



BILINGUAL TWINS PROJECT – TRANSCRIBING IN CHAT

1. HEADERS

There are three types of **headers** in CHAT: obligatory (such as @Begin, @Participants, @End), constant and changeable. They contain general information. On the other hand, **utterance headers** indicate who is speaking at a given moment.

These are the headers we are using in the Bilingual Twins Project:

```
@Begin
@Participants: LEO Leo Target_Child, SIM Simon Target_Child, RAQ
               Raquel Investigator, MEL Melanie Mother, IVO Ivo Father, SAF Safta Grandmother,
               TOD Todd Investigator, EST Esther Investigator, SUS Susana Investigator
@Age of LEO: 05;06:26
@Birth of LEO: 27-DEC-1998
@Sex of LEO: Male
@Language of LEO: Bilingual Spanish/English
@Age of SIM: 05;06:26
@Birth of SIM: 27-DEC-1998
@Sex of SIM: Male
@Language of SIM: Bilingual Spanish/English
@Language: English and Spanish
@Date: 26-JUN-2004
@Session: 61B
@Time Duration: 00:00:00-00:00:00
@Fragment: 1
@Time Start: 00:00:00
@Time End: 00:00:00
@Format: Video NTSC
@Transcribing: 20-OCT-2004
@Transcriber: Language Acquisition Lab
@Coding:
@Coder:
@Filename: tw61B_TR.cha
@Location: Salamanca, Spain
@Situation: Playing a game of cards
@Comment: First fragment of session 61B
*SIM:
*LEO:
*TOD:
*RAQ:
*SUS:
*EST:
*MEL:
@End
```

Headers are always preceded by an @ sign, and followed by a colon and space.

```
@Age of LEO:
```

Utterance headers always contain an asterisk, three capital letters corresponding to the participant code assigned in the @Participants header, a colon and a tab.

*SIM:
*LEO:

The @Participants header contains all the participants for a given session. The only constant participants are **LEO Leo Target_Child** and **SIM Simon Target_Child**. LEO and SIMON are pseudonyms (Please see Appendix C).

There is a non-human @Participants header which represents the family pet; it has been included so that the transcribers do not have to explain that the name *Max* refers to the dog every single time he appears. The header is **MAX Max_Dog Non_human**.

The following **headers** are also constant:

@Birth of LEO: 27-DEC-1998
@Sex of LEO: Male
@Language of LEO: Bilingual Spanish/English
@Birth of SIM: 27-DEC-1998
@Sex of SIM: Male
@Language of SIM: Bilingual Spanish/English

The @Language header indicates which language the children are predominantly speaking in a given session.

The @Date header indicates the date on which the session was recorded.

The @Session header indicates the session number that appears on the tape or DVD.

The @Time Duration header refers to the duration of the session.

Long sessions are usually divided into different parts. The @Fragment header indicates this. One fragment corresponds usually to about 1,000 lines, or a change of context, activity or place that occurs before, at or even after 1,000 lines (tenemos un fragmento con un poco más de 1.000 líneas, pero no nos pareció que mereciera la pena dividirlo porque quedaba muy poco para la situación siguiente). In sum, each fragment must correspond to one @situation.

The @Time Start and the @Time End headers apply for sessions recorded on video or DVD. They refer to the time display that appears on screen.

The @Format header indicates whether the session is being transcribed from a video recording (NTSC or PAL formats) or a DVD. Older sessions were originally recorded on video and then converted into DVD. Newer sessions were recorded only on DVD.

For example:

@Format: Video PAL
@Format: Video NTSC
@Format: DVD Zone 1
@Format: DVD Zone 2

Zone 1 = USA/Canada
Zone 2 = Europe

The @Transcribing header indicates the date on which transcribing commenced.

The @Transcriber header indicates who is transcribing. The Language Acquisition Lab is responsible for transcribing the English sessions and the UVA-LAL is responsible for the Spanish ones.

The @Filename header indicates the name of the CHAT file on which the session is being transcribed: “tw” stands for twins, the number stands for the session number and the letters right before the .cha format ending stand for the language (i.e. EN(glish), SP(anish), TR(anslation test)). All CHAT files have the ending .cha. The @Location header indicates where the session took place (sessions were recorded either in Salamanca, Spain, or in California).

