

# APPENDIX D: Questionnaire StressTyp

We would like to invite you to contribute to a database of stress systems of the world's languages, called STRESSTYP.

Not all of the questions are relevant for each individual language. Therefore, we have tried to guide you through the relevant questions. Most questions can be answered quickly by marking one or more given options. Of course, you can always give more details if you like. With respect to the open questions, we realize that some of them are formulated rather vaguely and that answering them could amount to writing a book. In such cases, keep in mind that we are interested in finding out whether the information asked for is relevant to the language. Of course, you can add as much information as you like. Finally, it is very important to provide us with examples (including glosses) with detailed marks for stress(es).

After each question there is a(n empty) box to give your answer. If there is not enough space, you can use a separate piece of paper. We realize that a ready answer may not be available for all the questions: you can simply write 'don't know' where necessary.

## 1. Language information

Enter the name of the language or dialect following the naming conventions of Voegelin & Voegelin 1977, if possible. If the language occurs in the literature with more than one name, add all names:

<b>LANGUAGE:</b>
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If you are dealing with a dialect, enter the name of the language of which it is a dialect. Also check Voegelin & Voegelin (1977), if possible:

<b>DIALECT OF:</b>
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Enter the family tree of the language, root first following Voegelin & Voegelin 1977 if possible:

<b>AFFILIATION:</b>
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Enter all geographical areas in which the language or dialect in question is spoken.

<b>AREA:</b>
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]

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L

**2. General information**

What is/are the intrinsic phonetic correlates(s) of stress in the language?

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Describe the role or influence of stressed syllables in the intonational system of the language, if there is any.

]

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L

Is pitch used to distinguish lexical items from one another? If so, give examples.

]

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Y/N

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L

Is there an interaction between pitch and stress? If so, describe this relation and give examples.

]

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Y/N

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L

Give a general description of all (different) stress pattern(s) that occur in the language in words. If you rely on a written source, give reference (author, year and page numbers). If it is your own description, add your name.

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**DESCRIPTION:**

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List all the authors you know of that have done field work on the language. The reference should be complete.

<b>DESCRIPTIVE SOURCE:</b>	
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Give references of authors that have tried to analyze the language's stress pattern in a certain framework.

<b>THEORETICAL SOURCE:</b>	
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**3. Phonemes**

Give a chart of the basic distinctive units of the phonology of the languages in the orthography of the International Phonetic Alphabet (IPA) (see Appendix E), if possible, and please use these symbols in examples in the remainder of this questionnaire. Indicate specifically whether there is a contrast between short vowels and long Vowels ( use a colon to indicate length) in the language.

**CHART OF PHONEMES**

<b>VOWELS</b>	
short	
long	
others	
<b>CONSONANTS</b>	
plosives	
affricates	
fricatives	
nasals	
liquids	

||glides/semivowels |

||geminate |

||others |

||\_\_\_\_\_||

||Comments:

||\_\_\_\_\_||

**4. Syllable structure**

The following questions are meant to provide a clear picture of the syllable structure of the language, i.e. how segments are combined into words. It is often the case that languages make a distinction between the occurrence of segments and/or clusters at the edges of a word and inside the word. In the following questions we use C and V as an abbreviation for consonants and vowels and a colon for length. We will use these symbols throughout this questionnaire because they constitute the relevant units for syllable structure (and stress). Finally, morphological boundaries often create domains of syllable structure. That is, certain morphemes delimit domains, especially in compounds, but also in many derived words. Preferably, answer the following questions with respect to patterns of *underived* words.

**VOWELS**

- Are there wordfinal short vowels? Y / N
- Are there wordfinal long vowels ? Y / N
- Are there wordinitial short vowels? Y / N
- Are there wordinitial long vowels? Y / N
- Are there wordmedial short vowels? Y / N
- Are there wordmedial long vowels? Y / N

If one or more of these answers concern subsets of vowels indicate this:

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**CONSONANTS**

- Are there wordfinal single consonants? Y / N
- Are there wordinitial single consonants? Y / N
- Are there wordmedial single consonants? Y / N

If one or more of these answers concern subsets of consonants indicate this:

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Are there wordfinal clusters of consonants? Y / N If so, how  
 many consonants can occur word finally? .....

