

PROPOSING A SOCIOLINGUISTIC DIMENSION TO LANGUAGE ENDANGERMENT: THE CASE OF
TEXAS GERMAN

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Abstract

The aim of the present study is to test how distinct Texas German has become compared to High German in order to examine why some languages stay alive while others die. This research will add a sociolinguistic dimension to the notion of “endangered language,” which to date appears to have been largely understood in terms of the shrinking number and reduced geographic distribution of native speakers of a given language (Crystal, 2000). The present study assesses the degree to which Texas German is perceived as homogeneous by High German speakers through a language-related questionnaire based on one used by Lam and O’Brien (2014). The questionnaire, which was administered to native High German-speaking participants (n=4), includes audio recordings of Texas German speakers from a Texas city with a relatively smaller population of such speakers, and a Texas city with a relatively larger population of such speakers. Audio recordings of Texas German were adapted from the Texas German Dialect Project’s database (Boas, 2002), while the High German recordings were made by the researcher. It is hypothesized that native High German-speaking participants’ language-related qualitative impressions of the Texas German audio recordings as well as their quantitative ratings of them in terms of overall intelligibility, confidence that the speaker is a native speaker of High German, and resemblance to High German will be significantly more positive and/or exhibit less variance for Texas German speakers from the city with the relatively larger population of such speakers. The findings discuss how the ratings data demonstrate a trend that supports the hypothesis. Limitations and future avenues for research are also discussed.

Proposing a Sociolinguistic Dimension to Language Endangerment: The Case of Texas

German

Literature Review

It has been estimated that at any one point in time, the highest number of languages in the world was 12,000 (Krauss, 1998). Currently, there are around 6,000 and it is debated whether the rate of language change has been constant throughout history or if there's been times of rapid shift and decline (Crystal, 2000). Technology, such as writing and audio recording has allowed for the archiving of language, but there are still limited historical records of language use. During the period of European colonial expansion, records were inconsistent, and more systematic records were only kept starting in the nineteenth century. While it is debated whether the rate of language change has fluctuated throughout history or not, the last 500 years has been a period of decline in the number of living languages, which is due to a wide array of factors.

Language Death

It is said that a language is dead when there are no speakers of it anymore, but since the purpose of a language is to be able to communicate with one another, a language is therefore considered already dead when there is only one speaker left (Crystal, 2000). At that point, the one speaker is an archive of that language, and if there is no other archive, written or auditory, then the language disappears forever with that speaker.

Before a language is completely gone, therefore becoming “extinct,” it goes through a series of stages (See Tables 1 and 2.) One classification system, produced by Kincade (1991) includes levels of ‘safe’ and ‘not so safe’ languages, while the other, produced by Wurm (1998) focuses on the endangered languages. As a language becomes endangered, certain features of the language may diversify and incorporate aspects from the contact language(s), such as grammatical features and vocabulary. In his book, “Language Death,” David Crystal explains how the notion of “endangered language” is largely understood in terms of the shrinking number and reduced geographic distribution of native speakers of a given language.

Table 1. Five-level classification system, distinguishing ‘safe’ and ‘not so safe’ languages

Stage	Description
Viable languages	Have population bases that are sufficiently large and thriving to mean that no threat to long-term survival is likely
Viable but small languages	Have more than <i>c.</i> 1,000 speakers, and are spoken in communities that are isolated or with a strong internal organization, and are aware of the way that their language is a marker of identity
Endangered languages	Are spoken by enough people to make survival a possibility, but only in favorable circumstances and with a growth in community support
Nearly extinct languages	Are thought to be beyond the possibility of survival, usually because they are spoken by just a few elderly people
Extinct languages	Are those where the last fluent speaker has died, and there is no sign of any revival

Table 2. Five-level classification system, focusing on the weaker languages

Stage	Description
Potentially endangered languages	Are socially and economically disadvantaged, under heavy pressure from a large language, and beginning to lose child speakers
Endangered languages	Have few or no children learning the language, and the youngest good speakers are young adults
Seriously endangered languages	Have the youngest good speakers age 50 or older
Moribund languages	Have only a handful of good speakers left, mostly very old
Extinct languages	Have no speakers left

Shrinking number of native speakers. There is a set of factors which put people in physical danger and cause a shrinking number of native speakers of a given language. Catastrophic natural causes such as earthquakes, hurricanes, tsunamis, floods, volcanic eruptions, and droughts can severely harm the wellbeing of the people and their environment. For example, the Irish potato famine killed over one million people, which hastened the decline of the Irish language (Edwards, 1985). An even more disastrous natural cause affected the people of Central Mexico. After the arrival of the Spanish, from the early sixteenth century to the early seventeenth century, somewhere between twenty-three and ninety-nine million indigenous people died from imported diseases due to contact with the Europeans (Johnson, 1978). In these cases, the natural disaster creates a reduced number of native speakers of the languages used by these groups.

Effects of catastrophic natural causes are related to both economic and political factors. Sometimes when natural disasters displace people, people migrate to be able to

find jobs, which changes the language the people depend on, and often, their native tongue is never learned by the next generation. Other times, damage from the event creates civil or international war, leading to widespread casualties. In both situations, the number of native speakers of the given language shrinks. Often though, the economic and political factors are intertwined.

Reduced geographic distribution of native speakers. The term most often connected to the topic of reduced geographic distribution of native speakers is cultural assimilation, which is when one culture loses its characteristics because its members adopt the cultural characteristics of a more dominant culture. This can happen in a few different ways. First, there is a large influx of members from one culture into the territory of another, and the latter is assimilated into the dominant culture of the former due to demographic submersion, eventually forgetting their native language, thereby reducing the overall geographic distribution of native speakers. This was often the case during colonialism. Second, there is a small influx of members from one culture into the territory of another, and the latter is assimilated into the dominant culture of the former due to superiority of some sort, perhaps military or economic. Once again, this reduces the overall geographic distribution of native speakers. In either case of cultural assimilation, there is also an eventual decrease in the number of native speakers of a given language, as the new generations don't learn their parent's native language.

Another term connected to the topic of reduced geographic distribution of native speakers is urbanization. Through urbanization, rural communities become more intertwined with the city nearby, giving more people prompt access to consumer society while also assimilating them into it. This form of cultural assimilation facilitates the

spread of the urban language, reducing the geographic distribution of the rural language. Like in the other two cases of cultural assimilation, this also leads to an eventual decrease in the number of native speakers of the language as well. For any of the three forms of cultural assimilation discussed, there are three expansive stages (See Table 3) that were described by Crystal (2000).

Table 3. Three expansive stages describing the events affecting the endangered language when one culture assimilates to another.

Stage	Description
(1) Pressure to speak the dominant language	The pressure can come from political, social, or economic sources. It can be ‘top down’ or ‘bottom up.’ In the case of ‘top down,’ there is pressure from the national body. In the case of ‘bottom up,’ there is pressure from within society. It might also have no direction.
(2) Period of emerging bilingualism	People begin to become proficient in the new language from the dominant culture, but still retain their native tongue. Then, bilingualism declines and the new language dominates.
(3) Younger generation prefers new language	The younger generation becomes more proficient in the new language and identifies with it more. They find the native tongue is not as useful and often feel shameful using it.

Language vs. Dialect

In linguistics, dialects are thought to be equivalent to languages in terms of their grammatical structure and lexicon. There are many different modern definitions of what a language is, with each depending on the specific properties of it that a given set of linguists are interested in. These modern definitions all began with Ferdinand de

Saussure's (1916) distinction between *langue* (the abstract concept of human language with the properties that all languages seem to share), *langage* (a specific language, like English or German), and *parole* (an actual utterance in a given language).

If two systems of communication are said to be dialects of the same language, then they should be (predominantly) mutually intelligible (Crystal, 2000). For example, Cockney and Scouse are dialects of English and West Central German and East Upper German are dialects of German.

While the researcher of the present study is not weighing in on the debate of language vs. dialect, it is worth noting and understanding the background of the debate for the following discussion of different dialects of German.

Sociolinguistics

According to Coulmas (1997), “[t]he primary concern of sociolinguistic scholarship is to study correlations between language use and social structure...[s]ociolinguistics is concerned with describing language use as a social phenomenon and, where possible, it attempts to establish causal links between language and society, pursuing the complementary questions of what language contributes to making community possible and how communities shape their languages by using them” (pp. 1-2). The present study will seek to incorporate an element of sociolinguistics, specifically attitudes about a relatively unknown and geographically isolated dialect of a language from speakers of a relatively known and geographically widespread dialect of that language, into the concept of language endangerment.

German Language Continuum

The German language can be represented through a standard-colloquial-dialect continuum (Russ, 1999). There are national standards in German-speaking countries regarding grammar, lexical items, and pronunciation. The German language branches from the national standard into regional standards, then regional colloquial speech, and then full dialect. Modern German dialect areas are shown in Figure 1 (Lam & O'Brien). High German refers to four of these six dialects: West Central German, East Central German, West Upper German, and East Upper German. Some speakers can control both a dialect and a variety of the spoken standard and this continuum looks at the extent to which a speaker makes use of the linguistic features. The ability to do this depends on a variety of factors, such as level of education, socioeconomic status or region of origin, the formality of the situation, and the interlocutor. Differentiation along this continuum depends on the geographic radius, the situation in which it is used, and the linguistic norms (Russ, 1999).

