A REGIONAL AND SOCIOLINGUISTIC SURVEY OF SASKATCHEWAN ENGLISH

by

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We accept this thesis as conforming
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ABSTRACT

The purpose of this study is to determine if there is any evidence of sociolinguistic or regional variation among speakers of Southern Saskatchewan English. Several sociological variables were tested, including sex, age, social class, and urban/rural area. Also, the data were analyzed in order to determine if the different methodologies used had any significant effect on the responses collected.

Informants for this study were required to have been born and raised in Saskatchewan, or to have lived in Saskatchewan from a very young age. People who possessed this requirement were asked if they would volunteer to participate in this study.

The data for this study were collected by two different methods. Informants were either interviewed directly in the field, with the help of a questionnaire, and tape-recorded so that their responses could be analyzed at a later date, or were interviewed indirectly by means of a postal questionnaire.

The results from both questionnaires were tabulated and then the data were coded and entered into the computer. The sociological analyses were performed using several SPSS programs which calculated the chi square, probability and crosstabulation for each variable with each question. A

significance level of $p < .05$ was chosen prior to the study.

The results from this study indicate that the differences between the two methodologies are significant for some questions. These differences are usually the result of more "spelling pronunciations" being reported by those informants who completed the postal questionnaire, than by those informants who had been tape recorded

The results from the study also indicate that sex is significant for some questions. These results support the conclusion from the Survey of Canadian English that females tend to use standard pronunciations more often than males.

The results from this study also indicate that age is an important influencing factor in the informant's choice of responses. For many questions the older and younger age groups tend to prefer different responses. This result also supports the finding in the Survey of Canadian English that age was an important factor in Canadian English.

The sociological variable social class also demonstrates evidence of significance, however, the pattern of significance is not consistent. The results do not clearly indicate whether all classes differentiate their speech from each other, or if the middle class differentiates its speech from the upper and lower classes.

The sociological variable urban/rural area is also significant for some questions; however, there is also

evidence that rural speech may be assimilating to urban speech.

The results from the regional analysis indicate that there is evidence of northern/southern and eastern/western speech differences. However, the results do not indicate that communities near the United States border are influenced to a greater extent by American English than those communities farther to the north.

Thus, the results from this study indicate that both sociological and regional variables influence the speech of speakers of Saskatchewan English. More research is needed in order to establish dialect boundaries, and in order to establish a more precise description of the roles of the various sociological variables in Saskatchewan English.

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Chapter 1

INTRODUCTION

Interest in Canadian English has been increasing during the past several decades, and as a result there has been an increase in research concerning Canadian English as a whole, as well as the varieties of Canadian English which are spoken in various regions of Canada. Dialect research has been conducted in most provinces; for example in Nova Scotia by Emeneau (1935, 1940), and Scargill (1956), in New Brunswick by Kinloch (1972-3), in Newfoundland by Seary et al. (1968), Story (1959, 1967), and Widdowson (1964), in Quebec by Hamilton (1958), in Ontario by Avis (1954, 1955, 1956), and Leon and Martin (1979), in Alberta by Avis (1972), and Scargill (1955), and in British Columbia by Gregg (1957a, 1957b), Rodman (1974-5), Scargill (1968), and Stevenson (1976). Research is currently being done in Prince Edward Island by T. K. Pratt (1983), and in the Ottawa Valley by Pringle and Padolsky (1983).

Even though research concerning Canadian English has been increasing, very little has been carried out regarding Canadian English as it is spoken in Saskatchewan, in fact, the only project devoted exclusively to Saskatchewan English was done by Walter Lehn (1959) when he studied the vowel contrasts of his own Saskatchewan idiolect. The

Survey of Canadian English (Scargill and Warkentyne 1972) has perhaps provided the most valuable information about the characteristics of Saskatchewan English, however, this study did not investigate variation within each province. Furthermore, the data were analyzed according to the province each informant was currently living in, not according to the province each informant was born in.

Very little is known about Saskatchewan English other than that it shares some "prairie" vocabulary with Alberta and Manitoba, such as grid roads and correction line (McConnell, p. 202). Scargill has shown that the English spoken in Alberta is predominantly American (1955, p. 29); however, we do not know if this situation is also true for Saskatchewan. The three prairie provinces are often thought of as one dialect area because they share much regional vocabulary that is not common to other areas of Canada, however, we do not know if people living in different areas of the prairies use similar pronunciations and vocabulary in their everyday speech. The purpose of this study is to examine Canadian English, using the methods of traditional dialectology (see Chambers and Trudgill, 1980, Francis, 1983, and Davis, 1983), as it is spoken in Saskatchewan in order to determine if there may be any regional or sociological parameters involved in the pronunciations of words, or the choice of vocabulary items that are used within the province.

I expect that there may be some regional variation in the pronunciation and vocabulary used in Saskatchewan because of the pattern of the populated areas, and the locations of the major urban centers in the province. Considering only the southern half of the province, the northwestern region and the southeastern region are more populated than the northeastern region and the southwestern region. The reason for this may be that the two major urban centers, Saskatoon and Regina, are located in the northwest and southeast regions respectively, and thus, the outlying areas of these two cities have developed more quickly than the other two regions. Of course, other factors, such as where the most fertile farming land is located, will also undoubtedly have influenced the population pattern of the province. Nevertheless, regardless of the reasons for this population pattern, the fact remains that Saskatoon lies in the northern area while Regina lies in the the south, and Saskatoon lies in the western area while Regina lies in the east. It is conceivable that these two major urban centers may act as focal points for their respective surrounding areas. As a result, this study may indicate if there are any dialect boundaries which divide the province into northern and southern dialect areas, or into eastern and western dialect areas. Another factor which may have contributed to the development of any dialect area in Saskatchewan is proximity to

the United States border. It is reasonable to expect communities which are close to the U. S. border to be influenced more by American speech than those communities farther to the north. Thus, the hypotheses for the analysis of the regional data are as follows: (1) that the data will provide evidence of possible northern/southern and eastern/western dialect boundaries, and (2) that communities close to the United States border will show more evidence of American speech than those communities farther to the north.

The data from this study are also expected to reveal that the sociological variables of age, sex, social class and urban versus rural area affect the language used by the individuals in each of these categories. Scargill and Warkentyne (1972, pp. 138-139) have already demonstrated that age is an important factor influencing the language of Canadians, and it is anticipated that this study will find a similar conclusion. Scargill and Warkentyne (1972, pp. 139-140) have also found some evidence that Canadian males and females differ in their usage of English, and I expect that this study will confirm this finding. While the influence that social class has on Canadian English has not been studied a great deal (McConnell, 1979, p. 102), it has been demonstrated by Trudgill in his studies of Norwich English (Chambers and Trudgill, 1980, pp. 67-70) that social class is a significant factor there.

