

Annotation Schema for Project Interrogativity (English)

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- Only annotate adult utterances (mostly the mother, but there might be other adults in the script). "Adult" in this schema refers to any person other than the target child, so Violet's brother is also considered as an "adult," and utterances to violet's brother is "ToAdult."
- Please consult the video when coding for the speech act and social function information!
- If you are unsure of any column or have a question, put a "!" in that column and leave a comment (and email Yu'an!)
- Save the annotated file with "-annot.csv" (e.g. Alex-010512.csv as Alex-010512-annot.csv)

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1 (Primary) Speech Act

Speech Act focuses the “act” that an utterance performs in a conversation: the speaker proposes something (Assertions), asks something (questions), or requests something (requests). The following categories are annotated in this column (name_of_category: value_in_csv_file):

1.0.1 Assertion

Example:

- (1) Alex's mother: Your hands are dirty.
- (2) Alex's mother: Isn't it nice?
Comment: the sentence is of interrogative form, but the speaker's primary intention is to assert that something is nice.
- (3) Do you know some birds can learn to say words?
Comment: The sentence is interrogative form, but primary intention is to provide information (birds can learn), so the speech act is Assertion.
- (4) Alex's mother: Your hands are dirty, huh?
*Comment: the primary intention is to ask for confirmation, so the utterance should be labelled as an **Assertion**, with TagType "huh" (see the section on Tags)*

1.0.2 Question

Example:

- (5) Alex's mother: What's a birdie say?
- (6) Alex's mother: You see the birdie?
Comment: while the sentence is in the form of a declarative, the primary intention of Alex's mother is to ask if Alex can see the bird, so the utterance is a question

1.0.3 Request

Request/command: the speaker proposes or demands to let the hearer make something happen.

Example:

- (7) Alex's mother: Hold it this way.
- (8) Alex's mother: Can you give me the rake?
Comment: while the sentence is in the form of an interrogative, the primary intention of Alex's mother is to request the rake, so this is a request
- (9) Alex's mother: You have to leave that on honey.
comment: the sentence is of declarative form, but the primary intention of the speaker is to request some action from Alex

1.0.4 Exclamative

Example:

- (10) Alex's mother: Good boy!
- (11) Alex's mother: How nice!
- (12) Alex's mother: Sorry!
- (13) Alex's mother: Thank you!

1.0.5 Other

Utterances that are not one of the above

Example:

- (14) Alex: abed@o Alex's mom: abed@o. **Other**
Comment: Here Alex's mom is imitating Alex's vocalization, so it's not any of the speech act above.

1.0.6 unk

Unintelligible utterances (usually transcribed as "xxx")

1.1 Sub-Q

This column annotates whether the speaker knows the answer to their own question

1.1.1 yes

Example:

- (15) Alex's mother: What's a birdie say?

1.1.2 no

Example:

- (16) Alex's mother: Wanna go on the swing?

1.1.3 unk

can't decide

Example:

- (17) Lily's mother: does the wolf look like a doggie?
Comment: It's unclear whether mom is asking a rhetorical question or simply soliciting information

2 Clause Type

2.0.1 Declarative

[Subject+Aux/Verb] surface structure

Example:

- (18) Lily's mother: mommy's gonna put moisturizer on your elbows.
(19) Lily's mother: you're giving that to the music?

2.0.2 Interrogative

[Aux/Verb Subj] surface structure

Examples:

- (20) Lily's mother: do you like fuzzy bear kisses?
(21) Lily's mother: What is that?
(22) Violet's mother: which one you wanna pick?
Comment: the aux is elided, but can be recovered, so the sentence is not ambiguous.

Counterexample:

- (23) Alex's mother: wanna go on the swing? Amb
Comment: we couldn't decide if it's declarative/interrogative
(24) Alex's mother: you wanna go on the swing? Amb
Comment: This is a case where the auxiliary "do" could be elided (but could also be that it's a declarative). Out of caution, we annotate this as FRAG

2.0.3 Imperative

[Aux/Verb] surface structure

Examples:

- (25) Alex's mother: Hold on.
(26) Alex's mother: Give me the shovel.

2.0.4 FRAG

Fragments; sentences that lack a verb

Examples:

- (27) Alex's mother: Elmo.
- (28) Lily's mother: Bee?
- (29) Violet's mother: Good boy!

2.0.5 Amb

Sentences that are ambiguous between two types of clauses (maybe due to ellipsis)

Examples:

- (30) Alex's mother: Wanna get down?
Comment: It's unclear whether this is a declarative without subject, or an interrogative without auxiliary
- (31) How about a lollipop?
Comment: ambiguous between a fragment/interrogative

2.0.6 Exclamative

Examples:

- (32) Alex's mother: How nice!

