Atlas of the Languages of Iran (ALI)
http://iranatlas.net

Language data questionnaire
Version: 2022/01/14

The most recent version of this document is available for download at:
https://carleton.ca/iran/questionnaires.

Collected data should be transcribed into the document, "ALI Qaire EN fillable", also available at: https://carleton.ca/iran/questionnaires.

Note: Please carefully read the ALI questionnaire instructions, which are found as a separate accompanying document, before carrying the questionnaire out in a research location.

General information

(to be filled out as much as possible by the field researcher <u>before</u> or <u>after</u> fieldwork, and supplemented later by data checkers and approvers)

Name of person filling out this document: _____

Email address: _____

Date filled out: _____

Name of person(s) checking / analyzing the questionnaire data (checker to fill this in):

_____

Date checked / analyzed (checker to fill this in): _____

Date approved for upload (editors to fill this in): _____

Language variety (language, dialect, subdialect, etc.): _____

Language data from which exact location:

Province:	_____	Bakhsh:	_____
Shahrestan:	_____	Dehestan:*	_____ (*not for cities)
City/village:	_____	ALI unique ID (if available):	_____

Is the data from your own fieldwork and/or from a published source?: _____

If the data is from your own existing field notes, please ensure that it is from a <u>single</u> settlement. Then fill in the following details:

Field researcher(s):

Date of field research:

Location (city/village) where field research was conducted:

Questionnaire version date:

Persian or English version of the questionnaire:

Language(s) of elicitation (indicate which are the main languages of elicitation, and which languages are used for clarification):

Sound recorder type (model name/number):

If the data is from a published source, please fill in the following details:

Name of author(s):

Year of publication (if it's in Persian, put both the Iranian and Western year):

Title:

(if an article or book chapter) Page numbers:

(if an article or book chapter) Journal or Book Title:

(if in an edited volume) Editor(s):

Place of publication:

Publisher:

Any other important information:

During and after the interview, please use this page to write down any other information related to the questionnaire, for example:
   - things to remember related to where audio files are stored
   - observations on the quality of the recordings
   - problems with the quality of the linguistic data
   - transcription choices or phonological issues that require explanation
   - observations on interesting linguistic structures that you encountered
   - tasks to follow up on
   - etc.

Permission text and speaker details

Before conducting the actual interview, it is essential that the speakers you work with are aware of the purpose of the interview. Please read the following text to the speakers and record the whole procedure, including their answers:

> *My name is / our names are …. We come from …. We are linguists from the University of … . We want to study and learn about the languages and dialects of* [region], *and help preserve knowledge about these languages for the future. We use the things that we learn for research and eventual publication in print, online in the Atlas of the Languages of Iran, and in an online language archive. Do you give us permission to ask you questions about your language, and to record and freely use what we learn?*

> [make sure the answer is loud and clear enough to be audible on the recording]

If the speakers have given their consent, say:

> *If you wish to discontinue this interview at any point, or withdraw your consent for us to use anything that you've shared, including audio or video recordings, you are free to do so. We are able to withdraw your contributions until the point when they are published or archived.*

Then, you can continue with the following questions, and the rest of the interview:

Would you like us to write your name(s) down, or would you like to remain anonymous?
_____

Name of speaker(s) (only put this if speakers have requested that their names be used):
(speaker 1) _____
(speaker 2) _____
(speaker 3) _____

Other details about the speakers (include this information for all speakers):

	Age:	Gender:	Occupation:
(speaker 1)	_____	_____	_____
(speaker 2)	_____	_____	_____
(speaker 3)	_____	_____	_____

At what ages did each speaker live in the exact location that is being studied here?
(Important note: By default, whenever possible, only select speakers a) whose families are originally from the <u>exact</u> city or village being studied, b) who have themselves grown up in this location, c) have lived there most of their life, and d) currently live there.)
  (e.g., *0-19, 25-35, 50-70*)
(speaker 1) _____
(speaker 2) _____
(speaker 3) _____

Language varieties spoken, along with:
  a) speaker's <u>L1</u> (first language learned from parents in the home), or <u>L2+</u> (an additional language)? *(be sure to distinguish between standard-type Persian and other Persian varieties, if relevant)*
  b) speaker's stated degree of <u>oral</u> proficiency in each language, on a scale from 1 to 5 (where 1 is very little and 5 is full proficiency) [use single whole numbers only]
  c) frequency of usage in the past year (*every day / at least once every week / at least once every month / at least once in the past year / never in the past year*)

	Language:	L1 or L2+?	Proficiency:	Frequency:
(speaker 1)	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
(speaker 2)	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
(speaker 3)	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____

Languages the speaker can read and write, and the speaker's stated degree of <u>written</u> proficiency in each language, on a scale from 1 to 5 (where 1 is very little, and 5 is full proficiency) [use single whole numbers only]:

  Example: Persian 4, Bakhtiari 2, English 2
(speaker 1) _____
(speaker 2) _____
(speaker 3) _____

Level of formal education (none / elementary / secondary / post-secondary):
(speaker 1) _____
(speaker 2) _____
(speaker 3) _____

Sociolinguistic context

The following portion of the questionnaire, which deals with language use in the context of a single settlement, is adapted from [Anonby & Yousefian's (2011) sociolinguistic study](#).

Please answer the questions as you are able, providing estimates if necessary. You may mark any item for which you are unable to provide an answer, with "?".

1. What is the name of your community (city, town, village, etc.)?

   _____

2. What languages are spoken in the community as a mother tongue (<u>that is, the first language a person learns at home as a child</u>)?

