



DOCUMENTARY LINGUISTICS I  
prof. Nicole Nau, UAM winter 2018/2019

**Seventh lecture**  
13 November 2018

# TODAY

- Recording and eliciting speech – continued and summary
- Genres, registers, discourse types
- Recording speech: Technical questions

# ELICITATION OF WORDS AND SENTENCES

- ❖ word lists – usually used with translation
- ❖ 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](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)

# ÖSTEN DAHL'S TAM QUESTIONNAIRE

- (1) [Standing in front of a house] The house BE BIG
- (2) [Talking about the house in which the speaker lives (the house is out of sight)] The house BE BIG
- (3) [Talking about a house in which the speaker used to live but which has now been torn down] The house BE BIG
- (4) [Talking about a house which the speaker saw for the first time yesterday and doesn't see now:] The house BE BIG
- (5) [Q: What your brother DO right now? (=What activity is he engaged in?) A by someone who can see him] He WRITE letters
- (6) [C=6] He WRITE a letter
- (7) [A: I just talked to my brother on the phone. B: What he do right now? A answers:] He WRITE letters
- (8) [C=7] He WRITE a letter

# TRANSLATING SENTENCES – IS THIS OF ANY USE?

An old, specialized documentation project: «Wenker sentences» in German dialectology, 1876 - 1887

Goal: to collect data from German dialects all over Germany (in the borders of the time); secondary: also other languages

Method: 42 sentences given in standard German have to be translated; the sentences contain words with sounds that were of special interest for German dialectology. => "hidden word list"

see <https://regionalsprache.de/en/contents-wenker-questionnaires.aspx>

<https://www.regionalsprache.de/wenkerbogen.aspx>

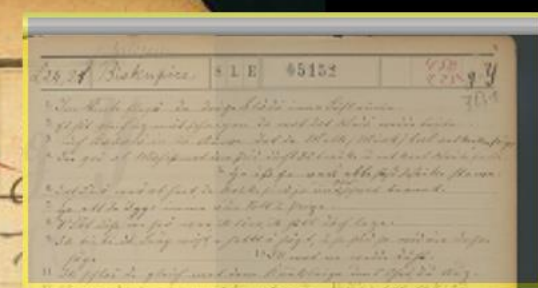
*f. Wlogarte*  
L24, 24 Biskupice

S L E

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1. In Wintu flugē da dröge Lärä in un Luft in un.
2. Et fōt glaiſig mit ſfuiygn da wad dat Blōd mūdē bēitē
3. Inſ Bänälä in da Anſgn dat da Wulke (Wintk) bēit antk
4. In god el Mafip mit dem fōr dōſt fō bēitē n int kēit Blōd in
5. In ip fu wad abbe fōß Wintk He
6. In fōt fūa wad at fūat, in Bēitē fūa ja in fūat bēitē.
7. In wad da fōge in un ein Wōld n fūa.
8. In fōt fūa in fūa wad in lōre, in fōß dōſt lōre.
9. In bin bi da fūa wad n fōß n fūa, n fūa fōr fu wad in da fūa
10. In wad in mūdē fūa.
11. In fūa in glaiſig mit dem Bēitē lōre in d' fūa in Anſgn.
12. In wad in fūa fūa mit in wad in un
13. In fūa fūa fūa
14. In wad in fūa fūa in un wad in fūa in un



Schulort: <i>Biskupiec gniŕy</i>	Kreis etc.: <i>Schroda</i>	Reg.-Bez. oder Landdrostei: <i>Posen</i>	Staat: <i>Preussen</i>
Name des Lehrers <i>Julius Kroenke</i>	Geburtsort <i>Sadlogora</i>		im Reg.-Bezirk etc., Sta <i>Bromberg</i>