The @Situation header describes what the participants were doing while the session was being recorded (i.e. eating, playing, etc.)

The @Comment header serves to insert any additional information not covered by the other headers.

2. CODES

This is by no means a complete list of the codes specified in the depadd or the depfile, let alone all the codes recognized by CLAN. The following are just the codes that tend to come up more during transcription.

Utterance terminators

We have three utterance terminators:

- SPACE BAR + full stop
(ex. *LEO: no .)

- SPACE BAR + question mark
(ex. *LEO: no ?)

- SPACE BAR + exclamation mark
(ex. *LEO : no !)

Please note that utterances begin with small caps, except if they start with the 1st person pronoun « I » or a proper name.

In general, commas must be used sparingly, basically to avoid ambiguity. If someone is calling a person or animal by name, you can use commas if the pause is short, or use the # or start another line if the pause is long.

e.g. Spanish: *no quiero jugar – no, quiero jugar*

e.g. English: *L, L either you get the bib on or you go upstairs to bed .*

no give me gwapes [: grapes] – not ambiguous

no grapes – ambiguous – no, grapes

Without comma could mean: “there are no grapes” or “no, I don’t want any grapes”.

With regard to proper names, only the names of the investigators may be transcribed in full. As to the other participants, only the first initial is transcribed (except for Ivo) (Please refer to Appendix C for full list of initials).

lv(o)

Codes in brackets

Repetition: [/]

*TOD: what [/] what did you say ?

If the repetition applies to more than one word, use angle brackets < >

Repetition with self-repair: [//]

*TOD: <what do> [//] what did you say ?

If the repetition with self-repair applies to one word or more than one word, use angle brackets < >

Retracing with reformulation: [///]

*TOD: what did [///] when are you coming ?

Text overlapping (=one word or more)

Overlap follows: [>]

Overlap precedes: [<]

Text overlapping (one word or more) must be enclosed in angle brackets < >

*RAQ: <seguro que sí sabes> [>] .

*SIM: <uno dos> [<] tres cuatro sinco [: cinco] seis .

*LEO: <a ve(r) si tú llegas hasta yo> [>] a ver si llegas hasta mi a ve(r)
a ve(r) a ve(r) quién es más alto .

*RAQ: <otro aquí en el medio quieres> [<] ?

Overlap follows and precedes [<>]

This symbol indicates that the text enclosed in angle brackets is being overlapped by the bracketed speech of the following speaker and by the bracketed utterance of the previous speaker. It indicates overlapped utterances of more than two speakers. The overlaps preceding and following the 'middle speaker' are marked as above with [<] and [>]

*EST: <uno dos tres cuatro cinco seis siete> [>]

*LEO: <uno dos tres cuatro cinco seis siete> [<>]

*SIM: <uno dos tres cuatro cinco seis siete> [<]

Explanation: [%]

*SIM: [% squealing] eeee@i !

*LEO: [% to Melanie] gi(ve) me .

Use to provide context when necessary. The percentage sign is always followed by a SPACE BAR.

Replacement: [:] or [=]

*SIM: allagayto [: alligator] .

*LEO: I dranked [= drank] it .

Use colon with non-native pronunciation.

Use equal sign with the following grammatical errors.

Some English and Spanish examples of grammatical errors:

And then he fall [= fell]

La [= le] dije que vendría

Does he wants [= want]

Lo caí [= dejé caer]

Está rompido [= roto]

Sono [= soy] malito

[ojo: no se corrige la elección del verbo "ser" por "estar"]

a) In Spanish, correct irregular verbs, leísmo, laísmo, etc. and agreement. Ej.:

Se ha rompido [= roto]
La [= le] dije
Los [= las] hormigas

b) In English, correct 3rd person and irregular past tense. Ej.:

does he wants [= want]
he goed [= went]

Do not correct word order. Ej.:

Quiero yo esto
Go cow

Ambiguous (mainly two-word stage). Ej.:

He go	goes o went?
La amigas	la amiga o las amigas?
Van papá	va papá o van papás o va con papá ...?

These cases vary according to language (English and Spanish) and age (particularly two-word stage as opposed to later stages) and will not be marked for grammatical error.

Both signs are always followed by a SPACE BAR.

Not understood: [?]