Even though social dialects may not be as obvious in Canada as they are in England, it is anticipated that this study will indicate some evidence of social differentiation. It is also expected that this study will reveal differences in the speech of people who have lived in urban areas, as opposed to those who have lived in rural areas. Thus, the hypothesis for the sociological portion of the study is as follows. that the sociological variables of age, sex, social class, and urban/rural area will influence the language of the speakers who belong to each category of each of these variables.

The effect of the sociological variables on the various responses for each question was analyzed through the use of statistical analyses. Frequency counts were performed for each question, as well as crosstabulations for each question with each of the sociological variables. In this way it could be determined if any of the sociological variables were significant, if there were any tendencies for one particular group to use a specific form, and which sociological variables affect Saskatchewan English to the greatest extent. Regional variation was analyzed through the use of maps which displayed the various responses that were obtained in each city or town. Thus, it could be determined if there was any regional variation among the responses for each question.

I expect that this study will indicate if there is any

regional variation with regard to pronunciation and vocabulary within Saskatchewan, or if there are any sociological factors which affect the variety of Canadian English spoken in this province. Also, it will be possible to compare this study with the results from the Survey of Canadian English in order to determine how Saskatchewan English has changed over the years, and determine if this study confirms or denies those conclusions reached in the Survey of Canadian English. While this study is not intended to explain the causes of any regional or sociological variation, I anticipate that it will indicate the need for, and the nature of, a future ethnographic study of the English language in Saskatchewan.

Chapter 2

METHODOLOGY

Informant Selection

The informants for this study were required to have been born and raised in Saskatchewan, or to have lived in Saskatchewan from a very young age. In a small number of cases the informant was born outside the province, however, he or she had lived in Saskatchewan from at least six years of age, this situation usually occurred when the informant's family lived near one of the provincial borders and the informant was born in the nearest hospital, which was in the next province. People known to me who fulfilled this requirement were contacted by phone, by letter, or in person, and were asked if they would volunteer to participate in the study. They then contacted other residents of Saskatchewan who met the requirement and who were willing to participate in the study. The informants were divided into several groups based on sex, age, social class, urban or rural area, and area of Saskatchewan, as described below.

Data Collection

The data for this project were collected both directly and indirectly, and different informants were used for each

method. Whenever possible the data were collected directly by having the informants read aloud a set of sentences, which contained key words, so that the data could be tape recorded and analyzed at a later time. The informants were asked to read each sentence twice in order to try to ensure that at least one of the responses was recorded accurately on the tape, and not mispronounced by the informant or masked by background noise. Transcription of the data was not attempted during the interview because of constraints of time. These informants were also asked to read another set of sentences and fill in the blank with the word or words which they felt were appropriate. In this way it was hoped that accurate pronunciations would be obtained without the informant knowing what information was being sought, and that the informant would choose the vocabulary item that he would normally use in such a context, with no particular word being suggested to him. Each informant was also requested to provide some biographical information such as age, sex, birthplace, where he/she grew up, and his/her occupation. An example of the questionnaire used for these interviews may be found in Appendix A, and will hereinafter be referred to as Q1.

In order to obtain a sufficient corpus for the study, the data which were collected directly were supplemented by data which were collected indirectly by means of a postal questionnaire which was sent to the informants to fill in

and return by mail. A total of 85 questionnaires was distributed by mail, and 77 were completed and returned. This questionnaire was patterned after that used for the Survey of Canadian English in order to facilitate comparison of the results. In one section the informants were asked several questions for which a multiple choice answer was required based on their judgement of their own pronunciation of a word. In another section the informants were asked to read sentences and fill in the blank with the word or words which they felt were appropriate (these sentences are the same as those used in Q1). These informants were also requested to provide the biographical information of age, sex, birthplace, where they grew up, and their occupation. An example of this questionnaire may be found in Appendix B, and will hereinafter be referred to as Q2.

The data were collected from as many different communities throughout the province as possible. Because the northern half of the province is very sparsely populated, data were collected only from those communities which are located in the southern half of the province, that is, approximately the area which lies south of Prince Albert National Park.

The informants for this study could not have been selected randomly since they were required to have been raised in Saskatchewan and there is no available list of such a population. Also, as Michael Linn has pointed out

(1983, pp. 233-237), stratified random sampling is also very difficult in a sociolinguistic study. The sampling technique used for this study was very much like the method of quota sampling described by Linn (1983, p. 240). Various strata were chosen, such as sex, age, social class, area of Saskatchewan, and urban/rural area, and an attempt was made to obtain volunteers for each stratum. In this way it was possible to be sure that all of the important variables were represented.

Statistical Analysis

The analysis of the data involved, first, transcribing the data from the tape recordings and tabulating the results from the postal questionnaires so that this information could be entered into the computer. The responses from each of the taped surveys were analyzed and the appropriate response for each question on the mailed questionnaire was noted so that the data from the two surveys could be combined for the analyses. In other words, I completed a mailed survey for each of the tape recorded informants using the data from the tape recordings. For those cases when the tape recorded informant provided more than one pronunciation for a particular word, and there was no 'either' response on the multiple choice portion of the mailed survey, the response was coded as 'either-taped only' and was identified as a missing variable so that it would not be included in the statistical analyses. This

was necessary because there was no corresponding answer for the informants who had completed the mailed questionnaire, and including this information in the statistical analyses would have confused the results. Each informant's questionnaire was given an identifying code number, each informant was given a code which identified whether his/her responses had been tape recorded or if he/she had completed the mailed questionnaire, and each response for each category of the biographical information was given a code number so that the pronunciation and vocabulary responses could be crosstabulated with the biographical information. Each informant was classified into a social class based on his/her occupation This was performed by rank ordering the occupations of the informants according to the occupational scale developed by Blishen (1976, pp. 74-79) and then dividing the occupations into three groups which would represent the upper class, the middle class, and the lower class, according to their numerical value on the Blishen scale, those occupations which were rated as 60.0000 or greater were considered upper class, those occupations rated between and including 40.0000 and 59.9999 were considered middle class, and those occupations rated 39.9999 or less were considered lower class. Housewives and students were not included in this portion of the study because they could not be given an occupational rating. A detailed account of how the informants were divided into

social classes may be found in Appendix C

Each possible pronunciation or vocabulary item for each question was given a code number so that the total number of each response for each question could be calculated and statistical analyses could be performed. Because each informant was free to choose any word that he/she wished for the 'fill in the blank' section of the questionnaire, there were numerous instances where there were several different responses, but only a few informants provided some of the less common items. In order to accomodate this situation, all of the various responses were counted in the frequency counts, and then, the less common responses were collapsed into a category identified as 'other' for the crosstabulations. For example, for question 11 in Section 3 of Q2, several informants responded with pits or stones, but only one informant responded with pips and only four informants responded with seeds, therefore, for the crosstabulations these latter two responses were collapsed into one category. Also, occurrences of multiple responses, no response or nonsense responses were identified as such, and coded as 'missing variables' so that they would not be included in the statistical analyses.

