#### Introduction

The American English Map Task (AEMT) database is a collection of 16 dialogues recorded using the Map Task protocol in July 1999. With this protocol, data were recorded from two subjects as they worked together to complete the task of navigating a map. (For more information about the map task, please see <a href="http://www.hcrc.ed.ac.uk/maptask/">http://www.hcrc.ed.ac.uk/maptask/</a>.) The data were recorded to DAT in a sound-attenuated chamber at the MIT Speech Communication Group. The recordings were made over the course of two sessions, and at the end of each session, the subjects read a list of the landmarks (listed at the end of this document) that appeared in the maps, yielding an additional eight recordings.

The data were transferred from the DAT to computer files, and were downsampled to 16,000 samples/s. The two channels (one for each subject) of the dialogue files were separated into single (mono) files, yielding 32 files. The maps that the subjects used, including their markings and annotations have been scanned into .pdf files and are included in this database. Thus, the database is comprised of 40 audio files and 32 .pdf files.

The subjects for the recordings were eight young adult females. All were students in the Boston area, but they grew up in various parts of the country.

# **Experiment Design**

In designing the experiment, the procedures described in McAllister et al. (1990) were followed.

The Maps. Out of the eight sets of maps created for the HCRC Map Task Corpus (Anderson et al., 1991), the quartet 1 (Qtr1) set of maps was used in the AEMT experiment. The four phonological modifications (reduction types) that these maps were designed to elicit were coded as follows:

- 1 -- t-deletion
- 2 -- glottalization
- 3 -- d-deletion
- 4 -- nasal assimilation

Each of these reduction types appears on the maps as a pair of landmarks in four contrast/match conditions (see McAllister et al. (1990) for more detailed explanation of reduction-type coding conventions). Naturally, these data can be used to study phenomena other than the four modifications that the maps were intended to elicit.

Eye Contact. During the recording sessions the subjects were separated from each other with an opaque cardboard screen, thus the experiments were conducted under the no eye contact condition.

*Speaker Familiarity*. The subjects knew each other before they participated in the experiment. Therefore, the familiarity condition was not used.

*Reading*. After the experiment, the subjects were asked to read a list of landmark names including those used on the map.

Subjects. The subjects were grouped into two quadruples or "quads". Every participant was exposed to three different maps, one as an instruction giver (IG) and two as an instruction follower (IF). (Note that each subject used the same map for her two turns as an instruction giver, but used two different maps for her turns as an instruction follower.) The subjects were assigned to each dialogue according to the scheme described in McAllister et al. (1990), where **a1**, **a2** refers to one pair of speakers, and **b1**, **b2** refers to the second pair of speakers in a quad. Here is the layout of the two recordings conducted:

Quad1 (Recorded 19-Jul-99)

| Map | Contrast | Dialogue | Giver   | Follower | Reduction Type         |
|-----|----------|----------|---------|----------|------------------------|
| 1   | "+/+"    | 1        | s1 (a1) | s2 (b1)  | ++1 (t-deletion)       |
| 2   | "+/-"    | 2        | s3 (b2) | s4 (a2)  | +-2 (glottalization)   |
| 3   | "-/+"    | 3        | s4 (a2) | s1 (a1)  | -+3 (d-deletion)       |
| 4   | "-/-"    | 4        | s2 (b1) | s3 (b2)  | 4 (nasal assimilation) |
| 3   | "-/+"    | 5        | s4 (a2) | s3 (b2)  | -+3 (d-deletion)       |
| 4   | "-/-"    | 6        | s2 (b1) | s1 (a1)  | 4 (nasal assimilation) |
| 1   | "+/+"    | 7        | s1 (a1) | s4 (a2)  | ++1 (t-deletion)       |
| 2   | "+/-"    | 8        | s3 (b2) | s2 (b1)  | +-2 (glottalization)   |

