# Table of Contents

**Transcribe Discourse Sample** .................................................................................................................. 2  
Utterances ...................................................................................................................................................... 2  

**What information we are interested in capturing from discourse** .............................................................. 3  
**Word errors (paraphasias)** ............................................................................................................................ 3  
  
Verbal Paraphasias (Real Words) .......................................................................................................................... 3  
Sound Errors (Non-words) .................................................................................................................................... 3  
Mixed Errors: ..................................................................................................................................................... 4  

**Grammar errors** ........................................................................................................................................... 4  
  
Ungrammatical Utterances .................................................................................................................................. 4  
Jargon .................................................................................................................................................................... 4  
Morphological ....................................................................................................................................................... 4  
Missing words ....................................................................................................................................................... 4  
Additional words / Insertions ................................................................................................................................. 4  

**Main concepts** .............................................................................................................................................. 4  
**Retravings** .................................................................................................................................................... 5  
**Fillers** ............................................................................................................................................................ 5  
**False Starts** .................................................................................................................................................. 5  

**Moving your transcript into CHAT** ................................................................................................................ 6  

**Coding your transcript in CHAT** ................................................................................................................... 10  

**Word errors (paraphasias)** ............................................................................................................................ 10  
  
Verbal Paraphasias................................................................................................................................................ 10  
Sound Paraphasias ............................................................................................................................................... 10  
  
*Phonemic*: ......................................................................................................................................................... 10  
Neologism: ........................................................................................................................................................ 11  
Mixed Errors: ..................................................................................................................................................... 12  
General notes: .................................................................................................................................................... 12  

**Grammar errors** ........................................................................................................................................... 12  
  
Utterance Level.................................................................................................................................................... 12  
  
*Grammatical error* -- [+ gram] ........................................................................................................................... 12  
Jargon -- [+ jar], .................................................................................................................................................. 12  
Empty speech -- [+ es], ....................................................................................................................................... 13  
Perseveration -- [+ per]........................................................................................................................................ 13  
Circumlocution -- [+ cir].................................................................................................................................... 13  
Morphological ....................................................................................................................................................... 13  
Missing words ....................................................................................................................................................... 14  
Additional words / Insertions ................................................................................................................................. 14  

**General Comments About Word Tags** ......................................................................................................... 14  

**Main concepts** .............................................................................................................................................. 14  

**Retravings** .................................................................................................................................................... 14  
**Fillers** ............................................................................................................................................................ 15  
**False Starts** .................................................................................................................................................. 15  
**Gems** ............................................................................................................................................................ 16  
**Other Coding Things** .................................................................................................................................... 16
**Transcribe Discourse Sample**

The first thing you will do with an audio or video sample is to transcribe, verbatim, the speech from the participant and from the experimenter. The steps to do this are listed below:

1. Save video/audio being transcribed into your working folder within your Box folder
2. Create Word Document with heading of:
   - Participant’s # (e.g. 1002, MSN5706)
   - Test type (e.g. Cinderella)
   - Date of test administration (e.g. 9-14-16)
   - Examiner’s initials (e.g. BS)
   - Your initials
   - Add any notes in parentheses (e.g. NOTE: video quality poor at end of recording)
3. Make sure that autocorrect is turned off in Word
4. Listen to video at least twice through before you start transcribing
5. Transcribe all text as best you can
   - If a portion of text is indiscernible (listen to it 3 times before deciding this), then simply put xxx  
     E.g.: The boy went down to the xxx to find something
   - If the examiner (rather than the participant) speaks, also transcribe the examiner’s discourse
6. Divide your transcript into utterances (see below, **Utterances**)
7. Save transcript (Word document) in working folder

**Utterances**

In discourse analysis, an utterance is the smallest unit of speech. Utterances are often easy to delineate for typical speakers (e.g. those who are not experiencing a language problem), as they are complete thoughts or full sentences. However, when transcribing speech from people with language problems, utterances become more difficult to define. For this reason, we use a hierarchy system.