For the initial analysis, the province was divided into four relatively equal sections, and each informant was categorized into the area that he/she was born in, and into

the area that he/she had lived in the longest. An illustration of these divisions may be found in Appendix D. These divisions were intended only as a basis for dividing the data into smaller, and therefore more manageable, portions and do not represent expected dialect boundaries.

Each informant was also coded not only as to whether he/she was born in an urban or rural area, but also as to whether he/she grew up in an urban or rural area (two separate variables). Urban areas were defined as those with a population of over 5,000 according to the 1984 Saskatchewan Official Highway Map. All other areas were considered rural. A list of the cities classified as urban may be found in Appendix E. A copy of the codebook which was used for coding all of the biographical data and the responses for all of the questions may be found in Appendix F.

Once all of the data were entered into the computer the frequencies for each sociological variable and the frequencies for each response for each question were calculated using an SPSS program. These results were then analyzed in order to determine which responses should be collapsed into one category, as described earlier, so that crosstabulations, chi squares, and probabilities could be performed using an SPSS program. Prior to performing any crosstabulations it was decided to choose a significance level of $p < .05$ for this study. The first crosstabulation

performed was to crosstabulate method (taped or mailed survey) with the responses for each question. This was done in order to determine if there was any significant difference in the responses obtained using the two different methods. Crosstabulations were also performed for the various responses for each question with each of the following variables: age, sex, social class, urban/rural birthplace, and urban/rural area where the informant grew up. These results were then analyzed to determine if there was any significant difference between the responses that were obtained using the two different methods, and to determine if the sociological variables of age, sex, social class, urban/rural birthplace or urban/rural area where the informant grew up had any significant effect on the resulting responses, or if there were any noticeable tendencies for a particular group or groups to use a specific form. It was hoped that these analyses would indicate which sociological variables, if any, are important factors in the varieties of Saskatchewan English.

Regional Analysis

In order to determine if there was any regional variation among the data that were collected, several maps were constructed which indicated which responses occurred in each city or town where data had been collected. For this portion of the study each informant was classified into the city or town where he/she had lived longest while growing

up. Whenever the results from the frequency counts indicated that more than 95% of the informants chose a particular response for a particular question, that question was not included in this area of the study because there was no indication of any sort of variation. Those uncommon responses which were combined into one category, as described above, as well as those responses designated as 'missing variables' were not included on the maps.

Once the maps were completed, the pattern of responses for each question was examined in order to determine if certain responses only occurred in certain areas, or if certain responses were more common in certain areas. Whenever any particular response was confined to a specific area, or made up the vast majority of responses in a certain area, a heterogloss[1] was drawn on the map to show the outward boundary of the form. Finally, two maps were constructed, one of which displayed all of the phonological heteroglosses and, the other of which displayed all of the lexical heteroglosses, so that it could be established if the data from this sample of the population indicated the existence of any possible dialect boundaries.

NOTES

[1]A heterogloss is a line drawn between the locations of any speakers who show evidence of usage of a different variant for a particular linguistic feature. The heterogloss does not make any assumptions about the occurrence of any particular variant that may occur in the area between the locations where data were collected. Any speakers who live in the area between where data were collected are simply left unclassified. (Chambers and Trudgill, 1980, pp. 103-105).

Chapter 3

RESULTS

The Informants

Of the 85 questionnaires which were distributed by mail, 77, or 91%, were returned. Upon examination of these questionnaires it was determined that 8 were not suitable for this study because the individual had not been born and raised in Saskatchewan, or because too much of the biographical information was incomplete. Thus, the informants for this study included 69 informants who had completed the mailed questionnaire, and 20 informants who had been tape recorded. This group of 89 informants consisted of 27 males and 62 females. The age groups of these informants may be found in Table 1.

Table 1. Distribution of the Age Groups of the Informants.

Age Group	Number of Informants
15-19	2
20-29	20
30-44	15
45-64	36
over 65	16

The distribution of informants over the three social classes may be found in Table 2

Table 2. The Distribution of the Informants Over the Three Social Classes.

	Number of informants
Upper Class	16
Middle Class	18
Lower Class	17
Not Available	38

The distribution of the informants with regard to the four divisions of Saskatchewan may be found in Table 3.

Table 3. Distribution of Informants with Regard to Birthplace and Area Where They Grew Up.

	Birthplace of informant	Area where informant grew up
Northwest	52	55
Northeast	7	5
Southwest	7	6
Southeast	18	20
Outside of Sask.	2	0
Not Available	3	3

The distribution of the informant's birthplace and area where he/she grew up with regard to urban and rural

areas may be found in Table 4.

Table 4. Distribution of Informants with Regard to Urban and Rural Area.

	Birthplace of informant	Area where informant grew up
Rural area	68	73
Urban area	18	14
Not Available	3	2

Phonological Results

The results from the statistical analyses for the phonological questions are presented on the following pages, in percentages with the corresponding chi square and probability. In order to arrange all of the important information on the tables, each chi square and probability has been rounded to two decimal places. Because of the distribution of both the sample and the responses, occasionally the chi square appears to be significant when in fact it is not reliable.[1] Whenever a chi square is not reliable, the probability is marked with an asterisk ('*'). The results are presented in the numerical order of the questions as found in Q2 in order to facilitate locating the correct table for a question whenever a question is referred to in Chapter 4. Following these statistical results, the regional phonological analysis is presented through a series of maps.

Question 1 How do you pronounce the o in collie?
A. like the o in cold
B. like the o in cot

Table 5. Distribution of Results for collie.