**Fragen.** (Als Beantwortung genügt Durchstreichen des Nichtzutreffenden.)

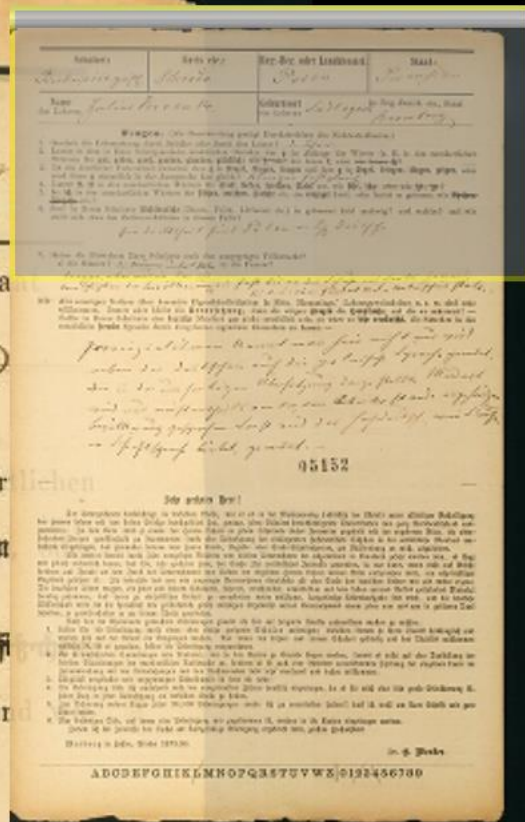
- Geschah die Uebersetzung durch Schüler oder durch den Lehrer? *J. Lehrer*
- Lautet in dem in Ihrer Schulgemeinde ortstüblichen Dialekte das **g** im Anfange der Wörter (z. B. in den mundar Wörtern für gut, geben, groß, graben, glauben, glücklich) wie **ŕ**, oder wie leises **f**, oder wie leises **ŕ**?
- Ist ein deutlicher Unterschied zwischen dem **g** in *Kugel, Augen, fragen* und dem **g** in *Regel, kriegen, biegen, zeigen* sind diese **g** sämtlich in der Aussprache fast gleich? *Wahrheit fast gleich*
- Lautet **st**, **sp** in den mundartlichen Wörtern für *Stall, stellen, sprechen, Spiel* etc. wie **sch**, **schp** oder wie **ft**, **fp**?
- Ist **sch** in den mundartlichen Wörtern für *fischen, waschen, Flasche* etc. ein einziger Laut, oder lautet es getrennt wie **ŕ** *ŕ* etc.?
- Sind in Ihrem Schulorte *Nichtdeutsche* (Dänen, Polen, Litthauer etc.) in grösserer Zahl ansässig? und welche? ur stellt sich etwa das Zahlenverhältniss in diesem Falle?

*früher da ist fast fast Polon in 1/3 Dänisch*

7. Haben die Einwohner Ihres Schulorts noch eine ausgeprägte Volkstracht?

a) die Männer? *Die Männer sind d. Polen* b) die Frauen?

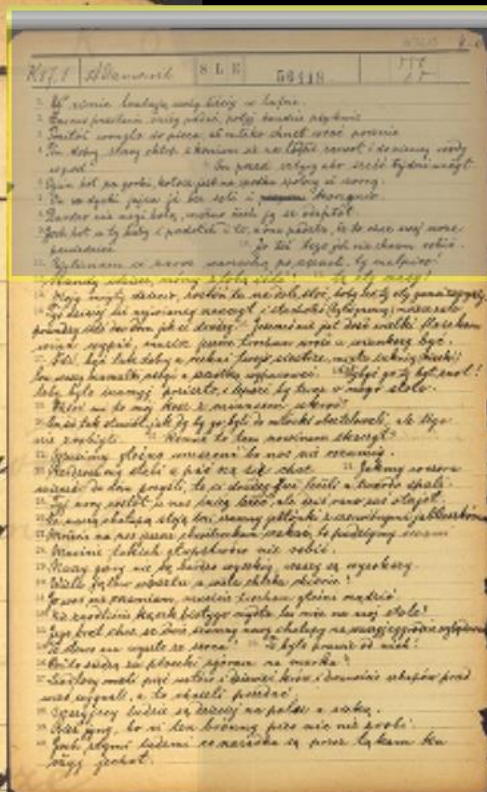
*Tragen, aber nicht in dem Sinne  
dazu gehört an der das ist das was wir fast bei an die Tracht von ganz  
in d. Dänen sind es die - und die sind die*