First, the speech is considered an utterance if it can stand alone. If there is a single thought, that should be the first criterion for delineating an utterance. See examples below.

However, if it becomes difficult to make that decision based on the words being said, you progress to using prosody or intonation to characterize utterances. Perhaps the participant made a distinct pause between thoughts, or his voice rose/fell to indicate the end of a thought.

Finally, if you can characterize an utterance based on the above two principles, you look at pause duration. A pause of greater than 30 seconds between thoughts or words dictates an utterance.

1. A single thought / can stand alone:
   a. A single sentence, "I went to the store" or "I went store"
      i. Usually has a subject and a verb
   b. A sentence which may include embedding:
      i. If there are two main clauses, you separate into two utterances. (i.e. “I went to the store / and then I went to the market.”)
      ii. If there is one main clause, count as one utterance. (i.e. “I went to the store and to the market”)
2. A distinct change in prosody or intonation
   a. "He went &uh" [tone drops] - may be an utterance
3. A pause duration of greater than 30 seconds
   a. "I went..." [> 30 seconds] "store" - would be two utterances
What information we are interested in capturing from discourse

When you move your transcript into CHAT, you will need to add special codes at the end of words and phrases to let CLAN (CHAT’s analysis partner system) to analyze the discourse in a meaningful way. We are interested in evaluating different things in these transcripts, highlighted below. By understanding what we are evaluating, you better understand why we code these things in the transcripts in CHAT.

**Word errors (paraphasias)**

Often, real words (targets) are replaced by errors (paraphasias). Here is an example of a paraphasia:

“He went to the grocery store to buy some shoes in the dairy aisle.”

In this sentence, it is clear that *shoes* is a paraphasia: *shoes* is replacing something that a person would pick up from a dairy aisle. In this case, *shoes* is a noun replacing a noun.

There are several different types of errors that we will capture. They are described, below:

**Verbal Paraphasias (Real Words)**

- **Semantically-related:**
  - Semantically-related paraphasias are *real words* that replace other *real words*, of which you know the intended target. For example, “He was reading the radio.” According to the context of the utterance before and after, either *reading* or *radio* might be the paraphasia here. If the paraphasia was *reading*, which is related to listening, it would be a semantic error. If the paraphasia was *radio*, which is related to TV, it would also be a semantic error.

- **Unrelated:**
  - An unrelated paraphasia is a real word that replaces another real word, of which you know the intended target. For example, *shoes* in the first example is replacing some target that you know exists in a grocery store on the dairy aisle. Shoes are not something related to dairy, so this is an unrelated error.

- **Unknown:**
  - An unrelated paraphasia is a real word that replaces another real word, of which you do not know the intended target. For example, “He went to the store down the car.” We have no idea what *car* is replacing here, but we do know that *car* is a real word likely replacing another word.

**Sound Errors (Non-words)**

- **Phonemic:**
  - Phonemic errors are those where the word produced is related to the target in sound. This gets more complicated and this is further described, below. An example of this would be: “The girl went skiing down the mounsand.” *Mounsand* shares at least half of its phonemes with *mountain*, making it a phonemic paraphasia. Within a phonemic error, the target should be known.

- **Neologism:**
  - Neologistic errors, or neologisms, are non-words which do not share at least half of the phonemes with a target. Often, the intended target is not known. For example, “He went around the flunrem to see the show.” We aren’t sure what *flunrem* is, or what it is related to / the word it is replacing. For all intents
and purposes, it is a made-up word, which is where ‘neologism’ derives its meaning (literally means ‘new word’ in Latin).

**Mixed Errors:**

Sometimes, you will have a mixed error, which is an error that phonemically similar and also semantically related to a target. The classic examples of this include: “He was sailing on the sailbus,” or “he went to get the rat that was chasing the mouse.” In both cases, these words are related in sound to the target (sailbus for sailboat and rat for cat) and they are also semantically related to the targets.