*SIM: pairs [?] I want to play Candyland .

Use with words that you can vouch for but do not appear to fit in an utterance.

Stress: [!]

*MEL: why don't you have papá@sp read that book ?

*SIM: [% whining] no you [!] read it .

Indicates that preceding word is stressed. Does not require angle brackets, unless a whole string of words is stressed. Use to mark contrastive stress in English.

Alternative transcription [= ? text]

*CHI: we want <one or two> [=? one too] .

Used when it is really difficult to choose between two possible transcriptions for a word or group of words. Hence both are included.

Codes with the + sign

Trailing off: +...

*TOD: I think that I +...

Interruption: +/.

*TOD: it's your +/.

*LEO: do you have a lion ?

Self-interruption: +//.

*TOD: I don't think +//.

*TOD: let's play Go Fish.

Interruption of question: +/?

*TOD: do you think we +/?

*SUS: if we get another pair we win .

Self-completion: +,

*TOD: I don't think that I +...

*SUS: what ?

*TOD: +, that I know how to play .

Other-completion: ++

*MEL: let's count .

*MEL: one, two, three +...

*SIM: ++ four .

.....

*IVO: te acuerdas de alguna ?

*IVO: fa +...

*SIM: ++ familia !

Quotations

Quoted on next line: +"/.

Quoted utterance: +"

*MEL: and the shark said +"/.

*MEL: +" I'm gonna eat you all .

Codes with the % sign

Comment: %com

*LEO: here .

%com: Leo hands a pea to Melanie

This code is always followed by a colon and a TAB, but unlike utterance it does not finish with a SPACE BAR and a full stop.

Do not use %com immediately after headers as first line of transcribed material.

Codes with the @ sign

Interjection: @i

*TOD: oh@i it's your turn.

*LEO: uhoh@i .

There is a list of ways of transcribing different interjections in the CHILDES book. The ones that appear more often are ah@i, eh@i, oh@i, uhoh@i, hmm@i, mhmm@i, wow@i and hey@. For more interjections see page 32, and DON'T FORGET TO ADD @i.

Fill pause: @fp

*MEL: they threw the bad guys in the water ok .

*MEL: uhmm@fp # the mermaids threw the bad guys in the water and the mermaid +/.

Unlike interjections, fill pauses do not have any communicative intent. They just fill a space within the utterance. The most common ones in English are uh@fp, um@fp, uhmm@fp and in Spanish eh@fp mhm@fp

Onomatopoeia: @o

*JUA: [% imitando a un perro] guau@o guau@o .

*LEO: [% playing with a train] choo@o choo@o .

Language: @en @sp @cm

Sessions are usually conducted either in English or in Spanish (except the Translation Tests, which are conducted in both languages at the same time). However, Leo and Simon are Spanish /English bilinguals and may use Spanish words or sentences in an English session, or vice versa.

Use @sp if they use a Spanish word or sentence in an English session when speaking in an English context (i.e. to a English native speaker or person who primarily communicates with them in English). For instance, if they speak to Melanie in Spanish, use @sp because they primarily communicate with her in English.

*MEL: they eat the troll .

*LEO: sí@sp .

*MEL: now <what do you> [///] how do you use that one ?

*SIM: pues@sp es@sp muy@sp sencillo@sp .

*LEO: [% to Raquel] uh@i xxx hacer mi madre puzzle conmigo ?

*RAQ: sí ?

*RAQ: el puzzle ?

*RAQ: venga .

Use @en if they use an English word or sentence in a Spanish session when speaking in a Spanish context (i.e. to a Spanish native speaker or person who primarily communicates with them in Spanish). For instance, if they speak to Raquel in English, use @en because they primarily communicate with her in Spanish (unless she addresses the children directly in English, which she might, because she is recognized by them as a speaker of both languages).

*LEO: quiero comer esto y eso y eso y eso !

*LEO: y entonces [: entonces] comió esto y esto y esto
y [/] y metió dos patas aquí <y y> [/] y mhm@i he@en knock@en on@en
the@en door@en [% golpea el libro como si llamara a la puerta].

*RAQ: toc@i toc@i .

*RAQ: no sé cómo se llama .

*LEO: sí !

*SIM: [% a Raquel] canicas .

*RAQ: canicas ?

