Annotation Guidelines for Diachronic Usage Relatedness

October 8, 2019

Introduction. Your task is to rate the semantic relatedness between two uses of a word. For instance, presented with a sentence pair as in (1), you are asked to rate the semantic relatedness between the two uses of *grasp* in (1a) and (1b).

(1)   a. He continued to **grasp**, between forefinger and thumb, the edge of the cloth I had been sewing.

   b. For just a moment he didn't **grasp** the import of what the old man had said.

Task structure. You are provided an ODS table document as shown in Table 1. One row in the table corresponds to one sentence pair. For each such row, the columns provide a 'sentence 1' and a 'sentence 2', illustrating two uses of the same word and their contexts. The target word is marked in bold font in both contexts. Your task is to rate, for these pairs of sentences, how related in meaning the two uses of the target word in the two sentences are.

Since language is often ambiguous, please read each sentence separately first, and decide upon the most plausible meaning of the target word in each sentence BEFORE comparing the two uses.

sentence 1	judgment	comment	sentence 2
Speaking of bread and butter reminds me that we'd better **eat** ours before the coffee gets quite cold.			When the meal was over and they had finished their tea after they **ate**, Wang the Second took the trusty man to his elder brother's gate.
He agreed and began practicing his sleightofhand tricks to the great pleasure of some **children**, the same ones, I suspect, who had plagued me when I was a child.			The daylight had long faded; her **child** lay calmly sleeping by her side; a candle was burning dimly on the stand.
He came to a **crossroad** and read the signs; to the south, Kenniston, 20 m.			As a result, we are at a **crossroad**: either school integration efforts will be abandoned in the South, or they will be pursued in the North as well.
His parents had left a lot of money in the **bank** and now it was all Measle's, but a judge had said that Measle was too young to get it.			Sherrell, it is said, was sitting on the **bank** of the river close by, and as soon as the men had disappeared from sight he jumped on board the schooner.
Hetty was mourned as dead: in every home her name was tenderly and sorrowingly spoken; old memories of her **gay** and mirthful youth, of her cheery and busy womanhood, were revived and dwelt upon.			She does look like a fashionable young lady, but somehow I miss my little Rose, for children dressed like children in my day, "answered Aunt Plenty, peering through her glasses with a troubled look, for she could not imagine the creature before her ever sitting in her lap, running to wait upon her, or making the house **gay** with a child's blithe presence."
But I never would return To my cold prison **cell**; what's life without liberty?			They went their way rejoicing, and with them passed the solitary ray of sunshine that streamed athwart the dark horrors of the emigrant ship, like the wandering pencil of light that sometimes visits the condemned **cell** of a prison.
Her hand pressed my **arm** with warm friendliness;			The **arm** of the statue had a natural form.

Table 1: Annotation Table.

The judgment scale. The scale that you will be using for your judgments ranges from 1 (the two uses of the word have completely unrelated meanings) to 4 (the two uses of the word have identical meanings). This four-point scale is shown in detail in Table 2.

4: Identical
3: Closely Related
2: Distantly Related
1: Unrelated

0: Cannot decide

Table 2: Four-point Scale of Relatedness.

Please try to ignore differences between the uses that do not impact their meaning. For example, *eat* and *ate* can express the same meaning, even though one is in present tense, and the other is in past tense. Also, distinctions between singular and plural (as in *carrot* vs. *carrots*) are typically irrelevant for the meanings.

Note that there are no right or wrong answers in this task, so please provide your subjective opinion. However, please try to be consistent in your judgments.
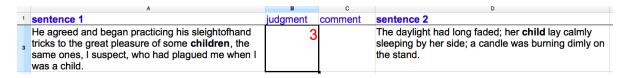
Annotation examples. We now zoom into the individual rows from Table 1 and provide rating examples, in order to illustrate the different degrees of relatedness that you may find in the judgment task. Note again that these are just examples and you should provide your own subjective opinion.

The two instances of *eat* in Example A are judged identical in meaning (rating: 4), because both uses refer to the physical act of consuming food.