		A	B	Chi	p
	Frequencies	65.1	34.9		
Method	Taped	63.2	36.8	0.0	1.00
	Mailed	65.7	34.3		
Sex	Male	73.1	26.9	0.60	0.44
	Female	61.7	38.3		
Age	15-19	-	100	6.26	0.18*
	20-29	55.0	45.0		
	30-44	86.7	13.3		
	45-64	66.7	33.3		
	over 65	57.1	42.9		
Class	Upper	53.3	46.7	6.87	0.03*
	Middle	61.1	38.9		
	Lower	93.8	6.3		
Birth-place	Rural	66.2	33.8	0.0	1.00
	Urban	66.7	33.3		
Grew up	Rural	68.6	31.4	0.27	0.60*
	Urban	57.1	42.9		

Question 2 How do you pronounce the first i in Italian?

A. like the i in hide
B. like the u in hut
C. like the i in it

Table 6. Distribution of Results for Italian.

		A	B	C	Chi	p
	Frequencies	47.1	1.1	51.7		
Method	Taped	16.7	-	83.3	9.11	0.01*
	Mailed	55.1	1.4	43.5		
Sex	Male	44.4	3.7	51.9	2.28	0.32*
	Female	48.3	-	51.7		
Age	15-19	-	-	100	9.46	0.31*
	20-29	47.4	5.3	47.4		
	30-44	66.7	-	33.3		
	45-64	48.6	-	51.4		
	over 65	31.3	-	68.8		
Class	Upper	31.3	6.3	62.5	2.75	0.60*
	Middle	43.8	-	56.3		
	Lower	47.1	-	52.9		
Birth-place	Rural	44.8	1.5	53.7	0.56	0.75*
	Urban	52.9	-	47.1		
Grew up	Rural	48.6	1.4	50.0	0.70	0.70*
	Urban	38.5	-	61.5		

Question 3 How do you pronounce interesting?
A. with four syllables
B. with three syllables

Table 7. Distribution of Results for interesting

		A	B	Chi	p
	Frequencies	64.8	35.2		
Method	Taped	42.1	57.9	4.26	0.04
	Mailed	71.0	29.0		
Sex	Male	57.7	42.3	0.43	0.51
	Female	67.7	32.3		
Age	15-19	-	100	7.28	0.12*
	20-29	78.9	21.1		
	30-44	73.3	26.7		
	45-64	55.6	44.4		
	over 65	68.8	31.3		
Class	Upper	66.7	33.3	1.71	0.43
	Middle	55.6	44.4		
	Lower	76.5	23.5		
Birth-place	Rural	64.2	35.8	0.0	1.00
	Urban	66.7	33.3		
Grew up	Rural	63.9	36.1	0.06	0.81*
	Urban	71.4	28.6		

Question 4 What do you call the letter Z?
A zee
B. zed
C either one

Table 8. Distribution of Results for Z.

		A	B	C	Chi	p
	Frequencies	4.5	85.4	10.1		
Method	Taped	-	100	-	4.41	0.11*
	Mailed	5.8	81.2	13.0		
Sex	Male	3.7	92.6	3.7	1.86	0.39*
	Female	4.8	82.3	12.9		
Age	15-19	-	100	-	3.19	0.92*
	20-29	-	85.0	15.0		
	30-44	6.7	80.0	13.3		
	45-64	5.6	88.9	5.6		
	over 65	6.3	81.3	12.5		
Class	Upper	-	87.5	12.5	4.25	0.37*
	Middle	-	94.4	5.6		
	Lower	5.9	94.1	-		
Birth-place	Rural	5.9	86.8	7.4	2.41	0.30*
	Urban	-	83.3	16.7		
Grew up	Rural	5.5	87.7	6.8	3.60	0.17*
	Urban	-	78.6	21.4		

Question 5 How do you pronounce the oo in hoof?
A. like the oo in hook
B. like the o in who

Table 9 Distribution of Results for hoof.

		A	B	Chi	p
	Frequencies	24.7	75.3		
Method	Taped	20.0	80.0	0.07	0.79*
	Mailed	25.1	73.9		
Sex	Male	18.5	81.5	0.39	0.53
	Female	27.4	72.6		
Age	15-19	50.0	50.0	2.43	0.66*
	20-29	35.0	65.0		
	30-44	20.0	80.0		
	45-64	22.2	77.8		
	over 65	18.8	81.3		
Class	Upper	18.8	81.3	0.32	0.85*
	Middle	16.7	83.3		
	Lower	11.8	88.2		
Birth-place	Rural	20.6	79.4	1.69	0.19*
	Urban	38.9	66.1		
Grew up	Rural	23.3	76.7	0.01	0.93*
	Urban	28.6	71.4		

Question 6 Does aunt rhyme with ant?
A Yes
B. No

Table 10. Distribution of Results for aunt

		A	B	Chi	p
	Frequencies	94.3	5.7		
Method	Taped	100	-	0.51	0.48*
	Mailed	92.5	7.5		
Sex	Male	92.3	7.7	0.00	1.00*
	Female	95.1	4.9		
Age	15-19	100	-	4.23	0.38*
	20-29	100	-		
	30-44	86.7	13.3		
	45-64	91.7	8.3		
	over 65	100	-		
Class	Upper	100	-	4.43	0.11*
	Middle	100	-		
	Lower	87.5	12.5		
Birth-place	Rural	92.4	7.6	0.41	0.52*
	Urban	100	-		
Grew up	Rural	93.0	7.0	0.16	0.69*
	Urban	100	-		

Question 7 Do you pronounce the first c in Arctic?
A. Yes
B. No
C. Sometimes

Table 11. Distribution of Results for Arctic.

		A	B	C	Chi	p
	Frequencies	44.8	46.0	9.2		
Method	Taped	42.1	52.6	5.3	0.68	0 71
	Mailed	45.6	44.1	10.3		
Sex	Male	37.0	51.9	11.1	0.98	0.61
	Female	48.3	43.3	8.3		
Age	15-19	50.0	50.0	-	8.79	0.36*
	20-29	50.0	35.0	15.0		
	30-44	28.6	50.0	21.4		
	45-64	54.3	42.9	2.9		
	over 65	31.3	62.5	6.3		
Class	Upper	50.0	31.3	18.8	4.94	0.29*
	Middle	52.9	35.3	11.8		
	Lower	29.4	64.7	5.9		
Birth-place	Rural	45.5	45.5	9.1	0.85	0.65
	Urban	33.3	55.6	11.1		
Grew up	Rural	45.1	46.5	8.5	0.69	0.71
	Urban	35.7	50.0	14.3		

Question 8 How do you pronounce the o in oranges?
A like the o in or
B like the o in Tom

Table 12 Distribution of Results for oranges.

