

Новітні методи дослідження мови і мовлення.

Фундаментальні та прикладні дослідження.

Соціолінгвістичні методи вивчення регіонального варіювання мови.

RECOMMENDED READING

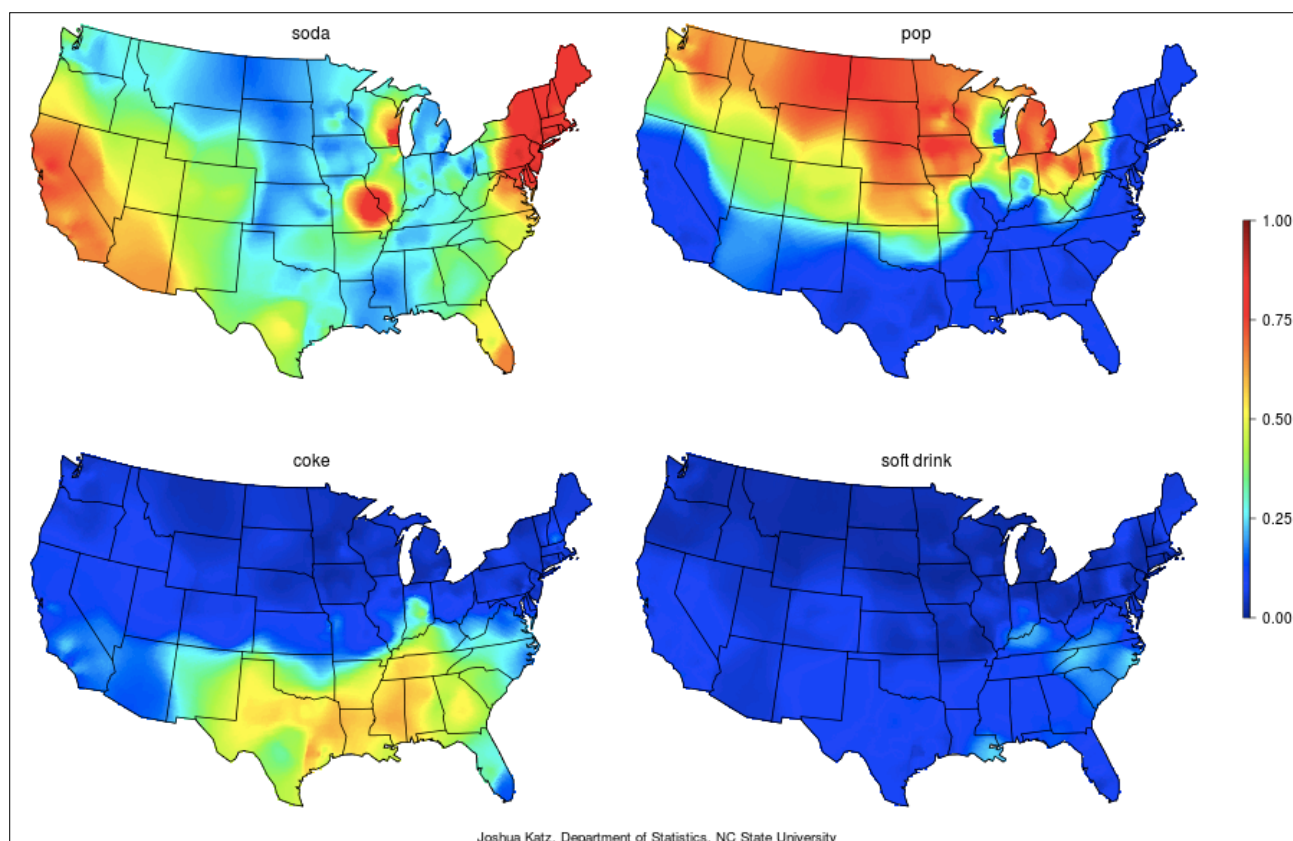
Crystal D. Cambridge Encyclopedia of the English Language / David Crystal. – Cambridge : Cambridge University Press, 1995. – P. 26-28 (the history of regional dialectology and the compilation of linguistic atlases; types of isoglosses), 30-32 (linguistic atlases of English; modern dialect studies).