   _____
   _____

3. What proportion (approximate percentage) of the population in the community speaks each of these languages as a mother tongue?

   _____
   _____

4. a. What do the people in the community call their own <u>language</u>(s) [as listed in Q2] in their own local pronunciation?

   _____
   _____

   b. For <u>each</u> language variety mentioned, are there specific sub-varieties that are spoken here? And, is this variety part of another, larger language grouping? Finally, what label do you use for each of these varieties, for example "language", "dialect", or another term? (*please refer to the "ALI Qaire Instructions" document for this question)
   Example result:

Achomi	*Fārsi* [most general]	*zabān*
	Achomi or *Lāri*	*zabān*
	Bastaki	*lahjeh*
	Moghdāni [most specific]	*lahjeh*

   (this question continues on the following page)

language communities: [researcher lists languages from Q2]	language variety names from most general variety to most specific:	type of language variety: "language", "dialect", or other (specify what type):
_____	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
_____	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
_____	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
_____	_____	_____
	_____	_____
	_____	_____
	_____	_____
_____	_____	_____
	_____	_____
	_____	_____
	_____	_____

5. a. What do the people in the community call their own ethnic group(s) in their own language(s)? (Examples: *Fārs, Kurd, Tehruni, Shirāzi, Tājik, Tork, Ghashghāi, Bakhtiāri, Bandari*, etc.) [All questionnaire respondents should answer this.]

_____

_____

b. For each of these terms, what word best describes this kind of ethnic group? (Examples: *qowm, il, nežād, esālat*, etc.). [All questionnaire respondents should answer this.]

_____

_____

c. For each of the ethnic group names given above, what ethnic group levels (if any) are found above or below this group? (Give the terms used in the relevant local language.) Finally, what labels are used to describe each of the ethnicity levels? [This question may not be relevant for all respondents.]

Example:

Bakhtiāri	*Bakhtiāri* [most general]	*eyl* ['tribe']
	Haf Lang	*shākhe*
	Bāvādi	*bāv*
	Rāki	*tāyefe*
	Tahmāseb Khān	*tire*
	Ā Parvēz	*tash*
	Ā Abbās Qoli [most specific]	*kor o bow* ['household']

ethnic groups: [researcher lists groups from Q5a]	ethnic group names from most general to most specific:	ethnicity level type:
_____	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
_____	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
_____	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
_____	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
_____	_____	_____
	_____	_____
	_____	_____
	_____	_____

6. What is the name of the community (city, town, village, etc.) in each of the languages that are spoken there? (example: "Siligān (Turkic), Sulegān (Bakhtiāri)")

_____
_____

7. What proportion (approximate percentage) of the population … [use single whole numbers only]

speaks Persian fluently?   _____ %

speaks some Persian?   _____ %

speaks no Persian?   _____ %

8. Besides their mother tongue(s) and Persian, what additional languages and dialects do the people of the community speak?

_____

9. a. What proportion (approximate percentage) of the children in the community are not learning the mother tongue of their parents as their mother tongue?

_____ % [use a single whole number only]

b. Which language communities do these children come from, and what proportion (approximate percentage) of children in each language community are not learning the mother tongue of their parents?

language communities: [researcher lists languages from Q2]	proportion of children not learning their parents' language as their mother tongue: [use single whole numbers only]
_____	_____ %
_____	_____ %
_____	_____ %
_____	_____ %
_____	_____ %

c. What language(s) are these children now learning as a mother tongue?

language communities: [researcher lists languages from Q2]	language(s) that these children are now learning as their mother tongue:
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

d. Of these children in <u>each</u> language community who are <u>not</u> learning the mother tongue of their parents as their own mother tongue, what proportion (approximate percentage) learn this language <u>later</u> as an additional language (L2+) (for example, from other relatives and friends)?

language communities:
[researcher lists languages from Q2]

proportion of children learning their parents' language <u>later</u> as an additional language (L2+):
[use single whole numbers only]

_____	_____ %
_____	_____ %
_____	_____ %
_____	_____ %
_____	_____ %

Linguistic data, Part I: Lexicon

Instructions

Please read carefully before each interview.

Fill out the wordlist in phonemic (not phonetic) transcription using the ALI transcription conventions (click to follow this link).

If you are collecting the data from a speaker, record the whole interview with a high-quality sound recording, using .wav file format if possible.

Make sure the speaker understands the exact meaning of each word; if the word is accompanied by an example sentence, clarification in parentheses, or picture, make sure to use it (and do not make up or use additional example sentences). However, make sure that the speaker does not translate words and sentences that are used for clarification. The speaker should only say the equivalent word, twice, in isolation (by itself), naturally and clearly.

The procedure for each word should therefore be as follows:

1. The researcher says the Persian word in isolation.
2. The researcher gives additional explanation or an example sentence.
3. The researcher says the Persian word again.
4. The speaker says the equivalent word in their own language, twice, in isolation.

Only elicit the most common and basic equivalent(s) for each word; do not elicit peripheral or figurative vocabulary. Generally, do not ask speakers if they use a particular word that they have not mentioned, unless you think that they have misunderstood the meaning of the wordlist item.

You can put any comments or explanations in the column to the right of the language data column. If speakers indicate that only a certain group of people uses a certain word (for example, only older people, or only younger people), make a note of this. If you are uncertain about any data, put your best transcription/hypothesis with a question mark beside it, or simply a question mark.

If you are filling out the questionnaire with data from a published source, put page numbers in the right column.

Notes

Verbs should be elicited in the third person singular (*s/he*) form. If a language makes a verbal distinction for *she* vs. *he*, elicit both forms.

