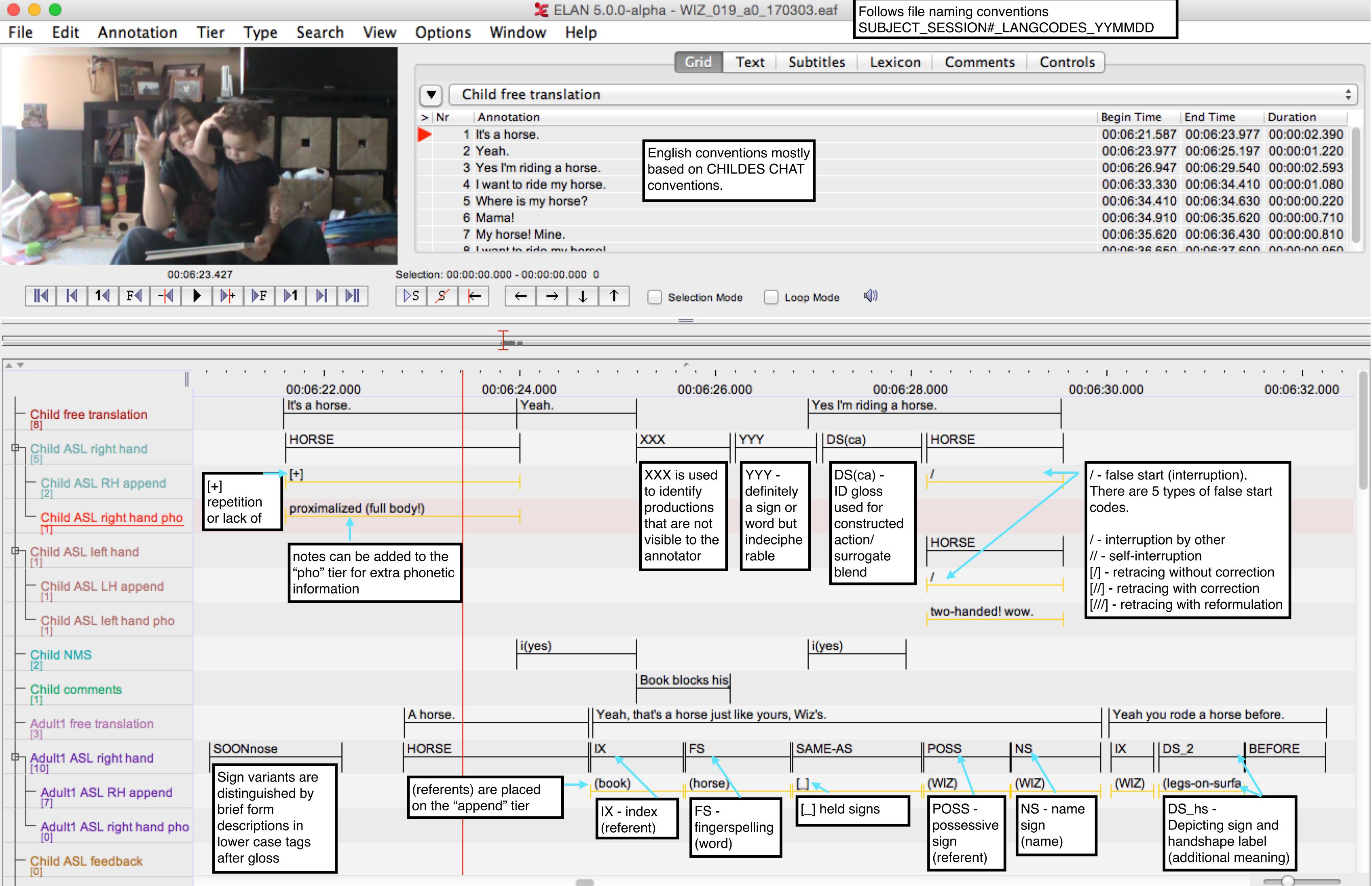