*SIM: I@en don't@en know@en [?]

*RAQ: y esas cómo se llaman .

*SIM: grapes@en .

Translation tests are not classified as English or Spanish sessions. Only take **language context (i.e. L1 and primary communication language)** into account when transcribing.

- *RAQ: vale vamos a explicárselo a Susana <y a> [/] y a Todd ?
- *SIM: i:f somebody in to sabe@sp to give him one animal one who that's a cat and then a fox and [/] and he have [= has] them she [///] the [///] then you get him and den [: then] you have to do again until you don't have any...
- *SIM: [% to Raquel] it's@en not@en [///] no puede ser !

As to the adult speakers, their L1 and the person they are addressing indicate whether the context is English or Spanish. For instance:

Melanie's L1 is English. If she speaks in Spanish to Leo and Simon, you should use @sp because she is primarily using English to address them. However, if she speaks in Spanish with Raquel or Ivo, do not use @sp, since Raquel's L1 is Spanish and Melanie is primarily communicating with Raquel in Spanish.

- *SIM: [% to Raquel] te ayuso [: ayudo] ?
- *RAQ: quieres ayudarme S ?
- *SIM: sí .
- *RAQ: vale gracias .
- *SIM: a ver si xxx .
- *RAQ: a ver si ayudamos a L pobrecillo está perdiendo .
- *MEL: [% to no one] a@sp ver@sp I guess my turn's over .
- *MEL: [% referring to camera] te lo apago Raquel ?
- *RAQ: sí por fa .

Raquel's L1 is Spanish. If she speaks in English to Simon and Leo, you should use @en (except in translation tests or when they address her in English and she therefore answers in English) because she is primarily using Spanish to address them. However, if she speaks in English with Melanie, do not use @en, since Melanie's L1 is English.

- *LEO: sí menos mal que no lo hemos (en)contrado .
- *RAQ: mhmm@fp yo creo que había otra ahí debajo no había otra aquí ?
- *RAQ: well@en entonces hacemos esto otra vez desde el principio ?
- *RAQ: no !
- *RAQ: uno dos tres cuatro y cinco hey@en look@en tiqui@o tiqui@o tiqui@o tiqui@o tiqui@o tiqui@o tiqui@o tiquiti@o !
- *RAQ: [% a Simon] hala@i déjame pasar .

Susana is an exception. Although her L1 is Spanish, Simon and Leo treat her as an English native speaker because she has never spoken to them in Spanish. When coding, treat Susana as if her L1 was English.

In summary, the participants primarily use the following languages to communicate:

MEL	EN (with the twins) / SP (with Spanish native speakers)
IVO	SP
RAQ	SP / EN (translation tests and every now and then with twins and Melanie)
EST	SP
SUS	EN

SIM and LEO Consider language of session as well as language of context

Words marked with @sp and @en are not to be confused with borrowings. In fact, borrowing should never be marked with these codes. For example:

calamares@sp

cookie@en

In order to determine whether a word is a borrowing or not, we will look up these words in the dictionary (Oxford (BrE) and Webster (AmE) for English; RAE for Spanish). *Calamares* and *cookie* do not appear in these dictionaries. Since they are not borrowings, we can mark them with the @sp and @en codes.

If they codeswitch, that is, if they mix two languages in a word, use @cm. Codeswitching is defined here as mixing both languages in a word at an internal level, either phonetically (e.g. torre@cm) or morphologically (e.g. ende@cm).

Family specific form: @f

*LEO: I want pupapo@f .

*MEL: you want pupapo@f ?

Word pun: @wp

*SIM: que no puede volar si no tienen alas !

*EST: ah@i !

*RAQ: ah@i claro sólo tienen pies .

*RAQ: se llaman ciempiés no cien alas@wp no ?

child-invented form: @c

Child-invented forms are words created by the child sometimes from other words without obvious derivational morphology. Sometimes they appear to be sound variants of other words. Sometimes their origin is obscure. However, the child appears to be convinced that they have meaning and adults sometimes come to use these forms themselves.

*LEO: aquí bota agüí@c !

*LEO: no esta es mía !

*SIM: aquí .

*LEO: aquí bota agüí@c ! [% están tirando las pelotas por encima del armario] .

*SIM: aquí bota agüí@c !