Are there wordinitial clusters of consonants? Y / N  
 If so, how many consonants can occur word initially? .....

Are there wordmedial clusters of consonants? Y / N  
 If so, how many consonants can occur in a sequence? .....

Indicate co-occurrence restrictions if possible and/or give reference(s) of author(s) that deal with co-occurrence restrictions in the language.

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In the following we will make a distinction between words consisting of a single syllable and longer words.

**Monosyllabic words**

Indicate in the following tableau whether there are monosyllabic *content* words (nouns, verbs, adjectives) with the indicated syllable form. C means one or more consonants.

	V	V:	VC	V:C	<u>CV</u>	<u>CV</u> :	<u>CVC</u>	<u>CV</u> :C	<u>CVCC</u>	other
Y/N										
example										
gloss										

Do you consider these monosyllabic content words stressed?

If yes, indicate why.

	Y/N
	+-----L

Are there other monosyllables (non-content words, i.e. function words or grammatical formatives)? Give examples.

	Y/N
	+-----L

Splitting up sequences of vowels and consonants: syllable boundaries. Is it possible to have a syllable break between two short vowels, i.e. are there V-sequences that you would analyze as heterosyllabic?

If so, are all combinations available?

	Y/N
	+-----L

Does your language have hiatus?

Y / N

If there is a sequence of consonants word medially, to which syllables do these consonants belong to? Consider the following situations somewhere in the middle of a word and indicate by adding a back slash between which segments the syllable boundary lies in general and give an example (if not relevant in the language, add: - ).

...V C C V ... ex.	..V C C C V ... ex.	
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gloss	gloss	
...V: C C V ... ex.	..V: C C C V ... ex.	
gloss	gloss	
...V C C V: ... ex.	..V C C C V: ... ex.	
gloss	gloss	
...V: C C V: ... ex.	..V: C C C V: ... ex.	
gloss	gloss	

Others (four or more intervening consonants):

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If classes of segments behave differently in this respect give a description:

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Is there a specific descriptive source on the phoneme inventory and/or syllablestructure?

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## 5. STRESS

### 5.1. Simplex versus morphologically complex forms

In some languages rules of stress placement of simplex (i.e. underived, monomorphemic) words differ crucially from that of morphologically complex words. This is typically the case in compounds.

Describe the stress patterns of compounds.

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Leaving aside compounds, consider morphologically complex words. In a language that has always penultimate stress irrespective of the complexity or simplicity of the word there is only one (set of) stress placement rules: morphological boundaries are irrelevant and therefore, neglected. Also in a language where the last long vowel in the word is always stressed irrespective of whether this long vowel is in a simplex form or in a complex form, we need only one stress rule. Now consider your language.

Are the stress patterns of complex words *always* the same as in simplex words, i.e. they obey the same rules of stress placement?

Y /N

If yes, go to section 5.2. (stress patterns). You can use both morphologically simplex and morphologically complex forms as examples to illustrate stress patterns.

If no, answer the following questions concerning accentual properties of affixes in general. In section 6 you can provide more detailed information if relevant.

### Inflectional affixes

Are there inflectional affixes that influence or change the position of stress(es) of the words where they attach to? Y / N

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### Prefixes

Are there prefixes that change the position of main stress and bear main stress themselves when attached to a word? Y / N

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If so, is the position of main stress predictable in terms of the stress rules of simplex forms? Y / N

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Also, indicate whether this is the case for all prefixes or some. all / some

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Are there prefixes which attract main stress (change the position) but do *not* bear main stress themselves? Y / N

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If so, is the position of main stress predictable in terms of the stress rules of simplex forms? Y / N -----

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Also, indicate whether this is the case for all prefixes or some. all / some -----