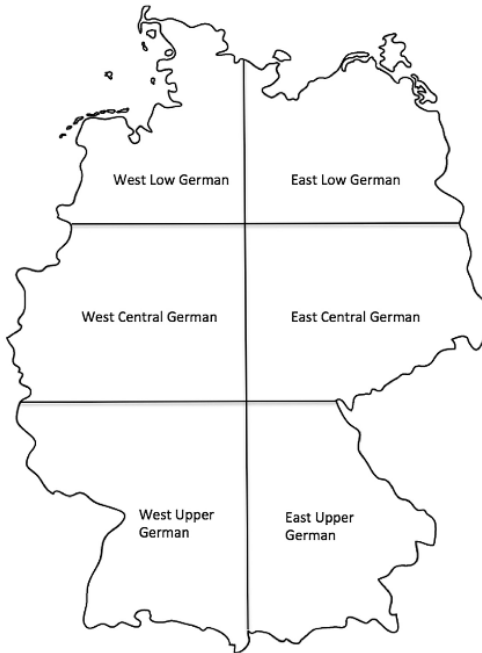


Figure 1. Modern German dialect areas.

German Dialectology

Early research in this area focused on descriptive dialectology, which is how dialects differ from one another in the aspects of phonology, lexicon, morphology, and syntax (Bach, 1969; Martinet, 1964; Spangenberg, 1965). There was then a shift in the area of German dialectology to focus on sociological and pragmatic aspects (Macha, 2005).

Perceptual Dialectology

The present study focuses on perceptual dialectology, which is the study of how nonlinguists perceive variation in language, such as linguistic boundaries and social characteristics associated with dialects (Lam & O'Brien, 2014). Participants in such studies often judge dialectal variation through semantic-differential scales. In one of these studies, Boughton (2006) concluded that perceptions impact language attitude. In their

perceptual dialectology research, Lam & O'Brien (2014) used three tasks to test perceptual dialectology. The first is the dialect discrimination task. This task evaluates the participants' ability to discriminate German dialect from the standard. The second task is the dialect intelligibility task. This task has the participants indicate what they understand. The third task is the dialect attitudes task. This task requires participants to describe their attitudes toward the German dialect they hear in terms of quality and sound.

Texas German

Texas German refers to the language spoken by descendants of German immigrants who settled in the American state of Texas in the mid-19th century. There are Texas German archives and museums in the state, such as the Sophienburg Museum in New Braunfels and the Gillespie County Museum in Fredericksburg. There are also Texas German activities throughout the state, such as Oktoberfest in Fredericksburg and Wurstfest in New Braunfels.

The Texas German Dialect Project is housed at The University of Texas at Austin and carries out research in Texas German speech communities. They record and preserve the Texas German dialect and gather information about linguistic diversity. Audio recordings of Texas German were adapted for the present study from the Texas German Dialect Project's database (Boas, 2002).

The current state of Texas German is subjective, depending on the criteria used to examine it. Based upon the earlier discussed classification systems for languages, for

instance, the state of Texas German would be considered nearly extinct or seriously endangered writ large.

There is no current research on the biographical data for Texas German speakers. However, through listening to audio recordings from the Texas German Dialect Project, it can be inferred that most, if not all, of the speakers are above the age of fifty.

There is also no research on how the language is currently used (i.e., in the home, at school, etc.). However, because there are still some speakers of Texas German, and because the language is most likely nearly extinct or seriously endangered, it can therefore be inferred that the language is being used intergenerationally. This is most likely explained by the stigma around the German language that was created following World War II. Due to this stigma, pressure to not know German was created. In audio recordings from the Texas German Dialect Project, speakers discuss this stigma and the pressure to only use English outside of the home, i.e. at school. This process demonstrates that there are many factors other than isolation that can endanger a language.

With this information on Texas German, it is important to keep in mind the possibility that in a few generations, the dialect might possibly only exist in audio recordings.

It should also be noted that there are other dialects of High German in the United States, such as Pennsylvania Dutch, which is the language spoken by descendants of the German immigrants who settled in colonial Pennsylvania.

Methodology

In order to test how distinct Texas German has become compared to High German to examine why some languages stay alive while others die, native German speakers (German monolinguals and German-English bilinguals) were recruited and asked to complete a questionnaire in German that involves dialect discrimination tasks, dialect intelligibility tasks, and dialect attitude tasks. This research will add a sociolinguistic dimension to the notion of endangered language through an assessment of the degree to which Texas German is perceived as homogeneous by High German speakers.

Hypothesis

It is hypothesized that native High German-speaking participants' language-related qualitative impressions of the Texas German audio recordings as well as their quantitative ratings of them in terms of overall intelligibility, pronunciation, lexical choice, and morphosyntax relative to High German will be significantly more positive and/or exhibit less variance for Texas German speakers from the city with the relatively larger population of such speakers.

Recruitment

A recruitment email was distributed to the researcher's network of known native German speakers. The recruitment email, composed in German, briefly described the research and requested participation if they met the requirement of being a native speaker of German. Individuals wishing to participate replied to the researcher so they would be

sent a link with the questionnaire. The recruitment email that stated participation was voluntary and would take 15 to 30 minutes of their time (See Appendix C and D).

Participants

Participants consisted of a total of four German native speakers, with three females and one male, who were between the ages of twenty-four and forty-nine. Participants lived in either Austin, Texas or Leipzig, Germany. Participants listed their nationalities as either German or German and American.

Materials

Participants were presented with an informed consent document to briefly explain the purpose of the research. The informed consent document stated the requirements for participation, which were being 18 years or older and being a native speaker of German. The document also stated that participation was voluntary, and that participation would take 15 to 30 minutes of their time (See Appendix E and F). Participants were also presented with a link to a Qualtrics survey. Participants all took the questionnaire in their native language, which in this case was German, to reduce the chance of unwanted testing effects due to either translation or testing participants in their non-native language (See Appendix A and B).

Design

The present study assesses the degree to which Texas German is perceived as homogeneous by High German speakers through a language-related questionnaire based on one used by Lam and O'Brien (2014). The questionnaire, which was administered to

native High German-speaking participants (n=4), includes audio recordings of Texas German speakers from two Texas cities.

The native speakers of High German were chosen to be participants in order to weave the elements of perceptual dialectology into the sociolinguistic dimension of language endangerment.

The audio recordings of Texas German were adapted from the Texas German Dialect Project's database (Boas, 2002), while the High German recordings were made by the researcher. City A is Brenham, a Texas city with a relatively smaller population of such speakers, and City B is Fredericksburg, a Texas city with a relatively larger population of such speakers. The cities were chosen for their population sizes of Texas German speakers. The total population of Brenham 12,378 people, of which 1.41% (175 people) speaks German. The total population of Fredericksburg is 8,290 people, of which 12.48% (1,035 people) speaks German.

City A and City B both have their own section in the questionnaire. Each section includes nine audio recordings, four of which are audio recordings from said city, another four of which are catch trials of native High German speakers, and one which is a low pass-filtered trial. Low-pass filtering is a form of digital auditory signal processing which removes signals above a certain frequency. After low-pass filtering, only the lower frequencies are retained. In the present study, this was done so that the altered file became so muffled that it became unintelligible. The High German speaker trials and the low pass-filtered trials were included to ensure that participants would use the full range of the sliding rating scales given to them (0-100). Presumably, the low pass-filtered trials encourage ratings of 0, meaning the audio recording is completely unintelligible, and the

High German speaker trials encourage ratings of 100, meaning the audio recording was completely intelligible.

Each audio recording is followed by three questions that obtain quantitative data. The quantitative questions in the present study make use of the same purposes as the three tasks from the perceptual dialectology study by Lam and O'Brien (2014). The three tasks that collect quantitative data use a sliding scale, from zero to one hundred, in order to avoid the typical issues associated with the Likert scale.

Following each of the eighteen audio recordings in the present study, participants are given a multiple-choice question that tests on a fact given in the audio recording. The multiple-choice questions serve the purpose of evaluating if the participants understand what they are listening to. If participants answer this question incorrectly, their following responses for that audio recording are excluded from the analysis.

After this multiple-choice question, the first task for the participant is to rate the audio recording based on overall intelligibility. This task collects quantitative data.

The second task is rating the audio recordings on confidence that the speaker is a native speaker of High German. As previously stated, of the eighteen audio recordings, eight are audio recordings of native High German speakers, eight are audio recordings of native Texas German speakers, and two are low pass-filtered trials. This task collects quantitative data.

The third task is rating the resemblance between Texas German and High German overall for each city. This task collects quantitative data.

After the section both for City A and City B, participants are presented with five questions inquiring about their attitudes concerning the dialect of German that they heard in said section. These five questions collect qualitative data. The qualitative questions inquire about the participants' impressions/attitudes about Texas German, the similarities and differences between Texas German and High German, and the salient characteristics of Texas German in terms of vocabulary, pronunciation/accent, and/or grammar compared to High German.