2.0.7 Other

Sentences with verbs, but are otherwise hard to put into clause type categories

Examples:

- (33) Alex's mother: Thank you!
- (34) Violet's mother: Sorry!

2.0.8 unk

Unintelligible utterances, children's utterances

2.1 Sub-I

2.1.1 Polar

[Aux/Verb Subject]

Example:

(35) Alex's mother: do you want this?

2.1.2 Wh

NOTE: *what/how about* are considered fragments, so they should not be included as *wh*-questions

2.1.3 Disjunctive

(36) Do you want an apple or an orange?

3 ToAdult? 0/1

If the utterance is addressing to another adult, label 1, otherwise 0

4 FollowUp? 0/1

Utterance sequences produced by the same speaker, on the same topic

Examples:

(37) a. Alex's mother: What's that?

b. Alex's mother: Is that the postman?

Comment: b is a follow up to a as it is a continuation on the same topic as 1a

(38) a. Alex's mother: Hold it this way.

b. Alex's mother: this way.

Comment: repetition is a type of follow up.

Examples:

- (39) a. Alex's mother (point to cartoon character): Elmo.
 b. Alex's mother (point to another character): Big bird.
Comment: NOT a follow-up, these two are roughly along the same lines but on different topics.
- (40) a. Alex's mother (read from a book): Ernie follows his nose.
 b. Alex's mother (read from a book): let's use our noses and find things to smell your beak or your snuffle will work just as well.
Comment: readings should not be counted as follow-ups, they will be excluded in the analysis for follow-ups
- (41) a. Alex's mother: Who's that?
 b. Alex: YYY.
 c. Alex's mother: Elmo.
*Comment: The two utterances (a) and (c) are interrupted by Alex's turn; only two consecutive utterances on the same topic by the **same** speaker counts as a follow-up*

5 UttGoals

These are functions associated with an utterance that are recoverable by the interpreter from the discourse context, but are not the ones that are conventionally associated with a specific type of speech act

5.0.1 Attention

Drawing attention; The current utterance directs the hearer's attention to an object not previously discussed before (could be a new object, could be an object the parents and children have not interacted with so far).

Examples:

- (42) Alex's mother: Alex, Look!
 (43) Alex's mother (switching topic): Where's the tree?

Counterexample:

- (44) Alex's mother: (both looking at a rake with a big bird on it) is that big bird? *Teaching*
Comment: the hearer's attention is already on big bird, so doesn't count as drawing attention

5.0.2 Negotiating

*The current utterance directs/permits the hearer (not) to carry out some **action**, commits the speaker (not) to carry out some action, or questions the possible moves to carry out next.*

Examples:

- (45) Alex's Mother: (Alex moves around the swing) Don't jump!
- (46) Alex's mother: you wanna ride?
- (47) Alex's mother: (commenting on flying a kite) there's not enough wind honey.

Counterexample:

- (48) Alex's Mother: (while assembling a kite) just put the string in. *Teaching Comment: She is teaching the hearer how to assemble a kite and not to negotiate for some actions to happen; not all directives are negotiations*

5.0.3 Discussing

Exchanging of information on various topics, including providing information/opinion or seeking information/opinion on some objects or events

Examples:

- (49) Alex's Mother: (seeing the ropes for the swing are twisted) What happened?
- (50) Alex's Mother: that's uncle xxx and he does everything.
- (51) Alex's Mother: (adjusting Alex's backpack) How's that?

Counterexample:

- (52) Alex's mother: (commenting on flying a kite) there's not enough wind honey. *Negotiation Comment: the speaker is stating a fact, which counts as exchanging information, but the context is implied that she is indirectly rejecting the hearer's request to fly a kite*

5.0.4 Teaching

The goal of the current utterance is to expand the hearer's knowledge on some objects or events, including sharing knowledge of some objects or events, testing the hearer's knowledge, or instructing the hearer to perform certain actions

Examples:

- (53) Lily's Mother: What's that (pointing to a bumblebee)?
- (54) Lily's Mother: It's a bumblebee!
- (55) Alex's Mother: (teaching Alex how to use a rake) You have to go forward.
- (56) a. Alex's Mother: (both looking at cartoon characters on a kite) Where's Elmo?
b. Alex's Mother: Show me. *Comment: Both utterances are for teaching purposes*

Counterexample:

- (57) Alex's Mother: (seeing a bird flying by) Where's the birdie? *Drawing attention*
Comment: When something is first introduced, the function of the utterance is to draw attention

5.0.5 Routine

Verbal routines; conventional verbal moves in games and social exchanges

Examples:

- (58) Alex's Mother: Ready? Go!
- (59) Lily's Mother: Thank you!