Завдання 1. Прослухайте лекцію і визначте правильність тверджень:

Language, Dialect, Variety at <https://www.youtube.com/watch?v=ji6vURnWfrk>

- It is easy to distinguish between languages and dialects, or between languages and varieties.
- If two speakers understand each other, they must speak varieties of the same language.
- The varieties of one language may have different phonology.
- The problem of mutual intelligibility is relevant to the varieties of one language.
- The issue of intelligibility embraces the matters of direction, level, degree.
- Mutual intelligibility is a sole criterion to distinguish a language.
- Standardization, vitality, autonomy, reduction and norm are language criteria.
- The term '*dialect*' is completely associated with a regional variety.
- Professional attitudes and social ranks (a mine owner vs a miner) do influence language varieties.
- The term '*phonological dialect*' is synonymous to the term '*accent*'.
- North American English is defined phonologically.

Завдання 2. Який тип варіативності в американському варіанті англійської мови зображено нижче? Чи існують чіткі межі між зонами вживання позначень *soda* і *pop*, *coke* і *pop* або *coke* і *soft drink*?



Naming carbonated beverages

(Source: English Language Maps, 2013 in Open Culture, L.L.C., 2016-2017)

Завдання 3. Поясніть причини вибору мовних форм (вік, освіта, професія, походження, стать, інші чинники) у наведених нижче випадках, описаних R. W. Shuy у праці *Discovering American Dialects*, 1967 (Dialects: How they Differ, pp. 5-32).

- Older natives of some Northern dialect areas in the USA still may call a frying pan a *spider*, the term which remained in the vocabulary of the older generation long after the removal of the four legs which gave the descriptive title to this item. Although the thing does not any longer looks like a four-legged spider, the name is still being used by certain people.
- In Summit Country, Ohio, some natives refer to almost all nationality groups as *Hunkies*, regardless of whether or not they come from Hungary.
- Most high school boys are not likely to use *lovely*, *peachy*, *darling*, and many words ending in *-ie*.
- Speakers must reveal their background through the use of specialized vocabulary of psychology, electronics, or fishing before they become fully accepted as “insiders”, and before they are fully involved in these professional areas.
- Calls to certain animals illustrate what might be called farm vocabulary, particularly for the older generation of farmers. The Illinois language studies showed

that a male sheep was known as a buck only to farmers who had at some time raised sheep.

- Northerners use *pail* “a kind of metal container” whereas Midlanders prefer *bucket*.

Завдання 4. Diastatic variation of language is actualized in many different ways. According to P. Trudgill, not only regional features are an important part of linguistic identity, but also social ones. Having investigated the dialects of England and their speakers, P. Trudgill argues that the sex as well as the class of the speaker can be marked by the use of the overt or covert prestige language variants.

Read the article by T. Murray *I Love English Language* at <https://aggslanguage.wordpress.com/2009/09/21/peter-trudgill/> and work through the findings about the differences in male and female speech. What differences between male and female ways of speaking are evident in the samples provided by T. Murray? Do you agree that:

- we all speak with an accent and we all speak a dialect?
- language variation is a natural and inevitable process?
- all dialects, both traditional and modern are equally grammatical and correct; they only differ because of their social significance?
- gender differences in speech have to do with overt and covert prestige?

Overt prestige comes with using the type of language that is nationally recognized and is used in official and educational contexts. Speakers who use standard English are therefore considered well educated, intelligent because they are using the “correct” and “best” version of English.

Covert prestige comes from not identifying with the standard language but with group loyalty and solidarity. Working-class speakers show their solidarity with their class and region by sticking to non-standard norms.

- speakers tend to use accent and dialect more in informal situations like at home, with friends and family?
- there are prestigious and stigmatized types of speaking?
- men and women as well as upper and lower class are aiming to speak a different type of language (*Please pay your attention at the language forms marked with blue (erm) and yellow (av) in the Samples below*). Women are socially insecure so they are more careful to use the overtly socially prestigious forms than men?
- using the nonstandard variable is a male thing because it is associated with being macho and tough?

SAMPLES

(Tape scripts of the interviews with males and females of the same age and similar backgrounds)

The FemaleQ: What did you get up to in your summer holidays?