The questions collecting qualitative data will be used to facilitate the addition of a sociolinguistic dimension to language endangerment. Sociolinguistics establishes links between language and society. The qualitative questions will establish these links for Texas German. The qualitative questions will also be used by checking to make sure that they correspond to the answers that participants give to the questions obtaining quantitative data. These questions will also be used to give the researcher insight into High German speakers' perspective on Texas German that is not obtainable through questions obtaining quantitative data.

Procedure

Recruitment of participants began after approval from the Institutional Review Board of Texas State University of this research project. An invitation for participation, which included a brief overview of the purpose of the project, was sent via email to prospective participants. The email included the researcher's email address and phone number to reach out to the researcher if they wish to participate.

Participants were then sent the informed consent document and a link to the survey via Qualtrics. The informed consent document stated the requirements for participation, which were being 18 years or older and being a native speaker of German. The document also stated that participation is voluntary, and that participation would take 15 to 30 minutes of their time.

Technical Description of Data Gathering

In order to administer the questionnaire, materials were translated from English to German. The informed consent document, email recruitment, and questionnaire were written by the researcher and then translated by a native High German speaker into German.

Qualtrics was also used in order to administer the questionnaire. The questions, in German, were placed into Qualtrics, an advanced, secure, professional survey tool, free for Texas State students.

Compensation

Participants who completed the survey received an electronic gift card for \$20.00.

Results and Analyses

The following results and analyses incorporate the statistics that are appropriate for the design of this study but should be viewed with caution since the experimental design for this study was intended for a greater sample size than the one that was obtained. It should also be noted that by design, the statistical comparisons do not include the low pass-filtered trials as they were unintelligible.

Overall Intelligibility of the Speaker

A repeated-measures ANOVA with overall intelligibility (or understandability) as the dependent variable and dialect as the independent variable revealed a significant difference for understandability, $F(2, 15) = 16.81, p < .0001$, between High German and Texas German (See Table 4). The ANOVA failed to reveal a significant difference between the Texas German dialect in Fredericksburg and the Texas German dialect in Brenham.

Table 4. Repeated-measures ANOVA analysis for understandability of the speaker with understandability as the dependent variable and dialect as the independent variable.

ANOVA Table for Understandability

	DF	Sum of Squares	Mean Square	F-Value	P-Value	Lambda	Power
Subject	15	12345.917	823.061				
Category for Understandability	2	14294.292	7147.146	16.807	<.0001	33.613	1.000
Category for Understandability * Subject	30	12757.708	425.257				

On average, participants rated High German speakers highest on understandability (99.938), followed by Texas German speakers in Fredericksburg (66.125), followed by Texas German speakers in Brenham (61.063) (See Table 5, Figure 2).

Table 5. Means table for understandability of the speaker with understandability as the dependent variable and dialect as the independent variable.

Means Table for Understandability
Effect: Category for Understandability

	Count	Mean	Std. Dev.	Std. Err.
High German understandability rating	16	99.938	.250	.063
Fredericksburg understandability rating	16	66.125	27.833	6.958
Brenham understandability rating	16	61.063	29.981	7.495

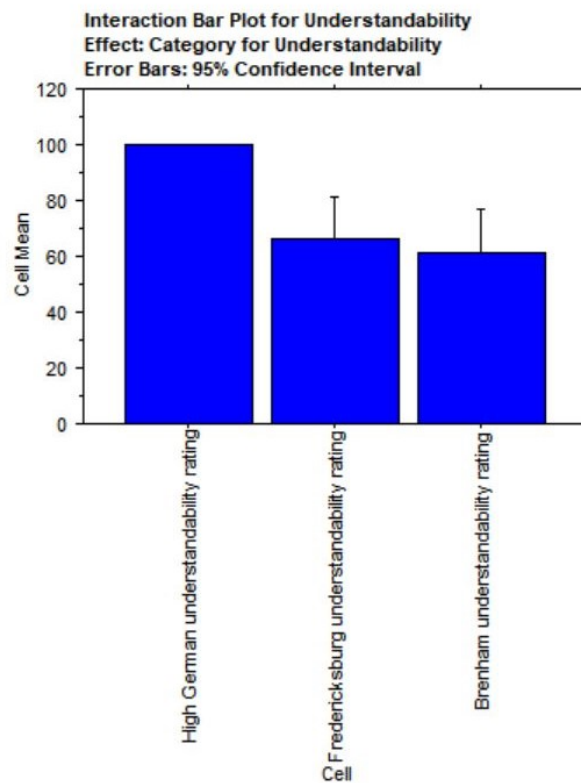


Figure 2. Interaction bar plot for understandability of the speaker with intelligibility as the dependent variable and dialect as the independent variable.

Confidence that the Speaker was a Native Speaker of High German

A repeated-measures ANOVA with confidence that the speaker was a native speaker of High German (or certainty) as the dependent variable and dialect as the

independent variable revealed a significant difference for certainty, $F(2, 14) = 18.34$, $p < .0001$, between High German and Texas German (See Table 6). The ANOVA failed to reveal a significant difference between the Texas German dialect in Fredericksburg and the Texas German dialect in Brenham.

Table 6. ANOVA analysis for certainty as the dependent variable and dialect as the independent variable.

ANOVA Table for Certainty

	DF	Sum of Squares	Mean Square	F-Value	P-Value	Lambda	Power
Subject	14	4800.800	342.914				
Category for Certainty	2	38982.933	19491.467	18.337	<.0001	36.674	1.000
Category for Certainty * Subject	28	29763.067	1062.967				

On average, participants rated High German speakers highest on overall certainty, (99.933), followed by Texas German speakers in Fredericksburg (38.267), followed by Texas German speakers in Brenham (28.000) (See Table 7, Figure 3).

Table 7. Means table for certainty with certainty as the dependent variable and dialect as the independent variable. The term “native speaker” is abbreviated to “NS.”

Means Table for Certainty

Effect: Category for Certainty

	Count	Mean	Std. Dev.	Std. Err.
High German_certainty the speaker is a High German NS	15	94.933	9.384	2.423
Fredericksburg_certainty the speaker is a High German NS	15	38.267	37.619	9.713
Brenham_certainty the speaker is a High German NS	15	28.000	31.074	8.023

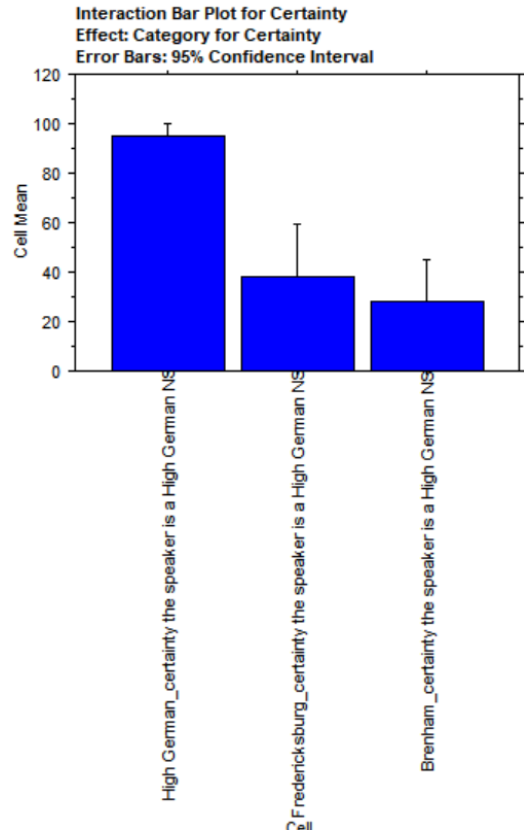


Figure 3. Interaction bar plot for certainty with certainty as the dependent variable and dialect as the independent variable.

Resemblance Between Texas German and High German

A paired-samples *t*-test was run to compare mean similarity ratings between High German and the Texas German dialects in Fredericksburg and Brenham. There was a non-significant difference in ratings for Fredericksburg ($M=51.5$, $SD=26.6$) and Brenham ($M=54.5$, $SD=35.1$); $t(3) = -.44$, $p=.69$.

Discussions and Conclusions

The aim of this study was to add a new dimension to the notion of language endangerment through the study of native speaker perceptions on a dialect of their own language. This was done by testing the distinction between High German and Texas German in order to add a sociolinguistic dimension with elements from perceptual dialectology to the notion of endangered language. The present study explored the hypothesis that native High German-speaking participants' language-related qualitative impressions of the Texas German audio recordings as well as their quantitative ratings of them in terms of overall intelligibility, pronunciation, lexical choice, and morphosyntax relative to High German would be significantly more positive and/or exhibit less variance for Texas German speakers from the city with the relatively larger population of such speakers. The study tested whether High German speakers perceive different dialects of Texas German to be part of a single language, or whether High German speakers' perceptions are different for Texas German speakers who come from places where there are relatively more speakers, like in Fredericksburg, than where there are relatively few of them, like in Brenham.

Findings

The following findings should be viewed with caution since the experimental design for this study was intended for a greater sample size than the one that was obtained. Most likely due to the small sample size, and as stated in the results and analyses, the differences between the Texas German dialect in Brenham and the Texas German dialect in Fredericksburg were not significant. However, the following findings

incorporate qualitative data with the quantitative data, showing results that do demonstrate a trend that supports the hypothesis.

