**Supplement A.** **Coding Instructions for Discourse Units**

1. **Definitions**

***Discourse Units***

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| --- | --- |
| Coherent for communicative goal | A discourse unit is a sequence of utterances characterized by a single, overarching communicative goal and accomplished through one or more communicative purposes. |
| Recognizably self-contained | A discourse unit has an identifiable beginning and end. |
| Length requirement | A discourse unit has a minimum of five utterances or 100 words. |

***Communicative goal*:** The overarching objective of a discourse unit. The task that the interlocutors are *doing* with language in the discourse unit. A communicative goal is typically coupled with a single topic or theme. Each discourse unit has one communicative goal (e.g. complaining about annoying co-workers; making plans for buying Christmas gifts), but these specific communicative goals *are not* coded or labeled in our framework.

***Communicative purposes*:** A set of actions that serve to help accomplish the communicative goal of a discourse unit. There is a finite set of communicative purposes and, unlike the communicative goals, these *are* coded in our framework. A discourse unit may rely on one or more communicative purposes. Communicative purposes are coded on a scale from 0 – 3.

***Observed Communicative Purposes***

|  |  |  |  |
| --- | --- | --- | --- |
| **sdc** | Situation-dependent Commentary | **adv** | Giving Advice and Instructions |
| **jok** | Joking Around | **pas** | Describing or Explaining the Past |
| **con** | Engaging in Conflict | **fut** | Describing or Explaining the Future |
| **fto** | Figuring Things Out | **des** | Describing or Explaining (time-neutral) |
| **fel** | Sharing Feelings and Opinions | **ncu** | *Non-functional discourse unit* |

1. **Steps for Coding**
2. Open the assigned file.
3. Review metadata in the file header for general information about the situation for the assigned file.
4. Identify where new discourse units begin.
   1. This is accomplished by moving through the file looking for ‘natural’ boundaries indicated by shifts in communicative goal, and possibly topic or events in the environment.
   2. To some degree this step is impressionistic and the boundaries set here might be revised after more careful consideration of the communicative purposes.
   3. Note that not all of the language in a conversation will necessarily be part of a discourse unit (see step 8 below).
   4. In some cases, discourse units can be plausibly established at different levels of granularity. When there is doubt, default to segmenting into smaller discourse units.
5. Insert an **opening** **XML tag for discourse units** at the beginning of each discourse unit.
6. Assign *one or more* **communicative purposes** to each discourse unit. Include the three-letter code for each communicative purpose in each opening XML tag. You should be able to identify textual evidence for each communicative purpose.
7. Assign a **rating** to each communicative purpose on a scale of 0 – 3, where:
   1. 0\* = not functioning to serve the communicative goal
   2. 1 = minor purpose
   3. 2 = major purpose
   4. 3 = dominant purpose (use no more than once per discourse unit)

\* For all communicative purposes rated 0, you may simply omit the XML code for that purpose.

1. Insert a **closing XML tag for discourse units** and two line breaks as soon as the current discourse unit ends.
2. For segments of language that are not part of a discourse unit (e.g. singing in unison), insert **XML tags for non-functional discourse units** at the beginning and end of the segment. This will make it so all of the utterances in the file will fall within either a cu or ncu XML element.
3. Repeat steps 1-8 until you have reached the end of the file.
4. **XML Tags**

**XML tags for discourse units**

|  |  |
| --- | --- |
| Opening tag | Examples:  <du pas=”3”>  <du fel=”3” des=”2”>  <du fto="2" fut="2" des="1"> |
| Closing tag | **</**du> |
| Recording-related talk | rrt = “true”\* |

**\***The 'rrt' tag should be used when recording-related talk occurs within the boundaries of a CU that is otherwise coherent for its communicative goal. E.g., a reference to the recorder within a conversation about purchasing items at a shop.