		A	B	Chi	p
	Frequencies	100	-		
Method	Taped	100	-	-	-
	Mailed	100	-		
Sex	Male	100	-	-	-
	Female	100	-		
Age	15-19	100	-	-	-
	20-29	100	-		
	30-44	100	-		
	45-64	100	-		
	over 65	100	-		
Class	Upper	100	-	-	-
	Middle	100	-		
	Lower	100	-		
Birth-place	Rural	100	-	-	-
	Urban	100	-		
Grew up	Rural	100	-	-	-
	Urban	100	-		

Question 9 How do you pronounce dew?
A. to rhyme with do
B. to rhyme with cue
C. either way

Table 13. Distribution of Results for dew.

		A	B	C	Chi	p
	Frequencies	54.5	40.9	4.5		
Method	Taped	68.4	31.6	-	2.47	0.29*
	Mailed	50.7	43.5	5.8		
Sex	Male	66.7	29.6	3.7	2.32	0.31*
	Female	49.2	45.9	4.9		
Age	15-19	100	-	-	16.96	0.03*
	20-29	75.0	15.0	10.0		
	30-44	64.3	28.6	7.1		
	45-64	50.0	50.0	-		
	over 65	25.0	68.8	6.3		
Class	Upper	31.3	68.8	-	6.49	0.17*
	Middle	64.7	29.4	5.9		
	Lower	52.9	47.1	-		
Birth-place	Rural	49.3	44.8	6.0	4.97	0.08*
	Urban	77.8	22.2	-		
Grew up	Rural	50.0	44.4	5.6	4.05	0.13*
	Urban	78.6	21.4	-		

Question 10 How do you pronounce the first a in fatality?
A like the a in fate
B like the u in but

Table 14. Distribution of Results for fatality.

		A	B	Chi	p
	Frequencies	41.4	58.6		
Method	Taped	11.1	88.9	7.07	0.01
	Mailed	49.3	50.7		
Sex	Male	42.3	57.7	0.0	1.00
	Female	41.0	59.0		
Age	15-19	100	-	20.36	0.00*
	20-29	10.0	90.0		
	30-44	40.0	60.0		
	45-64	64.7	35.3		
	over 65	25.0	75.0		
Class	Upper	40.0	60.0	3.51	0.17
	Middle	17.6	82.4		
	Lower	47.1	52.9		
Birth-place	Rural	43.9	56.1	1.96	0.16
	Urban	22.2	77.8		
Grew up	Rural	43.7	56.3	1.57	0.21
	Urban	21.4	78.6		

Question 11 How do you pronounce the first a in granary?

A. like the ai in pain
B. like the e in pen
C. like the a in pan

Table 15. Distribution of Results for granary.

		A	B	C	Chi	p
	Frequencies	71.9	5.6	22.5		
Method	Taped	75.0	15.0	10.0	5.86	0.05*
	Mailed	71.0	2.9	26.1		
Sex	Male	85.2	3.7	11.1	3.43	0.18*
	Female	66.1	6.5	27.4		
Age	15-19	100	-	-	9.56	0.30*
	20-29	80.0	-	20.0		
	30-44	66.7	13.3	20.0		
	45-64	75.0	8.3	16.7		
	over 65	56.3	-	43.8		
Class	Upper	62.5	6.3	31.3	2.10	0.72*
	Middle	77.8	5.6	16.7		
	Lower	76.5	-	23.5		
Birth-place	Rural	72.1	7.4	20.6	1.66	0.44*
	Urban	72.2	-	27.8		
Grew up	Rural	71.2	6.8	21.9	1.05	0.59*
	Urban	78.6	-	21.4		

Question 12 Does marry rhyme with merry?
A. Yes
B. No

Table 16. Distribution of Results for marry.

		A	B	Chi	p
	Frequencies	62.9	37.1		
Method	Taped	80.0	20.0	2.35	0.13
	Mailed	58.0	42.0		
Sex	Male	70.4	29.6	0.52	0.47
	Female	59.7	40.3		
Age	15-19	100	-	15.75	0.00*
	20-29	90.0	10.0		
	30-44	80.0	20.0		
	45-64	44.4	55.6		
	over 65	50.0	50.0		
Class	Upper	43.8	56.3	4.24	0.12
	Middle	77.8	22.2		
	Lower	64.7	35.3		
Birth-place	Rural	61.8	38.2	0.30	0.59
	Urban	72.2	27.8		
Grew up	Rural	63.0	37.0	0.09	0.77*
	Urban	71.4	28.6		

Question 13 How do you pronounce the ough in slough?
A. like the ew in flew
B. like the ow in cow

Table 17. Distribution of Results for slough.

		A	B	Chi	p
	Frequencies	97.8	2.2		
Method	Taped	100	-	0.0	1.00*
	Mailed	97.1	2.9		
Sex	Male	100	-	0.03	0.87*
	Female	96.8	3.2		
Age	15-19	100	-	3.08	0.55*
	20-29	95.0	5.0		
	30-44	100	-		
	45-64	100	-		
	over 65	93.8	6.3		
Class	Upper	100	-	-	-
	Middle	100	-		
	Lower	100	-		
Birth-place	Rural	98.5	1.5	0.02	0.89*
	Urban	94.4	5.6		
Grew up	Rural	98.6	1.4	0.12	0.73*
	Urban	92.9	7.1		

Question 14 How do you pronounce the sch in schedule?
A. like the sch in school
B. like the sh in show

Table 18. Distribution of Results for schedule.

		A	B	Chi	p
	Frequencies	82.0	18.0		
Method	Taped	90.0	10.0	0.52	0.47*
	Mailed	79.7	20.3		
Sex	Male	77.8	22.2	0.15	0.70*
	Female	83.9	16.1		
Age	15-19	50.0	50.0	3.40	0.49*
	20-29	85.0	15.0		
	30-44	93.3	6.7		
	45-64	80.6	19.4		
	over 65	75.0	25.0		
Class	Upper	62.5	37.5	7.81	0.02*
	Middle	100	-		
	Lower	76.5	23.5		
Birth-place	Rural	80.9	19.1	0.20	0.66*
	Urban	88.9	11.1		
Grew up	Rural	80.8	19.2	0.50	0.48*
	Urban	92.9	7.1		

Question 15 How do you pronounce the o in scones?
A like the o in phone
B like the o in fond

Table 19. Distribution of Results for scones.