It should also be noted that the results for the High German native speaker and low pass-filtered catch trials mean ratings were as expected. The results for the High German native speaker catch trials were very high (with a mean of 99.338 for overall intelligibility and 99.333 for confidence that the speaker was a native speaker of High German) while the results for the low pass-filtered catch trials were very low (with a mean of 0.5 for overall intelligibility and 0.75 for confidence that the speaker was a native speaker of High German), suggesting the respondents were using the whole rating scale.

Overall intelligibility of the speaker. While the statistical analysis failed to reveal a significant difference between speakers from Fredericksburg and Brenham, the descriptive quantitative data show that participants were less varied in their responses on intelligibility in Fredericksburg than in Brenham, and that the responses were numerically higher for speakers from Fredericksburg. This suggests that the dialect in Fredericksburg may be more understandable to native High German speakers than the dialect in Brenham. These results are part of the trend that supports the hypothesis. The descriptive qualitative data likewise suggest however that participants rated Texas German speakers in Fredericksburg and Texas German speakers in Brenham as more or less equally intelligible. For example, when one participant was discussing their attitudes of Texas German in Brenham, they explained how, like in the part of the questionnaire for Fredericksburg, the dialect was not hard to understand, saying, "*Wie beim ersten Teil auch. Ich finde das Texas Deutsch nicht schwer verständlich und es hört sich auch nicht*

schlechter an, als manche anderen Dialekte, die in Deutschland gesprochen werden.”/

“Like the first part. I find the Texas German not difficult to understand and it doesn’t sound any worse than some other dialects spoken in Germany.”

Confidence that the speaker was a native speaker of High German. The descriptive quantitative data show that participants were less confident that the speakers in Brenham are speakers of High German than they were confident that the speakers in Fredericksburg are speakers of High German. This suggests that Texas German in Fredericksburg may be more like High German than Texas German in Brenham is. The participants’ responses vary greatly in regard to Texas German speakers being speakers of High German, with both cities receiving scores of zero on a scale of 0-100, with zero meaning that the participant is absolutely confident that the recording was not of a native speaker of Standard High German and 100 meaning that the participant is absolutely confident that the recording was of a native speaker of High German. However, Brenham’s scores only range up to seventy-eight whereas Fredericksburg’s scores range up to 100, meaning that at least some participants view speakers in Fredericksburg to be closer to native speakers of High German than they view speakers in Brenham to be. These results are part of the trend that supports the hypothesis. The qualitative data also suggest however that participants don’t have confidence overall that either Texas German speakers in Fredericksburg or in Brenham are native speakers of High German. As one participant stated, *“es ist sehr eindeutig zu hören wer hochdeutsch spricht und wer nicht”/* “it is very clear to hear who speaks High German and who does not.”

Resemblance between Texas German and High German. The descriptive quantitative data show that participants rate the resemblance between High German and

Texas German in Fredericksburg to be less than the resemblance between High German and Texas German in Brenham. However, the standard deviation is smaller for Fredericksburg, indicating more consistency in these responses.

The qualitative data corroborate the quantitative data. The qualitative data show that participants believe Texas German in Fredericksburg is lacking in one or two qualities (i.e., accent, vocabulary, etc.). For example, as one participant stated, “*sind Aussprache, Betonung und Stimmmodulation oft recht gut ... aber Satzbau und Vokabular oft ‘sub-optimal’*”/ “pronunciation, emphasis and voice modulation are often quite good...but sentence structure and vocabulary are often ‘sub-optimal.’” The qualitative data for Texas German in Brenham vary greatly between participants, with descriptions ranging from little resemblance to high resemblance. For example, as one participant stated, “*klings ueberwiegend, wie ein Amerikaner, der/die recht gutes Deutsch spricht (mit Akzent)*”/ “sounds predominantly like an American who speaks reasonably good German (with accent),” while as another participant said, “*wenig Übereinstimmung bei Texas Deutsch und Hochdeutsch*”/ “little match between Texas German and High German.” Therefore, these results are part of the trend that supports the hypothesis.

Limitations

The main limitation of this study was time constraints, as the study involved many outside parties and at times the progress of the study was dependent on the speed at which other parties worked. The researcher first had to contact the Texas German Dialect Project for information and approval to use sound files from their database. Then the recruitment email, informed consent document, and questionnaire had to be translated into German from English. The study then had to be approved by the Institutional Review

Board at Texas State University. Finally, the researcher distributed the questionnaire through email to the participants.

Another limitation of this study is that the proof of concept is not definitive. Due to a smaller number of participants, the results do not definitively support the hypothesis. However, given the trends that were observed, it is believed that the findings do support the original hypothesis. Therefore, further research using the design of the present study would be warranted.

Future Research

As mentioned earlier, there are no current biographical data on the speakers of Texas German. Obtaining this information is another possible future avenue for research.

One avenue for future research is having a larger number of participants in order to create a definitive proof of concept.

Another avenue for future research is creating a longitudinal study. In a longitudinal study, the present study would be replicated multiple times over the course of many years to test the differences that arise over time, whereas the present study only tests the differences at the present time. With this possible study, the change over time will be examined.

In future research, another avenue is piloting the questionnaire before distribution. Due to time constraints, this was not possible for the present study, but it would eliminate any questions which do not work well. In the present study, there was one question in which three of the four participants answered (A) while the correct answer was (B). This

suggests that the question did not work well and that the questionnaire could've benefited from a pilot run so that it would not have to be excluded from the analyses.

Another avenue for future research is a replication of the present study with alternate cities. The present study includes audio recordings of two Texas cities. City A is Brenham, which was chosen because it is a city with a relatively smaller population of Texas German speakers, and City B is Fredericksburg, which was chosen because it is a city with a relatively larger population of Texas German speakers. The cities were chosen for the present study for the population sizes of Texas German speakers. The total population of Brenham 12,378 people, of which 1.41% (175 people) speaks German. The total population of Fredericksburg is 8,290 people, of which 12.48% (1,035 people) speaks German. However, future research could be conducted with speakers from alternate Texas cities with other possible differences in speaker population. For example, the researcher could control for population size but vary population density.

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Appendix A: Questionnaire – English

Please select your gender.

-Male

-Female

Please indicate your nationality.

Please indicate your age.

Please indicate your place of residence.

Throughout this questionnaire, you will be listening to audio recordings of both Standard High German and Texas German. Standard High German refers to the written and spoken form of German used in German-speaking Europe. Texas German refers to the language spoken by descendants of German immigrants who settled in the American state of Texas in the mid-19th century. Please feel free to listen to the audio recordings more than once if/as needed while you are completing the questionnaire.

There will be two parts to the questionnaire. Each part will be followed by a set of questions.

You are now beginning part one of the questionnaire.

Listen to the following sound file.

In the sound file, where was the speaker's father baptized?

-Doss

-Harper

-Mason

-I don't know

Please rate the overall intelligibility of the speaker in the sound file. Use the sliding bar below to answer.

Please click on and drag the slider to answer with any number between 0 and 100.

An answer of 0 would mean that the speaker was completely unintelligible to you.

An answer of 100 would mean that the speaker was fully intelligible to you.

How confident are you that the speaker in the recording was a native speaker of Standard High German? Use the sliding bar below to answer.

Please click on and drag the slider to answer with any number between 0 and 100.

An answer of 0 would mean you are absolutely confident that the recording was not of a native speaker of Standard High German.

Listen to the following sound file.

In the sound file, the speaker who was being interviewed said people are moving to New Braunfels because...

- They want to live somewhere not so cold

- They want to be close to San Antonio
- They want to live in a smaller city
- I don't know

Please rate the overall intelligibility of the speaker in the sound file. Use the sliding bar below to answer.

Please click on and drag the slider to answer with any number between 0 and 100.

An answer of 0 would mean that the speaker was completely unintelligible to you.

An answer of 100 would mean that the speaker was fully intelligible to you.

How confident are you that the speaker in the recording was a native speaker of Standard High German? Use the sliding bar below to answer.

Please click on and drag the slider to answer with any number between 0 and 100.

An answer of 0 would mean you are absolutely confident that the recording was not of a native speaker of Standard High German.

Listen to the following sound file.

Where did the family go on vacation?

-New York

-Rome

-London

-I don't know

Please rate the overall intelligibility of the speaker in the sound file. Use the sliding bar below to answer.

Please click on and drag the slider to answer with any number between 0 and 100.

An answer of 0 would mean that the speaker was completely unintelligible to you.

An answer of 100 would mean that the speaker was fully intelligible to you.

How confident are you that the speaker in the recording was a native speaker of Standard High German? Use the sliding bar below to answer.

Please click on and drag the slider to answer with any number between 0 and 100.

An answer of 0 would mean you are absolutely confident that the recording was not of a native speaker of Standard High German.

Listen to the following sound file.

What crop does the speaker talk about?

- Wheat
- Cauliflower
- Corn
- I don't know

Please rate the overall intelligibility of the speaker in the sound file. Use the sliding bar below to answer.

Please click on and drag the slider to answer with any number between 0 and 100.

An answer of 0 would mean that the speaker was completely unintelligible to you.

An answer of 100 would mean that the speaker was fully intelligible to you.

