

***Atlas of the Languages of Iran* (ALI)**

[**http://iranatlas.net**](http://iranatlas.net)

**Language data questionnaire**

Fillable form, based on ALI Language data questionnaire, English Version: 2022/01/14

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

This document is only to be used for transcription of recorded questionnaire interviews. For carrying out the questionnaire, please use the most recent “ALI Qaire FA” document available online (<https://carleton.ca/iran/questionnaires/>).

Before filling out this document:

1. Rename the sound files for each section of this questionnaire according to the following conventions, where each element is separated from adjacent elements with underscore (“\_”):

[7-digit ALI unique place ID] +

[4-letter ALI unique language variety ID] +

Q [‘questionnaire’] +

[Questionnaire section, from among the options: Intro / Lex / MS / Num] +

[YYYYMMDD: date of fieldwork]

Examples: 1010921\_NKRb\_Q\_Intro\_20210709

1010921\_NKRb\_Q\_Lex\_20210709 1010921\_NKRb\_Q\_MS\_20210709

1010921\_NKRb\_Q\_Num\_20210709

2. Rename the document you are filling out (this document) according to the conventions provided above, but leave out a mention of the questionnaire section since this document covers the whole questionnaire), and add a) the date (YYYYMMDD) of the last modification and b) the initials of the people who have made modifications, whether initial transcriptions or a check of the transcriptions.

Example: 1010921\_NKRb\_Q\_20210709\_20210925\_HP\_EA

When editors consider the file data to be ready for upload into the Atlas, they can replace the checking date and initials with “final”.

Example: 1010921\_NKRb\_Q\_20210709\_final

You can obtain ALI unique place IDs and language variety IDs from the online atlas (if available there) or from the ALI editors.

## General information

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

Note: This fillable document is “unsecured” so that you can more easily enter special characters in using your own keyboard shortcuts rather than cutting and pasting. However, this also means that you can accidentally modify the file, including deleting fillable fields. In case you accidentally delete a fillable field (either by selecting and deleting the field, or by pressing “delete” or “backspace” too many times), please restore it by undoing the changes that caused them to be removed.

|  |  |
| --- | --- |
| Name of person filling out this document: | Click to enter your data |
| Email address: | Click to enter your data |
| Date filled out: | Click to enter your data |
| Name of person(s) checking / analyzing the questionnaire data (checker to fill this in): | Click to enter your data |
| Date checked / analyzed (checker to fill this in): | Click to enter your data |
| Date approved for upload (editors to fill this in): | Click to enter your data |

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

|  |  |
| --- | --- |
| Language\*: | Click to enter your data |
| Dialect\*: | Click to enter your data |
| Subdialect\*: | Click to enter your data |
| Other language variety labels or comments: | Click to enter your data |
| ALI Unique language variety ID (editors to fill in): | Click to enter your data |

(\*give language variety names as transcribed in or proposed for ALI)

Language data from which exact location:

|  |  |
| --- | --- |
| Province: | Click to enter your data |
| Shahrestan\*: | Click to enter your data |
| Bakhsh\*: | Click to enter your data |
| Dehestan\* (not for cities): | Click to enter your data |
| City/village\*: | Click to enter your data |
| ALI Unique place ID: | Click to enter your data |

(\*give Persian names in ALI simplified roman transcription)

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

|  |
| --- |
| own fieldwork |
| published source |

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

|  |  |
| --- | --- |
| Field researcher(s): | Click to enter your data |
| Date of field research: | Click to enter your data |
| Location (city/village) where field research was conducted: | Click to enter your data |
| Version date of the questionnaire used during fieldwork: | Click to enter your data |
| Language of the questionnaire used during fieldwork: | Persian |
|  | English |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Elicitation: | Click to enter your data | Clarification: | Click to enter your data |

|  |  |
| --- | --- |
| Sound recorder type (model name/number): | Click to enter your data |

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

|  |  |
| --- | --- |
| Name of author(s): | Click to enter your data |
| Year of publication (if it is in Persian, put both the Iranian and Western year): | |
| (Iranian year:) | Click to enter your data |
| Western year: | Click to enter your data |
| Title of publication (English): | Click to enter your data |
| Title of publication (Persian): | Click to enter your data |
| (if an article or book chapter) Page numbers: | Click to enter your data |
| (if an article or book chapter) Journal or Book Title: | Click to enter your data |
| (if in an edited volume) Editor(s): | Click to enter your data |
| Place of publication: | Click to enter your data |
| Publisher: | Click to enter your data |
| Any other important information: | Click to enter your data |

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.

|  |
| --- |
| Please use this page to write down any information related to the questionnaire |

## 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.*

Record of informed consent:

|  |  |  |  |
| --- | --- | --- | --- |
|  | | (specify file name.ext and location)  *example: 1010838\_TdGi\_T\_Heydari\_N\_T1\_20210702.mp4, 01\_Gilan* | **Comments** |
| (speaker 1) | Consent indexing | Click to enter your data | Write the text here |
| (speaker 2) | Consent indexing | Click to enter your data | Write the text here |
| (speaker 3) | Consent indexing | Click to enter your data | Write the text here |

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?

|  |  |  |  |
| --- | --- | --- | --- |
| (speaker 1) | write name | remain anonymous | Write the text here |
| (speaker 2) | write name | remain anonymous | Write the text here |
| (speaker 3) | write name | remain anonymous | Write the text here |

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

(use ALI conventions for simplified transcription of Persian)

|  |  |  |
| --- | --- | --- |
|  | Name: | **Comments** |
| (speaker 1) | Click to enter your data | Write the text here |
| (speaker 2) | Click to enter your data | Write the text here |
| (speaker 3) | Click to enter your data | Write the text here |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Age (put whole number only): | Gender: | Occupation: |  |
| (speaker 1) | Age | Gender | Click to enter your data | Write the text here |
| (speaker 2) | Age | Gender | Click to enter your data | Write the text here |
| (speaker 3) | Age | Gender | Click to enter your data | Write the text here |

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*)

|  |  |  |
| --- | --- | --- |
|  | Ages at which the speakers lived in this exact location: |  |
| (speaker 1) | Age | Write the text here |
| (speaker 2) | Age | Write the text here |
| (speaker 3) | Age | Write the text here |

Language varieties spoken, along with:

a) speaker’s L1 (first language learned from parents in the home), or L2+ (an additional language)? *(be sure to distinguish between standard-type Persian and other Persian varieties, if relevant)*

b) speaker’s stated degree of oral 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*)

Notes:

1. Transcribe language variety names [PLUS the following in the “Sociolinguistic context” section only: ethnic group names, and community names], closely in keeping with respondents’ answers, in whichever of the following formats seems best to you:

      a) English (e.g., “Persian”, “Turkic”, “Kurdish”, “Kermanshahi”);

      b) ALI conventions for simplified transcription for other languages (e.g., “Fārsi”, “Torki” or “Türki”, “Kurdī” or “Kwirdī”, “Kermāshāni” or “Kirmāshanī”); or

      c) ALI conventions for linguistic data, but using initial capital letters (e.g., “Fɑrsi”, “Torki or Türki”,  “Kʊrdī” or “Kwırdī”, Kırmɑ̄šɑ̄nī).