The symbol * indicates additional instructions: either showing a picture to the speaker, or accompanying the elicitation with a specific action.

Before eliciting any linguistic data, read the following text to the speakers:

"Now, we will ask you how to say some words in your language.

After we say each word in Persian, please tell us how you say it in your own language.

Say it clearly but in a natural way, not too fast and not too slow.

Say each word twice.

Say each word by itself, without any other words.

If there's anything you don't understand, you can ask us any questions.

[If you are working with more than one person:] *Just one person should say the answers first. If another person would like to clarify anything, they can do this after the first person has finished giving their answer.*

We need to make sure that the recording is as clear as possible, so please turn off your phone. (Even when the ringtone is off, but the vibrating buzzer is on, the microphones pick up a ringing signal.)

Please ask other people to make sure not to interrupt us or make any noise, so that we can hear your answers well on the recording.

Thank you!"

|	English (Modern Standard)	Persian (Western, Modern Standard)	Language data (use phonemic transcription)	Comments (may include explanations about the data in the language data column) (for published sources, please put page numbers)
1.	hair (of head)	*mu* (muye sar)		
2.	eye	*češm*		
3.	eyebrow	*abru*		
4.	nose	*bini, damāġ*		
5.	ear	*guš*		
6.	mouth	*dahān*		
7.	tongue	*zabān*		
8.	throat (inside) (*The food got stuck in her throat.*)	*galu* (darune galu) (*ġazā tu galuyaš gir kard.*)		
9.	arm *(show picture at end of wordlist)	*dast* (az šāne tā moče dast) *(tasʋir dar pāyāne fehreste kalamāt)		
10.	hand *(show picture at end of wordlist)	*dast* (az moč be pāyin) *(tasʋir dar pāyāne fehreste kalamāt)		

11.	elbow	*ārenǰ*		
12.	finger	*angošt*		
13.	stomach (belly) (*I got hit in the stomach.*)	*šekam* (*be šekamam zarbe xord.*)		
14.	stomach (organ, human) (*My stomach aches.*)	*me'de* (me'deye ensān) (*me'deam dard mikonad.*)		
15.	navel	*nāf*		
16.	leg *(show picture at end of wordlist)	*pā* (az bālāye rān tā moče pā) *(tasvir dar pāyāne fehreste kalamāt)		
17.	foot *(show picture at end of wordlist)	*pā* (az moč be pāyin) *(tasvir dar pāyāne fehreste kalamāt)		
18.	knee (whole knee)	*zānu* (kolle zānu)		
19.	bone	*ostoxān*		
20.	blood	*xun*		
21.	urine	*edrār, šāš*		
22.	heart (organ, human) *(show pumping fist in front of own heart)	*ġalb, del* (andām, ensān) *(mošte xod rā be mānande ġalb dar hālate pomp kardane xun nešān dahid)		
23.	liver	*ǰegar*		
24.	man	*mard*		
25.	woman	*zan* (kalameye pāye)		
26.	husband	*šouhar*		
27.	wife	*zan* (hamsar)		
28.	child	*bače, bačče*		
29.	boy	*pesar* (āġāye ǰavān)		
30.	son	*pesar* (farzand)		
31.	girl	*doxtar* (xānome ǰavān)		
32.	daughter	*doxtar* (farzand)		
33.	brother (basic term)	*barādar* (kalameye pāye)		

34.	sister (basic term)	*xāhar* (kalameye pāye)		
35.	groom	*dāmād* (dar marāseme arusi)		
36.	bride	*arus* (dar marāseme arusi)		
37.	horse	*asb*		
38.	dog	*sag*		
39.	cat	*gorbe*		
40.	wolf	*gorg*		
41.	bear	*xers*		
42.	fox	*rubāh*		
43.	fish	*māhi*		
44.	scorpion	*aġrab*		
45.	ant	*murče*		
46.	louse	*šepeš*		
47.	sparrow	*gonǰešk*		
48.	pigeon (domestic)	*kabutar*		
49.	rooster	*xorus*		
50.	wing	*bāl*		
51.	feather	*par*		
52.	wool	*pašm*		
53.	tree	*deraxt*		
54.	wood (substance)	*čub* (mādde)		
55.	root	*riše*		
56.	branch	*šāxe*		
57.	leaf (of tree)	*barg* (barge deraxt)		
58.	sun	*xoršid*		
59.	moon	*māh*		
60.	day	*ruz*		
61.	night	*šab*		
62.	star	*setāre*		
63.	water	*āb*		
64.	fire	*ātaš*		
65.	wind	*bād*		
66.	smoke	*dud*		

67.	ash	*xākestar*		
68.	stone (10 cm. diameter)	*sang* (be ġotre 10 sāntimetr)		
69.	west (*The sun sets in the west.*)	*maġreb* (*āftāb dar maġreb ġorub mikonad.*)		
70.	year	*sāl*		
71.	summer	*tābestān*		
72.	winter	*zemestān*		
73.	snow	*barf*		
74.	house	*xāne*		
75.	spoon	*ġāšoġ*		
76.	salt	*namak*		
77.	rice	*berenǰ*		
78.	egg (e.g., chicken)	*toxme morġ*		
79.	walnut	*gerdu*		
80.	almond	*bādām*		
81.	grape	*angur*		
82.	hungry	*gorosne*		
83.	thirsty	*tešne*		
84.	bitter	*talx*		
85.	fresh (e.g., milk)	*tāze* (*barāye mesāl, šir*)		
86.	long (e.g., branch)	*derāz, boland* (*barāye mesāl, šāxe*)		
87.	big	*bozorg*		
88.	dry	*xošk*		
89.	old (thing) (e.g., clothing)	*kohne* (*barāye mesāl, lebās*)		
90.	full (e.g., container)	*por* (*barāye mesāl, zarf*)		
91.	red (e.g., blood)	*ġermez, sorx* (*barāye mesāl, xun*)		
92.	white (e.g., snow)	*sefid* (*barāye mesāl, barf*)		
93.	green (e.g., cucumber)	*sabz* (*barāye mesāl, xiyār*)		
94.	blue (e.g., sky)	*ābi* (*barāye mesāl, āsemān*)		