**Grammar errors**

**Utterance Level**

**Ungrammatical Utterances**

Often, an utterance may not be grammatically correct or complete. For example, a person may point to a picture and say, “cat.” In this case, “cat” by itself is ungrammatical. Another ungrammatical utterance may be one that simply does not make sense, such as “He went down over up the bar.”

**Jargon**

People with language problems often rely on ‘cookie cutter’ phrases, called jargon. For example, I once had a participant who heavily relied on two phrases: “He went to answer the phone” and “way across town.” He would use these phrases all the time, in contexts that didn’t require either of those statements. In this case, we would tag this as jargon.

**Word-Level**

**Morphological**

Morphology refers to the structure and construction of words. Morphology skills require an understanding and use of the appropriate structure of a word, such as word roots, prefixes, and affixes (called morphemes). Morphological errors include saying things like, “I went runningly,” where an incorrect affix is added, or “I rebroke this,” where an incorrect prefix is added. Morphological agreement errors also occur, where a verb or adverb does not match its subject. For example, “Mike and I runs there.”

**Missing words**

Sometimes, words are omitted from speech. Often, these are articles. For example, “boy went to the car,” rather than ‘a’ or ‘the’ boy went to the car. This can be important and may be a marker of an underlying language deficit.

**Additional words / Insertions**

Just as words can be omitted, additional words may be inserted into a sentence.

**Main concepts**

When we are asked to retell a story or to describe an event, we have to convey thematic information about the event. For example, if you’re asked to retell the story of Cinderella, you know that there are key parts to this
story. You know that there’s a maid; she lost her father; she has an evil stepmother and two stepsisters; she meets a fairy godmother; and so on. These are core concepts to the story, which we call main concepts. We are interested in how people with language problems include or do not include these main concepts.

**Repetitions**

People with language problems will often repeat single words or entire sentences. We are interested in this pattern of language, and therefore focus on coding this.

**Retracing**

People with language problems, and indeed without language problems, will often retrace themselves in an attempt to self-correct. For example, “The girl went to the bar. I mean, the restaurant.” In this case, we’ve retraced ourselves to mean ‘restaurant,’ rather than our first word, ‘bar.’

**Fillers**

In everyday speech, we use fillers, such as “uh” or “um.” We like to look at how many and to what extent these types of fillers are used in discourse.

**False Starts**

False starts, also called ‘stutters,’ are found in both people with language problems as well as typical speakers. An example might be, “He went to the- the- the store,” where the two ‘th’ sounds are false starts for the subsequent ‘the.’ Another example might be, “I want to go to the ba- I mean farm,” where ‘ba’ is a false start for the subsequently corrected ‘farm.’
Moving your transcript into CHAT

Please watch this video: https://www.youtube.com/watch?v=1DblKPmntwsA
** it will give you a basic understanding of how CHAT looks; more details, below.

Now that you’ve understood what we are interested in capturing, it is time to move your transcribed speech from Word into the CHAT format. Note: SAVE OFTEN!

1. Open your CHAT/CLAN system.
2. Click File → New
3. Go to Edit --> CLAN Options
   a. The first line reads, “Checkpoint every ....” – put a ‘20’ here. This means that CHAT will automatically save itself after every 20 characters.
4. Click Tiers → ID headers
   a. Set up participant header (see Figure 1)
      i. Language: eng
      ii. Name code: PAR
      iii. Role: Participant
5. Click Tiers → ID headers
   a. Set up experimenter header
      i. At the top, click ‘Create new ID’
      ii. Language: eng
      iii. Name code: EXP
      iv. Role: Investigator
6. Create Media tier
   a. @Media:(tab) name_of_video video (input name of video file but not extension – just use space then video)
7. Save your .cha file in a folder along with your video

So far, your .cha file should look like:
8. Carefully make a new tier with the appropriate speaker (e.g. to insert PAR, you would click ctrl + 2, since the participant is the second tier in this example; or, you can go to Tiers --> PAR and click to add a line).
   a. Do this for each of your utterances for the appropriate speaker.
   b. Remember to end every utterance with a period (.)