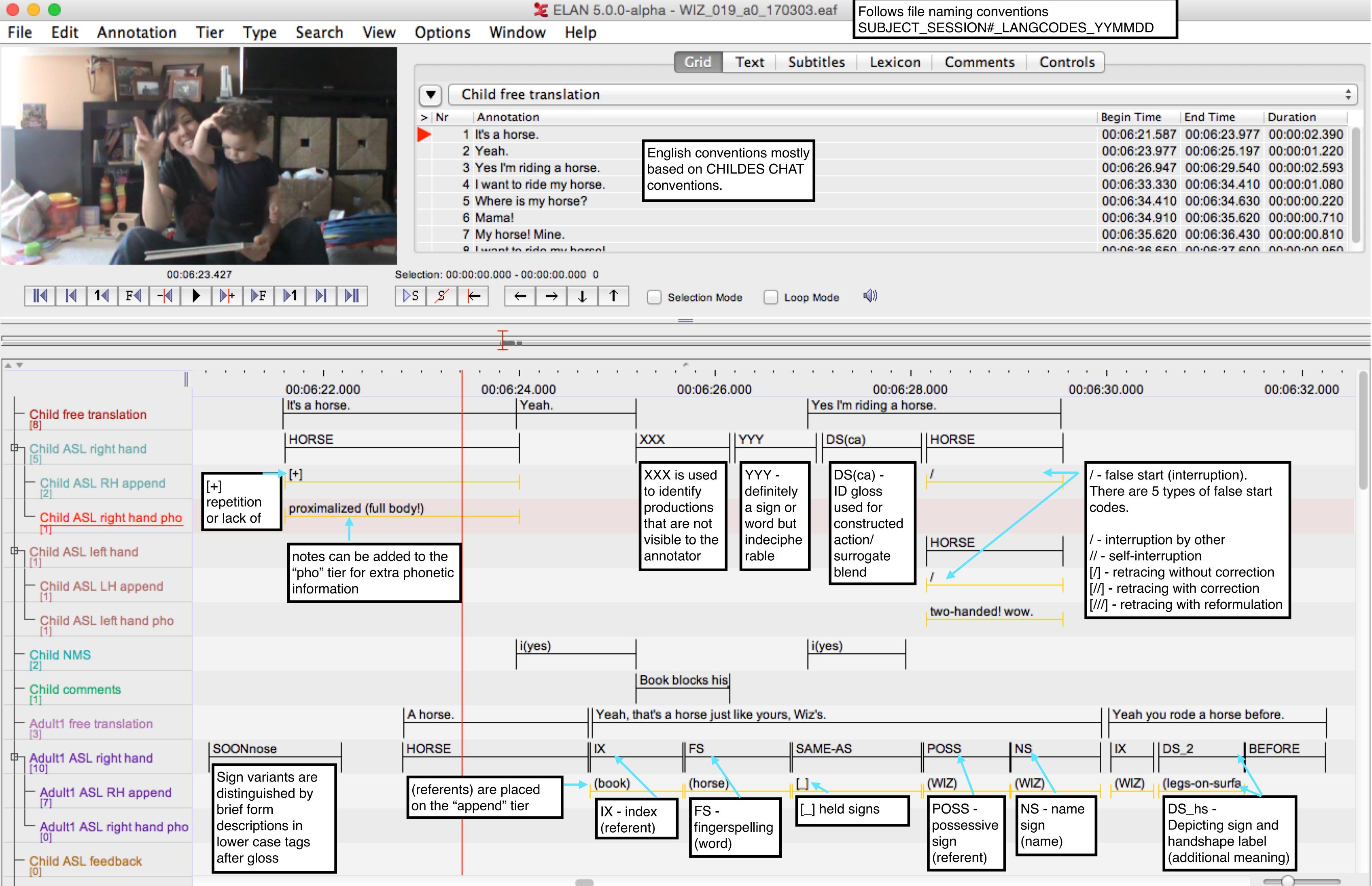