95.	come (3sg past)	*āmad*		
96.	come (3sg pres.)	*miyāyad*		
97.	go (3sg past)	*raft*		
98.	go (3sg pres.)	*miraʋad*		
99.	fall (3sg past) (*S/he fell onto the street.*)	*oftād* (*ʋasate xiyābān oftād.*)		
100.	fall (3sg pres.) (*S/he falls onto the the street.*)	*miyoftad* (*ʋasate xiyābān miyoftad.*)		
101.	carry (3sg past) (*S/he carried the boxes.*)	*bord* (*ǰa'behā rā bord.*)		
102.	carry (3sg pres.) (*S/he carries the boxes.*)	*mibarad* (*ǰa'behā rā mibarad.*)		
103.	sleep (3sg past) (deep sleep) (*S/he slept in the house.*)	*xābid* (xābe amiġ) (*dar xāne xābid.*)		
104.	sleep (3sg pres.) (deep sleep) (*S/he sleeps in the house.*)	*mixābad* (xābe amiġ) (*dar xāne mixābad.*)		
105.	sit (3sg past) (*S/he sat on the chair.*)	*nešast* (*ruye sandali nešast.*)		
106.	sit (3sg pres.) (*S/he sits on the chair.*)	*minešinad* (*ruye sandali minešinad.*)		
107.	eat (3sg past) (*S/he ate an apple.*)	*xord* (*sibi xord.*)		
108.	eat (3sg pres.) (*S/he eats an apple.*)	*mixorad* (*sibi mixorad.*)		
109.	pour (tr., 3sg past) (*S/he poured water into the glass.*)	*rixt* (fe'le mota'adi) (*tuye liʋān āb rixt.*)		
110.	pour (tr., 3sg pres.) (*S/he pours water into the glass.*)	*mirizad* (fe'le mota'adi) (*tuye liʋān āb mirizad.*)		
111.	hit (3sg past) (*S/he hit the rock with a stick.*)	*zad* (*bā čubdasti be sang zad.*)		

112.	hit (3sg pres.) (*S/he hits the rock with a stick.*)	*mizanad* (*bā čubdasti be sang mizanad.*)		
113.	see (3sg past) (*What did s/he see?*)	*did* (*če did?*)		
114.	see (3sg pres.) (*What does s/he see?*)	*mibinad* (*če mibinad?*)		
115.	say (3sg past) (*What did s/he say?*)	*goft* (*če goft?*)		
116.	say (3sg pres.) (*What is s/he saying?*)	*miguyad* (*če miguyad?*)		
117.	know (something) (3sg past only) (*S/he knew my name.*)	*midānest* (*nāme man rā midānest.*)		
118.	think (3sg past only) (*S/he thought about her/his plan.*)	*fekr kard* (*dar moʋrede barnāmeaš fekr kard.*)		
119.	close (e.g., door) (3sg past only) (*S/he closed the door*).	*bast* (dar) (*dar rā bast.*)		
120.	tie (e.g., rope) (3sg past only) (*S/he tied the rope.*)	*bast* (band) (*band rā bast.*)		
121.	burn (intr.) (3sg past only) (*The tree burned.*)	*suxt* (fe'le lāzem) (*deraxt suxt.*)		
122.	sweep (3sg past only) (*S/he swept the room.*)	*jāru kard* (*otāġ rā jāru kard.*)		
123.	here	*injā*		
124.	there	*ānjā*		
125.	under (*The donkey is under the bridge.*)	*zir(-e)* (*xar zire pol ast.*)		
126.	today	*emruz*		
127.	yesterday	*diruz*		
128.	the day before yesterday	*pariruz*		
129.	tomorrow	*fardā*		
130.	the day after tomorrow	*pasfardā*		
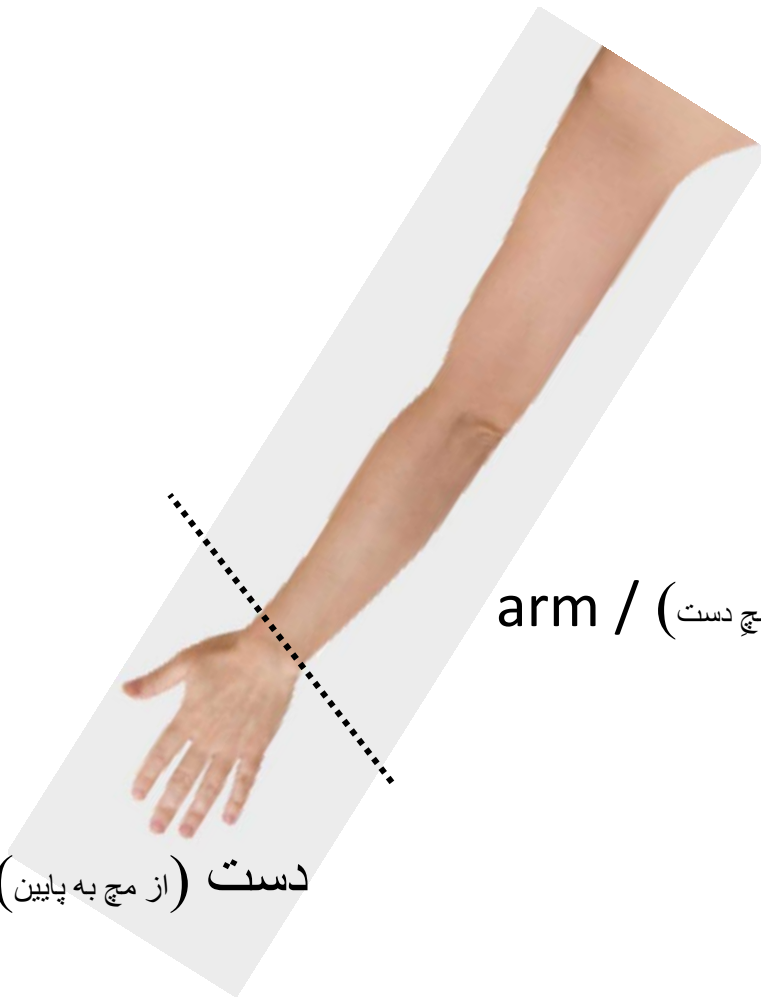
دست (از شانه تا مچ دست) / arm