A: Well I work at a school and **erm** I get all the school holidays off so the first week **n** a half I was just pottering about around the house and getting ready for my holidays and then **erm** on the 4th of August we went to Tenerife for two weeks and we went with three other families and **erm** their children also. We had a really nice time we've never been to Tenerife before and **erm** we really like the place so much so that when we came back we tried to get in for the October half term break but it was already full up the place that we stayed **at**. **Erm** then when we got back from Tenerife after two weeks in the sun which was really nice **erm** I had to get the children ready then for school so I had to go **n** take my youngest daughter to buy some shoes which was an absolute nightmare and **erm** get ready for school really get uniforms sorted out and **everythink** **erm** because I work in a school at the beginning of the holidays I always think to myself **ooo** I've got 5 weeks off now and **erm** I'll get loads of jobs done **n** jobs that I **av** set in my mind that I want to get done I've never ended up doing **n** the time went so quickly.

The MaleQ: What did you get up to in your summer holiday?

A: Well on **the** August the 4th we went away for two weeks to Tenerife in a place called Fanabe **er** it was very nice about 15 of us went the weather was **really really** hot for the fourteen days we were there the **erm** the only trouble was the beach was a bit **black sand coz volcanic** which I **dint** really like much **n** the sea was **very very** rough **erm** managed to watch Manchester city (**missing an "a"**) couple **o** times **while** away luckily which they won. We would go out for a meal **n** then hopefully find a bar somewhere which normally had a singer **on** or karaoke which a few of the people had a go at **n** then we found a place called the Wigan Pier which we went to three or four times.

According to the speech samples, did both men and women use non-standard units?

- Within one minute, how many non-standard dialectal features each group used? Which social group tended to lean from non-standard usage?
- What non-standard English features appeared in male and female speech extracts?
 - Which social group showed longer speech? Why? What does it tell you about the talking speed?
 - Which social group tended to use more awkward space fillers (*er*, *erm*)? What factors influence pausation?
 - Do these findings agree with those of P. Trudgill? Do women try to speak in a more standard way whereas men prefer to speak with a more non-standard dialect?
 - Do the findings prove that social change/variation produces a corresponding linguistic change/variation?

Завдання 5. Dennis Preston, Professor of English and Linguistics, Michigan State University, is doing a project on perceptive dialectology to find out about what American people consider to be correct or incorrect English. Watch a video film about his field work: *US Language Attitudes* at <https://www.youtube.com/watch?v=4kW3K3OclnE>. Write an abstract (250 words) about his studies. Cover the following points:

- purpose of the project;
- correct speech dilemma (insecurity of being incorrect vs American populism)
- interviewees
- method of material collection
- accent distribution and its representation
- evaluations of American accents by the speakers (“normal English” vs “southernness” etc.)
- conclusions

Завдання 6. Нижче деталізовано 6 правил етики проведення соціолінгвістичного інтерв'ю. З якими правилами співвідносяться такі формулювання:

1. Добровільна участь й інформована згода
2. Етична взаємодія з громадою
3. Конфіденційність та анонімність
4. Повага до прав і гідності учасників
5. Правильне використання результатів
6. Чесність і точність збору даних

1) Учасники повинні брати участь добровільно.
Їх потрібно поінформувати про мету, методи, тривалість дослідження та використання даних.

2) Особисті дані респондентів повинні залишатися конфіденційними.
У публікаціях і звітах заборонено розкривати інформацію, яка дозволяє ідентифікувати конкретну особу без її дозволу.

3) Не можна змінювати чи підробляти відповіді.
Респондентам не можна нав'язувати певні відповіді.

4) Потрібно уникати запитань або формулювань, які можуть образити чи дискримінувати учасників.

Важливо дотримуватися культурних, етнічних та соціальних особливостей респондентів.

5) Дані слід використовувати лише для наукових цілей, зазначених у дослідженні.

Заборонено оприлюднювати результати, якщо вони можуть зашкодити учасникам або їхнім спільнотам.

6) Якщо дослідження проводиться у певній спільноті, дослідник повинен поважати її внутрішні правила та традиції.

Результатами дослідження слід ділитися з громадою, якщо це можливо.

Завдання 7. Традиційна діалектологія використовує спеціальні методи укладання лінгвістичних карт. Важливо знати про методи діалектної географії та роль анкети у створенні Лінгвістичного атласу. Співставте типові рамки збору даних (А) із конкретними питаннями, які використовувалися для отримання діалектних (варіативних) форм (В).