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Are there prefixes that are stress neutral, i.e. attachment has no influence whatsoever on the position of main stress of the word attached to (i.e. main stress remains on the same syllable of the simplex word when suffixes are attached)? Y / N

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If so, indicate whether this is the case for all prefixes or some. all / some

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### Suffixes

Are there suffixes that change the position of main stress and bear main stress themselves when attached to a word? Y / N

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If so, is the position of main stress predictable in terms of the stress rules of simplex forms? Y / N

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Also, indicate whether this is the case for all suffixes or some. all / some

-----

Are there suffixes which attract main stress (change the position) but do not bear main stress themselves? Y / N

-----

If so, is the position of main



stress predictable in terms of the  
stress rules of simplex forms?

Y / N -----

-----Also, indicate whether this is the case for all  
suffixes or some. all / some -----

Are there suffixes that are stress neutral, i.e. attachment has no  
influence whatsoever on the position of main stress of the word  
attached to (i.e. main stress remains on the same syllable of the  
simplex word when suffixes are attached)?

Y / N

-----  
If so, indicate whether this is the case for all suffixes or some.

all / some  
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### Clitics

are there clitics that influence or change the position of stress(es)?

Y / N

## 5.2. Stress patterns

In this section we try to get detailed information about stress patterns. Therefore, we make a distinction between monomorphemic words and derived or inflected words. If your language does not make a distinction between all or some of these types of words with respect to stress (recall your answers at the end of the previous section) you can answer the questions for monomorphemic words in the remainder of this questionnaire extending them to other types. Please mark before you do for which of the following types of words your answers are relevant:

*monomorphemic words only	*inflected words
*prefixed words	*suffixed words
*pre- and suffixed words	*cliticized words

Moreover, do lexical classes behave differently w.r.t. stress, i.e. is  
there a difference between nouns, verbs and adjectives like for  
instance in English (*permit* (verb) vs *pérmít* (noun))?

Y / N

*If so, please answer the questions in the remainder of this questionnaire for each class independently.*

In this section the questions are numbered. Not all questions have to be answered for each individual language. The questions are formulated and ordered in such a way that you can skip some of them depending on a specific answer and you are referred to continue with a specific question. Such instructions are represented in italic. If not indicated continue with the next (sub)question.

To provide us with as much (detailed) information as possible we make a distinction between main stress and rhythm, i.e. non-primary stresses.

1. Is there only one stressed syllable in a word or are there more stressed syllables (primary and/or non-primary stresses)? one / more

*If there is only one stressed syllable continue with question 3.*

2. If there are more stressed syllables: is there a difference between a primary stress and non-primary stresses or are all stresses perceived as equally prominent? different / equal

*If all stresses are perceived as equally prominent continue with*

question 24, concerning rhythm.

### 5.2.1. MAIN STRESS

3. Is main stress fixed, i.e. always found on the same syllable of a word, irrespective of what that syllable looks like? Y / N  
If not, continue with question 7. If so, continue.

4. If stress is fixed, indicate on which syllable of the word main stress is located?

initial	antepenult
second	penult
third	final
other position:	

5. Are there exceptions to this general pattern? Y / N  
If yes, give examples.

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- 6a. Are these exceptions recognizable loanwords or other specific classes?

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- 6b. Would you consider stress to be free in these exceptions or is there a tendency to be observed?

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Continue with question 21.

7. If the position of main stress is not fixed: is it found near an edge of the word or can it lie on any syllable in the word?

left edge	- > continue with question 13
right edge	- > continue with question 13
any syllable	- > continue

In languages where main stress can lie anywhere in the word this often depends on how syllables look like: for instance, syllables with long vowels and/or closed syllables (i.e. ending in a consonant) can attract main stress or not. To determine whether this is the case and how, answer question 8-12.



depends on how syllables look like, for instance, syllables with long vowels and closed syllables, i.e. ending in a consonant, can attract main stress or not.