دست (از مچ به پایین) / hand
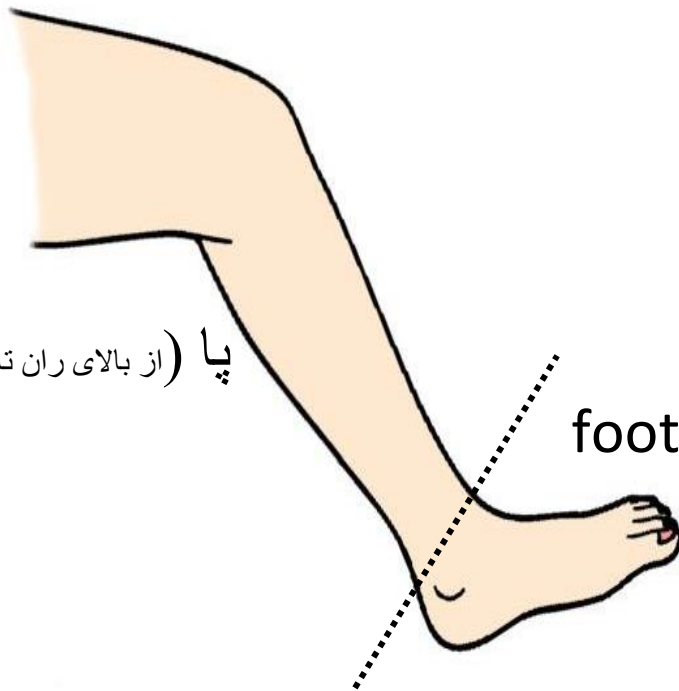
پا (از بالای ران تا مچ پا) / leg

پا (از مچ به پایین) / foot

Linguistic data, Part II: Morphosyntax

An explanation of the purpose and structure of this section of the ALI questionnaire, along with a key to the functions that are tested in each of the questionnaire items, is found in the accompanying document, "ALI Questionnaire Morphosyntax explanation".

Throughout, use a phonological orthography as specified in the Atlas documentation (see http://carleton.ca/iran/transcription/*).*

1. Number: plurality and related functions

Write the following words in the language:

1.1   *woman*   _____

1.2   *women*   _____

1.3   *child*   _____

1.4   *children*   _____

1.5   *goat*   _____

1.6   *goats*   _____

1.7   *house*   _____

1.8   *houses*   _____

1.9   *walnut*   _____

1.10 *walnuts*   _____

2. Definiteness and related functions

Read all of the sentences together, as a single paragraph, to the speaker. Then, re-read and elicit each sentence individually from the speaker.

2.1   *In our village* [P. (Persian) deh] *there was a man whose name was Ali.*

_____

2.2   *Ali had two children – a boy and a girl.*

_____

2.3   *One day, the boy said to the girl,*

_____

2.4   *"We have always lived in this village.*

_____

2.5   *Would you like* [P. mixāhi] *to see a big city?"*

_____

2.6   *The boy's sister answered,*

_____

2.7   *"No, I like* [P. dust dāram] *the village where we live.*

_____

2.8   *The people who live here are very friendly."*

_____

3. Nouns and adjectives: description, agreement and comparison

Elicit each sentence individually from the speaker.

3.1 *The young boy is going to that big house.*

_____

3.2 *The young girl is at school.*

_____

3.3 *The young boys are buying books for Ali.*

_____

3.4 *The young girls are washing those carpets.*

_____

3.5 *The young girls saw a car.*

_____

3.6 *This house is big.*

_____

3.7 *That house is bigger than this house.*

_____

3.8 *That house is the biggest house in the village.*

_____

4. Noun phrase structure, possessive pronouns, constituent word order

4.1 *My horse is black.* [P. man, asbam siyāh ast]

_____

4.2 *Your (sg.) horse is brown.* [P. to, asbat ġahʋeyi ast]

_____

4.3 *Hoseyn – his horse is white.* [P. Hoseyn, asbaš sefid ast]

_____

4.4 *Parisa – her horse is white.* [P. Parisā, asbaš sefid ast]

_____

4.5 *Our horse is black.* [P. mā, asbemān siyāh ast]

_____

4.6 *Your (pl.) horse is brown.* [P. šomā, asbetān ġahʋeyi ast]

_____

4.7 *Their horse is white.* [P. ānhā, asbešān sefid ast]

_____

4.8   *Maryam's three small brothers go* [P. miraʋand] *to school.*

_____

4.9   *Peyman's (maternal) uncle* [P. dāyi] *works in the city* [P. dar shahr].

