

Data collection - Information Sheet for Data collectors

Schedule of events:

START RECORDING AND CHECK YOUR EQUIPMENT:

- 1) **Hello, introduction**, tell them the sequence of events + **Signing of consent forms** + Run-through of Plain English Information Sheet with both participants 10 MINS
- 2) CHECK EQUIPMENT AGAIN TO MAKE SURE ALL IS WELL:
One informant to do **questionnaire Phon1** (ask the other informant to give you 15 mins. alone with this informant): 15 MINS
- 3) Second informant to do questionnaire **Phon 1** (now ask the first informant to give you 15 mins. alone with this informant): 15 MINS
- 4) Bring them both together. Both fill out **Syntax1** 15 MINS
- 5) **Dyadic Interview** with you melting into background unless they need prompting from the interview schedule prompts; Give them the interview schema at this stage, pointing out that they do not HAVE to talk about these but that they could provide interesting points of conversation. Leave it in front of them while you try to appear distracted by something else. 45 MINS
- 6) Both do questionnaire **Syntax2** 15 MINS
- 7) One at a time to do questionnaire **Phon2** (each informant to do this alone with you) 15 MINS
- 8) Debriefing/feedback session 10 MINS

2HS20MINS

General how-to:

- Please make sure the microphone(s) is/are switched on and at a place where it/they can pick up the sound FROM EACH INFORMANT
- Do a sound check to make sure the sound is recording properly THIS IS IMPORTANT
- Make sure they understand what the consent form entails. Start recording before you fill out the consent forms.
- Do a little chit-chat with them to make sure they are comfortable with the situation.
- Tell them that we are interested in local dialect and history.

Interview:

- Give them the interview scheme, pointing out that they do not HAVE to talk about these but that they could provide interesting points of conversation.
- Make sure they know what to do and what to talk about
- Stay in the same room but do not participate in the interview.

- If the conversation runs dry, try to revive it by showing interest in the informants, putting them in a position of experts (their profession / hobbies / tales about the olden days / the region etc.)
- It might be advisable to have a coffee break, maybe after the interview, to break things up a bit.

Phonology Questionnaire:

- Go through the background text and instructions at the start of each part of the questionnaire with them - it's important that you do this in detail as there's sometimes quite a bit of text; also, as you're going to be there with them on a one-to-one basis for the phonology part, you can make it clear that you're happy to answer questions about the questionnaire
- Do the test questions in each case, and make sure they understand the three-point scale. It is very important that they don't get confused as to what 1, 2 and 3 mean (e.g. get 1 and 3 mixed up) – the scale will be explained on each sheet of the questionnaire, at the top, in case they forget
- It's fine, of course, for them to read the words and phrases in question out loud - indeed, it would be good to suggest this and to encourage them
- Make sure they understand what is meant by 'pronounced the same or different' and that they are not to concentrate on the spelling (except for the T-to-R questions, where they do need to consider the forms that are spelt with an 'r')
- Make sure they understand what 'rhyme exactly' means; 'spelling-rhymes' or near-rhymes do not count
- With the T-to-R questions, make sure that they understand that each word may have a different answer. This task will be a lot less 'fun' for those who don't do T-to-R at all, and even less for those who don't consider it to be part of their local accent (which might be the case with the Scots). Try it out, and if they don't look like they are going to respond positively to any of the T-to-R questions, you probably don't need to go through the whole lot. Do look at block 3, though. When you're going through the text at the start of this part, you could always mention Cilla Black and the way that she says 'a lorra lorra laughs' - *she* has T-to-R, for sure...
- The T-to-R part might get a bit repetitive, so try to encourage them, or let them have a tiny break to talk to you if they look like they need it.

Syntax Questionnaire:

- Do the test/practice sentences and make very sure that they understand the concept of rating on a numerical scale.
- Only move to the actual sentence questionnaires once they are comfortable with the test/practice.
- Make sure they have the page with the rating scale 1-5 in front of them at all times so they can consult it.
- Make sure that they rate the bold/underlined sections only
- Remind them from time to time what the numbers stand for.
- It might be a bit repetitive so keep them on the ball if they tire of it. It might be advisable to break up the questionnaire at regular intervals, enquiring how

they are getting on. But make sure you do not interrupt them if they are in 'flow'

Debriefing / feedback session:

Explain what we are interested in and ask their impression of tasks; also ask them if there's anything that they would change about the questionnaire.

The Northern Subject rule is a rule that results in verbs taking third person –s for all persons

And I says "don't do this..."

My mum and sisters goes to Durham on Friday.

We also look at the use of *yous* for 2nd person plural as in
Yous should share a pepperoni pizza

And at negation such as

We didn't see nothing

I divven't see him / dinnae

Phonology Feedback:

We are interested in something called 'rhoticity' – when speakers pronounce R everywhere it is written. It may come as a surprise to you, (the informant), but many people who speak English, especially in England, don't pronounce R when it comes after a vowel unless another vowel follows.

Compare the pronunciations of dawn and horn again – and demonstrate to the informant the opposite to their own pattern (here's how someone from the West Country might do it; here's how someone from a non-rhotic area might do it).

This is one of the big differences in English accents, with North American, Irish, Scottish, some Lancashire, and Southwest accents being rhotic, whilst most English accents, Australian, South Africa and New Zealand are typically non-rhotic.

Some traditional Northumberland accents were rhotic in the middle of the 20th century, but they may well not be now (and the R was uvular, so that complicated things). Don't be afraid to discuss the Northumbrian Burr (traditional uvular R) in Northumberland and north Durham. Quite rare now, but some speakers still have it.

Even in Scotland, some (younger) speakers around Glasgow and Edinburgh are non-rhotic, a relatively new development in Scotland.

T-to-R – they should already have discussed this as part of the introspection task. This is a feature which is typical of some Northern English accents (e.g. Tyneside and Scouse), but we don't know where else it occurs. It's not normally described for Scots, but it could be there, despite this... It's normally described as being restricted so that it only occurs in a few words, but no-one knows quite which words they are.