General special form: @g

It can be used when all of the above fail. However, its use should generally be avoided.

*EST: L ese collar a ver ?

*EST: oy@i qué bonito !

*RAQ: mhm@i naranja es chuli@g verdad ?

*EST: con una flor .

*EST: qué bonito !

*EST: no te lo pones eh@i a ver ?

%com: Leo se pone el collar

*EST: ay@i qué chulo !

Early phonological form:@p

In the first sessions, this symbol is useful to distinguish certain some phonological fragments from real interjections

*MEL: S, do you want to turn the page ?

*MEL: beepbeep@o, turn the page ?

*SIM: da@p .

Other

Unintelligible: xxx

*LEO: I want xxx .

*SIM: xxx .

Use for utterances or parts of an utterance that you can't make out. In the case of Leo and Simon, try to use the least possible; only if they are whispering, talking at the same time or if other participants are drowning them out, or if the sound quality of the recording is really bad.

Not transcribed: www

*MEL: www .

*RAQ: www .

%exp: Melanie and Raquel speak in the background while Simon and Leo eat their supper

%tim: 00.02.36

*LEO: I want more .

*TOD: I'll give you some more .

*SIM: me too .

...

*MEL: [% to Simon] are you going to finish that kibbe ?

%tim: 00.04.22

*SIM: no .

Use when participants are having conversations that do not concern Leo or Simon.

The %exp code here has the same purpose as the %com code.

The %tim code indicates the time (minutes and seconds) at which the conversation begins and ends. The end time appears after the first intervention by any of the participants involving Leo or Simon.

Missing: ()

*SIM: gi(ve) me it .

*LEO: cate(r)pilla(r) .

Use parentheses with missing sounds. Contractions like “gonna” or “gimme” can only be used with participants other than Leo or Simon because they count only as one word with regard to the MLU.

Phonological fragment: &

*SIM: m .

*MEL: your favorite video starts with m .

*SIM: &m &m +...

*MEL: ++ Masy !

Use ampersand with words that are not completely enunciated on purpose, as opposed to words with missing sounds (see symbol above).

Pause: #

*TOD: so # what have we got here ?

Use pound key to mark long pauses within a sentence. Otherwise, just use different lines.

*TOD: I have a lion .

*TOD: do you have a lion ?

*LEO: yeah .

Long vowel: :

APPENDIX A: BOOKS, NURSERY RHYMES, TALES AND GAMES

Board and card games

Berries (board game)
Candyland / *El país de los caramelos* // Characters (cards): Plumpy, Peppermint Forest, Plum Tree, Mr Mint, Lord Licorice, Licorice Castle, Jolly, Gumdrop Mountain, Peanut Brittle House, Grandma Nutt, Lollipop Woods, Princess Lolly, Queen Frostine, Molasses Swamp, Gloppy, King Kandy,
Chutes and Ladders
Crazy Eights
Dinosaurs (card set)
Ghost Castle
Go Fish / *Vete a pescar*
Monopoly
Oca Loca (board game)
Snakes & Ladders (or *Chutes and Ladders*) (board game)
Pirates (board game)
War
Walter Cat
Parchís
Risk
Rat a tat cat (cards)
Jenga (wood block game)
El árbl de las manzanas

- Other games and toys

Animal Puzzle
Berry Bear (toy bear)
Fergie the Frog (toy frog)
High Fives
Lego
Patty Cake
Raffy (toy giraffe)
Bouncy ball
Barrel of monkeys
Telesketch

Nursery rhymes and songs

Batty Bat (Sesame St. song)
Bluebird
Eenie Meenie Minie Mo
Elmo's World (Sesame St. song)
Hey Diddle Diddle
Hickory Dickory Dock
Humpty Dumpty
If You're Happy and You Know It Clap Your Hands
Itsy Bitsy Spider
Little Boy Blue
Little Miss Muffet
Miss Mary Mack
One Two Buckle My Shoe
One, Two, Three, Four, Five, Once I Caught a Fish Alive

Poor Old Michael Finnegan
Ring Around the Rosie
Rubber Duckie (Sesame St. song)
Shoo Fly Don't Bother Me
Sing a Song of Sixpence
The Alphabet
The Ants Go Marching
The Muffin Man (in this version, he lives in Aldealengua [Salamanca], not Drury Lane)
The Owl and the Pussycat
The Three Little Kittens
The wheels on the bus
Three Little Mice Sat Down To Spin
YMCA (The Village People)