:

A	B
typical elicitation frame	actual questions used to elicit forms which may vary
1 Labeling based upon a description of an item;	• <i>What do you call a small amount of food that's eaten between meals?</i>
2. Labeling an item present at the scene;	• <i>What do you call that piece of furniture you're sitting on?</i>
3. Completing incomplete phrases or sentences;	• <i>What do you call the heavy metal pan that's used to fry foods?</i>
4. Listing topical inventories of items.	• <i>What kinds of snakes do you have around here?</i> • <i>What kinds of wild flowers do you have around here?</i> • <i>What time is it in this picture?</i> • <i>When a pond or lake becomes entirely covered with ice, you say it's _____.</i> • <i>When your skin and eyeballs turn yellow, you're getting _____.</i>

(Source: Regional Varieties of English. SU.)

Завдання 8. Сформулюйте такі питання до діалектоносіїв, щоб отримати коректні відповіді. В чому полягає складність формулювання запитань?

Pronunciation

- 1 The production of the vowel in *ten* and *tin*.
- 2 The production of the first vowel in *ferry*, *fairy*, and *furry*.
- 3 The production of the vowel in *caught* and *cot*.

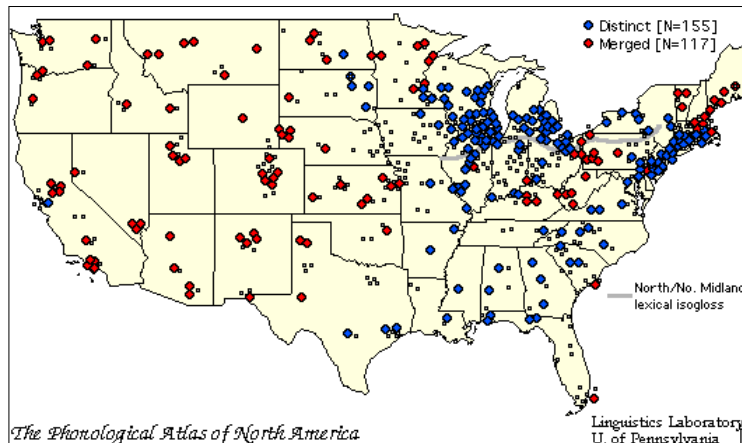
Grammar

- 1 The plural form of *deer*.
- 2 The past tense and participle form (e.g. *has*_____) of *creep*.
- 3 The use of indefinite forms in a negative sentence (e.g. *He didn't go anywhere/nowhere*).

Vocabulary

- 1 The use of the term *frying pan*, *skillet*, *spider*, etc.
- 2 The use of *ATM*, *bank machine*, *cash machine*, *guichet*.
- 3 Distinctions between different shades of purple in the color spectrum.

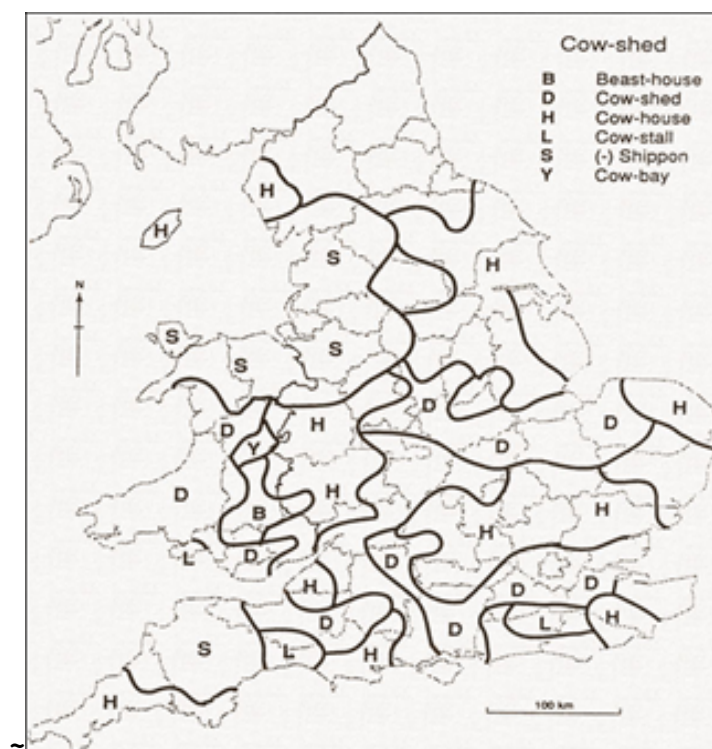
Завдання 9. Визначте типи ізгłos на малюнках.