How confident are you that the speaker in the recording was a native speaker of Standard High German? Use the sliding bar below to answer.

Please click on and drag the slider to answer with any number between 0 and 100.

An answer of 0 would mean you are absolutely confident that the recording was not of a native speaker of Standard High German.

Listen to the following sound file.

In the sound file, the speaker's uncle was a part of which choir?

- The church choir
- The mixed choir
- The men's choir
- I don't know

Please rate the overall intelligibility of the speaker in the sound file. Use the sliding bar below to answer.

Please click on and drag the slider to answer with any number between 0 and 100.

An answer of 0 would mean that the speaker was completely unintelligible to you.

An answer of 100 would mean that the speaker was fully intelligible to you.

How confident are you that the speaker in the recording was a native speaker of Standard High German? Use the sliding bar below to answer.

Please click on and drag the slider to answer with any number between 0 and 100.

An answer of 0 would mean you are absolutely confident that the recording was not of a native speaker of Standard High German.

Listen to the following sound file.

In the sound file, what was the season they made sausage in?

- Spring
- Summer
- Autumn
- Winter

Please rate the overall intelligibility of the speaker in the sound file. Use the sliding bar below to answer.

Please click on and drag the slider to answer with any number between 0 and 100.

An answer of 0 would mean that the speaker was completely unintelligible to you.

An answer of 100 would mean that the speaker was fully intelligible to you.

How confident are you that the speaker in the recording was a native speaker of Standard High German? Use the sliding bar below to answer.

Please click on and drag the slider to answer with any number between 0 and 100.

An answer of 0 would mean you are absolutely confident that the recording was not of a native speaker of Standard High German.

Listen to the following sound file.

In the sound file, what did the speaker's distant grandfather give to his sons?

- Land
- A house
- His business
- I don't know

Please rate the overall intelligibility of the speaker in the sound file. Use the sliding bar below to answer.

Please click on and drag the slider to answer with any number between 0 and 100.

An answer of 0 would mean that the speaker was completely unintelligible to you.

An answer of 100 would mean that the speaker was fully intelligible to you.

How confident are you that the speaker in the recording was a native speaker of Standard High German? Use the sliding bar below to answer.

Please click on and drag the slider to answer with any number between 0 and 100.

An answer of 0 would mean you are absolutely confident that the recording was not of a native speaker of Standard High German.

Listen to the following sound file.

In the sound file, who went in the covered wagon?

- The speaker's mom
- The speaker's dad
- The speaker's child
- I don't know

Please rate the overall intelligibility of the speaker in the sound file. Use the sliding bar below to answer.

Please click on and drag the slider to answer with any number between 0 and 100.

An answer of 0 would mean that the speaker was completely unintelligible to you.

An answer of 100 would mean that the speaker was fully intelligible to you.

How confident are you that the speaker in the recording was a native speaker of Standard High German? Use the sliding bar below to answer.

Please click on and drag the slider to answer with any number between 0 and 100.

An answer of 0 would mean you are absolutely confident that the recording was not of a native speaker of Standard High German.

The questions below refer to part one only.

Please briefly describe any attitudes and/or impressions (either favorable or unfavorable) which might have arisen while you were listening to any speakers who you felt were not speakers of Standard High German, i.e., to any speakers who you felt were Texas German speakers.

In your opinion, how closely do Texas German and German resemble each other?

Slide bar from left to right with the left being 0% and the right being 100%.

Please explain (in terms of both similarities and differences) why you responded to the previous question the way that you did.

What do you believe are the most noticeable characteristics of Texas German in terms of vocabulary, pronunciation/accent, and/or grammar when compared to German?

Please feel free to add any additional comments on Texas German below.

You are now beginning part two of the questionnaire. The questions that follow will only be in reference to the following sound files.

Listen to the following sound file.

In the sound file, where were the grandparents of the speaker from?

- Brandenburg
- Posen
- Schleswig-Holstein
- I don't know

Please rate the overall intelligibility of the speaker in the sound file. Use the sliding bar below to answer.

Please click on and drag the slider to answer with any number between 0 and 100.

An answer of 0 would mean that the speaker was completely unintelligible to you.

An answer of 100 would mean that the speaker was fully intelligible to you.

How confident are you that the speaker in the recording was a native speaker of Standard High German? Use the sliding bar below to answer.

Please click on and drag the slider to answer with any number between 0 and 100.

An answer of 0 would mean you are absolutely confident that the recording was not of a native speaker of Standard High German.

Listen to the following sound file.

Which animal is mentioned?

- Hen
- Pig
- Duck
- I don't know

Please rate the overall intelligibility of the speaker in the sound file. Use the sliding bar below to answer.

Please click on and drag the slider to answer with any number between 0 and 100.

An answer of 0 would mean that the speaker was completely unintelligible to you.

An answer of 100 would mean that the speaker was fully intelligible to you.

How confident are you that the speaker in the recording was a native speaker of Standard High German? Use the sliding bar below to answer.

Please click on and drag the slider to answer with any number between 0 and 100. An answer of 0 would mean you are absolutely confident that the recording was not of a native speaker of Standard High German

Listen to the following sound file.

In the sound file, why were the roads not usable?

- They were underwater
- They were blocked off due to an accident
- They were closed due to utility work
- I don't know

Please rate the overall intelligibility of the speaker in the sound file. Use the sliding bar below to answer.

Please click on and drag the slider to answer with any number between 0 and 100.

An answer of 0 would mean that the speaker was completely unintelligible to you.

An answer of 100 would mean that the speaker was fully intelligible to you.

How confident are you that the speaker in the recording was a native speaker of Standard High German? Use the sliding bar below to answer.

Please click on and drag the slider to answer with any number between 0 and 100.

An answer of 0 would mean you are absolutely confident that the recording was not of a native speaker of Standard High German.

Listen to the following sound file.

In the sound file, what separated the speaker's house from his wife's?

- Shrubbery
- A fence
- Nothing
- I don't know

Please rate the overall intelligibility of the speaker in the sound file. Use the sliding bar below to answer.

Please click on and drag the slider to answer with any number between 0 and 100.

An answer of 0 would mean that the speaker was completely unintelligible to you.

An answer of 100 would mean that the speaker was fully intelligible to you.

How confident are you that the speaker in the recording was a native speaker of Standard High German? Use the sliding bar below to answer.

Please click on and drag the slider to answer with any number between 0 and 100.

An answer of 0 would mean you are absolutely confident that the recording was not of a native speaker of Standard High German.

Listen to the following sound file.

What holiday was the family celebrating?

-Christmas

-New Years

-Halloween

-I don't know

Please rate the overall intelligibility of the speaker in the sound file. Use the sliding bar below to answer.

Please click on and drag the slider to answer with any number between 0 and 100.

An answer of 0 would mean that the speaker was completely unintelligible to you.

An answer of 100 would mean that the speaker was fully intelligible to you.

How confident are you that the speaker in the recording was a native speaker of Standard High German? Use the sliding bar below to answer.

Please click on and drag the slider to answer with any number between 0 and 100.

An answer of 0 would mean you are absolutely confident that the recording was not of a native speaker of Standard High German.

Listen to the following sound file.

In the sound file, where were people going to?

- Carolina
- Texas
- Mexico
- I don't know

Please rate the overall intelligibility of the speaker in the sound file. Use the sliding bar below to answer.

Please click on and drag the slider to answer with any number between 0 and 100.

An answer of 0 would mean that the speaker was completely unintelligible to you.

An answer of 100 would mean that the speaker was fully intelligible to you.

How confident are you that the speaker in the recording was a native speaker of Standard High German? Use the sliding bar below to answer.

Please click on and drag the slider to answer with any number between 0 and 100.

An answer of 0 would mean you are absolutely confident that the recording was not of a native speaker of Standard High German.

Listen to the following sound file.

In the sound file, where did the speaker's grandparent work?

- Bank
- Farm
- Factory
- I don't know

Please rate the overall intelligibility of the speaker in the sound file. Use the sliding bar below to answer.

Please click on and drag the slider to answer with any number between 0 and 100.

An answer of 0 would mean that the speaker was completely unintelligible to you.

An answer of 100 would mean that the speaker was fully intelligible to you.

How confident are you that the speaker in the recording was a native speaker of Standard High German? Use the sliding bar below to answer.

Please click on and drag the slider to answer with any number between 0 and 100.

An answer of 0 would mean you are absolutely confident that the recording was not of a native speaker of Standard High German.

Listen to the following sound file.

In the sound file, what was the speaker's dad's occupation?

- Policeman
- Farmer
- Teacher

- I don't know

Please rate the overall intelligibility of the speaker in the sound file. Use the sliding bar below to answer.

Please click on and drag the slider to answer with any number between 0 and 100.

An answer of 0 would mean that the speaker was completely unintelligible to you.

An answer of 100 would mean that the speaker was fully intelligible to you.

How confident are you that the speaker in the recording was a native speaker of Standard High German? Use the sliding bar below to answer.

Please click on and drag the slider to answer with any number between 0 and 100.

An answer of 0 would mean you are absolutely confident that the recording was not of a native speaker of Standard High German.

The questions below refer to part two only.