U'76,15

K87,1	Adanowitz	S	L	E	56418	550 05
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1. W' ximie loataja suchy lišciy w lufcie.
2. Karous přestanie snieg padać, potyj bandrie piykenie
3. Tritoř wonglo do pieca, ař mlěko chnet wrać poernie
4. Ten dobry, stary chtoř z koniam sie na lodie zaroot i do ximny a w pod.
5. On przed sřtyry abo sřeřc tyjdowu
6. Oziē bōt na gorki, kotoer jēst na spodku spolony ař ororny.
7. On ~~z~~ dycki jajca jē bez soli i ~~pięperu~~ korzgnio.
8. Bardro mie nagi bolař, mořno řech jy se odeptot.
9. Jooh bōt u ty baby i padot'ch i to, a ona padata, ře to chce swoj cen powiedrieć.
10. Jo tēř tego juř nie chcam robic'.
11. Wylirnam ci karoz warrecha po uspach, ty malpico!
12. Kandy idriess, mōmy z toba is'da'?
13. Sa rly crasy!
14. Moiu miutu drecio, roston' tu na dole stoć, boby cē ty rly ganso' ragnyrt.





Schulort: <i>Adamowitz</i>	Kreis etc.: <i>Ratibor.</i>	Reg.-Bez. oder Landdrostei: <i>Oppeln</i>	Staat: <i>Preuss</i>
Name des Lehrers <i>Koobek.</i>		Geburtsort des Lehrers <i>Damasko im Reg.-Bezirk etc., St Zinnleobshatz Oppeln</i>	

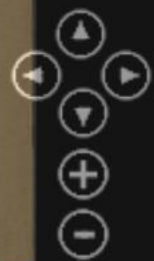
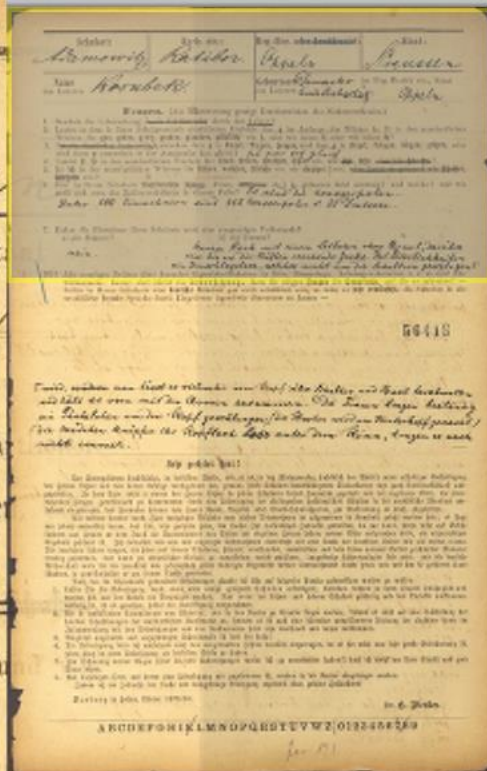
Fragen. (Als Beantwortung genügt Durchstreichen des Nichtzutreffenden.)