_____

4.10   *My four black chickens escaped.*

_____

4.11   *Hasan is selling his goats.*

_____

4.12   *The shepherd sold his goat.*

_____

4.13   *The shepherd's goat died.*

_____

4.14   *The shepherds'* [P. čupānān] *goats died.*

_____

5. Flagging: orientation and relations

5.1   *The boy cut the rope with a knife* [P. čāqu].

_____

5.2   *The girl cut the ropes with a knife* [P. čāqu].

_____

5.3   *He gave the stick to the girl.*

_____

5.4   *That stick – Peyman gave it to the women* [P. xānomhā].

_____

5.5   *The women gave the bread to the man.*

_____

5.6   *Maryam gave the bread to me.*

_____

5.7   *Ali speaks Persian to his mother.*

_____

5.8   *The boys are not in Shiraz.*

_____

5.9   *The children are in the kitchen.*

_____

5.10 *Sorush is going* [P. miraʋad] *to the market with Hasan.*

_____

5.11 *I am coming* [P. dāram miyāyam] *from the market.*

_____

5.12 *I have one daughter* [P. yek doxtar].

_____

5.13 *I have one car* [P. yek māšin].

_____

5.14 *This is mine* [P. in māle man ast].

_____

5.15 *We didn't see Ali at the market.*

_____

5.16 *I eat apples in the morning* [P. sobhā].

_____

5.17 *I am eating the apple now.*

_____

5.18 *Ali went to the village with him.*

_____

5.19 *Maryam went to the village with her.*

_____

6. Other functions: modality, experiencer predicates, questions

6.1 *Nilufar can see the apples.*

_____

6.2 *Nilufar can* [P. mitaʋānad] *weave carpets quickly.*

_____

6.3 *You (sg.) are young.* _____

6.4 *I am young.* _____

6.5 *I am cold* [P. sardam ast]. _____

6.6 *I am hungry* [P. gorosneam ast]. _____

6.7 *I am not hungry* [P. gorosneam nist]. _____

6.8 *What is Zahra eating?* _____

6.9 *There are lions in Iran.* _____

6.10 *Are there lions in Iran?* _____

6.11 *Sima opened the door.* _____

6.12 *Did Sima open the door?* _____

6.13 *Who opened the door?* _____

6.14 *Why are you (sg.) eating* [P. dāri mixori] *the apple?*

_____

6.15 *What is this?* _____

6.16 *I don't know.* _____

Verb Paradigms

Starting on the next page, fill out all spaces (empty lines and table cells) for the verbs 'come', 'eat' and 'see'. (Note: a different set of information is collected for 'see'.)

- Even if you think a verb form (for example, with a female subject or object) will be the same as a previous item, make sure to elicit a response for that form.

- Add rows to the tables for any other pronoun categories that are found in the verb system of the language (for example, 1dual, 1pl exclusive, 3pl feminine, etc.)

- Important: Elicit a free (agent) pronoun with each of the verb forms, where this is indicated in the Persian examples: for example, "man āmadam" rather than just "āmadam". Even though it's not natural to say these pronouns in neutral contexts, they show some important grammatical features. In addition, this supplies the questionnaire with paradigms for the free pronouns.

7. Forms of the verb 'come'

7.1 INFINITIVE (if it occurs):   to come / *āmadan*   _____

	PAST	English	Persian	variety studied (to fill out)
7.2	**1sg**	I came	*man āmadam*	
7.3	**2sg**	you (sg.) came	*to āmadi*	
7.4	**3sg.m**	he* came	*u* āmad*	
7.5	**3sg.f**	she* came	*u* āmad*	[important: elicit even if you think it is same as previous]
7.6	**1pl**	we came	*mā āmadim*	
7.7	**2pl**	you (pl.) came	*šomā āmadid*	
7.8	**3pl**	they came	*ānhā āmadand*	

	PRESENT	English	Persian	variety studied (to fill out)
7.9	**1sg**	I come	*man miyāyam*	
7.10	**2sg**	you (sg.) come	*to miyāyi*	
7.11	**3sg.m**	he* comes	*u* miyāyad*	
7.12	**3sg.f**	she* comes	*u* miyāyad*	[important: elicit even if you think it is same as previous]
7.13	**1pl**	we come	*mā miyāyim*	
7.14	**2pl**	you (pl.) come	*šomā miyāyid*	
7.15	**3pl**	they come	*ānhā miyāyand*	

IMPERFECTIVE

7.16 you (sg.) were coming / *miyāmadi*   _____

7.17 you (sg.) are [in the process of] coming / *dāri miyāyi*   _____

SUBJUNCTIVE (or equivalent)