The following questions are concerned with languages that have at least words with **antepenultimate** stress or **third** syllable stress. *Answer 15-18. If your language has no such words continue with text above question 19.*

**15a.** If your language exhibits *antepenultimate* syllable main stresses:

is there only one other syllable position that can carry main stress  
in other cases, i.e. is there variation between the antepenultimate  
and penultimate syllable?

Y / N

*If so, continue with text above question 19 and answer it with respect to these two syllables (that is: ignore the final syllable).*

**15b.** If your language exhibits **third** syllable main stresses:

is there only one other position that can carry main stress in other  
cases, i.e. is there variation between the third and second syllable?

Y / N

*If so, continue with text above questions 19 and answer it with respect to these two syllables (that is: ignore the initial syllable).*

**16.** If your language can have main stress on one of the **three**

initial or final syllables, consider the cases with initial or final  
main stress: is this always a syllable containing either a long  
vowel followed by a consonant or a short vowel followed by  
two consonants?

Y / N

*If this is the case, go to text above question 19 and answer it ignoring this initial or final syllable and compare the remaining two other positions (i.e. second and third or antepenultimate and penultimate syllable).*

**17.** If your language can have main stress on one of the **three** initial or final syllables, consider the cases where main stress is on the third syllable or on the antepenultimate syllable. Does this syllable always contain:

- an open syllable with a short vowel? Y / N
- or, - a closed syllable with a short vowel? Y / N
- or, - an open syllable with a long vowel? Y / N
- or, - either a closed syllable with a short vowel  
or an open syllable with a long vowel? Y / N
- or, -other: ..... Y / N

**18a.** What do the penultimate and final syllable look like when main stress is antepenultimate?

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**18b.** What do the initial and second syllable look like when main stress is on the third syllable?

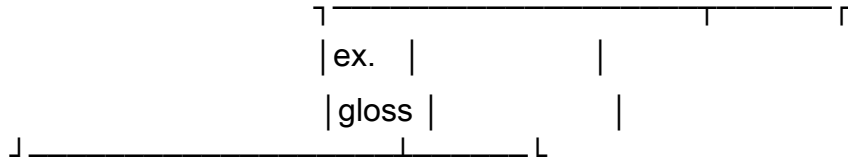
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*Continue and answer the question 19 restricting yourself to cases without third syllable stress or antepenultimate stress. That is: consider only cases with main stress on one of the two initial or two final syllables of words.*

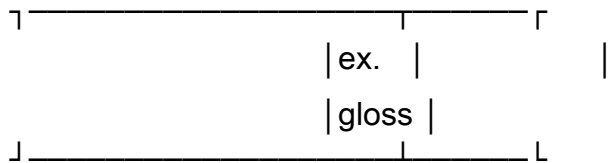
The following question is concerned with variation of main stress between two positions at the beginning or at the end of the word (or as instructed above in question 15, 16, 17, 18). We will focus only on these two syllables and their syllabic content. Important to note is that the initial consonant(s) of a syllable are irrelevant to stress: in the schemes below we will leave out initial consonants. Syllable boundaries are indicated by a dot. We will go step by step through different situations.

19. Indicate the position of main stress and give an example (you can give any word you like; the number of syllables is irrelevant as long as main stress is on one of the two syllables at the beginning or end of the word):

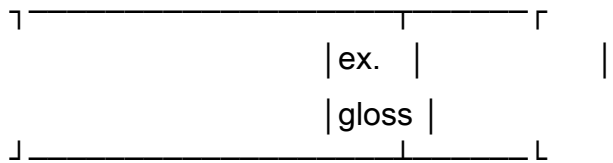
a. both syllables contain short vowels: V . V



b. both syllables contain long vowels: V: . V:



c. both syllables contain closed syllables: VC . VC



d. combinations of syllables:

V . V:	ex.	gloss	
V . VC	ex.	gloss	
V: . V	ex.	gloss	
VC . V	ex.	gloss	
V: . VC	ex.	gloss	
VC . V:	ex.	gloss	

20. Do the syllables that attract main stress have another property than the ones discussed above (for instance, the only high-pitched syllable in a word carries main stress)? Y / N  
 If so, specify which property determines the position of main stress.