If a respondent uses a term that you feel is not accurate or useful, still write their answer, but put your comments about problematic aspects of this answer in the comment column.

2. If a speaker is proficient in more languages than the spaces that are allotted here, please copy and paste the final row as many times as needed.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| (Speaker 1) | | Language: | L1 or L2+? | Proficiency: | Frequency: |  |
|  | A: | information | information | information | information | Write the text here |
|  | B: | information | information | information | information | Write the text here |
|  | C: | information | information | information | information | Write the text here |
|  | D: | information | information | information | information | Write the text here |
|  | E: | information | information | information | information | Write the text here |
|  | |  |  |  |  |  |
| (Speaker 2) | | Language: | L1 or L2+? | Proficiency: | Frequency: |  |
|  | A: | information | information | information | information | Write the text here |
|  | B: | information | information | information | information | Write the text here |
|  | C: | information | information | information | information | Write the text here |
|  | D: | information | information | information | information | Write the text here |
|  | E: | information | information | information | information | Write the text here |
|  | |  |  |  |  |  |
| (Speaker 3) | | Language: | L1 or L2+? | Proficiency: | Frequency: |  |
|  | A: | information | information | information | information | Write the text here |
|  | B: | information | information | information | information | Write the text here |
|  | C: | information | information | information | information | Write the text here |
|  | D: | information | information | information | information | Write the text here |
|  | E: | information | information | information | information | Write the text here |

Languages the speaker can read and write, and the speaker’s stated degree of written 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*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | Language: | Proficiency: |  |
| (speaker 1) | Language A: | information | information | Write the text here |
|  | Language B: | information | information | Write the text here |
|  | Language C: | information | information | Write the text here |
|  | Language D: | information | information | Write the text here |
|  | Language E: | information | information | Write the text here |
|  |  |  |  |  |
| (speaker 2) | Language A: | information | information | Write the text here |
|  | Language B: | information | information | Write the text here |
|  | Language C: | information | information | Write the text here |
|  | Language D: | information | information | Write the text here |
|  | Language E: | information | information | Write the text here |
|  |  |  |  |  |
| (speaker 3) | Language A: | information | information | Write the text here |
|  | Language B: | information | information | Write the text here |
|  | Language C: | information | information | Write the text here |
|  | Language D: | information | information | Write the text here |
|  | Language E: | information | information | Write the text here |

Level of formal education (none / elementary / secondary / post-secondary):

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| (speaker 1) | none | elementary | secondary | post-secondary |
| (speaker 2) | none | elementary | secondary | post-secondary |
| (speaker 3) | none | elementary | secondary | post-secondary |

## 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](http://uu.diva-portal.org/smash/record.jsf?pid=diva2%3A458175&dswid=-5269).

*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 “?”.*

The fillable cells on the far right side are for any comments you wish to add regarding the data.

You may copy and paste additional template rows if the number of languages in the community is greater than the number of languages listed here.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  |  | | | | | | | | | | | | | |  | | | **Comments** |
| 1. | What is the name of your community (city, town, village, etc.)? | | | | | | | | | | | | | | **Write the text here** | | | Write the text here |
| 2. | What languages are spoken in the community as a mother tongue (that is, the first language a person learns at home as a child)? | | | | | | | | | | | | | | | | | |
|  | Language A: | | **Write the text here** | | | | | | | | | | | | | | | Write the text here |
|  | Language B: | | **Write the text here** | | | | | | | | | | | | | | | Write the text here |
|  | Language C: | | **Write the text here** | | | | | | | | | | | | | | | Write the text here |
|  | Language D: | | **Write the text here** | | | | | | | | | | | | | | | Write the text here |
|  | Language E: | | **Write the text here** | | | | | | | | | | | | | | | Write the text here |
| 3. | What proportion (approximate percentage) of the population in the community speaks each of these languages as a mother tongue? | | | | | | | | | | | | | | | | | |
|  |  | | Language: | | | | | | | Proportion: | | | | | | | |  |
|  | Language A: | | **Write the text here** | | | | | | | Number **%** | | | | | | | | Write the text here |
|  | Language B: | | **Write the text here** | | | | | | | Number **%** | | | | | | | | Write the text here |
|  | Language C: | | **Write the text here** | | | | | | | Number **%** | | | | | | | | Write the text here |
|  | Language D: | | **Write the text here** | | | | | | | Number **%** | | | | | | | | Write the text here |
|  | Language E: | | **Write the text here** | | | | | | | Number **%** | | | | | | | | Write the text here |
| 4. | a. What do the people in the community call their own language(s) [as listed in Q2] in their own local pronunciation? | | | | | | | | | | | | | | | | | |
|  |  | | Local pronunciation**:** | | | | | | | | | | | | | | |  |
|  | Language A: | | **Write the text here** | | | | | | | | | | | | | | | Write the text here |
|  | Language B: | | **Write the text here** | | | | | | | | | | | | | | | Write the text here |
|  | Language C: | | **Write the text here** | | | | | | | | | | | | | | | Write the text here |
|  | Language D: | | **Write the text here** | | | | | | | | | | | | | | | Write the text here |
|  | Language E: | | **Write the text here** | | | | | | | | | | | | | | | Write the text here |
|  | b. For each 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? | | | | | | | | | | | | | | | | | |
|  |  | 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): | |  |
|  | A: | **Write the text here** | | | | | **Write the text here** | | | | | | | | | **Write the text here** | | **Write the text here** |
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|  | B: | **Write the text here** | | | | | **Write the text here** | | | | | | | | | **Write the text here** | | **Write the text here** |
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|  | D: | **Write the text here** | | | | | **Write the text here** | | | | | | | | | **Write the text here** | | **Write the text here** |
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| 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.] | | | | | | | | | | | | | | | | | |
|  | a. Ethnic group name: | | | | | | | b. Label used to describe this group: | | | | | | | | | |  |
|  | **Write the text here** | | | | | | | **Write the text here** | | | | | | | | | | Write the text here |
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|  | 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.] | | | | | | | | | | | | | | | | | |
|  | Ethnic groups: [researcher lists groups from Q5a] | | | | Ethnic group names from most general to most specific: | | | | | | | | Ethnicity level type: | | | | |  |
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| 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)”) | | | | | | | | | | | | | | | | | |
|  |  | | | | | Language: | | | | | | | | Name of community: | | |  | |
|  | Language A: | | | | | **Write the text here** | | | | | | | | **Write the text here** | | | Write the text here | |
|  | Language B: | | | | | **Write the text here** | | | | | | | | **Write the text here** | | | Write the text here | |
|  | Language C: | | | | | **Write the text here** | | | | | | | | **Write the text here** | | | Write the text here | |
| 7. | What proportion (approximate percentage) of the population [use single whole numbers only]: | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | Proportion: | | | | | | | | | |
|  | speaks Persian fluently? | | | | | | | | Number **%** | | | | | | | | | Write the text here |
|  | speaks some Persian? | | | | | | | | Number **%** | | | | | | | | | Write the text here |
|  | speaks no Persian? | | | | | | | | Number **%** | | | | | | | | | Write the text here |
| 8. | Besides their mother tongue(s) and Persian, what additional languages and dialects do the people of the community speak? | | | | | | | | | | | | | | | | | |
|  | Write the text here | | | | | | | | | | | | | | | | | Write the text here |
|  | Write the text here | | | | | | | | | | | | | | | | | Write the text here |
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|  | Write the text here | | | | | | | | | | | | | | | | | Write the text here |
| 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 single whole number only] | | | | | | | | | | | | | | | | | |
|  | Number **%** | | | | | | | | | | | | | | | | | Write the text here |
|  | 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? | | | | | | | | | | | | | | | | | |
|  |  | | | (researcher lists languages from Q2) | | | | | | | Proportion: [use single whole number only] | | | | | | |  |
|  | Lang. community A: | | | Write the text here | | | | | | | Number **%** | | | | | | | Write the text here |
|  | Lang. community B: | | | Write the text here | | | | | | | Number **%** | | | | | | | Write the text here |
|  | Lang. community C: | | | Write the text here | | | | | | | Number **%** | | | | | | | Write the text here |
|  | Lang. community D: | | | Write the text here | | | | | | | Number **%** | | | | | | | Write the text here |
|  | Lang. community E: | | | Write the text here | | | | | | | Number **%** | | | | | | | Write the text here |
|  | c. What language(s) are these children now learning as a mother tongue? | | | | | | | | | | | | | | | | | |
|  |  | | | (researcher lists languages from Q2) | | | | | | | | Language(s) that these children are now learning as their mother tongue: | | | | | |  |
|  | Lang. community A: | | | **Write the text here** | | | | | | | | **Write the text here** | | | | | | Write the text here |
|  | Lang. community B: | | | **Write the text here** | | | | | | | | **Write the text here** | | | | | | Write the text here |
|  | Lang. community C: | | | **Write the text here** | | | | | | | | **Write the text here** | | | | | | Write the text here |
|  | Lang. community D: | | | **Write the text here** | | | | | | | | **Write the text here** | | | | | | Write the text here |
|  | Lang. community E: | | | **Write the text here** | | | | | | | | **Write the text here** | | | | | | Write the text here |
|  | d. Of these children in each language community who are not learning the mother tongue of their parents as their own mother tongue, what proportion (approximate percentage) learn this language later as an additional language (L2+) (for example, from other relatives and friends)? | | | | | | | | | | | | | | | | | |
|  |  | | | (researcher lists languages from Q2) | | | | | | | | Proportion of children learning their parents’ language later as an additional language (L2+) [use single whole number only] | | | | | |  |
|  | Lang. community A: | | | **Write the text here** | | | | | | | | Number **%** | | | | | | Write the text here |
|  | Lang. community B: | | | **Write the text here** | | | | | | | | Number **%** | | | | | | Write the text here |
|  | Lang. community C: | | | **Write the text here** | | | | | | | | Number **%** | | | | | | Write the text here |
|  | Lang. community D: | | | **Write the text here** | | | | | | | | Number **%** | | | | | | Write the text here |
|  | Lang. community E: | | | **Write the text here** | | | | | | | | Number **%** | | | | | | Write the text here |