MAP A.

The merger of /o/ and /oh/: invariant responses in production and perception

(Source: TELSUR Project,
Linguistics Laboratory,
University of Pennsylvania)



MAP B.

The Regional Distribution of Some Names for 'cow-shed' in England and Wales
beast-house; cow-shed; cow-house; cow-stall; shippon; cow-bay
 (Source: Parry D. *Grammar and Glossary of Anglo-Welsh Dialects* (1999).

Legend

B – beast-house;
 D – cow-shed;
 H – cow-house;
 L – cow-stall;
 S – (-) shippon;
 Y – cow-bay

Etymological information:

BEAST [ME < OF *beste* < L *bestia*] “1. an animal, esp. a large or dangerous four-footed one; 2. (usu. beasts) a domestic animal, esp. a bovine farm animal”;

COW [OE *cū* < Gmc (Du *koe*, Ger *Kuh*), L *bos*, Gr *bous* < PIE] “1. a fully grown female animal of a domesticated breed of ox, used as a source of milk or beef; 2. (loosely) a domestic bovine animal, regardless of sex or age; 3. (in farming) a female domestic bovine animal that has born more than one calf”;

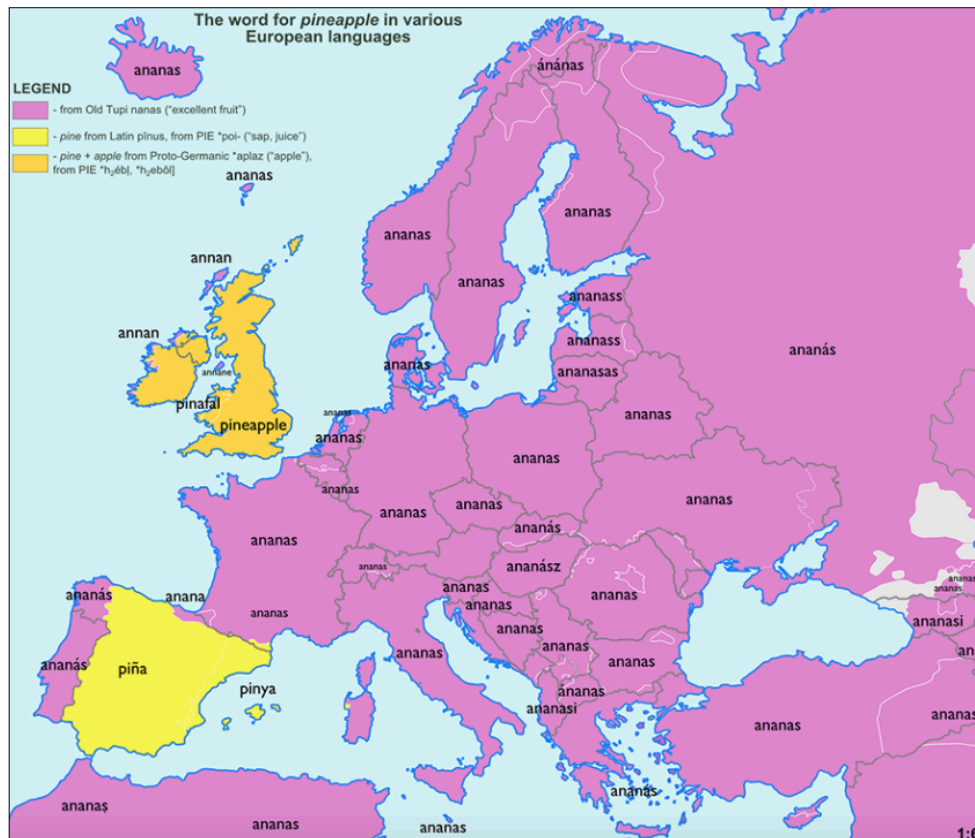
HOUSE [OE *hūs* (noun), *hūsan* (verb) < Gmc (Du *huis*, Ger *Haus* (nouns); Du *huizen*, Ger *hausen* (verbs))] “1. a building for human habitation, esp. one that is lived in by a family or small group of people. 2. (with adj.) a building in which animals live or in which things are kept”;

SHED [late 15th cent., apparently a variant of the noun *shade*] “1. a simple roofed structure, typically made of wood or metal, used as a storage space, a shelter for animals, or a workshop”;

STALL[OE *steall* ‘stable or cattle shed’ < Gmc (Du *stal*, *stand*. Early senses of the verb included ‘reside, dwell’ and ‘bring to a halt’] “1. a stand, booth, or compartment for the sale of goods in a market or large covered area; 2. an individual compartment for an animal in a stable or barn, enclosed on three sides”;

SHIPPON [OE *scypenf* (-ne/-na) ‘shippon, stall, cattle-shed’];

BAY [late ME < OF *baie* < *baer* ‘to gape’ ML *batare*, of unknown origin] “a recessed or enclosed area”.