9. Now, we are going to attach the actual file to the utterances you’ve created. To do this, you’ll need to connect your video/audio to the transcript
   a. This will only work if your .cha file and your video file are in the same folder
   b. Click Mode ➔ Transcribe Sound or Movie
10. Your movie or audio file will pop up immediately
11. Next, we want to make it easier to add audio to each utterance. To do this, click on Mode --> Sonic Mode
   a. You’ll see the wave file of the video has been added to the bottom of your .cha file
   b. You can adjust the height of the wave by clicking +V or -V on the right-hand side (I often make it larger)
   c. You can adjust the width of the wave by clicking +H or -H on the left-hand side
   d. What you will do now is to use your mouse to drag across the wave file and locate the wave file that contains each of your utterances. When you have successfully identified a piece of wave file for one utterance, highlight that section of the wave file using your mouse then click on the end of the appropriate utterance and press ctrl + i. This will add a little bullet-point next to your text, like so:
12. Run the CHECK command (Esc+L, or on the Tier dropdown) (Screenshot)
   a. This is to ensure that there are no errors currently in how you’ve transcribed.
13. The great thing about CLAN is that, by attaching your transcript to the video, time duration of speaking will automatically be calculated.
Coding your transcript in CHAT

In order to capture the linguist data we described earlier (paraphasias, main concepts, etc), we have to tell CHAT to recognize these things. To do that, we employ a system of codes. Below, you’ll find every code that we use, given with examples.

Word errors (paraphasias)

Verbal Paraphasias

1. [* s:r] -- the error is a recognizable English word that is semantically related to the target word

   Examples:
   fork [: knife] anybody [: anything]
   prince [: princess] he [: she]

   For errors with related words for known targets, one can add these additional distinctions:
   [* s:r:prep] wrong preposition, as in on for in or off for out

   Errors involving grammatical categories, such as number, case, definiteness, or gender are coded as [* s:r:gc]. These can be further coded using the relevant part of speech, such as “art” for article or “pro” for pronoun, and “der” for derivation, as in these examples:
   [* s:r:gc:art] definite for indefinite, indefinite for definite, definite for zero
   [* s:r:gc:pro] his for her, your for yours, my for mine

2. [* s:ur] – the error is a real word for which the target is known but it is not semantically related to the target, and does not meet the criteria for phonological errors as stated above

   Examples:
   fares [: scared]
   hi [: time]
   fry [: drive]

3. [* s:uk] -- the error is a real word for which the target is unknown

   CHAT transcript examples:
   (Note: These words marked as errors made no sense given the context in which they were used.)
   PAR: I’m going to get somebody bough [* s:uk] .
   PAR: and I go wolf [* s:uk] .

4. [* s:per] -- repetition of a word when it is no longer appropriate (Brookshire, 1997)

   CHAT transcript example:
   PAR: The boy kicked the ball through the ball [: window] [* s:per] .

Sound Paraphasias

Phonemic
Phonemic errors are those where the word produced is related to the target in sound. This gets more complicated and this is further described, below. An example of this would be: “The girl went skiing down the *mounsand.*” *Mounsand* shares at least half of its phonemes with *mountain*, making it a phonemic paraphasia. Within a phonemic error, the target should be known.

To be considered a phonological error, the error must meet these criteria:

- For one-syllable words, consisting of an onset (initial phoneme or phonemes) plus vowel nucleus plus coda (final phoneme or phonemes), the error must match on 2 out of 3 of those elements (e.g., onset plus vowel nucleus OR vowel nucleus plus coda OR onset plus coda). The part of the syllable that is in error may be a substitution, addition, or omission. For one-syllable words with no onset (e.g., *eat*) or no coda (e.g., *pay*), the absence of the onset or coda in the error would also count as a match.
- For multi-syllabic words, the error must have complete syllable matches on all but one syllable, and the syllable with the error must meet the one-syllable word match criteria stated above.