## 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](https://docs.google.com/document/d/1cV7IrVODZWKuvP35fexZ9Li0sPCwGQ-ds6Ykeg-GY1E/pub) (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!”*

Conventions for entering data into this fillable questionnaire document:

1. Only transcribe the responses of the main speaker in the response cells. If other speakers provide an alternate response, transcribe this, with a gloss, in the accompanying comment cell. All phonemic transcriptions in the comment cells must be in slashes (“/…/”), since italics are lost in the .csv files that we will archive.
2. Separate alternate responses to a single questionnaire item with “/”.
3. Use commas to indicate meaningful pauses or divisions between major parts (intonational phrases) within a response.
4. a) When an interruption or error comes in the middle of a response, transcribe it fully but place it in “[ ]”.

b) If a long, syntactically irrelevant pause comes in the middle of a response, write “[…]”.

c) When an error comes at the beginning or end of a response, or if a whole response is erroneous, do not transcribe it anywhere.

1. a) When any response is completely missing in the recording, write “(no data)” in the response cell.

b) When you think a response is fundamentally incorrect, write “(no data)” in the response cell and transcribe the response, with a gloss, in the accompanying comment cell.

c) When a response has a minor error (for example, when a longer sentence is missing a word or has a wrong verb form), transcribe it in the response cell, but provide an explanation and/or a gloss in the accompanying comment cell.

d) When part or all of a response is found elsewhere in the recording (for example, in an alternative response to the same question, or in a preceding question), but has not been uttered fully in another place, put this information in the response cell inside “( )”.