Please briefly describe any attitudes and/or impressions (either favorable or unfavorable) which might have arisen while you were listening to any speakers who you felt were not speakers of Standard High German, i.e., to any speakers who you felt were Texas German speakers.

In your opinion, how closely do Texas German and German resemble each other?

Slide bar from left to right with the left being 0% and the right being 100%.

Please explain (in terms of both similarities and differences) why you responded to the previous question the way that you did.

What do you believe are the most noticeable characteristics of Texas German in terms of vocabulary, pronunciation/accent, and/or grammar when compared to German?

Please feel free to add any additional comments on Texas German below.

Appendix B: Questionnaire – German

Bitte wählen Sie Ihr Geschlecht.

- weiblich

- männlich

Bitte geben Sie Ihre Staatsangehörigkeit an.

Bitte geben Sie Ihr Alter an.

Bitte geben Sie Ihren Wohnort an.

Für diesen Fragebogen werden Sie Audioaufnahmen in Hochdeutsch und Texas Deutsch hören.

Mit Hochdeutsch ist die geschriebene und gesprochene Form von Deutsch gemeint, die in den deutschsprachigen Ländern Europas benutzt wird. Mit Texas Deutsch ist die gesprochene

Sprache gemeint, die die Nachfahren von Deutschen benutzen, die Mitte des 19. Jahrhunderts in den amerikanischen Bundesstaat Texas ausgewandert sind. Sie können sich die

Audioaufnahmen so oft anhören, wie Sie wollen, während Sie den Fragebogen ausfüllen.

Der Fragebogen hat zwei Teile. Jedem Teil folgt eine Reihe von Fragen.

Hier beginnt der erste Teil des Fragebogens:

Hören Sie sich die folgende Aufnahme an.

Wo wurde der Vater der Sprecherin getauft?

-Doss

-Harper

-Mason

- Ich weiß es nicht

Bitte bewerten Sie, wie verständlich der Sprecher oder die Sprecherin in der Aufnahme ist.

Benutzen Sie den Schieberegler, um zu antworten.

Bitte klicken Sie auf den Schieberegler und bewegen Sie ihn nach rechts, um eine Zahl zwischen 0 und 100 auszuwählen. Eine Null als Antwort würde bedeuten, dass Sie den Sprecher oder die Sprecherin überhaupt nicht verstehen konnten. Eine 100 als Antwort würde bedeuten, dass der Sprecher voll verständlich für Sie war.

Wie sicher sind Sie, dass der Sprecher oder die Sprecherin in der Aufnahme ein Sprecher des Hochdeutschen ist. Benutzen Sie den Schieberegler um zu antworten.

Bitte klicken Sie auf den Schieberegler und bewegen Sie ihn nach rechts, um eine Zahl zwischen 0 und 100 auszuwählen. Ein 0 als Antwort würde bedeuten, dass sie sich absolut sicher sind, dass der Sprecher kein Muttersprachler des Hochdeutschen ist.

Hören Sie sich die folgende Aufnahme an.

Die interviewte Sprecherin hat gesagt, dass Leute nach New Braunfels ziehen weil...

- sie an einem Ort Leben wollen, der nicht so kalt ist

- sie in der Nähe von San Antonio leben wollen
- sie in einer kleineren Stadt leben wollen
- Ich weiß es nicht

Bitte bewerten Sie, wie verständlich der Sprecher oder die Sprecherin in der Aufnahme ist.

Benutzen Sie den Schieberegler, um zu antworten.

Bitte klicken Sie auf den Schieberegler und bewegen Sie ihn nach rechts, um eine Zahl zwischen 0 und 100 auszuwählen. Eine Null als Antwort würde bedeuten, dass Sie den Sprecher oder die Sprecherin überhaupt nicht verstehen konnten. Eine 100 als Antwort würde bedeuten, dass der Sprecher voll verständlich für Sie war.

Wie sicher sind Sie, dass der Sprecher oder die Sprecherin in der Aufnahme ein Sprecher des Hochdeutschen ist. Benutzen Sie den Schieberegler um zu antworten.

Bitte klicken Sie auf den Schieberegler und bewegen Sie ihn nach rechts, um eine Zahl zwischen 0 und 100 auszuwählen. Ein 0 als Antwort würde bedeuten, dass sie sich absolut sicher sind, dass der Sprecher kein Muttersprachler des Hochdeutschen ist.

Hören Sie sich die folgende Aufnahme an.

Wohin ist die Familie in den Urlaub gefahren?

-New York

-Rom

-London

- Ich weiß es nicht

Bitte bewerten Sie, wie verständlich der Sprecher oder die Sprecherin in der Aufnahme ist.

Benutzen Sie den Schieberegler, um zu antworten.

Bitte klicken Sie auf den Schieberegler und bewegen Sie ihn nach rechts, um eine Zahl zwischen 0 und 100 auszuwählen. Eine Null als Antwort würde bedeuten, dass Sie den Sprecher oder die Sprecherin überhaupt nicht verstehen konnten. Eine 100 als Antwort würde bedeuten, dass der Sprecher voll verständlich für Sie war.

Wie sicher sind Sie, dass der Sprecher oder die Sprecherin in der Aufnahme ein Sprecher des Hochdeutschen ist. Benutzen Sie den Schieberegler um zu antworten.

Bitte klicken Sie auf den Schieberegler und bewegen Sie ihn nach rechts, um eine Zahl zwischen 0 und 100 auszuwählen. Ein 0 als Antwort würde bedeuten, dass sie sich absolut sicher sind, dass der Sprecher kein Muttersprachler des Hochdeutschen ist.

Hören Sie sich die folgende Aufnahme an.

Über welche Pflanzen wurde gesprochen?

- Weizen
- Blumenkohl
- Mais
- Ich weiß es nicht

Bitte bewerten Sie, wie verständlich der Sprecher oder die Sprecherin in der Aufnahme ist.

Benutzen Sie den Schieberegler, um zu antworten.

Bitte klicken Sie auf den Schieberegler und bewegen Sie ihn nach rechts, um eine Zahl zwischen 0 und 100 auszuwählen. Eine Null als Antwort würde bedeuten, dass Sie den Sprecher oder die Sprecherin überhaupt nicht verstehen konnten. Eine 100 als Antwort würde bedeuten, dass der Sprecher voll verständlich für Sie war.

Wie sicher sind Sie, dass der Sprecher oder die Sprecherin in der Aufnahme ein Sprecher des Hochdeutschen ist. Benutzen Sie den Schieberegler um zu antworten.

Bitte klicken Sie auf den Schieberegler und bewegen Sie ihn nach rechts, um eine Zahl zwischen 0 und 100 auszuwählen. Ein 0 als Antwort würde bedeuten, dass sie sich absolut sicher sind, dass der Sprecher kein Muttersprachler des Hochdeutschen ist.

Hören Sie sich die folgende Aufnahme an.

In was für einem Chor hat der Onkel gesungen?

- In einem Kirchenchor
- In einem gemischten Chor
- In einem Männerchor
- Ich weiß es nicht

Bitte bewerten Sie, wie verständlich der Sprecher oder die Sprecherin in der Aufnahme ist.

Benutzen Sie den Schieberegler, um zu antworten.

Bitte klicken Sie auf den Schieberegler und bewegen Sie ihn nach rechts, um eine Zahl zwischen 0 und 100 auszuwählen. Eine Null als Antwort würde bedeuten, dass Sie den Sprecher oder die Sprecherin überhaupt nicht verstehen konnten. Eine 100 als Antwort würde bedeuten, dass der Sprecher voll verständlich für Sie war.

Wie sicher sind Sie, dass der Sprecher oder die Sprecherin in der Aufnahme ein Sprecher des Hochdeutschen ist. Benutzen Sie den Schieberegler um zu antworten.

Bitte klicken Sie auf den Schieberegler und bewegen Sie ihn nach rechts, um eine Zahl zwischen 0 und 100 auszuwählen. Ein 0 als Antwort würde bedeuten, dass sie sich absolut sicher sind, dass der Sprecher kein Muttersprachler des Hochdeutschen ist.

Hören Sie sich die folgende Aufnahme an.

In welcher Jahreszeit wurde Wurst gemacht?

- Frühling
- Sommer
- Herbst
- Winter

Bitte bewerten Sie, wie verständlich der Sprecher oder die Sprecherin in der Aufnahme ist.

Benutzen Sie den Schieberegler, um zu antworten.

Bitte klicken Sie auf den Schieberegler und bewegen Sie ihn nach rechts, um eine Zahl zwischen 0 und 100 auszuwählen. Eine Null als Antwort würde bedeuten, dass Sie den

Sprecher oder die Sprecherin überhaupt nicht verstehen konnten. Eine 100 als Antwort würde bedeuten, dass der Sprecher voll verständlich für Sie war.

Wie sicher sind Sie, dass der Sprecher oder die Sprecherin in der Aufnahme ein Sprecher des Hochdeutschen ist. Benutzen Sie den Schieberegler um zu antworten.

Bitte klicken Sie auf den Schieberegler und bewegen Sie ihn nach rechts, um eine Zahl zwischen 0 und 100 auszuwählen. Ein 0 als Antwort würde bedeuten, dass sie sich absolut sicher sind, dass der Sprecher kein Muttersprachler des Hochdeutschen ist.