- Geschah die Uebersetzung durch Schüler oder durch den Lehrer?
- Lautet in dem in Ihrer Schulgemeinde ortsüblichen Dialekte das g im Anfange der Wörter (z. B. in den munda Wörtern für gut, geben, groß, graben, glauben, glücklich) wie j, oder wie leises I, oder wie leises h?
- Ist ein deutlicher Unterschied zwischen dem g in Augel, Augen, fragen und dem g in Regel, kriegen, biegen, zeigen sind diese g sämtlich in der Aussprache fast gleich? *ja ja ja ja glaub*
- Lautet ft, p in den mundartlichen Wörtern für Stall, fellen, sprechen, Spiel etc. wie ~~ft, ft, ft~~ oder wie ft, ft?
- Ist jh in den mundartlichen Wörtern für fischen, waschen, Flasche etc. ein einziger Laut, oder lautet es getrennt wie ~~sch, sch~~ etc.?
- Sind in Ihrem Schulorte Nichtdeutsche (Russen, Polen, Litthauer etc.) in grösserer Zahl ansässig? und welche? u stellt sich etwa das Zahlenverhältniss in diesem Falle? *Es sind die Wasserpolen. Unter 580 Einwohnern sind 555 Wasserpolen u. 25 Deutsche.*

- Haben die Einwohner Ihres Schulorts noch eine ausgeprägte Volkstracht?
  - die Männer?
  - die Frauen?

*nein.  
karrer Rock mit einem Leibchen ohne Armel, darüber eine bis an die Hüften reichende Jacke. Bei Feierlichkeiten ein Umerschlagetack, welches nicht um die Schultern geschlagen*

NB! Alle sonstigen Notizen über besondre Eigenthümlichkeiten in Sitte, Hausanlage, Lebensgewohnheiten u. s. w. sind sehr



# SUMMARY OF TECHNIQUES FOR RECORDING SPEECH

Continuum 1: natural – staged – elicited

Continuum 2: spontaneous – planned

## **more natural, spontaneous:**

- more freedom for the speaker
- less easy to preview outcome
- more difficult to compare
- best recorded in the environment

## **more elicited, planned:**

- less freedom for the speaker
- the researcher get what they planned
- good for comparison accross speakers and languages
- may be recorded in a laboratory