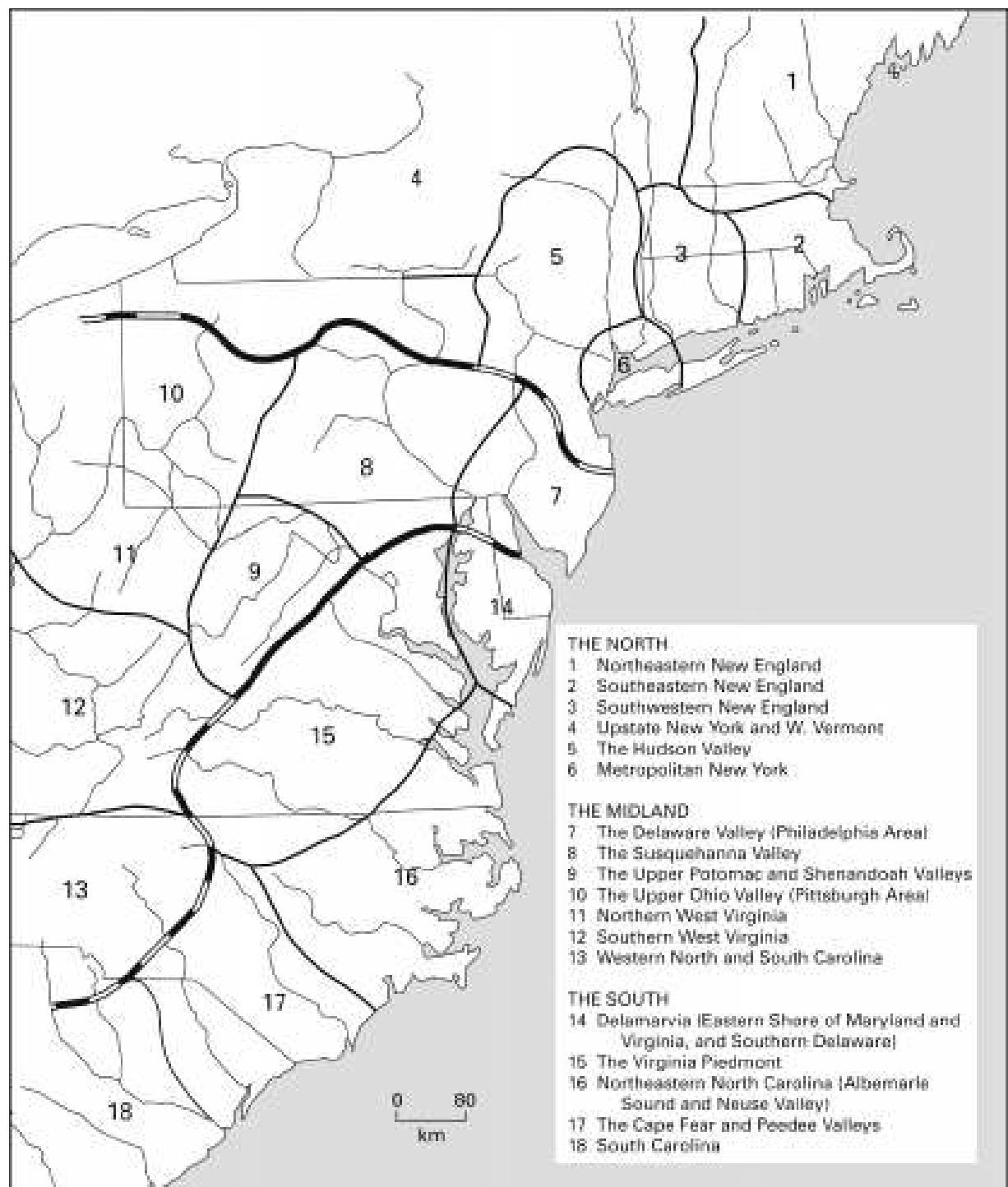
MAP C.