Tales and books

- Comic books

Astérix y Cleopatra // Characters: Astérix, Obelix, Panoramix, Cleopatra, Julio César/Julius Caesar

El Templo del Sol

El Tesoro de Rackham el Rojo // Characters: Tintín, El Capitán Haddock, Milú, Tornasol, Hernández y Fernández

- Other Characters

César Pompeyo
Los Reyes Magos (Melchor, Gaspar, Baltasar)
Marvin K. Mooney and Bert
Minnie
Papá Noel / Santa Claus
Shakokan
Tarzán
Tom Kitten
Rito
Igor
Gusiluz

- Tales

Bear and the Mooncake
Benjamin Bunny
Billy Goat Gruff
Blancanieves / Snow White and the Seven Dwarfs
Book of Dinosaurs
Bugs Bunny
Caperucita Roja / Little Red Riding Hood
Cat in the Hat (Dr Seuss) // Characters: Cat, Sally, fish, Things 1 and 2 (evil!)
El Libro de la Selva // Characters: Shere Kan
El Queso de Piedra // Characters: el granjero Neils
En Busca del Dragón // Characters: Arturo
Fergie the Frog
Frog and Toad
Go Dogo [?]
Goldilocks and the Three Bears

Goodbye the Gorilla
 Grumpy Goat
 Horton the Elephant // Characters: Maisie, Horton, hunters
 Kyogi [?]
 La Bella y la Bestia
 La Espada Mágica / Encantada // Characters: el reino de Feliciterra, el Castillo de la Dicha, el Castillo Tenebroso / Blooming Castle, Blago, Dora la Seductora, Gilberto el Gentil, Sir Fillet de Carn, Lady Cascadilla, el Paje Vuelta y Media, Haunted Castle.
 La Oruga Glotona
 La Princesa y el Guisante
 La Sirenita
 Las Aventuras de Meñiquín
 Little Ms Muffin
 Los Cabritillos y el Lobo
 Los Tres Cerditos // Characters: el Lobo / the Wolf, los Cerditos / the Piggies
 Magic Tree House (series)
 Maisy
 Mission Zifroid
 Monster Book // Characters: Terry, Frazzle
 Mr Noodle
 Peter and the Wolf // Characters: Peter, Wolf, Grandfather, hunters
 Peter Pan // Characters: Capitán Garfio / Captain Hook, Wendy, John, Michael, Tinkerbell
 Peter Rabbit
 Pig Gets Stuck
 Pike and Mike / or Mike and Pike (Melanie)
 Pinocho / Pinnochio // Characters: Gepeto / Geppetto
 Ribsby (Beverley Cleary)
 Rudolph the Red Nosed Reindeer
 Sinbad the Sailor
 Spiel Mit Dem Kleinen Hund (Playing with the little dog – German story book)
 The Big Wide Mouthed Frog
 The Cat in the Hat (Dr. Seuss) // Characters: Cat, Sally, Fish, Things 1 and 2 (evil!)
 The Grinch Who Stole Christmas (Dr. Seuss)
 The Hobbit (Tolkien)
 The Horse and His Boy (C.S Lewis) // Characters: Shasta
 The Horse and his Boy (C.S. Lewis) // Characters: Shasta, Aravis, Bree, Hwin, Arsheesh
 The Lion King
 The Stinky Cheese Man
 The Story of the Castle (Leo and Simon)
 The Story of the Mermaids (Melanie)
 The Story of the Three Big Bad Wolves (Melanie)
 The Very Hungry Caterpillar
 Time Warp Trio (series) // Summer Reading is Killing me
 Where the Wild Things Are // Characters: Max
 Winnie the Pooh // Characters: Pooh Bear, Eeyore, Piglet, Tigger, Kanga + Roo, Rabbit, Christopher Robin)

Video and audio

- Computer games

(More) Bugs in Boxes
Dr Seuss
Millie(s) and Bailey('s) (Preschool)
Corvex (computer chess game)