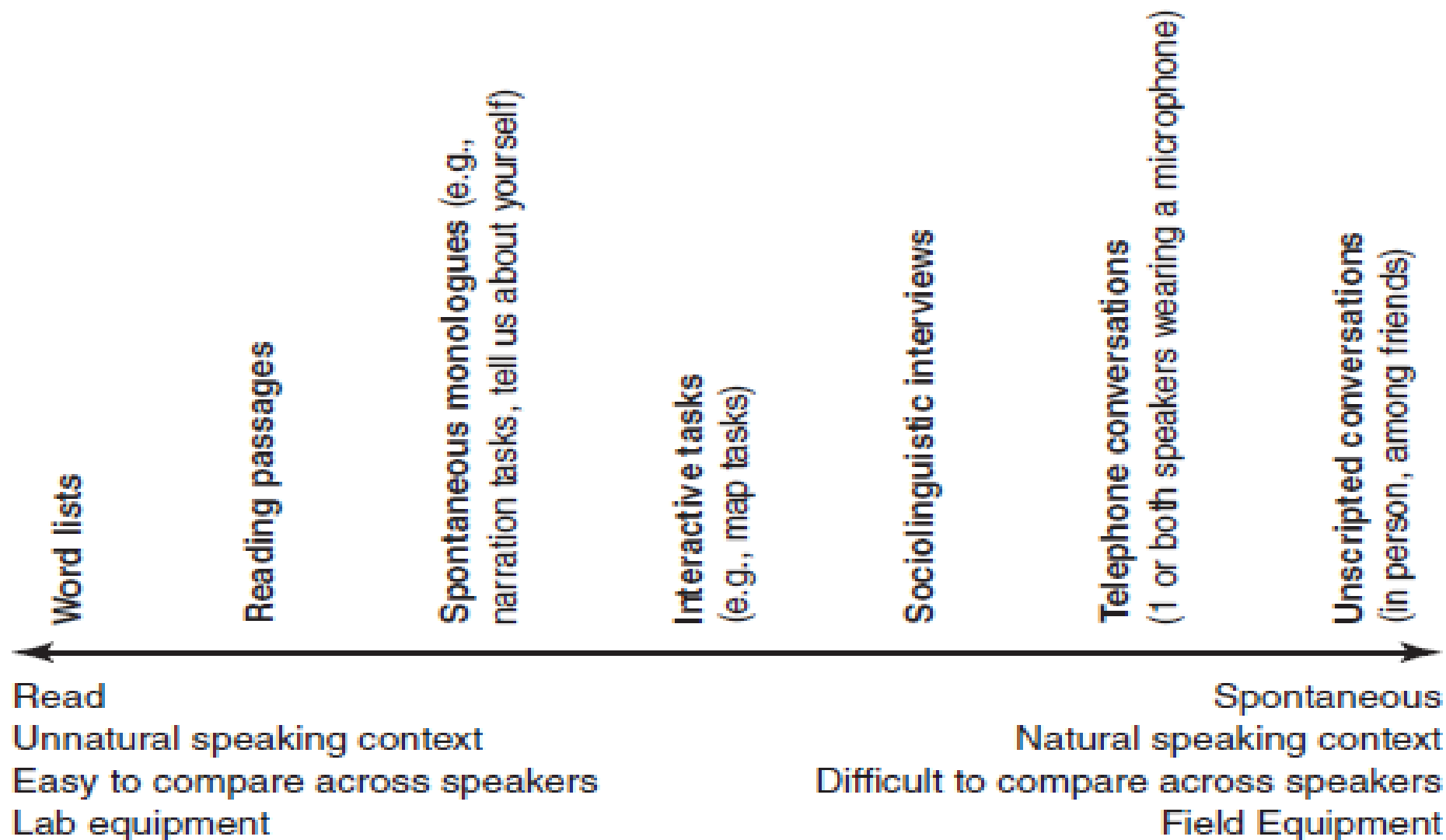


Figure 9.4. *Range of data collection scenarios*

## **Techniques along the continua (spontaneous +/-, staged +/-)**

- ❖ observe and record naturally occurring language use
- ❖ initiate almost natural language use: conversations, discussions, dialogues (ex. discussion over a given topic; map task)
- ❖ interviews
- ❖ prompt free speech in a particular genre (narrative, instruction, description); examples: artefacts as prompts, Frog story, Pear story
- ❖ prompt/elicite speech that contains specific words and structures; example: Cut & Break videos
- ❖ let speakers translate words or sentences from a list; examples: Swadesh list, Wenker sentences
- ❖ record a reading of a text (example: The North Wind and the Sun, used in phonetics)



# YOUR SECOND TASK

Handout

# CATEGORIZATION OF TEXTS INTO TYPES, GENRES, REGISTERS ETC.

- What are genres and registers?
- How many genres and registers are there?
- Are genres and registers universal or language specific?
- How can one establish language specific genres?
- Why do we need such a categorization in language documentation?

# TEXT TYPE, GENRE, REGISTER...

Douglas Biber & Susan Conrad. 2009. *Register, genre, and style*. CUP.

«We use the terms register, genre, and style to refer to **three different perspectives** of text varieties.»

**register** perspective: analyzing linguistic characteristics of texts and the situation of use of the variety

**genre** perspective: focuses on the conventional structures used to construct a complete text within the variety

**style** perspective: linguistic characteristics reflecting aesthetic preferences, associated with particular authors or historical periods

# HOW MANY ARE THERE?

«Since genres and registers are **not universal**, but culture and language specific categories, the identification of genres and registers requires a thorough **linguistic analysis** of texts which starts with sorting the texts according to their **production circumstances**. Subsequently one searches these groups of texts for **fixed expressions** that mark their structure and for **variant frequencies** of certain linguistic features.»

«The theoretical problem of Himmelmann's ideal LD is that **registers and other varieties of speech can only be identified by corpus linguistic analyses of language usage in different speech situations**, which, obviously, presupposes the existence of a corpus. Only after texts have been recorded in different speech situations, transcribed, and translated, can we formulate hypotheses about genre and register distinctions and start a genre and register analysis.»