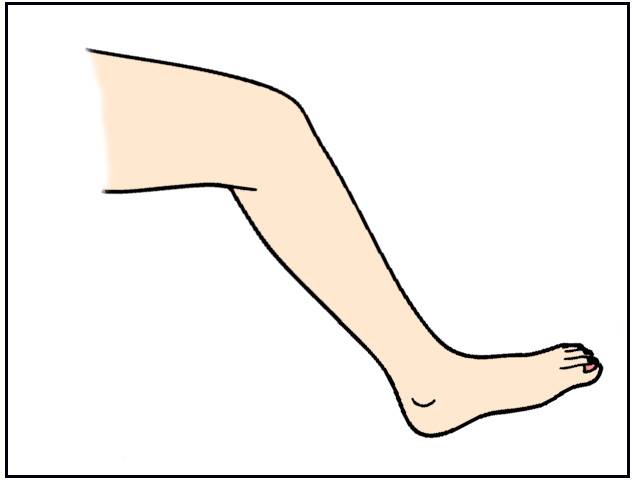
1. For all responses which do not follow the exact sequences of the questionnaire, put a note in the comments to indicate where the response can be found, whether earlier or later in the same recording file, or in another file.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **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) | Click here to enter text. | Click here to enter text. |
| 2. | eye | *češm* | Click here to enter text. | Click here to enter text. |
| 3. | eyebrow | *abru* | Click here to enter text. | Click here to enter text. |
| 4. | nose | *bini, damāġ* | Click here to enter text. | Click here to enter text. |
| 5. | ear | *guš* | Click here to enter text. | Click here to enter text. |
| 6. | mouth | *dahān* | Click here to enter text. | Click here to enter text. |
| 7. | tongue | *zabān* | Click here to enter text. | Click here to enter text. |
| 8. | throat (inside)  (*The food got stuck in her throat.*) | *galu* (darune galu)  *(ġazā tu galuyaš gir kard.)* | Click here to enter text. | Click here to enter text. |
| 9. | arm  \*(show picture at end of wordlist) | *dast* (az šāne tā moče dast)  \*(tasʋir dar pāyāne fehreste kalamāt) | Click here to enter text. | Click here to enter text. |
| 10. | hand  \*(show picture at end of wordlist) | *dast* (az moč be pāyin)  \*(tasʋir dar pāyāne fehreste kalamāt) | Click here to enter text. | Click here to enter text. |
| 11. | elbow | *ārenǰ* | Click here to enter text. | Click here to enter text. |
| 12. | finger | *angošt* | Click here to enter text. | Click here to enter text. |
| 13. | stomach (belly)  (*I got hit in the stomach.*) | *šekam*  *(be šekamam zarbe xord.)* | Click here to enter text. | Click here to enter text. |
| 14. | stomach (organ, human)  (*My stomach aches.*) | *me’de* (me’deyeensān)  *(me’deam dard mikonad.)* | Click here to enter text. | Click here to enter text. |
| 15. | navel | *nāf* | Click here to enter text. | Click here to enter text. |
| 16. | leg  \*(show picture at end of wordlist) | *pā* (az bālāye rān tā moče pā)  \*(tasʋir dar pāyāne fehreste kalamāt) | Click here to enter text. | Click here to enter text. |
| 17. | foot  \*(show picture at end of wordlist) | *pā* (az moč be pāyin)  \*(tasʋir dar pāyāne fehreste kalamāt) | Click here to enter text. | Click here to enter text. |
| 18. | knee (whole knee) | *zānu* (kolle zānu) | Click here to enter text. | Click here to enter text. |
| 19. | bone | *ostoxān* | Click here to enter text. | Click here to enter text. |
| 20. | blood | *xun* | Click here to enter text. | Click here to enter text. |
| 21. | urine | *edrār, šāš* | Click here to enter text. | Click here to enter text. |
| 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) | Click here to enter text. | Click here to enter text. |
| 23. | liver | *ǰegar* | Click here to enter text. | Click here to enter text. |
| 24. | man | *mard* | Click here to enter text. | Click here to enter text. |
| 25. | woman | *zan*  (kalameye pāye) | Click here to enter text. | Click here to enter text. |
| 26. | husband | *šoʋhar* | Click here to enter text. | Click here to enter text. |
| 27. | wife | *zan* (hamsar) | Click here to enter text. | Click here to enter text. |
| 28. | child | *bače, bačče* | Click here to enter text. | Click here to enter text. |
| 29. | boy | *pesar*  (āġāye ǰaʋān) | Click here to enter text. | Click here to enter text. |
| 30. | son | *pesar*  (farzand) | Click here to enter text. | Click here to enter text. |
| 31. | girl | *doxtar*  (xānome ǰaʋān) | Click here to enter text. | Click here to enter text. |
| 32. | daughter | *doxtar*  (farzand) | Click here to enter text. | Click here to enter text. |
| 33. | brother  (basic term) | *barādar*  (kalameye pāye) | Click here to enter text. | Click here to enter text. |
| 34. | sister  (basic term) | *xāhar*  (kalameye pāye) | Click here to enter text. | Click here to enter text. |
| 35. | groom | *dāmād* (dar marāseme arusi) | Click here to enter text. | Click here to enter text. |
| 36. | bride | *arus* (dar marāseme arusi) | Click here to enter text. | Click here to enter text. |
| 37. | horse | *asb* | Click here to enter text. | Click here to enter text. |
| 38. | dog | *sag* | Click here to enter text. | Click here to enter text. |
| 39. | cat | *gorbe* | Click here to enter text. | Click here to enter text. |
| 40. | wolf | *gorg* | Click here to enter text. | Click here to enter text. |
| 41. | bear | *xers* | Click here to enter text. | Click here to enter text. |
| 42. | fox | *rubāh* | Click here to enter text. | Click here to enter text. |
| 43. | fish | *māhi* | Click here to enter text. | Click here to enter text. |
| 44. | scorpion | *aġrab* | Click here to enter text. | Click here to enter text. |
| 45. | ant | *murče* | Click here to enter text. | Click here to enter text. |
| 46. | louse | *šepeš* | Click here to enter text. | Click here to enter text. |
| 47. | sparrow | *gonǰešk* | Click here to enter text. | Click here to enter text. |
| 48. | pigeon (domestic) | *kabutar* | Click here to enter text. | Click here to enter text. |
| 49. | rooster | *xorus* | Click here to enter text. | Click here to enter text. |
| 50. | wing | *bāl* | Click here to enter text. | Click here to enter text. |
| 51. | feather | *par* | Click here to enter text. | Click here to enter text. |
| 52. | wool | *pašm* | Click here to enter text. | Click here to enter text. |
| 53. | tree | *deraxt* | Click here to enter text. | Click here to enter text. |
| 54. | wood (substance) | *čub* (mādde) | Click here to enter text. | Click here to enter text. |
| 55. | root | *riše* | Click here to enter text. | Click here to enter text. |
| 56. | branch | *šāxe* | Click here to enter text. | Click here to enter text. |
| 57. | leaf (of tree) | *barg* (barge deraxt) | Click here to enter text. | Click here to enter text. |
| 58. | sun | *xoršid* | Click here to enter text. | Click here to enter text. |
| 59. | moon | *māh* | Click here to enter text. | Click here to enter text. |
| 60. | day | *ruz* | Click here to enter text. | Click here to enter text. |
| 61. | night | *šab* | Click here to enter text. | Click here to enter text. |
| 62. | star | *setāre* | Click here to enter text. | Click here to enter text. |
| 63. | water | *āb* | Click here to enter text. | Click here to enter text. |
| 64. | fire | *ātaš* | Click here to enter text. | Click here to enter text. |
| 65. | wind | *bād* | Click here to enter text. | Click here to enter text. |
| 66. | smoke | *dud* | Click here to enter text. | Click here to enter text. |
| 67. | ash | *xākestar* | Click here to enter text. | Click here to enter text. |
| 68. | stone (10 cm. diameter) | *sang* (be ġotre 10 sāntimetr) | Click here to enter text. | Click here to enter text. |
| 69. | west  (*The sun sets in the west.*) | *maġreb*  *(āftāb dar maġreb ġorub mikonad.)* | Click here to enter text. | Click here to enter text. |
| 70. | year | *sāl* | Click here to enter text. | Click here to enter text. |
| 71. | summer | *tābestān* | Click here to enter text. | Click here to enter text. |
