

DOCUMENTARY LINGUISTICS I
prof. Nicole Nau, UAM winter 2016/2017

Sixth lecture
21 November 2016

TOPICS OF THE DAY

1. How to work with Audacity
2. Recording texts: how to get people talking
 - ❖ stimulating narratives and conversations with prompts
 - ❖ interviews
 - ❖ guiding text production with stimuli
3. Elicitation of selected data
 - ❖ translational elicitation
 - ❖ non-translational elicitation

HOW TO MAKE PEOPLE TALK?

- ❖ Prompts for personal narratives (see handout of last week)
- ❖ Prompts for conversations

Examples from the MPI fieldmanuals:

How people reason about moral: Gunter Senft (2003)

<http://fieldmanuals.mpi.nl/volumes/2003-1/reasoning-in-language/>

How people talk about kinship: Enfield & Levinson (2003)

<http://fieldmanuals.mpi.nl/volumes/2003-1/interview-on-kinship/>

PROMPTS FOR ELICITING STORIES FROM CHILDREN

([HTTP://COURSES.WASHINGTON.EDU/SOP/ELICIT_ANALYZEPERSONALNARR.PDF](http://courses.washington.edu/sop/ELICIT_ANALYZEPERSONALNARR.PDF))

Once I broke my arm. I had to go to the doctor's office. She put it in a cast. Have you every broken anything? Tell me about it.

Two weeks ago, I had to go to the hospital to have some x rays taken. It took a long time. It was scary. Have you ever been to the hospital? Tell me about it.

Yesterday I spilled a glass of milk while I was eating dinner. The milk went all over the floor and I had to clean it up. Have you ever spilled anything?

Last summer I smelled a pretty flower in the garden. There was a bee on the flower. I didn't see it. It stung me right on the nose. Have you ever been stung?

EXAMPLE STORY FROM SENFT (2003) REASONING

Once upon a time there was a rich man, but all the other people did not have any money whatsoever. Once the poor people from the village came to him and wanted to sell fish (or corn, yams, whatever) to him because they needed the money for a feast. The rich man told them that he would buy lobsters and pay five Kina (or whatever) for each lobster. The people went fishing and caught many lobsters, but when they wanted to sell them to the rich man, he said he would pay them only three Kina for one lobster. What will the people do now?

THE (NARRATIVE, SOCIOLINGUISTIC) INTERVIEW

- ❖ Who is a good interviewer?
- ❖ What should interviewers avoid?
- ❖ What are good topics?
- ❖ How can we make interviewees «forget» about the interview situation?
(and why should we?)

Labov, William. 1972. Some principles of linguistic methodology. *Language in Society* 1: 97-120

NATALIA SCHILLING: SURVEYS AND INTERVIEWS (2013)

«[...] it really is difficult to devise a better instrument than the sociolinguistic interview in terms of efficiently obtaining large quantities of high-quality recorded speech that closely approximates everyday speech. [...] most researchers have found that interviewer control readily falls away, as interviewees warm up to their topics and as interviewers realize that in the field they are no longer the 'experts' they may be in the academy, but rather are 'learners' who must cede power to their research participants, the only ones who hold expert knowledge of the communities of study» (111)

In: R. J. Podesva & D. Sharma: Research methods in linguistics. CUP

GUIDING TEXT PRODUCTION WITH STIMULI

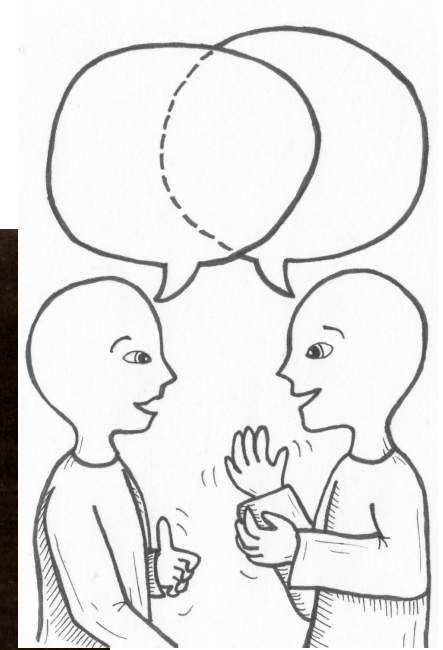
Fictional narratives:

- picture prompts: create stories with pictures, see e.g. <http://www.story-builder.ca/>
- retelling picture book, ex. “Frog, Where are you?” by Mayer (1969) – «Frog stories»
- retelling films (ex. «Pear story», by Wallace Chafe in the 1970s, see <http://www.pearstories.org/>)

More controlled stories

- Provide a version of a well-known story (such as Cinderella)
- Translate a written story into your language
- Read and paraphrase a written story

STORYBUILDER.CA



PEAR STORIES (WWW.PEARSTORIES.ORG)

- 1.1 All right,
- 1.2 well--,
- 1.3 the first scene is about [.9] there's a man up in the tree.
- 2.1 It's a pear tree..and u--h it shows him .. he's[.35] picking the pears.
- 3.1 [1.1[.7]A--nd]he's not really .. doesn't seem to be paying all that much attention [.55?because [.45]you know the pears fall, and..he doesn't really notice,
- 3.2 [1.6?and [.5]]anyway,
- 3.3 he comes down with a load of pears,
- 3.4 and he[.25]puts them into the basket,



these sound files are here (material for Chapter 10): <http://titus.uni-frankfurt.de/ld/>

<https://www.youtube.com/watch?v=bRNSTxTpG7U>

ELICITATION OF WORDS AND SENTENCES

- ❖ translational elicitation

- ❖ word lists

- ❖ questionnaires with sentences -> example: „Wenker Sätze“ for German dialects (<https://regionalsprache.de/>)

- ❖ scenario questionnaire -> example: Östen Dahl, questionnaire on tense and aspect (https://www.eva.mpg.de/lingua/tools-at-lingboard/pdf/Dahl_Tense&aspectsystems.pdf)

- ❖ giving contexts

«When you get something done that was hard work all by yourself and your friend was standing around without helping, you say _____.»

(from the Linguistic Atlas of the Gulf States, cited after Schilling 2013: 102)

❖ non-translational elicitation

- ❖ using stimuli, e.g. films (see fieldmanuals.mpi.nl)
- ❖ using the object language

Example: MPI video clips on „Cut and break“, on „Reciprocals“

Videos on YouTube:

Fieldwork in India (from min. 9: use of the Cut and break videos)

<https://www.youtube.com/watch?v=JF5Vjtzl6qE>

Daniel Everett, Monolingual fieldwork

<https://www.youtube.com/watch?v=sYpWp7g7XWU>

RECOMMENDED READING

used in today's lecture:

Nathalie Schilling: Surveys and interviews (in: Podesva & Sharma, eds. 2013. Research Methods in Linguistics)

For future lectures:

Nikolaus Himmelmann: The challenges of segmenting spoken language (in: Essentials of Language Documentation)

Naomi Nady & Devyani Sharma: Transcription (in: Podesva & Sharma, eds. 2013. Research Methods in Linguistics)

Eva Schultze-Berndt: Linguistic annotation (in: Essentials of Language Documentation)

HOMework

Listen to the soundfiles that belong to Chapter 10 here (best download them): <http://titus.uni-frankfurt.de/ld/> and think about how you would segment these speech fragments into intonation units.

Read Himmelmann: The challenges of segmenting... (most important: Introduction and Section 2 Intonation units)

Listen to the Latgalian sound files in the dropbox folder and think about how to segment them into intonation units.