Mosel, Ulrike. 2018. Corpus compilation and exploitation in language documentation projects. In *The Oxford Handbook of Endangered Languages*, eds. Kenneth L. Rehg & Lyle Campbell



## HOW CAN WE IDENTIFY LANGUAGE SPECIFIC GENRES AND REGISTERS? ANOTHER ANSWER

«There is no universal way of categorizing ‘natural’ speech events or OCEs [observed communicative events].

Therefore, **a good heuristic** to capture the repertoire of a speech community is to aim at including those speech events that are recognised by its members (for instance by **having a name in the language**), and to characterise these events in terms of parameters employed in the **ethnography of speaking**» (Lüpke. 2010)

*Table 1: OCEs as a cline from unplanned to planned, after Himmelmann (1998: 180)*

Lüpke  
(2010)

Parameter	Major types	Examples
unplanned	exclamative	'ouch!' 'fire!'
	directive	'scalpel!'
	conversational	greetings small talk chat
	monological	discussion interview narrative description
planned	ritual	speech formal address litany

# TRADITIONAL DISTINCTION OF DISCOURSE TYPES (FROM RHETORICS)

- ❖ narration
- ❖ description
- ❖ exposition
- ❖ argumentation

G. Pianese: «Spoken Discourse: Types», in *Encyclopedia of Language and Linguistics*, ed. Keith Brown *et al.*, 2nd ed., Oxford, Elsevier, 2006, vol. XII, pp. 84-88.

# GENRES DISTINGUISHED BY PAYNE (1997)

PAYNE, THOMAS. 1997. DESCRIBING MORPHOSYNTAX. A GUIDE FOR FIELD LINGUISTS. CUP

- ❖ Conversation
- ❖ Narrative
  - ❖ Personal experience
  - ❖ Historical
  - ❖ Folk stories
  - ❖ Mythology
- ❖ Horatory (attempts to get the hearer to do sth.)
- ❖ Procedural (how to do something) – seldom a natural genre
- ❖ Expository (attempt to explain something) – uncommon genre
- ❖ Descriptive – uncommon genre
- ❖ Ritual speech

# OLAC DISCOURSE TYPES

[HTTP://WWW.LANGUAGE-ARCHIVES.ORG/REC/DISCOURSE.HTML](http://www.language-archives.org/rec/discourse.html)


**Dialogue:** An interactive discourse with two or more participants. Examples: conversations, interviews, correspondence, consultations, greetings and leave-takings

**Narrative:** A monologic discourse which represents temporally organized events. Examples: historical, traditional, and personal narratives, myths, folktales, fables, and humorous stories

**Procedural discourse:** An explanation or description of a method, process, or situation having ordered steps. Examples: recipes, instructions, and plans.

**Report:** A factual account of some event or circumstance. Examples: news reports, essays, and commentaries

=>



**Formulaic Discourse:** The resource is a ritually or conventionally structured discourse. Examples: prayers, curses, blessings, charms, curing rituals, marriage vows, and oaths.

**Oratory:** Public speaking, or of speaking eloquently according to rules or conventions. Examples: sermons, lectures, political speeches, and invocations.

Other: Drama, Ludic Discourse, Singing;

Unintelligible Speech.

# RECORDING SPEECH: TECHNICAL QUESTIONS

What is a good audio recorder?

Microphone: pros and cons

What is a good environment for audio recordings?

In which format to record?



Talking with a speaker of Latgalian in her home, recorder ^

# PROFESSIONAL MICROPHONES



Figure 9.1. *Common microphone mounts: stand-mounted (left), head-mounted (middle), and lavalier (right)*



RECORDING  
THE TEOP  
LANGUAGE IN  
BOUGAIN-VILLE  
(PNG)

Photo and  
recording by  
Ulrike Mosel

(recording NOT the  
one from the photo)