		A	B	Chi	p
	Frequencies	52.3	47.7		
Method	Taped	38.9	61.1	1.04	0.31
	Mailed	55.9	44.1		
Sex	Male	56.0	44.0	0.04	0.84
	Female	50.8	49.2		
Age	15-19	100	-	14.07	0.01
	20-29	78.9	21.1		
	30-44	64.3	35.7		
	45-64	42.9	57.1		
	over 65	25.0	75.0		
Class	Upper	62.5	37.5	2.04	0.36
	Middle	52.9	47.1		
	Lower	37.5	62.5		
Birth-place	Rural	48.5	51.5	1.84	0.18
	Urban	70.6	29.4		
Grew up	Rural	50.7	49.3	0.86	0.35
	Urban	69.2	30.8		

Question 16 How do you pronounce athlete?
A. with two syllables
B. with three syllables

Table 20. Distribution of Results for athlete

		A	B	Chi	p
	Frequencies	74.2	25.8		
Method	Taped	30.0	70.0	23.36	0.00
	Mailed	87.0	13.0		
Sex	Male	55.6	44.4	5.67	0.02
	Female	82.3	17.7		
Age	15-19	-	100	8.71	0.07*
	20-29	65.0	35.0		
	30-44	80.0	20.0		
	45-64	83.3	16.7		
	over 65	68.8	31.3		
Class	Upper	87.5	12.5	4.20	0.12
	Middle	55.6	44.4		
	Lower	64.7	35.3		
Birth-place	Rural	75.0	25.0	0.17	0.68*
	Urban	66.7	33.3		
Grew up	Rural	74.0	26.0	0.0	1.00*
	Urban	71.4	28.6		

Question 17 How do you pronounce the cou in coupon?
A to rhyme with coo
B. to rhyme with cue

Table 21. Distribution of Results for coupon.

		A	B	Chi	p
	Frequencies	41.6	58.4		
Method	Taped	25.0	75.0	2.10	0.15
	Mailed	46.4	53.6		
Sex	Male	33.3	66.7	0.65	0.42
	Female	45.2	54.8		
Age	15-19	50.0	50.0	7.40	0.12*
	20-29	30.0	70.0		
	30-44	26.7	73.3		
	45-64	41.7	58.3		
	over 65	68.8	31.3		
Class	Upper	62.5	37.5	2.90	0.23
	Middle	38.9	61.1		
	Lower	35.3	64.7		
Birth-place	Rural	39.7	60.3	0.01	0.93
	Urban	44.4	55.6		
Grew up	Rural	38.4	61.6	0.27	0.61
	Urban	50.0	50.0		

Question 18 Do you pronounce khaki as if it had an r in it?
A Yes
B No

Table 22. Distribution of Results for khaki

		A	B	Chi	p
	Frequencies	33.3	66.7		
Method	Taped	27.8	72.2	0.08	0.78
	Mailed	34.8	65.2		
Sex	Male	42.3	57.7	0.83	0.36
	Female	29.5	70.5		
Age	15-19	100	-	14.01	0.01*
	20-29	5.0	95.0		
	30-44	26.7	73.3		
	45-64	40.0	60.0		
	over 65	56.3	43.8		
Class	Upper	25.0	75.0	1.69	0.43
	Middle	44.4	55.6		
	Lower	43.8	56.3		
Birth-place	Rural	30.3	69.7	0.0	1.00
	Urban	33.3	66.7		
Grew up	Rural	32.4	67.6	0.0	1.00*
	Urban	28.6	71.4		

Question 19 How do you pronounce the ile in missile?
A to rhyme with ill
B to rhyme with aisle

Table 23. Distribution of Results for missile.

		A	B	Chi	p
	Frequencies	62.9	37.1		
Method	Taped	65.0	35.0	0.0	1.00
	Mailed	62.3	37.7		
Sex	Male	66.7	33.3	0.06	0.81
	Female	61.3	38.7		
Age	15-19	50.0	50.0	1.95	0.75*
	20-29	65.0	35.0		
	30-44	73.3	26.7		
	45-64	55.6	44.4		
	over 65	68.8	31.3		
Class	Upper	56.3	43.8	0.44	0.80
	Middle	66.7	33.3		
	Lower	64.7	35.3		
Birth-place	Rural	61.8	38.2	0.30	0.59
	Urban	72.2	27.8		
Grew up	Rural	60.3	39.7	1.00	0.32
	Urban	78.6	21.4		

Question 20 Do bitter and bidder sound the same?
A. completely
B. to some extent
C. not at all

Table 24. Distribution of Results for bitter.

		A	B	C	Chi	p
	Frequencies	15.9	50.0	34.1		
Method	Taped	47.4	21.1	31.6	19.18	0.00
	Mailed	7.2	58.0	34.8		
Sex	Male	29.6	33.3	37.0	6.87	0.03
	Female	9.8	57.4	32.8		
Age	15-19	100	-	-	18.03	0.02*
	20-29	30.0	40.0	30.0		
	30-44	7.1	57.1	35.7		
	45-64	11.1	47.2	41.7		
	over 65	6.3	68.8	25.0		
Class	Upper	6.3	50.0	43.8	3.81	0.43*
	Middle	11.8	64.7	23.5		
	Lower	17.6	35.3	47.1		
Birth-place	Rural	16.4	49.3	34.3	0.01	1.00
	Urban	16.7	50.0	33.3		
Grew up	Rural	16.7	47.2	36.1	0.47	0.79*
	Urban	14.3	57.1	28.6		

Question 21 How do you pronounce *due*?
A to rhyme with *do*
B to rhyme with *cue*

Table 25 Distribution of Results for *due*

		A	B	Chi	p
	Frequencies	53.4	46.6		
Method	Taped	75.0	25.0	3.79	0.05
	Mailed	47.1	52.9		
Sex	Male	69.2	30.8	2.86	0.09
	Female	46.8	53.2		
Age	15-19	100	-	11.31	0.02
	20-29	78.9	21.1		
	30-44	60.0	40.0		
	45-64	44.4	55.6		
	over 65	31.3	68.8		
Class	Upper	50.0	50.0	0.26	0.88
	Middle	55.6	44.4		
	Lower	58.8	41.2		
Birth-place	Rural	52.2	47.8	0.68	0.41
	Urban	66.7	33.3		
Grew up	Rural	51.4	48.6	1.18	0.28
	Urban	71.4	28.6		

Question 22 How do you pronounce the e in threshing?
A. like the e in bet
B. like the a in bat
C. either way

Table 26. Distribution of Results for threshing.