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Introduction

These conventions have been developed by a team of researchers at Gallaudet University and the University of Connecticut (GUC). The primary purpose is for the annotation of longitudinal spontaneous production data from Deaf children of Deaf parents and from bimodal bilingual hearing children of Deaf parents. Data collection and annotation is on-going.





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SLAAASh Project ASL Annotation Conventions

Current data set							
Group	#	Ages	# sessions	# annotated (sign)	<i># annotated</i> (speech)		
D/D	4	1;05-4;02	224	169	N/A		
H/D	10	0;11-8;06	609	81	177		
D/D (CI)	6	0;9-8;09	362	14	87		

Annotation conventions take into consideration our analysis goals, and our attempt to use a format as consistent as possible with both common sign language annotation symbols and those used in CHILDES (MacWhinney 2000). We also are using the ASL SignBank as an external controlled vocabulary and that has affected our ELAN tier structure and annotation conventions.

Begin Time	End Time	Duration
00:06:21.587	00:06:23.977	00:00:02.390
00:06:23.977	00:06:25.197	00:00:01.220
00:06:26.947	00:06:29.540	00:00:02.593
00:06:33.330	00:06:34.410	00:00:01.080
00:06:34.410	00:06:34.630	00:00:00.220
00:06:34.910	00:06:35.620	00:00:00.710
00:06:35.620	00:06:36.430	00:00:00.810
00-06-26 660	00.06.27 600	00.00.00.050

Find copy of annotation conventions and "what's new" guide here: $\begin{bmatrix} \mu \\ \mu \end{bmatrix}$ **bit.lv/SLAAShGuides** (or scan QR code \rightarrow) **<u>bit.ly/SLAAShGuides</u>** (or scan QR code \rightarrow)



Annotator responsibilities We aim to ask annotators to do as little analysis as possible. Our intention is to include basic information in the sign tiers, with additional details about use of space, nonmanuals, etc. left to subsequent analysis passes. This principle guides our decisions. Annotators should use ID glosses and use the translation tier for further information about their interpretation of each utterance.

Capitalization Capitalization systematically represents a conventionalized sign (e.g., SIGN) or type of sign (e.g., DS (for depicting sign) or FS (for fingerspelling)). Lower case signifies that additional information is presented. For conventionalized signs, the lower case portion that follows the capitalized gloss indicates something about its form when distinguishing between variants of the same lemma (SOONnose, SOONchin). For information enclosed in parentheses following codes, aspects of the meaning expressed by the sign is presented in lower case. From a humanreadability perspective, this allows the user to perceive patterns in the data just from scanning. Non-sign communicative acts (when annotated) use lower-case (e.g., show(toy)).

Following our principles, upper-case codes identify the type of sign, with lower-case indicating additional information. For example, the annotation for a depicting sign indicates its category (DS), and the additional information in lower class conveys a rough approximation to meaning: DS_3 in upper case and (car-goesdown-street) in lower case. Pointing signs are annotated using IX and (referent). Further analysis takes place independently on separate tiers.

<u>References</u>

Chen Pichler, D., J.A. Hochgesang, D. Lillo-Martin. (2015, March). BiBiBi Project ASL Annotation Conventions. Poster presented at "Digging into Signs Workshop: Developing Annotation Standards for Signed Language Corpora". University College London, London, United Kingdom (March 30-31, 2015). Chen Pichler, D., Hochgesang, J.A., Lillo-Martin, D., & de Quadros, R. (2010). Conventions for sign and speech



Tier hierarchy

Our tier hierarchy starts with the ASL *Right* and *Left Hand* in which signs are annotated individually for each hand. The Append tiers are for when contextual-based information is needed (i.e., when parentheses are required). Then on the *Free Translation* tiers we add annotations containing rough English translations for each full utterance.

Partly/non-lexical material

transcription in child bimodal bilingual corpora. Languages, Interaction and Acquisition, 1(1), 11-40.