Hören Sie sich die folgende Aufnahme an.

Was hat der Großvater in der Aufnahme seinen Söhnen vermacht?

- Land
- Ein Haus
- Sein Geschäft
- Ich weiß es nicht

Bitte bewerten Sie, wie verständlich der Sprecher oder die Sprecherin in der Aufnahme ist.

Benutzen Sie den Schieberegler, um zu antworten.

Bitte klicken Sie auf den Schieberegler und bewegen Sie ihn nach rechts, um eine Zahl zwischen 0 und 100 auszuwählen. Eine Null als Antwort würde bedeuten, dass Sie den Sprecher oder die Sprecherin überhaupt nicht verstehen konnten. Eine 100 als Antwort würde bedeuten, dass der Sprecher voll verständlich für Sie war.

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Hören Sie sich die folgende Aufnahme an.

Wer ist in der Aufnahme im Planwagen gereist?

- Die Mutter
- Der Vater
- Das Kind
- Ich weiß es nicht

Bitte bewerten Sie, wie verständlich der Sprecher oder die Sprecherin in der Aufnahme ist.

Benutzen Sie den Schieberegler, um zu antworten.

Bitte klicken Sie auf den Schieberegler und bewegen Sie ihn nach rechts, um eine Zahl zwischen 0 und 100 auszuwählen. Eine Null als Antwort würde bedeuten, dass Sie den Sprecher oder die Sprecherin überhaupt nicht verstehen konnten. Eine 100 als Antwort würde bedeuten, dass der Sprecher voll verständlich für Sie war.

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Die untenstehenden Fragen beziehen sich nur auf Teil 1:

Bitte beschreiben Sie Ihre Haltung oder Ihre Eindrücke (positiv oder negativ), die aufgekommen sein könnten, während Sie Sprecher gehört haben, die Ihrer Meinung nach keine Sprecher des Hochdeutschen sondern Sprecher des Texas Deutsch waren.

Wie sehr ähneln sich Ihrer Meinung nach Texas Deutsch und Hochdeutsch?

Bewegen Sie den Schieberegler von rechts nach links (links 0% und rechts 100% Übereinstimmung)

Bitte erklären Sie die Antwort, die Sie auf die vorangegangene Frage gegeben haben, indem Sie die Ähnlichkeiten oder Unterschiede beschreiben.

Was sind Ihrer Meinung nach die auffälligsten Merkmale des Texas Deutschen in Hinsicht auf Vokabular, Aussprache/Akzent, und/oder Grammatik, wenn man es mit dem Hochdeutschen vergleicht.

Wenn Sie andere Kommentare zum Texas Deutschen haben, können Sie sie hier notieren.

Sie beginnen jetzt den zweiten Teil des Fragebogens. Die Fragen die folgen, beziehen sich nur auf die folgenden Aufnahmen.

Hören Sie sich die folgende Aufnahme an.

Woher kamen die Großeltern in der Aufnahme?

- Brandenburg
- Posen
- Schleswig-Holstein
- Ich weiß es nicht

Bitte bewerten Sie, wie verständlich der Sprecher oder die Sprecherin in der Aufnahme ist.

Benutzen Sie den Schieberegler, um zu antworten.

Bitte klicken Sie auf den Schieberegler und bewegen Sie ihn nach rechts, um eine Zahl zwischen 0 und 100 auszuwählen. Eine Null als Antwort würde bedeuten, dass Sie den Sprecher oder die Sprecherin überhaupt nicht verstehen konnten. Eine 100 als Antwort würde bedeuten, dass der Sprecher voll verständlich für Sie war.

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Bitte klicken Sie auf den Schieberegler und bewegen Sie ihn nach rechts, um eine Zahl zwischen 0 und 100 auszuwählen. Ein 0 als Antwort würde bedeuten, dass sie sich absolut sicher sind, dass der Sprecher kein Muttersprachler des Hochdeutschen ist.

Hören Sie sich die folgende Aufnahme an.

Warum waren die Straßen in der Aufnahme nicht passierbar?

- Sie standen unter Wasser

- Sie waren wegen eines Unfalls gesperrt
- Sie waren wegen Stromarbeiten gesperrt
- Ich weiß es nicht

Bitte bewerten Sie, wie verständlich der Sprecher oder die Sprecherin in der Aufnahme ist.

Benutzen Sie den Schieberegler, um zu antworten.

Bitte klicken Sie auf den Schieberegler und bewegen Sie ihn nach rechts, um eine Zahl zwischen 0 und 100 auszuwählen. Eine Null als Antwort würde bedeuten, dass Sie den Sprecher oder die Sprecherin überhaupt nicht verstehen konnten. Eine 100 als Antwort würde bedeuten, dass der Sprecher voll verständlich für Sie war.

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Hören Sie sich die folgende Aufnahme an.

Was befand sich zwischen dem Haus des Sprechers und dem seiner zukünftigen Frau?

- Eine Hecke
- Ein Zaun
- Nichts

- Ich weiß es nicht

Bitte bewerten Sie, wie verständlich der Sprecher oder die Sprecherin in der Aufnahme ist.

Benutzen Sie den Schieberegler, um zu antworten.

Bitte klicken Sie auf den Schieberegler und bewegen Sie ihn nach rechts, um eine Zahl zwischen 0 und 100 auszuwählen. Eine Null als Antwort würde bedeuten, dass Sie den Sprecher oder die Sprecherin überhaupt nicht verstehen konnten. Eine 100 als Antwort würde bedeuten, dass der Sprecher voll verständlich für Sie war.

Wie sicher sind Sie, dass der Sprecher oder die Sprecherin in der Aufnahme ein Sprecher des Hochdeutschen ist. Benutzen Sie den Schieberegler um zu antworten.

Bitte klicken Sie auf den Schieberegler und bewegen Sie ihn nach rechts, um eine Zahl zwischen 0 und 100 auszuwählen. Ein 0 als Antwort würde bedeuten, dass sie sich absolut sicher sind, dass der Sprecher kein Muttersprachler des Hochdeutschen ist.

Hören Sie sich die folgende Aufnahme an.

Was feierte die Familie?

- Weihnachten

- Neujahrs

-Halloween

- Ich weiß es nicht

Bitte bewerten Sie, wie verständlich der Sprecher oder die Sprecherin in der Aufnahme ist.

Benutzen Sie den Schieberegler, um zu antworten.

Bitte klicken Sie auf den Schieberegler und bewegen Sie ihn nach rechts, um eine Zahl zwischen 0 und 100 auszuwählen. Eine Null als Antwort würde bedeuten, dass Sie den Sprecher oder die Sprecherin überhaupt nicht verstehen konnten. Eine 100 als Antwort würde bedeuten, dass der Sprecher voll verständlich für Sie war.

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Hören Sie sich die folgende Aufnahme an.

Wohin reisten die Leute in der Aufnahme?

- Carolina
- Texas
- Mexiko
- Ich weiß es nicht

Bitte bewerten Sie, wie verständlich der Sprecher oder die Sprecherin in der Aufnahme ist.

Benutzen Sie den Schieberegler, um zu antworten.

Bitte klicken Sie auf den Schieberegler und bewegen Sie ihn nach rechts, um eine Zahl zwischen 0 und 100 auszuwählen. Eine Null als Antwort würde bedeuten, dass Sie den Sprecher oder die Sprecherin überhaupt nicht verstehen konnten. Eine 100 als Antwort würde bedeuten, dass der Sprecher voll verständlich für Sie war.

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Hören Sie sich die folgende Aufnahme an.

Wo arbeiteten die Großeltern?

- Auf einer Bank
- Auf einem Bauernhof
- In einer Fabrik
- Ich weiß es nicht

Bitte bewerten Sie, wie verständlich der Sprecher oder die Sprecherin in der Aufnahme ist.

Benutzen Sie den Schieberegler, um zu antworten.

Bitte klicken Sie auf den Schieberegler und bewegen Sie ihn nach rechts, um eine Zahl zwischen 0 und 100 auszuwählen. Eine Null als Antwort würde bedeuten, dass Sie den

Sprecher oder die Sprecherin überhaupt nicht verstehen konnten. Eine 100 als Antwort würde bedeuten, dass der Sprecher voll verständlich für Sie war.

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Hören Sie sich die folgende Aufnahme an.

Was war der Beruf des Vaters?

- Polizist
- Bauer
- Lehrer
- Ich weiß es nicht

Bitte bewerten Sie, wie verständlich der Sprecher oder die Sprecherin in der Aufnahme ist.

Benutzen Sie den Schieberegler, um zu antworten.

Bitte klicken Sie auf den Schieberegler und bewegen Sie ihn nach rechts, um eine Zahl zwischen 0 und 100 auszuwählen. Eine Null als Antwort würde bedeuten, dass Sie den Sprecher oder die Sprecherin überhaupt nicht verstehen konnten. Eine 100 als Antwort würde bedeuten, dass der Sprecher voll verständlich für Sie war.

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Die folgenden Fragen beziehen sich nur auf Teil zwei.