The word *pineapple* in various European Languages
(Source: MAPPOR N)

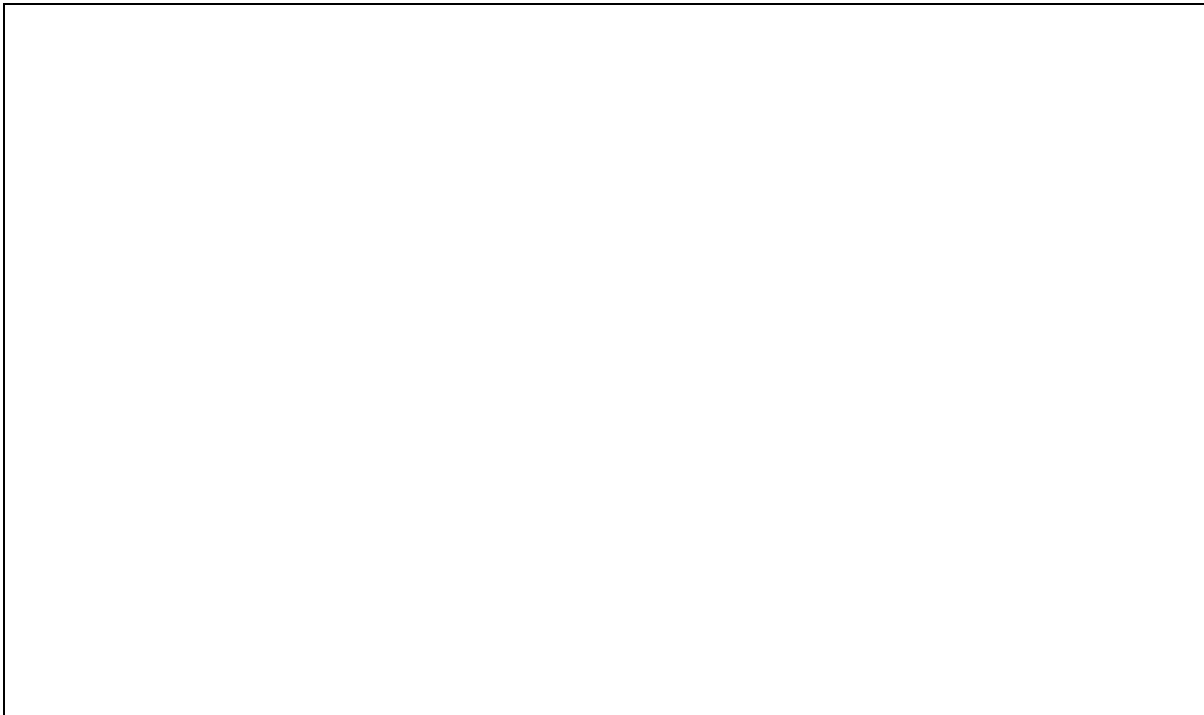
Legend

pink – ***ananas*** < Old Tupi *nanas* "excellent fruit";
 light yellow – ***pine*** from L. *pinus* < PIE **poi-* "sap; juice";
 dark yellow – ***pine- + -apple*** < PGmc **aplaz* "apple" < PIE **ǵbel-*, *ǵbōl-*, *abel-* "apple" < PIE **om-* (**hamel*) "raw; bitter; *sweet".

Завдання 10. Існують різні способи мапування діалектів. У класичному прикладі це - картографічний метод. Інший спосіб - вертикальна діаграма (або ієрархічне дерево). Розгляньте діалектні зони сходу і заходу США (*Linguistic Atlas*. Kurath 1949), зафіксуйте їх за допомогою цих методів.

