

# Annotation Schema for Project Interrogativity (English)

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June 9, 2021

- Only annotate adult utterances (mostly the mother, but there might be other adults in the script).
- Please consult the video when coding for the speech act and social function information!
- If you are unsure of any column, put a “!” in that column and leave a comment; if the utterance is uninterpretable (sometimes transcribed as “YYY” or “XXX”, leave the category empty).
- If you have questions about annotation, leave a comment in the “Comment” column
- Save the annotated file with “-annot.csv” (e.g. Alex-010512.csv as Alex-010512-annot.csv)
- For each annotated category, the format used in this schema is Name\_of\_category: Value\_in\_csv\_file. The values in csv file are case sensitive (e.g Yes: yes, the value you put in the file should be lower-cased “yes”), and if the value is empty, don’t put anything in the file (e.g. Other:, means that the category is ”Other”, and you should leave the cell empty)

## 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. Assertion: Assertion

Example:

- (1) Alex's mother: Your hands are dirty.
- (2) Alex's mother: Your hands are dirty, huh?  
*Comment: the primary intention is to assert something, with an added tag "huh?", so the utterance should be labelled as an Assertion, with TagType "huh"*
- (3) 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.*
- (4) 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.*

2. Question: 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*

3. Request: Request

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*

4. Exclamative: Exclamative

Example:

- (10) Alex's mother: Good boy!
- (11) Alex's mother: How nice!
- (12) Lily's mother: sorry!

5. Other:

Unintelligible utterances, utterances produced by the child

## 1.1 Sub-Q

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

1. Yes: yes

Example:

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

2. No: no

Example:

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

## 2 Clause Type

1. Declarative: Declarative *[Subject+Aux/Verb] surface structure*

Example:

(15) Lily's mother: mommy's gonna put moisturizer on your elbows.

(16) Lily's mother: you're giving that to the music?

2. Interrogative: Interrogative

*[Aux/Verb Subj] surface structure*

Examples:

(17) Lily's mother: do you like fuzzy bear kisses?

(18) Lily's mother: What is that?

3. Imperative: Imperative

*[Aux/Verb] surface structure*

Examples:

(19) Alex's mother: Hold on.

(20) Alex's mother: Give me the shovel.

4. Fragment: FRAG

*Sentences that lack a subject or a verb*

Examples:

- (21) Alex's mother: Elmo.  
(22) Lily's mother: wanna throw that away?  
*Comment: No subject*

5. Other:

*Unintelligible utterances, children's utterances*

## 2.1 Sub-I

1. Polar: Polar

*[Aux/Verb Subject]*

Example:

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

2. wh: Wh

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

3. Disjunctive: Disjunctive

- (24) Do you want an apple or an orange?

## 3 ToAdult?

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

1. Yes: 1  
2. No: 0

## 4 FollowUp?

1. Yes: 1

Examples:

- (25) 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 Ia*
- (26) a. Alex's mother: Hold it this way.  
 b. Alex's mother: this way.  
*Comment: repetition is a type of follow up.*

2. No: 0

Examples:

- (27) a. Alex's mother (point to cartoon charater): 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.*
- (28) 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*

## 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

1. Drawing attention: Attention

The current utterance directs the hearer's attention

Examples:

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

**Counterexample:**

- (31) 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*

2. Negotiating: 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:

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

Counterexample:

- (35) 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*

3. Discussing: Discussing

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

Examples:

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

Counterexample:

- (39) 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*

4. Teaching (information/action): 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:

- (40) Lily's Mother: What's that (pointing to a bumblebee)?
- (41) Lily's Mother: It's a bumblebee!
- (42) Alex's Mother: (teaching Alex how to use a rake) You have to go forward.
- (43) 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:

- (44) 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. Verbal Routines: Routine  
conventional verbal moves in games and social exchanges:

Examples:

- (45) Alex's Mother: Ready? Go!
- (46) Lily's Mother: Thank you!

6. Emoting: Emoting  
the goal of the current utterance is to express certain emotions

Examples:

- (47) Alex's Mother: Wee!
- (48) Alex's Mother: Good boy!

7. Metacommunication: Meta  
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:

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

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