| 72. | winter | *zemestān* | Click here to enter text. | Click here to enter text. |
| 73. | snow | *barf* | Click here to enter text. | Click here to enter text. |
| 74. | house | *xāne* | Click here to enter text. | Click here to enter text. |
| 75. | spoon | *ġāšoġ* | Click here to enter text. | Click here to enter text. |
| 76. | salt | *namak* | Click here to enter text. | Click here to enter text. |
| 77. | rice | *berenǰ* | Click here to enter text. | Click here to enter text. |
| 78. | egg (e.g., chicken) | *toxme morġ* | Click here to enter text. | Click here to enter text. |
| 79. | walnut | *gerdu* | Click here to enter text. | Click here to enter text. |
| 80. | almond | *bādām* | Click here to enter text. | Click here to enter text. |
| 81. | grape | *angur* | Click here to enter text. | Click here to enter text. |
| 82. | hungry | *gorosne* | Click here to enter text. | Click here to enter text. |
| 83. | thirsty | *tešne* | Click here to enter text. | Click here to enter text. |
| 84. | bitter | *talx* | Click here to enter text. | Click here to enter text. |
| 85. | fresh  (e.g., milk) | *tāze*  (barāye mesāl, šir) | Click here to enter text. | Click here to enter text. |
| 86. | long  (e.g., branch) | *derāz, boland*  (barāye mesāl, šāxe) | Click here to enter text. | Click here to enter text. |
| 87. | big | *bozorg* | Click here to enter text. | Click here to enter text. |
| 88. | dry | *xošk* | Click here to enter text. | Click here to enter text. |
| 89. | old (thing)  (e.g., clothing) | *kohne*  (barāye mesāl, lebās) | Click here to enter text. | Click here to enter text. |
| 90. | full  (e.g., container) | *por*  (barāye mesāl, zarf) | Click here to enter text. | Click here to enter text. |
| 91. | red  (e.g., blood) | *ġermez, sorx*  (barāye mesāl, xun) | Click here to enter text. | Click here to enter text. |
| 92. | white  (e.g., snow) | *sefid*  (barāye mesāl, barf) | Click here to enter text. | Click here to enter text. |
| 93. | green  (e.g., cucumber) | *sabz*  (barāye mesāl, xiyār) | Click here to enter text. | Click here to enter text. |
| 94. | blue  (e.g., sky) | *ābi*  (barāye mesāl, āsemān) | Click here to enter text. | Click here to enter text. |
| 95. | come (3sg past) | *āmad* | Click here to enter text. | Click here to enter text. |
| 96. | come (3sg pres.) | *miyāyad* | Click here to enter text. | Click here to enter text. |
| 97. | go (3sg past) | *raft* | Click here to enter text. | Click here to enter text. |
| 98. | go (3s pres.) | *miraʋad* | Click here to enter text. | Click here to enter text. |
| 99. | fall (3sg past)  (*S/he fell onto the street.*) | *oftād*  *(ʋasate xiyābān oftād.)* | Click here to enter text. | Click here to enter text. |
| 100. | fall (3sg pres.)  (*S/he falls onto the the street.*) | *miyoftad*  *(ʋasate xiyābān miyoftad.)* | Click here to enter text. | Click here to enter text. |
| 101. | carry (3sg past)  (*S/he carried the boxes.*) | *bord*  *(ǰa’behā rā bord.)* | Click here to enter text. | Click here to enter text. |
| 102. | carry (3sg pres.)  (*S/he carries the boxes.*) | *mibarad*  *(ǰa’behā rā mibarad.)* | Click here to enter text. | Click here to enter text. |
| 103. | sleep (3sg past) (deep sleep)  (*S/he slept in the house.*) | *xābid* (xābe amiġ)  *(dar xāne xābid.)* | Click here to enter text. | Click here to enter text. |
| 104. | sleep (3sg pres.) (deep sleep)  (*S/he sleeps in the house.*) | *mixābad* (xābe amiġ)  *(dar xāne mixābad.)* | Click here to enter text. | Click here to enter text. |
| 105. | sit (3sg past)  (*S/he sat on the chair.*) | *nešast*  *(ruye sandali nešast.)* | Click here to enter text. | Click here to enter text. |
| 106. | sit (3sg pres.)  (*S/he sits on the chair.*) | *minešinad*  *(ruye sandali minešinad.)* | Click here to enter text. | Click here to enter text. |
| 107. | eat (3sg past)  (*S/he ate an apple.*) | *xord*  *(sibi xord.)* | Click here to enter text. | Click here to enter text. |
| 108. | eat (3sg pres.)  (*S/he eats an apple.*) | *mixorad*  *(sibi mixorad.)* | Click here to enter text. | Click here to enter text. |
| 109. | pour (tr., 3sg past)  (*S/he poured water into the glass.*) | *rixt* (fe’le mota’adi)  *(tuye liʋān āb rixt.)* | Click here to enter text. | Click here to enter text. |
| 110. | pour (tr., 3sg pres.)  (*S/he pours water into the glass.*) | *mirizad* (fe’le mota’adi)  *(tuye liʋān āb mirizad.)* | Click here to enter text. | Click here to enter text. |
| 111. | hit (3sg past)  (*S/he hit the rock with a stick.*) | *zad*  *(bā čubdasti be sang zad.)* | Click here to enter text. | Click here to enter text. |
| 112. | hit (3sg pres.)  (*S/he hits the rock with a stick.*) | *mizanad*  *(bā čubdasti be sang mizanad.)* | Click here to enter text. | Click here to enter text. |
| 113. | see (3sg past)  (*What did s/he see?*) | *did*  *(če did?)* | Click here to enter text. | Click here to enter text. |
| 114. | see (3sg pres.)  (*What does s/he see?*) | *mibinad*  *(če mibinad?)* | Click here to enter text. | Click here to enter text. |
| 115. | say (3s past)  (*What did s/he say?*) | *goft*  *(če goft?)* | Click here to enter text. | Click here to enter text. |
| 116. | say (3sg pres.)  (*What is s/he saying?*) | *miguyad*  *(če miguyad?)* | Click here to enter text. | Click here to enter text. |
| 117. | know (something) (3sg past only)  (*S/he knew my name.*) | *midānest*  *(nāme man rā midānest.)* | Click here to enter text. | Click here to enter text. |
| 118. | think (3sg past only)  (*S/he thought about her/his plan.*) | *fekr kard*  *(dar moʋrede barnāmeaš fekr kard.)* | Click here to enter text. | Click here to enter text. |
| 119. | close (e.g., door) (3sg past only)  (*S/he closed the door*). | *bast* (dar)  *(dar rā bast.)* | Click here to enter text. | Click here to enter text. |
| 120. | tie (e.g., rope) (3sg past only)  (*S/he tied the rope.*) | *bast* (band)  *(band rā bast.)* | Click here to enter text. | Click here to enter text. |
| 121. | burn (intr.) (3sg past only)  (*The tree burned.*) | *suxt* (fe’le lāzem)  *(deraxt suxt.)* | Click here to enter text. | Click here to enter text. |
| 122. | sweep (3sg past only)  (*S/he swept the room.*) | *ǰāru kard*  *(otāġ rā ǰāru kard.)* | Click here to enter text. | Click here to enter text. |
| 123. | here | *inǰā* | Click here to enter text. | Click here to enter text. |
| 124. | there | *ānǰā* | Click here to enter text. | Click here to enter text. |
| 125. | under  (*The donkey is under the bridge.*) | *zir(-e)*  *(xar zire pol ast.)* | Click here to enter text. | Click here to enter text. |
| 126. | today | *emruz* | Click here to enter text. | Click here to enter text. |
| 127. | yesterday | *diruz* | Click here to enter text. | Click here to enter text. |
| 128. | the day before yesterday | *pariruz* | Click here to enter text. | Click here to enter text. |
| 129. | tomorrow | *fardā* | Click here to enter text. | Click here to enter text. |
| 130. | the day after tomorrow | *pasfardā* | Click here to enter text. | Click here to enter text. |