**Note:** Errors that do not meet these criteria (e.g., only 1 of 3 elements match) will be coded as [* s:ur*] if they are real words and [* n:k*] if they are non-words, so if you prefer to use less strict criteria for phonological errors, you should check these categories as well.

1. [* p:w*] -- the error is a real word

   Examples:
   - *heat* [: *eat*]
   - *breeding* [: *bleeding*]
   - *say* [: *see*]
   - *we* [: *three*]

   - *gun* [: *done*]
   - *boater* [: *butter*]
   - *cable* [: *table*]
   - *bag* [: *bad*]

2. [* p:n*] -- the error is a non-word – transcribe using IPA and attach @u to the error

   Examples:
   - *p3-stʃ@u* [: *person*]
   - *pɛbl@u* [: *table*]

   - *keɪln@u* [: *telling*]
   - *leθ@u* [: *left*]

**Neologism**

You may use IPA to code the neologism. If you do this, attach @u to the end of the IPA code sequence before [* n*].

1. [* n:k*] – the error is a non-word for which the target is known and does not meet criteria for semantic or phonemic errors as stated above

   **CHAT transcript example:**
   PAR: she had all her *ɡæstɪdʒ@u* [: *groceries*] [* n:k*].

2. [* n:uk*] -- the error is a non-word for which the target is not known, **add [: x@n]** as the target word after the error

   **CHAT transcript examples:**
   PAR: I’ve only gone to two *ɡɛsɪ@u* [: *x@n*] [* n:uk*].
PAR: if I could fierv@u [: x@n][* n:uk] it I guess I can bæm@u [: x@n] [* n:uk] it.

3. [* n:k:s] -- the error is a recurring non-word for which the target is known

4. [* n:uk:s] -- the error is a recurring non-word for which the target is not known, add [: x@n] as the target word after the error

**Mixed Errors**

Multiple codes may be used if an error is, for example, both a semantic and phonemic paraphasia.

CHAT transcript example:
PAR: it was singing [: ringing] [* s:r] [* p:w] in my ears.

**General notes:**

- If the target word for phonological, semantic, and neologistic errors is known, enter it next to the error in square brackets with a colon followed by a space.

  \[\text{flpə@u [: slipper]}\]
  flipper [: slipper]

**Grammar errors**

**Utterance Level**

**Grammatical error**

Includes agrammatism and paragrammatism but successfully conveys a message related to the context:

- utterances in which necessary grammatical elements (e.g., subjects, verbs, auxiliaries, prepositions) are missing or misused, with the exception of appropriate one word answers to questions or other appropriate one word communicators (e.g., yes, mhm)
- utterances with errors in word order, syntax, or grammatical morphology

*PAR: one two bread. [+ gram]
*PAR: whatever I’m think up. [+ gram]
*PAR: they were knowing them and they didn’t know what was going on either too. [+ gram]
*PAR: and it was been brought from her back to with the king. [+ gram]

**Jargon**

Mostly fluent and prosodically correct but largely meaningless speech (containing paraphasias, neologisms, or unintelligible strings); resembles English syntax and inflection (adapted from Kertesz, 2007)

*PAR: go and &ha hack [* s:uk] the gets [* s:uk] be able gable [* s:uk] get &su sm@u [: x@n] [* n:uk] . [+ jar]
Empty speech

speech that is syntactically correct but conveys little or no overall meaning, often a result of substituting general words (e.g., thing, stuff) for more specific words (Brookshire, 1997)

*PAR: we got little things over here. [+ es]
*PAR: there was nothing in that one there. [+ es]

Perseveration

Repetition of an utterance when it is no longer appropriate (Brookshire, 1997)

*PAR: I wonder where he went.
*PAR: The movies I think.
*PAR: I wonder where he went. [+ per]

Circumlocution

Talking around words/concepts

*PAR: and through the help of <the whatever fairy or whoever the what> [/] the lady that is helping Cinderella & um she has <the chance to check the> [/] the prince check the & s & uh shoe . [+ cir]
*PAR: this guy is & cr & h hæpn@u [: helping] [* p:n] with other people having problems . [+ cir]