5.0.6 Emoting

the goal of the current utterance is to express certain emotions

Examples:

- (60) Alex's Mother: Wee!
- (61) Alex's Mother: Good boy!

5.0.7 Meta

Meta communication: the current utterance is contingent of another locutionary act, including demands for clarification, acknowledgment/confirmation of the meaning of hearer's past utterances, or statements about previous utterances.

Examples:

- (62) Alex's Mother: (after Alex makes some noise) What?

5.0.8 Reading

the speaker is reading from somewhere, or singing a song, or is repeating someone else's utterance verbatim (e.g. repeating lines from the TV). Repeating the child's utterance does not count as

reading, and depending on the situation, could be the parent playing with the child (verbal routine) or could be asking for clarification (Meta).

Examples:

(63) Alex's Mother: cows moo pigeons coo goats bleat birdies tweet .

5.0.9 Other

utterances that can't be classified into the above categories

5.0.10 unk

Uninterpretable vocalizations or verbalizations of which the communicative intent is unclear. Vocalizations include uninterpretable vocalizing or verbalizing.

6 TagType

Tags are structures added to declarative sentences. You should annotate them as how they are spelled, with lower case.

Examples:

(64) Alex's mother: Your hands are dirty, huh? **huh**

(65) Alex's mother: Come here, will you? **will you**

7 S-lifting

sifting is a grammatical construction in which the embedded clause of a propositional attitude (e.g. *think*), speech report (e.g. *say*) is preposed. You should annotate them as how they are spelled, with lower case.

Examples:

(66) Alex's mother: This goes here, I think. **I think**

8 DiscourseMarker

A discourse marker is a word or a phrase that plays a role in managing the flow and structure of discourse, but does not change the truth-condition of the sentence (namely you don't need to include them if you are making a bet, but not everything that you don't need to use in a betting context is a discourse marker). There might be more than one discourse marker in a sentence.

Examples:

(67) Alex's mother: Oh ok.

oh ok

9 Syntactic features

All features are binary, 1 for yes the feature is present, 0 otherwise (**not present or not applicable**). If the sentence is ungrammatical in a way that hinders the determination of grammatical relations (i.e. if something is a subject or not), leave a “!”.

When there are two clauses (e.g. with clause-embedding verbs like *know*), only judge the main clause (ignore the embedded clause).

9.1 Subject

(68) Alex's mother: come down.

0

(69) Alex's mother: where is it?

1

Comment: it is the subject, even though it's an expletive

(70) There are rabbits. **1** *Here even though rabbits is the constituent that agrees with the verb, we still consider there to be the subject, because it's the constituent that inverses with the auxiliary in interrogatives.*

9.2 Verb

(71) Alex's mother: come down.

1

(72) Alex's mother: no!

0

(73) Alex's mother: I think that's right.

1

Comment: there are two verbs, so the verb feature is present

9.3 Auxiliary

Items like *be, can, could, dare, do, have, may, might, must, need, ought, shall, should, will, would*

(74) Alex's mother: you coming?

0

(75) Alex's mother: is that a bottle?

1

(76) Alex's mother: I know you can.

0

Comment: there is an auxiliary in the embedded clause, but only judge the main clause

9.4 AuxInvert

When there is an auxiliary verb and it precedes the subject

(77)	Alex's mother: can you see it?	1
(78)	Alex's mother: you coming?	0
(79)	Alex's mother: I can take that.	0
(80)	There are rabbits.	0 <i>Comment: No inversion.</i>

9.5 Unknown Functional words

The following three features are about unknown functional words. Here's a set of functional words (might be expanded if necessary):

- wh-words: what, when, how...
- Adverbs: Never

9.5.1 InitFunction

Whether there is an unknown functional word at the beginning of the sentence (sentence initial filler words like *um*, *oh*, *yeah* do not count here)

(81)	Alex's mother: can you see it?	0
(82)	Alex's mother: where's the tree?	1
(83)	Alex's mother: you said what?	0

9.5.2 PreVFunction

Whether there is an unknown functional word in the middle of the sentence but before the verb

(84)	Alex's mother: where's the tree?	0
(85)	Alex's mother: I never said it.	1

9.5.3 PostVFunction

Whether there is an unknown functional word after the verb

(86)	Alex's mother: where's the tree?	0
(87)	Alex's mother: you said what?	1