

# Annotation Guidelines for Usage Relatedness

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**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 *passieren* in (1a) and (1b).

- (1) a. Das Sieb auf einen zweiten Topf legen und mit der Schöpfkelle die Flüssigkeit durch das Sieb **passieren**.  
 b. Die Autobahn ist in diesem Bereich sechsspurig ausgebaut, was es Wildschweinen kaum möglich macht diese Barriere zu **passieren**.

**Task Structure.** You are provided with an ODS table document as shown in Table 1. One row in the table corresponds to one target sentence pair. For each such row, the columns provide a ‘target sentence 1’ and a ‘target sentence 2’, illustrating the 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 target sentences, how related in meaning the two uses of the target word in the two target 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. In some cases, the target sentences provide sufficient information to understand the meanings of the target word; for more unclear cases, additional context is provided in gray.

	A	B	C	D
1	<b>Satz 1</b> Aus dem <b>Ofen</b> nehmen und sofort mit Kristallzucker bestreuen oder die noch heißen Shortbreads in Kristallzucker wenden.	Bewertung	Kommentar	<b>Satz 2</b> Hält man seine Hand in den <b>Ofen</b> fühlt sich die Luft im Backrohr warm an.
2	Er <b>rieb</b> seine schmerzende Wange.			Den Käse mit einer Reibe fein <b>reiben</b> und beiseite stellen.
3	Nun soviel von dem Gemisch aus Mayonnaise und Clotted Cream über die Eier geben, dass diese vollständig bedeckt (oder " <b>maskiert</b> ") sind.			Viele Künstler <b>maskieren</b> sich nicht nur zu Fasching, sondern das ganze Jahr über.
4	Wenn Rex dann nicht <b>parierte</b> , schlug man ihn .			Die Leber waschen, <b>parieren</b> , auf gewünschte Größe portionieren, zwei Stunden in Milch einlegen, damit die Leber ausbluten kann und gewisse Bitterstoffe entzogen werden.
5				

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 *isst* and *aß* 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 *Karotte* vs. *Karotten*) 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 always provide your own subjective opinion.

The two instances of *Ofen* in Example A are judged identical in meaning (rating: 4), because both uses refer to an apparatus for heating and burning.

	A	B	C	D
1	<b>Satz 1</b>	Bewertung	Kommentar	<b>Satz 2</b>
	Aus dem <b>Ofen</b> nehmen und sofort mit Kristallzucker bestreuen oder die noch heißen Shortbread in Kristallzucker wenden.	4		Hält man seine Hand in den <b>Ofen</b> fühlt sich die Luft im Backrohr warm an.
2				

Beispiel A: rating 4 (Identical).

In contrast, the two uses of *reiben* in Example B are judged closely related but not identical (rating: 3), because the meaning of *reiben* in target sentence 1 is ‘to comminute’ while the meaning in target sentence 2 is ‘to rub’, thus it is a more gentle kind of pressing and moving.

	A	B	C	D
1	<b>Satz 1</b>	Bewertung	Kommentar	<b>Satz 2</b>
	Er <b>rieb</b> seine schmerzende Wange.	3		Den Käse mit einer Reibe fein <b>reiben</b> und beiseite stellen.
3				

Beispiel B: rating 3 (Closely Related).

In Example C, the two uses of the word *maskieren* are related, but more distantly (rating: 2): Both meanings are related by a figurative similarity, in the sense that they both denote a kind of covering or veiling. However, unlike *reiben* above, the two uses of *maskieren* in this example have different meanings. Target sentence 1 is about glazing a dish with a sauce, while target sentence 2 is about people masking themselves for carnival.

1	Satz 1	Bewertung	Kommentar	Satz 2
4	Nun soviel von dem Gemisch aus Mayonnaise und Clotted Cream über die Eier geben, dass diese vollständig bedeckt (oder " <b>maskiert</b> ") sind.	2		Viele Künstler <b>maskieren</b> sich nicht nur zu Fasching, sondern das ganze Jahr über.

Beispiel C: rating 2 (Distantly Related).

A rating of 1 is assigned for two uses of a word that are completely unrelated in their meanings, as it is the case for *parieren* in Example D. Note that this pair of uses is semantically more distant than the two uses of *maskieren* above. The meaning in target sentence 1 is 'to obey', while the meaning in target sentence 2 denotes removing connective tissue from meat.

	A	B	C	D
1	Satz 1	Bewertung	Kommentar	Satz 2
5	Wenn Rex dann nicht <b>parierte</b> , schlug man ihn .	1		Die Leber waschen, <b>parieren</b> , auf gewünschte Größe portionieren, zwei Stunden in Milch einlegen, damit die Leber ausbluten kann und gewisse Bitterstoffe entzogen werden.

Beispiel 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.

**General and domain-specific language.** The sentences provided for the annotation task were gathered both from an automatically crawled general-language German web corpus and from an automatically crawled text collection for a specific domain. Due to the fact that some content is user-generated and that the content was automatically crawled, some sentences might be less grammatical than extracts from standard text (e.g. books). Do not be led astray by that.

Also, please note that terms might be used differently as you might think. Specific domains, as for example cooking, DIY or hunting, have special terminology which includes everyday terms with different meanings. Concentrate only on the target word in its given context, and try to understand its meaning. If you find that a sentence is too flawed to understand it, or the use 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 e-mail. If you have any further questions on the task, do not hesitate to ask.