Morphological

[* m:a] morphological agreement error

m:a agreement, as in he like her (in a context where it’s unclear if the speaker should have said likes or liked)
m:a:0es missing 3rd person singular –s suffix agreement error, as in the boy kick the ball
m:a:+es superfluous 3rd person singular agreement error, as in we goes
m:a:0s missing plural on noun, as in two sister
m:a:+s superfluous plural on noun, as in one dogs

[* m] other morphological errors

m:c case, as in hers father is trying to get the cat
m:0s missing plural –s suffix, including irregulars
m:0’s missing possessive -s suffix as in he came to Cinderella family
m:0ing missing progressive –ing suffix, as in she’s clean the plates
m:0ed missing past –ed suffix, including irregulars, as in he got a ladder and climb up a tree
m:=ed overregularized –ed, as in seed for saw
m:=s overregularized –s, as in childs for children
m:+s superfluous –s suffix, as in feets, peanuts butter
m:+ed superfluous past, as in walked for walk, came for come
m:+ing superfluous progressive as in going for go
m:++s double –s, as in kniveses
m:m morphophonological as in knifes for knives

Missing words

**0art, 0aux, etc.** -- missing word or part of speech

CHAT transcript examples:
*PAR: and that 0v:cop what 0art+butter sandwich is.
*PAR: the boy 0aux falling.

Additional words / Insertions

[* f] **formal lexical device**
- f:a:0:d article should be zero, used the
- f:a:0:i article should be zero, used a
- f:a:d article, should be definite, used indefinite
- f:a:i article, should be indefinite, used definite
- f:p part of speech wrong, as in mine for my; also part of speech errors involving derivations, as in assess for assessment

General Comments About Word Tags

1. Every utterance does not need a code; use codes only when they apply.
2. If a paraphasia qualifies as both phonemic and semantic, use both codes.
3. If a production is non-standard but typical of a dialect, it should NOT be marked as an error, but the intended word should be put next to the production (e.g., idear [: idea]).
4. Utterances that are incomplete (trailing off or interrupted) do not need to be coded at the utterance level, since we have no way to judge the intent of the completed utterance.
5. Differentiating among “empty speech”, “jargon”, and “grammatical error” codes may be challenging. In truth, all these sentences may be meaningless in the conversational context. Briefly, empty speech utterances should contain general, vague, unspecific referents but be syntactically correct; jargon utterances should contain paraphasias and/or neologisms; and paragrammatic utterances (in the grammatical error category) should have inappropriate juxtapositions of grammatical elements.

Main concepts

**Main Concept – [+ mc]** – an utterance that contains a main concept of the story / task

PAR: The girl lost her shoe. [+ mc]
PAR: The shoe did not fit either of the stepsisters. [+ mc]

Repetitions

People with language problems will often repeat single words or entire sentences. We are interested in this pattern of language, and therefore focus on coding this.
You will code repetitions immediately after the repeated word.

PAR: and the the [/] the [/] man went there.
PAR: he went to the store [/] store over on the road.

(Above, ‘the’ and ‘store’ were coded as being repeated)

You can also code for repeated segments or entire utterances.

PAR: <and the girl went> [/] and the girl went to the store.

(“and the girl went” segment was entirely repeated, so it is marked as a repetition using carrots [< >] to designate that the whole phrase was repeated)

Retracings

People with language problems, and indeed without language problems, will often retrace themselves in an attempt to self-correct. You will always code the retracing after the word(s) being retraced.

Sometimes, this retracing will be a self-correction:

PAR: and <the girl> [/] I mean woman went to the store.

(here, they successfully changed “the girl” to “the woman”)
PAR: there was a boy [/] girl there too.

(here, they successfully changed boy to girl)

Sometimes, the retracing may not be correct:

PAR: and <the girl> [/] I mean the girl went to the store.

(here, “the girl” was retraced to exactly the same phrase, “the girl”)
PAR: the boy and the dog [/] cat [/] dog went to the park.