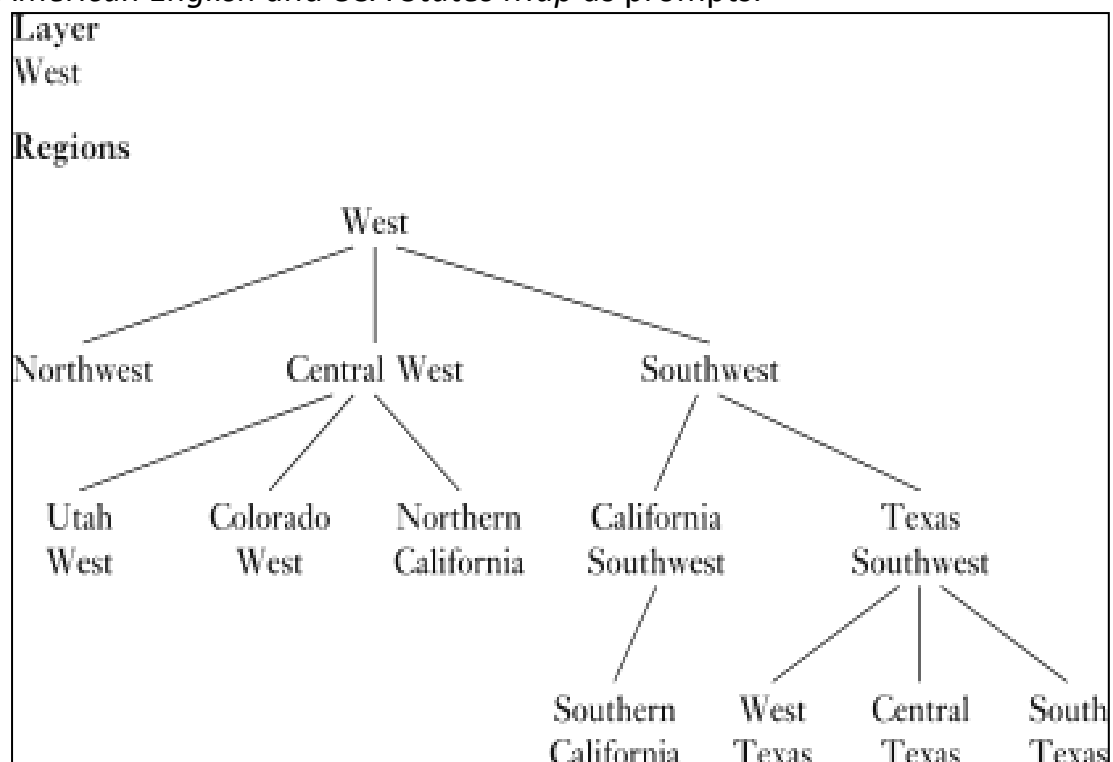


Dialect areas of the Eastern United States, based on *Linguistic Atlas* isoglosses (from Kurath 1949) (Source: Regional Variation in English SU.)



Vertical diagram of the dialect areas of the Eastern United States.

Assignment 6. Study the vertical diagram of US Western dialect layers which are presented in the form of a hierarchical tree. Make a cartographical laying on *Map of Dialect Regions*. Use *The Map of the Major Regional Dialects of American English* and *USA States Map* as prompts.



Dialect layering in the West, represented hierarchically
(from Carver 1987: 243) (Source: Regional Variation on English SU.)



The map of the major regional dialects of American English
(from The Atlas of North American English; *Source*: Sedivy, 2012)



USA States Map (Source: emapsworld.com, 2010-2017)



Map of dialect regions. Dialect layering in the Western United States

Завдання 11. Які терміни описують наступні дефініції (Source: Hartmann, 2002: 118): *regional dictionary*; *regional label*; *regional lexicography*; *regionalism*.

- (A) The term describes a particular (provincial or metropolitan) variety of a language. The entity it refers to can vary according to time and place, i.e. from early lists of colonial vocabulary used in some locality through the late 19th century, to the modern 'national' one codifying usage separately for each regional variant of the language. The term describes the type that overlaps with historical, period, and etymological categories.
- (B) The term is associated with a particular locality where a language is used. It may refer to features typical of a geographical dialect or topolect. The term appeals to such entities that are usually marked in general reference works by usage labels or become the subject of specialized regional reference works.
- (C) The term is used to denote a complex of activities concerned with the design, compilation, use and evaluation of a reference work focusing on regional component.
- (D) The term refers to marking the dialect or regional variety with which a linguistic unit is associated. Regional features are recorded in different and sometimes inconsistent ways, e.g. by associating the regional vocabulary with sub-standard usage. Such approach hence is sometimes criticized for relying on incomplete and out-of-date evidence. General dictionaries of English today tend to focus on 'metropolitan' regional varieties rather than 'provincial' local dialects, e.g. American or U.S., British and Australian English.