دست (از شانه تا مچِ دست) arm /

hand / دست (از مچ به پایین)



leg /پا (از بالای ران تا مچِ پا)

foot / پا (از مچ به پایین)

## 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:

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **Language data** | **Comments** |
| 1.1 | *woman* | Click here to enter text. | Click here to enter text. |
| 1.2 | *women* | Click here to enter text. | Click here to enter text. |
| 1.3 | *child* | Click here to enter text. | Click here to enter text. |
| 1.4 | *children* | Click here to enter text. | Click here to enter text. |
| 1.5 | *goat* | Click here to enter text. | Click here to enter text. |
| 1.6 | *goats* | Click here to enter text. | Click here to enter text. |
| 1.7 | *house* | Click here to enter text. | Click here to enter text. |
| 1.8 | *houses* | Click here to enter text. | Click here to enter text. |
| 1.9 | *walnut* | Click here to enter text. | Click here to enter text. |
| 1.10 | *walnuts* | Click here to enter text. | Click here to enter text. |

1. **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.* | Click here to enter text. | Click here to enter text. |
| 2.2 | *Ali had two children – a boy and a girl.* | Click here to enter text. | Click here to enter text. |
| 2.3 | *One day, the boy said to the girl,* | Click here to enter text. | Click here to enter text. |
| 2.4 | “*We have always lived in this village.* | Click here to enter text. | Click here to enter text. |
| 2.5 | *Would you like* [P. mixāhi] *to see a big city?”* | Click here to enter text. | Click here to enter text. |
| 2.6 | *The boy’s sister answered,* | Click here to enter text. | Click here to enter text. |
| 2.7 | *“No, I like* [P. dust dāram] *the village where we live.* | Click here to enter text. | Click here to enter text. |
| 2.8 | *The people who live here are very friendly.”* | Click here to enter text. | Click here to enter text. |

1. **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.* | Click here to enter text. | Click here to enter text. |
| 3.2 | *The young girl is at school.* | Click here to enter text. | Click here to enter text. |
| 3.3 | *The young boys are buying books for Ali.* | Click here to enter text. | Click here to enter text. |
| 3.4 | *The young girls are washing those carpets.* | Click here to enter text. | Click here to enter text. |
| 3.5 | *The young girls saw a car.* | Click here to enter text. | Click here to enter text. |
| 3.6 | *This house is big.* | Click here to enter text. | Click here to enter text. |
| 3.7 | *That house is bigger than this house.* | Click here to enter text. | Click here to enter text. |
| 3.8 | *That house is the biggest house in the village.* | Click here to enter text. | Click here to enter text. |

1. **Noun phrase structure, possessive pronouns, constituent word order**

|  |  |  |  |
| --- | --- | --- | --- |
| 4.1 | *My horse is black.* [P. man, asbam siyāh ast] | Click here to enter text. | Click here to enter text. |
| 4.2 | *Your (sg.) horse is brown.* [P. to, asbat ġahʋeyi ast] | Click here to enter text. | Click here to enter text. |
| 4.3 | *Hoseyn – his horse is white.* [P. Hoseyn, asbaš sefid ast] | Click here to enter text. | Click here to enter text. |
| 4.4 | *Parisa – her horse is white.* [P. Parisā, asbaš sefid ast] | Click here to enter text. | Click here to enter text. |
| 4.5 | *Our horse is black.* [P. mā, asbemān siyāh ast] | Click here to enter text. | Click here to enter text. |
| 4.6 | *Your (pl.) horse is brown.* [P. šomā, asbetān ġahʋeyi ast] | Click here to enter text. | Click here to enter text. |
| 4.7 | *Their horse is white.* [P. ānhā, asbešān sefid ast] | Click here to enter text. | Click here to enter text. |
| 4.8 | *Maryamʼs three small brothers go* [P. miraʋand] *to school.* | Click here to enter text. | Click here to enter text. |
| 4.9 | *Peyman’s (maternal) uncle* [P. dāyi] *works in the city* [P. dar shahr]*.* | Click here to enter text. | Click here to enter text. |
| 4.10 | *My four black chickens escaped.* | Click here to enter text. | Click here to enter text. |
| 4.11 | *Hasan is selling his goats.* | Click here to enter text. | Click here to enter text. |
| 4.12 | *The shepherd sold his goat.* | Click here to enter text. | Click here to enter text. |
| 4.13 | *The shepherd’s goat died.* | Click here to enter text. | Click here to enter text. |
| 4.14 | *The shepherds’ goats died.* | Click here to enter text. | Click here to enter text. |

**5. Flagging: orientation and relations**

|  |  |  |  |
| --- | --- | --- | --- |
| 5.1 | *The boy cut the rope with a knife* [P. čāqu]. | Click here to enter text. | Click here to enter text. |
| 5.2 | *The girl cut the ropes with a knife* [P. čāqu]. | Click here to enter text. | Click here to enter text. |
| 5.3 | *He gave the stick to the girl.* | Click here to enter text. | Click here to enter text. |
| 5.4 | *That stick – Peyman gave it to the women* [P. xānomhā]*.* | Click here to enter text. | Click here to enter text. |
| 5.5 | *The women gave the bread to the man.* | Click here to enter text. | Click here to enter text. |
| 5.6 | *Maryam gave the bread to me.* | Click here to enter text. | Click here to enter text. |
| 5.7 | *Ali speaks Persian to his mother.* | Click here to enter text. | Click here to enter text. |
| 5.8 | *The boys are not in Shiraz.* | Click here to enter text. | Click here to enter text. |
| 5.9 | *The children are in the kitchen.* | Click here to enter text. | Click here to enter text. |
| 5.10 | *Sorush is going* [P. miraʋad] *to the market with Hasan.* | Click here to enter text. | Click here to enter text. |
| 5.11 | *I am coming* [P. dāram miyāyam] *from the market*. | Click here to enter text. | Click here to enter text. |
| 5.12 | *I have one daughter* [P. yek doxtar]*.* | Click here to enter text. | Click here to enter text. |
| 5.13 | *I have one car* [P. yek māšin]*.* | Click here to enter text. | Click here to enter text. |
| 5.14 | *This is mine* [P. in māle man ast]*.* | Click here to enter text. | Click here to enter text. |
| 5.15 | *We didn’t see Ali at the market.* | Click here to enter text. | Click here to enter text. |
| 5.16 | *I eat apples in the morning* [P. sobhā]*.* | Click here to enter text. | Click here to enter text. |
| 5.17 | *I am eating the apple now*. | Click here to enter text. | Click here to enter text. |
| 5.18 | *Ali went to the village with him.* | Click here to enter text. | Click here to enter text. |
| 5.19 | *Maryam went to the village with her.* | Click here to enter text. | Click here to enter text. |