**XML tags for non-functional discourse units**

|  |  |
| --- | --- |
| Opening tag | **<**ndu> |
| Closing tag | **</**ndu> |
| Recording-related talk | rrt = “true” |

\*This will often apply when the entire unit is 'rrt'. For example, the NCU code with the 'rrt' tag would be used to code some discussion about the recording that occurs at the beginning or end of the file (but outside of a CU with an identifiable communicative goal).

**XML tags for non-English language (except brief code switching inside a CU)**

|  |  |
| --- | --- |
| Opening tag | **<**flu> |
| Closing tag | **</**flu> |
| Recording-related talk | rrt = “true”\* |
| Language | lang = “Spanish” |

**Supplement B. Observed Communicative Purposes for Discourse Units**

|  |  |
| --- | --- |
| **Code** | **Communicative Purpose** |
| **sdc** | **Situation-dependent Commentary**   * to talk about activity as it is being done * to comment on objects or people in the shared context |
| **jok** | **Joking Around**   * to engage in a playful, friendly exchange or in dark humor * to banter, tease, flirt (good-humored) |
| **con** | **Engaging in Conflict**   * to disagree, debate, argue, quarrel * to accuse or blame an interlocutor |
| **fto** | **Figuring Things Out**   * to explore/consider/negotiate options or plans * to make sense of ideas; to figure out how things work (problem solving) |
| **fel** | **Sharing Feelings and Opinions**   * to describe or express personal feelings, opinions, ideas, thoughts, beliefs * to discuss complaints or grievances |
| **adv** | **Giving Advice and Instructions**   * to offer advice/suggestions/recommendations about what to do * to provide instructions or directions |
| **pas** | **Describing or Explaining the Past**   * to tell story to an audience * to describe or explain people or events from the past |
| **fut** | **Describing or Explaining the Future**   * to describe, explain or discuss future events, or speculate on future possibilities * to state future intentions |
| **des** | **Describing or Explaining (time-neutral)**   * to explain or describe facts, places, people, or things in a time-neutral manner * to provide descriptions or explanations of information (either objectively or in a biased manner) |

**Supplement C. Example of a speech file segment (from SRGB) coded using the final framework.**

<du sdc="3" fto="2" jok="2">

<u n="301" who="S0144">so what? are they selling?</u>

<u n="302" who="S0024">a cow in the wild look</u>

<u n="303" who="S0144">yeah he looks happy</u>

<u n="304" who="S0024">yeah he looks happy then you've got the cow hanging up who's skinned and then you've got a piece of steak</u>

<u n="305" who="S0144">but it doesn't look like they're gonna be selling meat does it?</u>

<u n="306" who="S0024">no</u>

<u n="307" who="S0144">so what is it?</u>

<u n="308" who="S0024"><unclear>what is it?</unclear></u>

<u n="309" who="S0144">I thought it was an internet café</u>

<u n="310" who="S0024">but it looks like it's selling meat from the counter</u>

<u n="311" who="S0144">maybe it's a a meat themed internet café</u>

<u n="312" who="S0024">yeah look they've got cows inside too</u>

<u n="313" who="S0144">oh</u>

</du>

<ndu>

<u n="314" who="S0024">oh that's interesting maybe they're er they're still setting up <unclear/></u>

<u n="315" who="S0144">well you know what it's like round here it'll probably stay like that for two years and then just disappear</u>

</ndu>

<du pas="3" fel="2" jok="1">

<u n="316" who="S0024">so <anon type="name" nameType="f"/> learnt to wave? she waved today</u>

<u n="317" who="S0144">yeah she waved at me this morning</u>

<u n="318" who="S0024">oh she waved at me at lunchtime</u>

<u n="319" who="S0144"><vocal desc="laugh"/></u>

<u n="320" who="S0024">oh it was so cute</u>

<u n="321" who="S0144"><vocal desc="laugh"/></u>

<u n="322" who="S0024">she didn't eat much at lunchtime I went home and she was in asleep</u>

<u n="323" who="S0144">yeah</u>

</du>