- TV programs and videotapes

101 Dalmatians // Character: Cruella de Vil
Barrio Sésamo / Sesame Street // Characters: Coco / Grover, Epi y Blas / Ernie and Bert, Paco Pico o la Gallina Caponata / Big Bird, Elmo / Elmo, Oscar / Oscar, Triqui el Monstruo de las Galletas / Cookie Monster, Conde Drácula / Count the Count, la Rana Gustavo / Kermit the Frog, Herry Monster
Beauty and the Beast
Dinosaurios
Dragon Tales
Kipper the Dog (British video)
Looney Tunes // Characters: Tweety Bird
Masy
Muzzy (English as L2 method for children) // Characters: Corvax, Princess Sylvia, Bob, King, Queen, Muzzy, Norman)
Nim (?) video // Characters: Nim, Doctor Valentine
Peter Cottontail
Shrek
El diablo de Tasmania
The Grinch; el Grinch
Dino
Teletubbies / Teletubis // Characters: Dipsy, Laa-Laa, Po, Tinky Winky (twins use the expression Tati to refer to them)

WWW Resources

Asociación Española de Fabricantes de Juguetes: Publicaciones – Catálogo exportadores
<http://www.aefj.es>

Online dinosaur glossary:
<http://www.enchantedlearning.com/subjects/dinosaurs/glossary/indexs.shtml>

APPENDIX B: FAMILY TREE

Ivo's family and friends

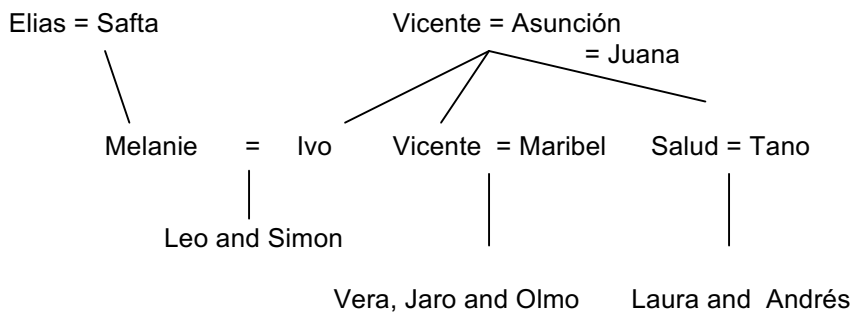
Abuela Chon (Asunción)
Ana
Andrés (Cousin)
Ivo (Half-Uncle)
Jaro
Laura (Cousin)
Lorena
Maite
Marco (Half-Uncle)
María
Maribel †
Olmo
Paco
Salud (Aunt)
Tano (Uncle)
Teresa
Vera

Melanie's family and friends

Ann
Brohi
Devon (Cousin)
Elias † (Grandfather)
Fatima
Jessie
Kayla (Cousin)
Lausanne
Natasha
Rachel
Safta (Grandmother)
Sheedoo
Una (Aunt)
Youseef (Uncle)

Pets

Max (New Dog, also called Corvex sometimes)
Popo (Old Dog) †



APPENDIX C: CONFIDENTIALITY

LEO is a pseudonym for “Liam” and SIMON is a pseudonym for “Samir”. Participants other than the investigators also have pseudonyms to protect their privacy. If names of participants other than the investigators appear in the recordings, only the first initial or first and second initial are transcribed:

S(amir)
L(iam)
M(arina)
Iv(an)
E(lias)

In the unlikely event that they reveal other confidential information such as their last name (Llamazares), address, phone number or email, that part of the recording must remain untranscribed.

*LEO: tú te llamas Fernández [% a Raquel] ?
*RAQ: sí yo me llamo Raquel Fernández y vosotros cómo os llamáis ?
*RAQ: S qué más ?
*SIM: www .
*EST: www .
*RAQ: www .
*LEO: www .
*IVO: www .
%exp: no se transcribe esta parte para mantener el anonimato de los niños
y de su familia ya que se menciona información personal
%tim: 00:47:20
*RAQ: a ver vamos [///] ey@i vemos <ese> [//] el cuento ese ?
%tim: 00:49:08

Melanie may ask Leo or Simon to spell their names. If they manage to spell out the name completely, that part must also remain untranscribed (%exp: not transcribed due to confidentiality reasons). If they do not get past the first letter, it may be transcribed.