(here, the speaker retraced ‘dog’ for ‘cat’ but then decided to go back to using ‘dog’)

Sometimes, people will count to get to a number, like:

PAR: There are one two three four people in the room.

The counting is considered a retracing, such that:

PAR: There are one [/] two [/] three [/] four people in the room.

Fillers

In every day speech, we use fillers, such as “uh” or “um.” We like to look at how many and to what extent these types of fillers are used in discourse.

PAR: &uh the girl &um went to the store.
PAR: and &you+know she went to the &uh show and &oh I can’t remember.

(note here that ‘you know’ is considered a filler; to have CHAT recognize that the whole phrase is the filler, we’ve added a +)
False Starts

False starts, also called ‘stutters,’ are found in both people with language problems as well as typical speakers.

PAR: He went to &th &th the store.
PAR: I want to go to the &ba I mean farm.

Gems

Often times, we have the same participant tell different stories. Rather than have a different transcript for each story, we can separate a single participant’s transcript into stories (‘gems’) using certain codes. In this lab, we collect specific stories, so we can code for each in a specific way.

@G: Cinderella
@G: BrokenWindow
@G: BearFly
@G: PBJ
@G: StrokeStory
@G: CookieTheft

By diving your transcript as such, we can then just look at the utterances under @G: Cinderella when we want to analyze a participant’s Cinderella story.

It is important to use the exact capitalization and spelling as noted above for each gem.

An example of the Cinderella story, being started on line 353 of a participant’s transcript:

```
353  @G: Cinderella
354  *PAR: well 1 &-um she was +...                 
355  *PAR: the [x 3] story revolves around the two daughters and the [l] &c
356  what I call the [l] the cruel lady .            
357  *PAR: and &-uh &-uh <she was> [l] I [x 3] couldn't remember even from
358  looking at that &=&points:book &-uh what the relationship was to the
359  [l] the good girl &-uh Cinderella . [+ exc]
360  *PAR: &-uh she [l] &-uh I know that she was like a servant .
361  *PAR: and <had all to [l] &-uh to> [l] &-uh was [l] they were really &-uh
362  putting her down .                             
363  *PAR: &-uh she was always doing stuff where the other two girls were you
364  know not being very nice .                    
```

Other Coding Things

CHAT is very particular about how things are coded. Here are a few core things to remember:

- Never capitalize anything except for proper nouns (e.g. Cinderella, I); this includes the beginning of utterances. Everything should be lower-case. The reason for this is that anything that is capitalized is automatically tagged, by CLAN, as a proper noun and this can skew the part of speech tagging for a transcript.
- There are a few words that must include a + for CHAT to recognize that they are a single entity. For example, if you were to write: “The man made a peanut butter sandwich,” CHAT would code ‘peanut’ as a noun and ‘butter’ as a noun. However, ‘peanut butter’ is a single entity, e.g. one noun total. So, to
have CHAT recognize this, you would write: “The man made a peanut+butter sandwich.” Another one to remember is ice+cream.

- CHAT often recognizes colloquial English, such as gotta, gonna, wanna, imma, uhhuh, lordy, etc. Type out exactly what you hear. If you’re not sure if CHAT will recognize a word, simply type the correct version in [: notation] behind it. For example, “The man is gonna [: going to] get that fly.”

- When you’re tagging a string of words as an error, like “The man <went to the store> [/] went to the store”, make sure that your tag (e.g. [/]) is outside of the carrots (<>).

- Do not use dashes (e.g. -) anywhere. CHAT doesn’t know how to interpret this.

- You must spell out the word ‘okay’ rather than write ‘ok.’ CHAT doesn’t recognize ‘ok.’

- If a participant drops the ending of a word (e.g. lookin), you can add the ending with parentheses: “He was lookin(g) for the bird.” Alternatively, you can use the [: notation]: “He was lookin [: looking] for the bird.”

- If you go to Window -- Special Characters, you’ll see a variety of other things you can code about the speech characteristics themselves.