Bitte beschreiben Sie Ihre Haltung oder Ihre Eindrücke (positiv oder negativ), die aufgekommen sein könnten, während Sie Sprecher gehört haben, die Ihrer Meinung nach keine Sprecher des Hochdeutschen sondern Sprecher des Texas Deutsch waren.

Wie sehr ähneln sich Ihrer Meinung nach Texas Deutsch und Hochdeutsch?

Bewegen Sie den Schieberegler von rechts nach links (links 0% und rechts 100% Übereinstimmung)

Bitte erklären Sie die Antwort, die Sie auf die vorangegangene Frage gegeben haben, indem Sie die Ähnlichkeiten oder Unterschiede beschreiben.

Was sind Ihrer Meinung nach die auffälligsten Merkmale des Texas Deutschen in Hinsicht auf Vokabular, Aussprache/Akzent, und/oder Grammatik, wenn man es mit dem Hochdeutschen vergleicht.

Wenn Sie andere Kommentare zum Texas Deutschen haben, können Sie sie hier notieren.

Appendix C: Research Participation Invitation – English

To: [insertion of each individual person’s email address here, separately]

From: Rachel Frith, raf109@txstate.edu

Subject: Paid Research Participation Invitation: Texas German Compared to High German

This email message is an approved request for participation in research that has been approved by the Texas State Institutional Review Board (IRB).

Dear [insertion of the person’s name here],

I am conducting research on Texas German in order to add a sociolinguistic dimension to the notion of “endangered language.” You are being asked to complete this survey because you are a native speaker of German.

Participation is voluntary and will involve listening to sound clips and answering the questions that follow. The survey will take 15 to 30 minutes to complete. If you decide to participate, I will send you a link to the survey, which will be taken online. Your responses are anonymous. You will receive a gift card electronically for \$20.00 for participating.

To participate in this research or ask questions about this research please contact me at:

Rachel Frith

Raf109@txstate.edu

512-720-1586

This project, number 6711, was approved by the Texas State IRB on [insert IRB approval date or date of Exemption]. Pertinent questions or concerns about the research, research participants' rights, and/or research-related injuries to participants should be directed to the IRB chair, Dr. Denise Gobert 512-716-2652 – (dgobert@txstate.edu) or to Monica Gonzales, IRB Regulatory Manager 512-245-2334 - (meg201@txstate.edu).

Appendix D: Research Participation Invitation – German

An: []

Von: Rachel Frith, raf109@txstate.edu

Betreff: Einladung an einer Forschung teilzunehmen: Texas Deutsch im Vergleich zu Hochdeutsch

Diese E-Mail-Nachricht ist eine Einladung an einer Studie teilzunehmen, die vom Texas State Institutional Review Board (IRB) genehmigt wurde.

Sehr geehrte Teilnehmer,

Ich mache eine Studie zum Texas Deutschen, um dem Begriff „gefährdete Sprache“ eine soziolinguistische Dimension zu geben. Sie werden eingeladen, an dieser Studie teilzunehmen, da Ihre Muttersprache Deutsch ist.

Die Teilnahme ist freiwillig und beinhaltet das Anhören von Soundclips und die Beantwortung eines Fragebogens. Die Umfrage dauert 15 bis 30 Minuten. Wenn Sie sich für eine Teilnahme entscheiden, sende ich Ihnen einen Link zu einem online Fragebogen. Ihre Antworten sind anonym. Als Gegenleistung für Ihre Teilnahme erhalten Sie eine elektronische Geschenkkarte im Wert von 20,00 USD.

Um an dieser Studie teilzunehmen oder Fragen zu dieser Studie zu stellen, kontaktieren Sie mich bitte unter:

Rachel Frith

Raf109@txstate.edu

+1 512-720-1586

Dieses Projekt mit der Nummer 6711 wurde vom IRB des US-Bundesstaates Texas am [Datum der IRB-Genehmigung oder des Ausnahmetermins einfügen] genehmigt. Fragen oder Bedenken bezüglich der Forschung, der Rechte der Forschungsteilnehmer und / oder Angaben zu forschungsbedingter Verletzungen der Teilnehmer sollten an die IRB-Vorsitzende, Dr. Denise Gobert +1 512-716-2652 - (dgobert@txstate.edu) oder an Monica Gonzales, IRB Regulatory Manager +1 512-245-2334 - (meg201@txstate.edu) gerichtet werden.

Appendix E: Informed Consent Document – English

Rachel Frith, an undergraduate student at Texas State University, is conducting a research study to add a sociolinguistic dimension to the notion of “endangered language.” You are being asked to complete this survey because you are a native speaker of German.

Participation is voluntary. The survey will take approximately 15 to 30 minutes to complete. You must be at least 18 years old to take this survey.

This study involves no foreseeable serious risks beyond the risks associated with typical computer use. We ask that you try to answer all questions; however, if there are any items that make you uncomfortable or that you would prefer to skip, please leave the answer blank. Your responses are anonymous.

Possible benefits from this study are an increased knowledge about Texas German and how it compares to High German.

Reasonable efforts will be made to keep the personal information in your research record private and confidential. Any identifiable information obtained in connection with this study will remain confidential and will be disclosed only with your permission or as required by law. The members of the research team, the funding agency, and the Texas State University Office of Research Compliance (ORC) may access the data. The ORC monitors research studies to protect the rights and welfare of research participants.

Your name will not be used in any written reports or publications which result from this research. Data will be kept for three years (per federal regulations) after the study is completed and then destroyed.

You will receive a gift card electronically for \$20.00.

If you have any questions or concerns, feel free to contact Rachel Frith or her faculty advisor:

Rachel Frith, undergraduate student

Peter Golato, Professor

Psychology

Modern Languages

512-720-1586

512-245-2360

raf109@txstate.edu

pgolato@txstate.edu

This project, number 6711, was approved by the Texas State IRB on [insert IRB approval date or date of Exemption]. Pertinent questions or concerns about the research, research participants' rights, and/or research-related injuries to participants should be directed to the IRB chair, Dr. Denise Gobert 512-716-2652 – (dgobert@txstate.edu) or to Monica Gonzales, IRB Regulatory Manager 512-245-2334 - (meg201@txstate.edu).

If you would prefer not to participate, please do not fill out a survey.

If you consent to participate, please complete the survey.

Appendix F: Informed Consent Document – German

Rachel Frith, Studentin an der Texas State University, führt eine Forschungsstudie zum texanischen Deutsch durch, um dem Begriff „gefährdete Sprache“, d. h. eine Sprache mit wenigen Muttersprachlern, eine soziolinguistische Dimension zu geben. Sie werden gebeten, an dieser Studie teilzunehmen, da Deutsch Ihre Muttersprache ist.

Die Teilnahme ist freiwillig und beinhaltet eine Umfrage von ungefähr 15 bis 30 Minuten. Sie müssen mindestens 18 Jahre alt sein, um an dieser Umfrage teilnehmen zu können.

Diese Studie beinhaltet keine absehbaren ernsthaften Risiken, die über die mit der typischen Computernutzung verbundenen Risiken hinausgehen. Wir bitten Sie, alle Fragen zu beantworten. Wenn Sie sich jedoch unwohl fühlen oder eine Frage überspringen möchten, lassen Sie die Antwort bitte aus. Ihre Antworten sind anonym.

Mögliche Vorteile dieser Studie sind ein verbessertes Wissen über texanisches Deutsch und dessen Vergleich zum Hochdeutschen sowie die Beziehung zwischen wahrgenommenen Unterschieden zwischen Sprachen und dem Grad der Gefährdung einer Sprache.

Es werden angemessene Anstrengungen unternommen, um Ihre persönlichen Daten in Ihren privat und vertraulich zu behandeln. Alle im Zusammenhang mit dieser Studie erhaltenen identifizierbaren Informationen werden vertraulich behandelt und nur mit Ihrer expliziten Erlaubnis oder gemäß den gesetzlichen Bestimmungen weitergegeben.

Die Mitglieder des Forschungsteams, und das ORC (Office of Research Compliance, d.h. das Büro das Forschungsstudien beaufsichtigt) der Texas State University können auf die

Daten zugreifen. Das ORC überwacht Forschungsstudien, um die Rechte und das Wohlergehen der Forschungsteilnehmer zu schützen.

Ihr Name wird nicht in schriftlichen Berichten oder Veröffentlichungen verwendet, die aus dieser Studie resultieren. Nach dem Abschluss der Studie werden die Daten drei Jahre lang (gemäß US-Bundesvorschriften) aufbewahrt und anschließend vernichtet.

Sie erhalten eine elektronische Geschenkkarte im Wert von 20,00 USD, wenn Sie das gesamte Experiment abgeschlossen haben.

Wenn Sie Fragen oder Bedenken haben, wenden Sie sich bitte an Rachel Frith oder an das Fakultätsmitglied, das die Arbeit betreut:

Rachel Frith, Student

Peter Golato, Professor

Psychologie

Moderne Sprachen

+1 512-720-1586

+1 512-245-2360

raf109@txstate.edu

pgolato@txstate.edu

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Wenn Sie nicht teilnehmen möchten, füllen Sie den Fragebogen bitte nicht aus.

Wenn Sie der Teilnahme zustimmen, füllen Sie den Fragebogen bitte aus.