## Quad2 (Recorded 22-Jul-99)

| Map | Contrast | Dialogue | Giver   | Follower | Reduction Type         |
|-----|----------|----------|---------|----------|------------------------|
| 1   | "+/+"    | 9        | s5 (a1) | s6 (b1)  | ++1 (t-deletion)       |
| 2   | "+/-"    | 10       | s7 (b2) | s8 (a2)  | +-2 (glottalization)   |
| 3   | "-/+"    | 11       | s8 (a2) | s5 (a1)  | -+3 (d-deletion)       |
| 4   | "-/-"    | 12       | s6 (b1) | s7 (b2)  | 4 (nasal assimilation) |
| 3   | "-/+"    | 13       | s8 (a2) | s7 (b2)  | -+3 (d-deletion)       |
| 4   | "-/-"    | 14       | s6 (b1) | s5 (a1)  | 4 (nasal assimilation) |
| 1   | "+/+"    | 15       | s5 (a1) | s8 (a2)  | ++1 (t-deletion)       |
| 2   | "+/-"    | 16       | s7 (b2) | s6 (b1)  | +-2 (glottalization)   |

### **File name convention**

The files are named using the following convention:

AEMTdialogue<dial#>\_map<map#>\_<role>\_<subject code>\_ms.wav AEMTlist\_<subject\_code>\_ms.wav AEMTdialogue<dial#>\_map<map#>\_<role>\_<subject code>.pdf

#### where

- subject codes are s1-s8
- dial# is the dialogue number, 1-16

- role is either "if" (information follower) or "ig" information giver
- .wav files contain the audio signals for either the dialogues or the list readings
- .pdf files contain the maps that accompany the dialogue files

(The "ms" in the file names indicates that the file format is Microsoft .wav rather than Klatt .wav, which is commonly used in the Speech Communication Group.)

Because of the size of the data files, we have grouped them in a way that we hope will satisfy those who want to download all of the files, and those who want to pick and choose:

- The read lists are grouped together in a .tar file called AEMTlists.tar
- The dialogue and map files are grouped into tar files by dialogue. For example, the file AEMTdialogue09\_map2.tar contains four files, i.e., the audio and .pdf files for both the information giver and the information follower who performed the task during Dialogue 9, using Map 2.

Thus, there are a total of 24 .tar files containing all of the data.

## Acknowledgments

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### References

McAllister, J., Sotillo, C., Bard E.G., and Anderson, A.H. (1990). "Using the map task to investigate variability in speech," *Occasional paper*, Department of Linguistics, University of Edinburgh.

Anderson, A.H., Bader, M., Bard E.G., Boyle, E., Doherty, G., Garrod, S., Isard, S., Kowtko, J., McAllister, J., Miller, J., Sotillo, C., Thompson, H.S., and Weinhart, R. (1991). "The HCRC Map Task Corpus," *Language and Speech*, v. 34, pp. 351-366.

### List of landmarks read by the subjects

- 1. Abandoned Cottage
- 2. Antelope
- 3. Apache Camp
- 4. Bakery
- 5. Buffalo
- 6. Canadian Paradise
- 7. Canal

- 8. Canoes
- 9. Carved Wooden Pole
- 10. Cattle Ranch
- 11. Cave
- 12. Cliffs
- 13. Collapsed Shelter
- 14. Crane Bay
- 15. Desert
- 16. Diamond Mine
- 17. East Lake
- 18. Elephants
- 19. Farmed Land
- 20. Fast Flowing River
- 21. Fenced Meadow
- 22. Flat Rocks
- 23. Forge
- 24. Forrest
- 25. Forrest Stream
- 26. Fort
- 27. Ghost Town
- 28. Golf Course
- 29. Graveyard
- 30. Green Bay
- 31. Hot Springs
- 32. Hot Wells
- 33. Lake
- 34. Mill Wheel
- 35. Monument
- 36. Nuclear Test Site
- 37. Old Light House
- 38. Old Mill
- 39. Old Pine
- 40. Peak Marker
- 41. Picket Fence
- 42. Pine Forrest
- 43. Rocket Warehouse
- 44. Roman Baths
- 45. Round Rocks
- 46. Saloon Bar
- 47. Sandstone Cliffs
- 48. Savannah
- 49. Site of Plane Crash

- 50. Slate Mountain
- 51. Stone Creek
- 52.
- Stony Desert Walled City Waterhole 53.
- 54.
- 55. West Lake
- Wheat Fields 56.
- 57. White Mountain