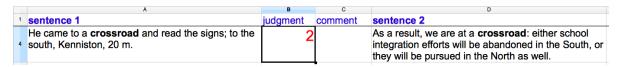|	A	B	C	D
1	**sentence 1**	judgment	comment	**sentence 2**
2	Speaking of bread and butter reminds me that we'd better **eat** ours before the coffee gets quite cold.	4		When the meal was over and they had finished their tea after they **ate**, Wang the Second took the trusty man to his elder brother's gate.

Example A: rating 4 (Identical).

In contrast, the two uses of *child* in Example B are judged closely related but not identical (rating: 3), because the meaning of *child(ren)* in sentence 1 may be paraphrased as 'young person', while the meaning in sentence 2 is closer to 'offspring'.

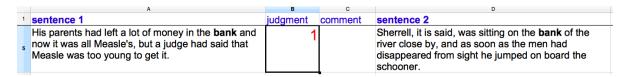|	A	B	C	D
1	**sentence 1**	judgment	comment	**sentence 2**
3	He agreed and began practicing his sleightofhand tricks to the great pleasure of some **children**, the same ones, I suspect, who had plagued me when I was a child.	3		The daylight had long faded; her **child** lay calmly sleeping by her side; a candle was burning dimly on the stand.

Example B: rating 3 (Closely Related).

In Example C, the two uses of the word *crossroad* art related, but more distantly (rating: 2): Unlike the *child* example above, the two uses of *crossroad* in this example have different meanings, which are yet related by a figurative similarity, on the level that both involve some kind of decision.

	A	B	C	D
1	**sentence 1**	judgment	comment	**sentence 2**
4	He came to a **crossroad** and read the signs; to the south, Kenniston, 20 m.	2		As a result, we are at a **crossroad**: either school integration efforts will be abandoned in the South, or they will be pursued in the North as well.

Example C: rating 2 (Distantly Related).

A rating of 1 is used for two uses of a word that are completely unrelated in their meaning, as it is the case for *bank* in Example D. Note that this pair of uses is semantically more distant than the two uses of *crossroad* above. River banks and financial banks are not semantically related to each other.

	A	B	C	D
1	**sentence 1**	judgment	comment	**sentence 2**
5	His parents had left a lot of money in the **bank** and now it was all Measle's, but a judge had said that Measle was too young to get it.	1		Sherrell, it is said, was sitting on the **bank** of the river close by, and as soon as the men had disappeared from sight he jumped on board the schooner.

Example D: rating 1 (Unrelated).

Finally, there is also the option for you to provide the judgment 'Cannot decide' (rating: 0). Please use this rating only if absolutely necessary, when you are unable to make a decision as to the degree of relatedness in meaning between the two bold words. Please provide a comment for why you cannot decide about this pair of uses.

Historical language data. The sentences provided for the annotation task were gathered from historical corpora. Sentences may occur more than once in the table.

As language changes over time, words might be used differently from what you are familiar with. If you are unsure about the meaning of a word or construction in a sentence, try to infer it from the meaning of the context.

The sentences may be very short or very long and some may seem ungrammatical. Also, words may be spelled in a different way than you are used to.

Try to ignore these issues; focus only on the meaning of the target words in their contexts. If you find that a sentence is too flawed to understand it, or the meaning of the target word is ambiguous, or the two instances of the target word do not match (i.e., they do not have the same lemma), please provide a comment to this effect.

Progressing through the task. While annotating the sentence pairs, you can always go back to previous judgments and change them, if you change your mind when new material is coming up. Also, you do not have to annotate the whole file in one session. If you wish to leave a comment at any point during the task, please type it into the comment field.

You may also want to turn off the spell checker to not be disturbed by additional highlighting.

Finishing the task. Please make sure that you do not change anything in the file apart from column width, font size, your judgments and comments. Return the annotated document to `dominik.schlechtweg@ims.uni-stuttgart.de`. If you have any further questions on the task, do not hesitate to ask.