		A	B	C	Chi	p
	Frequencies	50.6	40.4	9.0		
Method	Taped	40.0	60.0	-	5.33	0.07
	Mailed	53.6	34.8	11.6		
Sex	Male	40.7	51.9	7.4	2.09	0.35
	Female	54.8	35.5	9.7		
Age	15-19	50.0	50.0	-	6.17	0.63*
	20-29	70.0	25.0	5.0		
	30-44	33.3	60.0	6.7		
	45-64	47.2	41.7	11.1		
	over 65	50.0	37.5	12.5		
Class	Upper	62.5	12.5	25.0	11.30	0.02*
	Middle	38.9	61.1	-		
	Lower	35.3	52.9	11.8		
Birth-place	Rural	52.9	38.2	8.8	1.77	0.41
	Urban	38.9	55.6	5.6		
Grew up	Rural	49.3	41.1	9.6	1.49	0.47
	Urban	57.1	42.9	-		

Question 23 How do you pronounce the Tue in Tuesday?
A to rhyme with two
B. to rhyme with cue

Table 27. Distribution of Results for Tuesday.

		A	B	Chi	p
	Frequencies	43.7	56.3		
Method	Taped	50.0	50.0	0.12	0.73
	Mailed	42.0	58.0		
Sex	Male	65.4	34.6	5.90	0.02
	Female	34.4	65.6		
Age	15-19	100	-	16.67	0.00*
	20-29	78.9	21.1		
	30-44	40.0	60.0		
	45-64	31.4	68.6		
	over 65	25.0	75.0		
Class	Upper	33.3	66.7	1.60	0.45
	Middle	35.3	64.7		
	Lower	52.9	47.1		
Birth-place	Rural	43.9	56.1	0.04	0.85
	Urban	50.0	50.0		
Grew up	Rural	42.3	57.7	0.53	0.47
	Urban	57.1	42.9		

Question 24 How do you pronounce genuine?
A. to rhyme with fin
B. to rhyme with fine
C. either way

Table 28. Distribution of Results for genuine.

		A	B	C	Chi	p
	Frequencies	28.4	56.8	14.8		
Method	Taped	26.3	52.6	21.1	0.76	0.68
	Mailed	29.0	58.0	13.0		
Sex	Male	29.6	59.3	11.1	0.41	0.81
	Female	27.9	55.7	16.4		
Age	15-19	50.0	50.0	-	15.67	0.05*
	20-29	25.0	35.0	40.0		
	30-44	21.4	64.3	14.3		
	45-64	30.6	66.7	2.8		
	over 65	31.3	56.3	12.5		
Class	Upper	56.3	31.3	12.5	6.46	0.17*
	Middle	41.2	41.2	17.6		
	Lower	17.6	70.6	11.8		
Birth-place	Rural	23.9	65.7	10.4	9.57	0.01*
	Urban	38.9	27.8	33.3		
Grew up	Rural	25.0	61.1	13.9	3.11	0.21*
	Urban	42.9	35.7	21.4		

Question 25 How do you pronounce the a in father?
A. like the o in bother
B. like the a in lather
C like the a in farm

Table 29. Distribution of Results for father.

		A	B	C	Chi	p
	Frequencies	73.9	6.8	19.3		
Method	Taped	95.0	-	5.0	6.08	0.05*
	Mailed	67.6	8.8	23.5		
Sex	Male	74.1	11.1	14.8	1.46	0.48*
	Female	73.8	4.9	21.3		
Age	15-19	50.0	-	50.0	6.79	0.56*
	20-29	85.0	-	15.0		
	30-44	64.3	14.3	21.4		
	45-64	69.4	11.1	19.4		
	over 65	81.3	-	18.8		
Class	Upper	68.8	12.5	18.8	5.50	0.24*
	Middle	94.4	-	5.6		
	Lower	64.7	17.6	17.6		
Birth-place	Rural	68.7	7.5	23.9	3.25	0.20*
	Urban	88.9	5.6	5.6		
Grew up	Rural	70.8	8.3	20.8	1.78	0.41*
	Urban	85.7	-	14.3		

Question 26 How do you pronounce greasy?
A. to rhyme with easy
B. to rhyme with fleecy

Table 30. Distribution of Results for greasy

		A	B	Chi	p
	Frequencies	10.2	89.8		
Method	Taped	-	100	1.68	0.19*
	Mailed	13.2	86.8		
Sex	Male	14.8	85.2	0.32	0.57*
	Female	8.2	91.8		
Age	15-19	-	100	10.25	0.04*
	20-29	10.0	90.0		
	30-44	7.1	92.9		
	45-64	2.8	97.2		
	over 65	31.3	68.8		
Class	Upper	6.3	93.8	3.85	0.15*
	Middle	-	100		
	Lower	17.6	82.4		
Birth-place	Rural	11.9	88.1	0.12	0.73
	Urban	5.6	94.4		
Grew up	Rural	12.3	87.7	0.72	0.40*
	Urban	-	100		

Question 27 Does poor rhyme with pour?
A. Yes
B. No

Table 31. Distribution of Results for poor.

		A	B	Chi	p
	Frequencies	13.6	86.4		
Method	Taped	25.0	75.0	1.73	0.19*
	Mailed	10.3	89.7		
Sex	Male	11.1	88.9	0.02	0.90*
	Female	14.8	85.2		
Age	15-19	50.0	50.0	8.43	0.08*
	20-29	25.0	75.0		
	30-44	20.0	80.0		
	45-64	2.9	97.1		
	over 65	12.5	87.5		
Class	Upper	6.3	93.8	0.34	0.84*
	Middle	11.1	88.9		
	Lower	11.8	88.2		
Birth-place	Rural	10.4	89.6	2.23	0.14*
	Urban	27.8	72.2		
Grew up	Rural	13.9	86.1	0.0	1.00*
	Urban	14.3	85.7		

Question 28 How do you pronounce the a in rather?
A. like the a in rat
B like the o in rod
C like the e in red

Table 32 Distribution of Results for rather.

