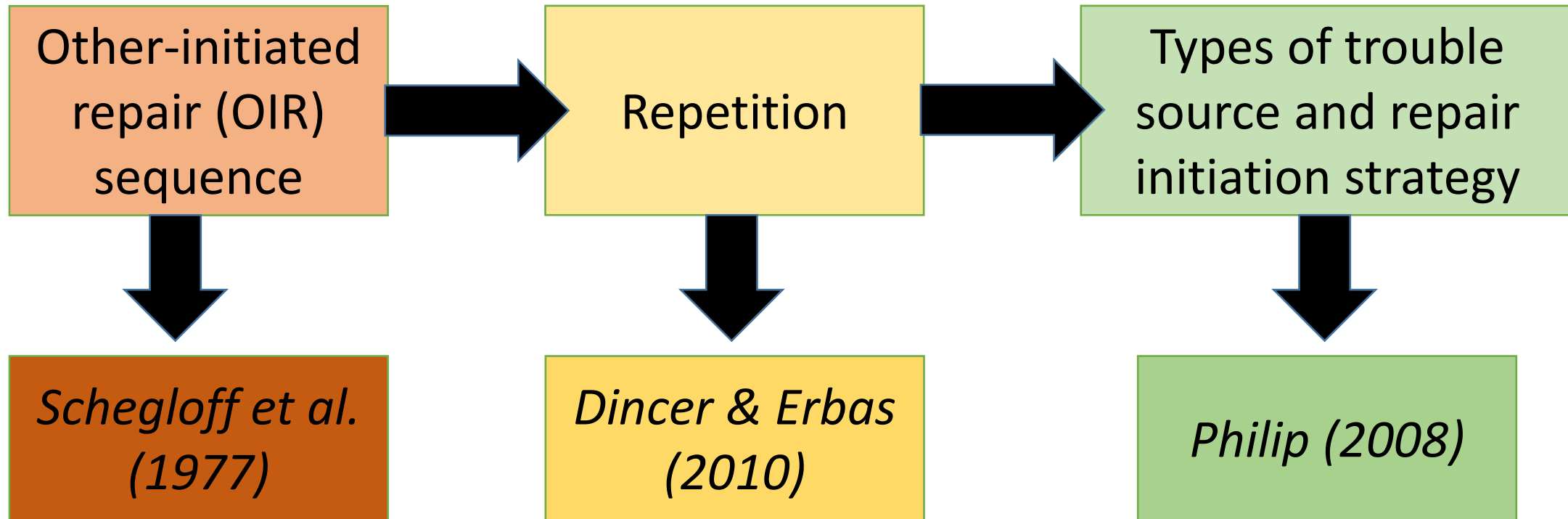




# Data Analysis



# Analytical Framework



# Findings:

- Distribution of repetition as repair strategy by children:

	<b>C1A</b>	<b>C2B</b>	<b>C3C</b>	<b>Total</b>
Full repeat	3	3	8	14
Partial repeat	1	1	0	2
<b>Total</b>	<b>4</b>	<b>4</b>	<b>8</b>	<b>16</b>

# Constructing repetition turn

## Example 1 [MC; C3C]:

- 1 MC kalau hari sekolah nak tengok tv berape jam? ((Aniq gazes away))  
if day school want watch tv how many hour  
If school day, how many hour to watch tv?
- 2 C3C hm: ((Aniq brings his body backward and gazes at mother))
- 3 °tengok je la°  
watch just  
Just watch
- 4 MC hm?
- 5 C3C **tengok je la** ((Aniq smiles at mother))  
watch just  
Just watch
- 6 MC tengok je la

The trouble is caused  
by low speech volume

A full repeat after  
repair initiation but  
smiles at the turn  
completion

## Example 2 [MA; C1A]:

1 MA due due bo↑leh

*both can*

*Both can*

2 (.)

3 kan?

*right?*

4 (.)

5 C1A **ni ni**

*this this*

6 MA ye?

*yes?*

7 C1A **ni ni ni**


8 MA hm::

The trouble begins  
when L extends topic

L repeats after being  
initiated

# Restoring understanding

## Example 3 [MB; C2B]:

- 1 M salah satu contoh  
*One of the example*
- 2 AMN **tak tahu** ((Aiman moves his gaze away from mother))  
*don't know*
- 3 M tak adik hafal kan?  
*no TOA memorise right*  
*no, adik memorise right?*
- 4 tahun empat hafal surah ape?
- 5 AMN **tak tahu**↑ ((Aiman gazes back to mother at the end of turn))  
*don't know*
- 6 M ha:
- 7 cube bace la sikit  
*try read EMP bit*  
*try to read a bit la*
- 
- Modification on prosody and  
placement of eye gaze

# Restoring understanding

## Example 4 [MC; C3C]:

- 1      MC    bi?  
            TOA  
            *English?*
- 2      C3C    (0.2) ((Aniq takes his gaze away))
- 3           cikgu:::    **ashyati**  
                    TOA            NOUN  
                    teacher        *ashyati*  
                                      ((Aniq shifts gaze away and scratches his nose))
- 4      M3    semule?  
            again?
- 5      C3C    **<as ya ti>** ((Aniq maintains gaze at mother))

Similarly, the role of prosody and eye gaze helps mutual understanding to be restored

# Connection between repetition, trouble source and repair initiation strategy

## Example 5 [MC; C3C]:

1 MC aniq ade datuk lagi tak?  
TOA has TOA still no  
Aniq still has grandfather or no?

2 C3C ha?

3 MC datuk ade tak?  
TOA have no  
Do you have grandfather or no?

4 C3C **a#ade**

yes

5 MC hm?

6 C3C **ade** ↑

yes

Open-class repair  
word



# Connection between repetition, trouble source and repair initiation strategy

## Example 6 [MA; C1A]:

- 1 MA ni ape ni lisa? ((mother pointed to specific part on the book))  
this what this TOA  
what is this lisa
- 2 C1A ni::: ((Lisa looked at the book))  
this
- 3 (0.1)
- 4 **this is °(e:::)**° ← Trouble in hearing
- 5 MA =what is it?
- 6 ((Lisa lifted the book and covered her face with the book))
- 7 C1A **this is e::↓ (phen)**

# Implications of Finding

- Repetition is one common repair strategy to be employed by children
- The importance of prosodic modification and placement of eye gaze
- Common trouble source is hearing while open-class repair word can yield repetition as repair strategy

# Recommendations for Future Works

- Perform acoustic analysis on repetitive turn to highlight prosodic elements in waveform
- Investigate relationship between repetition and variables such as gender, age or socioeconomic background

# Conclusion

- Repetition is the basic type of repair strategy (Brady & Halle, 2002) but certain situations show repetition is necessary
- Even though repetition may not carry extra information than trouble source, modification on certain aspects (i.e. prosody) can prevent OIR sequence to be extended

# References

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Thank you