7.18 you (sg.) want to come / *mixāhi biyāyi*   _____

7.19 he wants to come / *mixāhad biyāyad*   _____

NEGATIVE AND IMPERATIVE

7.20 you (sg.) did not come / *nayāmadi*   _____

7.21 (you (sg.)) don't come! / *nayā!*   _____

7.22 (you (sg.)) come! / *biyā!*   _____

7.23 (you (pl.)) come! / *biyāyid!*   _____

24

8. Forms of the verb 'eat'

8.1 **INFINITIVE (if it occurs):** to eat / *xordan* _____

	PAST	English	Persian	variety studied (to fill out)
8.2	**1sg**	I ate	*man xordam*	
8.3	**2sg**	you (sg.) ate	*to xordi*	
8.4	**3sg.m**	he* ate	*u* xord*	
8.5	**3sg.f**	she* ate	*u* xord*	[important: elicit even if you think it is same as previous]
8.6	**1pl**	we ate	*mā xordim*	
8.7	**2pl**	you (pl.) ate	*šomā xordid*	
8.8	**3pl**	they ate	*ānhā xordand*	

	PRESENT	English	Persian	variety studied (to fill out)
8.9	**1sg**	I eat	*man mixoram*	
8.10	**2sg**	you (sg.) eat	*to mixori*	
8.11	**3sg.m**	he* eats	*u* mixorad*	
8.12	**3sg.f**	she* eats	*u* mixorad*	[important: elicit even if you think it is same as previous]
8.13	**1pl**	we eat	*mā mixorim*	
8.14	**2pl**	you (pl.) eat	*šomā mixorid*	
8.15	**3pl**	they eat	*ānhā mixorand*	

IMPERFECTIVE

8.16 you (sg.) were eating / *mixordi* _____

8.17 you (sg.) are [in the process of] eating / *dāri mixori* _____

SUBJUNCTIVE (or equivalent)

8.18 you (sg.) want to eat / *mixāhi bexori* _____

8.19 he wants to eat / *mixāhad bexorad* _____

NEGATIVE AND IMPERATIVE

8.20 you (sg.) did not eat / *naxordi* _____

8.21 (you (sg.)) don't eat! / *naxor!* _____

8.22 (you (sg.)) eat! / *boxor!* _____

8.23 (you (pl.)) eat! / *boxorid!* _____

9. Forms of the verb 'see' (focus on verb objects)

9.1 **INFINITIVE (if it occurs):** to see / *didan* _____

	PAST	English	Persian	variety studied (to fill out)
9.2	**1sg.obj**	Ali saw me	*ali didam /* *ali manrā did*	[important: collect all short and long forms if both are found in the language]
9.3	**2sg.obj**	Ali saw you (sg.)	*ali didat /* *ali torā did*	
9.4	**3sg.m.obj**	Ali saw him*	*ali didaš* /* *ali urā* did*	
9.5	**3sg.f.obj**	Ali saw her*	*ali didaš* /* *ali urā* did*	[important: elicit even if you think it is same as previous]
9.6	**3sg.n.obj**	Ali saw it*	*ali didaš* /* *ali ānrā* did*	[important: elicit even if you think it is same as previous]
9.7	**1pl.obj**	Maryam saw us	*maryam didemān /* *maryam mārā did*	
9.8	**2pl.obj**	Maryam saw you (pl.)	*maryam didetān /* *maryam šomārā did*	
9.9	**3pl.obj**	Maryam saw them	*maryam didešān /* *maryam ānhārā did*	

	PRESENT	English	Persian	variety studied (to fill out)
9.10	**1sg.obj**	Ali sees me	*ali mibinadam /* *ali manrā mibinad*	
9.11	**2sg.obj**	Ali sees you (sg.)	*ali mibinadat /* *ali torā mibinad*	
9.12	**3sg.m.obj**	Ali sees him*	*ali mibinadaš* /* *ali urā* mibinad*	
9.13	**3sg.f.obj**	Ali sees her*	*ali mibinadaš* /* *ali urā* mibinad*	
9.14	**3sg.n.obj**	Ali sees it*	*ali mibinadaš* /* *ali ānrā* mibinad*	
9.15	**1pl.obj**	Maryam sees us	*maryam mibinademān /* *maryam mārā mibinad*	
9.16	**2pl.obj**	Maryam sees you (pl.)	*maryam mibinadetān /* *maryam šomārā mibinad*	
9.17	**3pl.obj**	Maryam sees them	*maryam mibinadešān /* *maryam ānhārā mibinad*	

NEGATIVE

9.18 (you (sg.)) did not see it / *nadidiš* _____

9.19 he did not see it / *nadidaš* _____

Linguistic data, Part III: Numbers

The following portion of the Questionnaire is adapted from Eugene Chan's template for [Numeral systems of the world's languages](). Please fill it in using a phonemic transcription as specified in the [Atlas transcription conventions]() document.

Please ensure that the speaker says each number slowly, two times, and with a pause in between each word. The speaker should use declaration (statement) intonation for each number, not list (continuation) intonation.

Gloss	Persian (Modern Standard)		Language data (use phonemic transcription)	Comments (may include explanations about the data in the language data column) (for published sources, please put page numbers)
1	*yek*	یک		
2	*do*	دو		
3	*se*	سه		
4	*čahār*	چهار		
5	*panǰ*	پنج		
6	*šeš*	شش		
7	*haft*	هفت		
8	*hašt*	هشت		
9	*noh*	نه		
10	*dah*	ده		
11	*yāzdah*	یازده		
12	*davāzdah*	دوازده		
13	*sizdah*	سیزده		
14	*čahārdah*	چهارده		
15	*pānzdah*	پانزده		
16	*šānzdah*	شانزده		
17	*hefdah*	هفده		
18	*hiǰdah*	هیجده		