**6. Other functions: modality, experiencer predicates, questions**

|  |  |  |  |
| --- | --- | --- | --- |
| 6.1 | *Nilufar can see the apples.* | Click here to enter text. | Click here to enter text. |
| 6.2 | *Nilufar can* [P. mitaʋānad] *weave carpets quickly*. | Click here to enter text. | Click here to enter text. |
| 6.3 | *You (sg.) are young.* | Click here to enter text. | Click here to enter text. |
| 6.4 | *I am young.* | Click here to enter text. | Click here to enter text. |
| 6.5 | *I am cold* [P. sardam ast]. | Click here to enter text. | Click here to enter text. |
| 6.6 | *I am hungry* [P. gorosneam ast]. | Click here to enter text. | Click here to enter text. |
| 6.7 | *I am not hungry* [P. gorosneam nist]. | Click here to enter text. | Click here to enter text. |
| 6.8 | *What is Zahra eating?* | Click here to enter text. | Click here to enter text. |
| 6.9 | *There are lions in Iran.* | Click here to enter text. | Click here to enter text. |
| 6.10 | *Are there lions in Iran?* | Click here to enter text. | Click here to enter text. |
| 6.11 | *Sima opened the door.* | Click here to enter text. | Click here to enter text. |
| 6.12 | *Did Sima open the door?* | Click here to enter text. | Click here to enter text. |
| 6.13 | *Who opened the door?* | Click here to enter text. | Click here to enter text. |
| 6.14 | *Why are you (sg.) eating* [P. dāri mixori] *the apple?* | Click here to enter text. | Click here to enter text. |
| 6.15 | *What is this?* | Click here to enter text. | Click here to enter text. |
| 6.16 | *I don’t know.* | Click here to enter text. | Click here to enter text. |

## 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’.)

- If there is no different form for feminine 3sg (3sg.f) verb forms, leave this row empty.

- 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* | Click here to enter text. | Click here to enter text. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **PAST** | **English** | **Language data** | **Comments** |
| 7.2 | **1sg** | I came | Click here to enter text. | Click here to enter text. |
| 7.3 | **2sg** | you (sg.) came | Click here to enter text. | Click here to enter text. |
| 7.4 | **3sg.m** | he\* came | Click here to enter text. | Click here to enter text. |
| 7.5 | **3sg.f** | she\* came | Click here to enter text. | Click here to enter text. |
| 7.6 | **1pl** | we came | Click here to enter text. | Click here to enter text. |
| 7.7 | **2pl** | you (pl.) came | Click here to enter text. | Click here to enter text. |
| 7.8 | **3pl** | they came | Click here to enter text. | Click here to enter text. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **PRESENT** | **English** | **Language data** | **Comments** | |
| 7.9 | **1sg** | I come | Click here to enter text. | Click here to enter text. | |
| 7.10 | **2sg** | you (sg.) come | Click here to enter text. | Click here to enter text. | |
| 7.11 | **3sg.m** | he\* comes | Click here to enter text. | Click here to enter text. | |
| 7.12 | **3sg.f** | she\* comes | Click here to enter text. | Click here to enter text. | |
| 7.13 | **1pl** | we come | Click here to enter text. | Click here to enter text. | |
| 7.14 | **2pl** | you (pl.) come | Click here to enter text. | Click here to enter text. | |
| 7.15 | **3pl** | they come | Click here to enter text. | Click here to enter text. | |
|  | **IMPERFECTIVE** | |  |  |
| 7.16 | you (sg.) were coming / *miyāmadi* | | Click here to enter text. | Click here to enter text. |
| 7.17 | you (sg.) are [in the process of] coming / *dāri miyāyi* | | Click here to enter text. | Click here to enter text. |
|  | **SUBJUNCTIVE (or equivalent)** | | | |
| 7.18 | you (sg.) want to come / *mixāhi biyāyi* | | Click here to enter text. | Click here to enter text. |
| 7.19 | he wants to come / *mixāhad biyāyad* | | Click here to enter text. | Click here to enter text. |
|  | **NEGATIVE AND IMPERATIVE** | | | |
| 7.20 | you (sg.) did not come / *nayāmadi* | | Click here to enter text. | Click here to enter text. |
| 7.21 | (you (sg.)) don’t come!/ *nayā!* | | Click here to enter text. | Click here to enter text. |
| 7.22 | (you (sg.)) come!/ *biyā!!* | | Click here to enter text. | Click here to enter text. |
| 7.23 | (you (pl.)) come! / *biyāyid!* | | Click here to enter text. | Click here to enter text. |

**8. Forms of the verb ‘eat’**

|  |  |  |  |
| --- | --- | --- | --- |
| 8.1 | **INFINITIVE (if it occurs)**  to eat / *xordan* | Click here to enter text. | Click here to enter text. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **PAST** | **English** | **Language data** | **Comments** |
| 8.2 | **1sg** | I ate | Click here to enter text. | Click here to enter text. |
| 8.6 | **2sg** | you (sg.) ate | Click here to enter text. | Click here to enter text. |
| 8.6 | **3sg.m** | he\* ate | Click here to enter text. | Click here to enter text. |
| 8.6 | **3sg.f** | she\* ate | Click here to enter text. | Click here to enter text. |
| 8.6 | **1pl** | we ate | Click here to enter text. | Click here to enter text. |
| 8.7 | **2pl** | you (pl.) ate | Click here to enter text. | Click here to enter text. |
| 8.8 | **3pl** | they ate | Click here to enter text. | Click here to enter text. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **PRESENT** | **English** | **Language data** | **Comments** | |
| 8.9 | **1sg** | I eat | Click here to enter text. | Click here to enter text. | |
| 8.10 | **2sg** | you (sg.) eat | Click here to enter text. | Click here to enter text. | |
| 8.11 | **3sg.m** | he\* eats | Click here to enter text. | Click here to enter text. | |
| 8.12 | **3sg.f** | she\* eats | Click here to enter text. | Click here to enter text. | |
| 8.13 | **1pl** | we eat | Click here to enter text. | Click here to enter text. | |
| 8.14 | **2pl** | you (pl.) eat | Click here to enter text. | Click here to enter text. | |
| 8.15 | **3pl** | they eat | Click here to enter text. | Click here to enter text. | |
|  | **IMPERFECTIVE** | |  |  |
| 8.16 | you (sg.) were eating / *mixordi* | | Click here to enter text. | Click here to enter text. |
| 8.17 | you (sg.) are [in the process of] eating / *dāri mixori* | | Click here to enter text. | Click here to enter text. |
|  | **SUBJUNCTIVE (or equivalent)** | | | |
| 8.18 | you (sg.) want to eat / *mixāhi bexori* | | Click here to enter text. | Click here to enter text. |
| 8.19 | he wants to eat / *mixāhad bexorad* | | Click here to enter text. | Click here to enter text. |
|  | **NEGATIVE AND IMPERATIVE** | | | |
| 8.20 | you (sg.) did not eat / *naxordi* | | Click here to enter text. | Click here to enter text. |
| 8.21 | (you (sg.)) don’t eat!/ *naxor!* | | Click here to enter text. | Click here to enter text. |
| 8.22 | (you (sg.)) eat!/ *boxor!* | | Click here to enter text. | Click here to enter text. |
| 8.23 | (you (pl.)) eat!/ *boxorid!* | | Click here to enter text. | Click here to enter text. |