### 5.2.2. RHYTHM

21. Are there any non-primary stresses? Y / N

*If no, continue with question 27.*

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22. Is there more than one non-primary stress? Y / N

If there are more non-primary stresses, continue with 24.

23. If there is only one other stress in the word than main stress, on which syllable is this single non-primary stress located?

[ | Continue with question 27. | ]

24. If there are more non-primary stresses, is there a regular alternation between stressed and unstressed syllables? Y / N

If so, continue with 26.

25a. If alternation is disturbed or completely absent, what kind of syllables are able to carry non-primary stresses:

- syllables with short vowels? Y / N
- open syllables with long vowels? Y / N
- closed syllables? Y / N

25b. If there is a sequence of open syllables with short vowels is one of them stressed? Y / N

Continue with question 27.

26. If there is regular alternation between stressed and unstressed syllables would you describe the iterating pattern as iambic (unstressed-stressed) or as trochaic (stressed-unstressed) or is there a ternary alternation with one stressed and two unstressed syllables? Indicate which of the patterns in the figures below correspond(s) with the pattern(s) in the language, where the symbol σ indicates syllable and the dots indicate that more syllables can precede or follow the string of syllables:

BINARY

Iambic: ... σ σ σ σ σ σ ... Y / N
1 2 3 4 5 6

Trochaic: ... σ σ σ σ σ σ ... Y / N
1 2 3 4 5 6

TERNARY:

Dactylus: ... σ σ σ σ σ σ ... Y / N
1 2 3 4 5 6

Anapaest: ... σ σ σ σ σ σ ... Y / N
1 2 3 4 5 6

Amphibrachus: ... σ σ σ σ σ σ ... Y / N
1 2 3 4 5 6

5.2.3. Example Patterns

27. Give for all the following situations at least three illustrative examples (if existing) with glosses. Indicate main

stress and all non-primary stresses (if present).

### EXAMPLES

Give bisyllabic words with the following content if your language is sensitive to the content of syllables:

V . V   V . VC   V: . V	
VC . VC   V . V:   VC . V	
V: . V:   V: . VC   VC . V:	
-----	
three syllable words: $\sigma$ $\sigma$ $\sigma$	
-----	
four syllable words: $\sigma$ $\sigma$ $\sigma$ $\sigma$	
-----	
five syllable words: $\sigma$ $\sigma$ $\sigma$ $\sigma$ $\sigma$	
-----	
six syllable words: $\sigma$ $\sigma$ $\sigma$ $\sigma$ $\sigma$ $\sigma$	
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longer words: $\sigma$ $\sigma$ $\sigma$ $\sigma$ $\sigma$ $\sigma$ ....	
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28. Are there words where stresses are adjacent? Y / N

29. Are there any exceptional patterns? Y / N  
If so, please give an indication and some examples.

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### 6. Influences of morphology on stress patterns

30. In addition to the information you provided by answering the questions about accentual properties of affixes (see questions in section 5.1.), please give a general comment on the interaction of morphology with stress assignment

and give some illustrative examples.

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## 7. Others

**31.** Are there any other known (phonological) processes that occur in the language (especially the ones related to stress, as for instance lengthening or reduction phenomena)?

Y / N

If so, please give a brief description and some examples.

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**32.** Remarks: Here is room for anything you might want to add.

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**33.** Please give your name and address, telephone and E-mail address.

Name:

Address:

Telephone:

E-mail:

Thank you for your co-operation by filling in this questionnaire. Your contribution will be gratefully acknowledged in STRESSTYP.

You are kindly requested to return this questionnaire to:

Ellis Visch

Dept. of General Linguistics/HIL

Leiden University

P.O. Box 9515

2300 RA Leiden

The Netherlands

E-mail: [Visch@rullet.leidenuniv.nl](mailto:Visch@rullet.leidenuniv.nl)