19	*nuzdah*	نوزده		
20	*bist*	بیست		
21	*bist o yek*	بیست و یک		
22	*bist o do*	بیست و دو		
23	*bist o se*	بیست و سه		
24	*bist o čahār*	بیست و چهار		
25	*bist o panǰ*	بیست و پنج		
26	*bist o šeš*	بیست و شش		
27	*bist o haft*	بیست و هفت		
28	*bist o hašt*	بیست و هشت		
29	*bist o noh*	بیست و نه		
30	*si*	سي		
40	*čehel*	چهل		
50	*panǰāh*	پنجاه		
60	*šast*	شصت		
70	*haftād*	هفتاد		
80	*haštād*	هشتاد		
90	*navad*	نود		
100	*sad*	صد		
200	*devist*	دویست		
300	*sisad*	سیصد		
400	*čahār sad*	چهار صد		
500	*pānsad*	پانصد		
1000	*hezār*	هزار		
2000	*do hezār*	دو هزار		

Oral texts

Oral texts are an essential component of linguistic data collection. While the items elicited in the questionnaire are useful for understanding a language in its comparative and typological context, only oral texts can provide a picture of natural language. Video and audio recordings of oral texts are valuable as a long-term record of the language for future generations.

We suggest that you collect video (plus audio) documentation of <u>at least one</u> of <u>each</u> of the following text genres, in the local language of the research location:

- songs and poetry (e.g., wedding songs; funeral songs; work songs, such as songs sung while fishing or churning butter; lullabies; poetry about love or nature; songs and poetry from holidays such as Now Ruz and Ramadan; other religious songs in local language)
- folktales and legends
- procedural texts (e.g.: how to make a carpet; how to make yoghurt, or bread)

You can collect texts of other genres as well.

Before recording, carefully read and follow all procedures in the "ALI Recording Instructions" document (along with the "ALI Qaire Instructions" document).

As you start recording, with each speaker, complete the "Permission text and speaker details for oral texts", found in the next section of this document.

Record each oral text, followed by its translation in Persian, in a separate video/audio file. On each recording, before beginning the text, give a summary of key metadata for that recording section: date and time, researcher name, research location, language name, speaker name (if they have asked you to include it), text type, and text title.

After recording, complete the "ALI Text Metadata EN Fillable" document. It needs to be included with any submission of oral text recordings to the Atlas.

Depending on the permissions granted by the speakers in the recorded texts, work toward the publication of the texts in the Atlas, and/or deposition of the texts in archives that are part of the Open Language Archive Community (OLAC).

General information for collected oral texts

(to be completed by the field researcher – either <u>before</u> or <u>after</u> fieldwork – for each oral text that is collected, and submitted to the Atlas along with the recording using the "ALI Text Metadata EN Fillable" document)

Name of person filling out this document section: _____

Email address: _____

Date filled out: _____

Name of person(s) checking this document section (checker to fill this in):

_____

Date checked (checker to fill this in): _____

Date approved for upload (editors to fill this in): _____

Language variety (language, dialect, subdialect, etc.): _____

Language data from which exact location:

    Province: _____   Bakhsh: _____

    Shahrestan: _____   Dehestan:* _____ (*not for cities)

    City/village: _____   ALI unique ID (if available): _____

Field researcher(s): _____

Date of field research: _____

Location (city/village) where field research was conducted:

_____

Questionnaire version date: _____

Video recorder type (model name/number): _____

Video mic: internal or external? _____

External video mic type (model name/number): _____

Sound recorder type (model name/number): _____

During and after the collection of an oral text, please use this section to write down any other information related to the collection of the oral text, for example:

    - things to remember related to where video and audio and files are stored

    - observations on the quality of the recordings

    - problems with the quality of the linguistic data

    - observations on interesting linguistic structures that you encountered

    - tasks to follow up on

    - etc.

Permission text and speaker details for collected oral texts

(To be completed for each speaker that provides oral texts. If you collect oral texts from a person who has already provided permission and speaker details during the questionnaire interview, it is not necessary to collect this again).

Before conducting the actual interview, it is essential that the speakers you work with are aware of the purpose of the interview. Please read the following text to the speakers and record the whole procedure, including their answers:

My name is / our names are .... We come from .... We are linguists from the University of ... . We want to study and learn about the languages and dialects of [region], *and help preserve knowledge about these languages for the future. We use the things that we learn for research and eventual publication in print, online in the Atlas of the Languages of Iran, and in an online language archive. Do you give us permission to ask you questions about your language, and to record and freely use what we learn?*

[make sure the answer is loud and clear enough to be audible on the recording]

If the speakers have given their consent, say:

If you wish to discontinue this interview at any point, or withdraw your consent for us to use anything that you've shared, including audio or video recordings, you are free to do so. We are able to withdraw your contributions until the point when they are published or archived.

Then, you can continue with the following questions, and the rest of the interview:

Would you like us to write your name(s) down, or would you like to remain anonymous?
_____

Name of speaker(s) (only put this if speakers have requested that their names be used):
(speaker 1)   _____
(speaker 2)   _____
(speaker 3)   _____

Other details about the speakers (include this information for all speakers):

	Age:	Gender:	Occupation:
(speaker 1)	_____	_____	_____
(speaker 2)	_____	_____	_____
(speaker 3)	_____	_____	_____

At what ages did each speaker live in the exact location that is being studied here?
(Important note: By default, whenever possible, only select speakers a) whose families are originally from the exact city or village being studied, b) who have themselves grown up in this location, c) have lived there most of their life, and d) currently live there.)
          (e.g., *0-19, 25-35, 50-70*)
(speaker 1) _____
(speaker 2) _____
(speaker 3) _____

Level of formal education (none / elementary / secondary / post-secondary):
(speaker 1) _____
(speaker 2) _____
(speaker 3) _____