**9. Forms of the verb ‘see’ (focus on verb objects)**

|  |  |  |  |
| --- | --- | --- | --- |
| 9.1 | **INFINITIVE (if it occurs):**  to see / *didan* | Click here to enter text. | Click here to enter text. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **PAST** | **English** | **Language data**  (include short forms, and then long forms, if both are found in the language) | **Comments** |
| 9.2 | **1sg.obj** | Ali saw me | Click here to enter text. | Click here to enter text. |
| 9.3 | **2sg.obj** | Ali saw you (sg.) | Click here to enter text. | Click here to enter text. |
| 9.4 | **3sg.m.obj** | Ali saw him\* | Click here to enter text. | Click here to enter text. |
| 9.6 | **3sg.f.obj** | Ali saw her\* | Click here to enter text. | Click here to enter text. |
| 9.6 | **3sg.n.obj** | Ali saw it\* | Click here to enter text. | Click here to enter text. |
| 9.7 | **1pl.obj** | Maryam saw us | Click here to enter text. | Click here to enter text. |
| 9.8 | **2pl.obj** | Maryam saw you (pl.) | Click here to enter text. | Click here to enter text. |
| 9.9 | **3pl.obj** | Maryam saw them | Click here to enter text. | Click here to enter text. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **PRESENT** | **English** | **Language data**  (include short forms, and then long forms, if both are found in the language) | **Comments** |
| 9.10 | **1sg.obj** | Ali sees me | Click here to enter text. | Click here to enter text. |
| 9.11 | **2sg.obj** | Ali sees you (sg.) | Click here to enter text. | Click here to enter text. |
| 9.12 | **3sg.m.obj** | Ali sees him\* | Click here to enter text. | Click here to enter text. |
| 9.13 | **3sg.f.obj** | Ali sees her\* | Click here to enter text. | Click here to enter text. |
| 9.14 | **3sg.n.obj** | Ali sees it\* | Click here to enter text. | Click here to enter text. |
| 9.15 | **1pl.obj** | Maryam sees us | Click here to enter text. | Click here to enter text. |
| 9.16 | **2pl.obj** | Maryam sees you (pl.) | Click here to enter text. | Click here to enter text. |
| 9.17 | **3pl.obj** | Maryam sees them | Click here to enter text. | Click here to enter text. |
|  | **NEGATIVE** | |  |  |
| 9.18 | (you (sg.)) did not see it / *nadidiš* | | Click here to enter text. | Click here to enter text. |
| 9.19 | he did not see it / *nadidaš* | | Click here to enter text. | Click here to enter text. |

## 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](https://mpi-lingweb.shh.mpg.de/numeral/). Please fill it in using a phonemic transcription as specified in the [Atlas transcription conventions](https://docs.google.com/document/d/1cV7IrVODZWKuvP35fexZ9Li0sPCwGQ-ds6Ykeg-GY1E/pub) 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 | Click here to enter text. | Click here to enter text. |
| 2 | *do* | دو | Click here to enter text. | Click here to enter text. |
| 3 | *se* | سه | Click here to enter text. | Click here to enter text. |
| 4 | *čahār* | چهار | Click here to enter text. | Click here to enter text. |
| 5 | *panǰ* | پنج | Click here to enter text. | Click here to enter text. |
| 6 | *šeš* | شش | Click here to enter text. | Click here to enter text. |
| 7 | *haft* | هفت | Click here to enter text. | Click here to enter text. |
| 8 | *hašt* | هشت | Click here to enter text. | Click here to enter text. |
| 9 | *noh* | نه | Click here to enter text. | Click here to enter text. |
| 10 | *dah* | ده | Click here to enter text. | Click here to enter text. |
| 11 | *yāzdah* | یازده | Click here to enter text. | Click here to enter text. |
| 12 | *daʋāzdah* | دوازده | Click here to enter text. | Click here to enter text. |
| 13 | *sizdah* | سيزده | Click here to enter text. | Click here to enter text. |
| 14 | *čahārdah* | چهارده | Click here to enter text. | Click here to enter text. |
| 15 | *pānzdah* | پانزده | Click here to enter text. | Click here to enter text. |
| 16 | *šānzdah* | شانزده | Click here to enter text. | Click here to enter text. |
| 17 | *hefdah* | هفده | Click here to enter text. | Click here to enter text. |
| 18 | *hiǰdah* | هيجده | Click here to enter text. | Click here to enter text. |
| 19 | *nuzdah* | نوزده | Click here to enter text. | Click here to enter text. |
| 20 | *bist* | بیست | Click here to enter text. | Click here to enter text. |
| 21 | *bist o yek* | بیست و یک | Click here to enter text. | Click here to enter text. |
| 22 | *bist o do* | بیست و دو | Click here to enter text. | Click here to enter text. |
| 23 | *bist o se* | بیست و سه | Click here to enter text. | Click here to enter text. |
| 24 | *bist o čahār* | بیست و چهار | Click here to enter text. | Click here to enter text. |
| 25 | *bist o panǰ* | بیست و پنج | Click here to enter text. | Click here to enter text. |
| 26 | *bist o šeš* | بیست و شش | Click here to enter text. | Click here to enter text. |
| 27 | *bist o haft* | بیست و هفت | Click here to enter text. | Click here to enter text. |
| 28 | *bist o hašt* | بیست و هشت | Click here to enter text. | Click here to enter text. |
| 29 | *bist o noh* | بیست و نه | Click here to enter text. | Click here to enter text. |
| 30 | *si* | سي | Click here to enter text. | Click here to enter text. |
| 40 | *čehel* | چهل | Click here to enter text. | Click here to enter text. |
| 50 | *panǰāh* | پنجاه | Click here to enter text. | Click here to enter text. |
| 60 | *šast* | شصت | Click here to enter text. | Click here to enter text. |
| 70 | *haftād* | هفتاد | Click here to enter text. | Click here to enter text. |
| 80 | *haštād* | هشتاد | Click here to enter text. | Click here to enter text. |
| 90 | *naʋad* | نود | Click here to enter text. | Click here to enter text. |
| 100 | *sad* | صد | Click here to enter text. | Click here to enter text. |
| 200 | *deʋist* | دویست | Click here to enter text. | Click here to enter text. |
| 300 | *sisad* | سیصد | Click here to enter text. | Click here to enter text. |
| 400 | *čahār sad* | چهار صد | Click here to enter text. | Click here to enter text. |
| 500 | *pānsad* | پانصد | Click here to enter text. | Click here to enter text. |
| 1000 | *hezār* | هزار | Click here to enter text. | Click here to enter text. |
| 2000 | *do hezār* | دو هزار | Click here to enter text. | Click here to enter text. |

## Oral texts

As part of the ALI Questionnaire procedure in each fieldwork location, collect oral texts according to the instructions at the end of the ALI Questionnaire document, as well as the “ALI Video Recording Instructions” documents.

Metadata for these oral texts should be entered into the “ALI Text EN Fillable” template document.