		A	B	C	Chi	p
	Frequencies	94.3	2.3	3.4		
Method	Taped	84.2	5.3	10.5	4.82	0.09*
	Mailed	97.1	1.4	1.4		
Sex	Male	92.6	3.7	3.7	0.37	0.83*
	Female	95.1	1.6	3.3		
Age	15-19	100	-	-	3.28	0.92*
	20-29	95.0	-	5.0		
	30-44	93.3	-	6.7		
	45-64	94.3	2.9	2.9		
	over 65	93.8	6.3	-		
Class	Upper	93.8	6.3	-	3.10	0.54*
	Middle	100	-	-		
	Lower	88.2	5.9	5.9		
Birth-place	Rural	92.5	3.0	4.5	1.43	0.49*
	Urban	100	-	-		
Grew up	Rural	93.1	2.8	4.2	1.03	0.60*
	Urban	100	-	-		

Question 29 Does balm rhyme with bomb?
A. Yes
B. No

Table 33. Distribution of Results for balm.

		A	B	Chi	p
	Frequencies	75.0	25.0		
Method	Taped	90.0	10.0	2.16	0.14
	Mailed	70.6	29.4		
Sex	Male	77.8	22.2	0.02	0.89
	Female	73.8	26.2		
Age	15-19	50.0	50.0	3.73	0.44*
	20-29	85.0	15.0		
	30-44	80.0	20.0		
	45-64	75.0	25.0		
	over 65	60.0	40.0		
Class	Upper	80.0	20.0	1.83	0.40*
	Middle	88.9	11.1		
	Lower	70.6	29.4		
Birth-place	Rural	71.6	28.4	0.49	0.48*
	Urban	83.3	16.7		
Grew up	Rural	72.2	27.8	0.52	0.47*
	Urban	85.7	14.3		

Question 30 How do you pronounce bury?
A. to rhyme with berry
B. to rhyme with hurry
C. either way

Table 34. Distribution of Results for bury

		A	B	C	Chi	p
	Frequencies	50.6	46.1	3.4		
Method	Taped	60.0	40.0	-	1.53	0.47*
	Mailed	47.8	47.8	4.3		
Sex	Male	44.4	48.1	7.4	2.20	0.33*
	Female	53.2	45.2	1.6		
Age	15-19	-	100	-	10.11	0.26*
	20-29	45.0	45.0	10.0		
	30-44	33.3	66.7	-		
	45-64	61.1	36.1	2.8		
	over 65	56.3	43.8	-		
Class	Upper	43.8	50.0	6.3	5.26	0.26*
	Middle	72.2	27.8	-		
	Lower	47.1	52.9	-		
Birth-place	Rural	50.0	48.5	1.5	1.39	0.50*
	Urban	55.6	38.9	5.6		
Grew up	Rural	47.9	50.7	1.4	3.54	0.17*
	Urban	64.3	28.6	7.1		

Question 31 How do you pronounce again?
A. to rhyme with pane
B. to rhyme with pen
C. to rhyme with pin

Table 35. Distribution of Results for again.

		A	B	C	Chi	p
	Frequencies	54.0	46.0	-		
Method	Taped	10.0	90.0	-	18.03	0.00
	Mailed	67.2	32.8	-		
Sex	Male	46.2	53.8	-	0.53	0.47
	Female	57.4	42.6	-		
Age	15-19	50.0	50.0	-	7.46	0.11*
	20-29	31.6	68.4	-		
	30-44	64.3	35.7	-		
	45-64	66.7	33.3	-		
	over 65	43.8	56.3	-		
Class	Upper	50.0	50.0	-	0.51	0.78
	Middle	41.2	58.8	-		
	Lower	52.9	47.1	-		
Birth-place	Rural	50.0	50.0	-	0.39	0.53
	Urban	62.5	37.5	-		
Grew up	Rural	50.7	49.3	-	0.51	0.47
	Urban	66.7	33.3	-		

Question 32 How do you pronounce the a in almond?
A like the a in cat
B like the o in cot

Table 36. Distribution of Results for almond.

		A	B	Chi	p
	Frequencies	20.7	79.3		
Method	Taped	15.8	84.2	0.08	0.78*
	Mailed	22.1	77.9		
Sex	Male	15.4	84.6	0.26	0.61
	Female	23.0	77.0		
Age	15-19	-	100	10.43	0.03*
	20-29	-	100		
	30-44	35.7	64.3		
	45-64	20.0	80.0		
	over 65	37.5	62.5		
Class	Upper	6.3	93.8	4.22	0.12*
	Middle	11.1	88.9		
	Lower	31.3	68.8		
Birth-place	Rural	21.2	78.8	0.40	0.53*
	Urban	11.1	88.9		
Grew up	Rural	22.5	77.5	0.90	0.34*
	Urban	7.1	92.9		

Question 33 Do you pronounce the l in almond?
A. Yes
B No

Table 37. Distribution of Results for almond.

		A	B	Chi	p
	Frequencies	31.5	68.5		
Method	Taped	15.0	85.0	2.33	0.13
	Mailed	36.2	63.8		
Sex	Male	25.9	74.1	0.24	0.62
	Female	33.9	66.1		
Age	15-19	50.0	50.0	2.93	0.57*
	20-29	40.0	60.0		
	30-44	40.0	60.0		
	45-64	22.2	77.8		
	over 65	31.3	68.8		
Class	Upper	6.3	93.8	4.96	0.08*
	Middle	38.9	61.1		
	Lower	29.4	70.6		
Birth-place	Rural	30.9	69.1	0.13	0.72
	Urban	38.9	61.1		
Grew up	Rural	31.5	68.5	0.0	1.00*
	Urban	35.7	64.3		

Question 34 How do you pronounce the car in caramel?
A. to rhyme with car
B. to rhyme with care
C. either way

Table 38. Distribution of Results for caramel.

		A	B	C	Chi	p
	Frequencies	61.4	30.7	8.0		
Method	Taped	70.0	25.0	5.0	0.87	0.65
	Mailed	58.8	32.4	8.8		
Sex	Male	70.4	25.9	3.7	1.69	0.43*
	Female	57.4	32.8	9.8		
Age	15-19	100	-	-	6.57	0.58*
	20-29	65.0	30.0	5.0		
	30-44	46.7	33.3	20.0		
	45-64	65.7	31.4	2.9		
	over 65	56.3	31.3	12.5		
Class	Upper	73.3	26.7	-	2.15	0.71*
	Middle	66.7	22.2	11.1		
	Lower	58.8	29.4	11.8		
Birth-place	Rural	55.2	34.3	10.4	3.74	0.15
	Urban	77.8	22.2	-		
Grew up	Rural	54.2	36.1	9.7	7.40	0.02*
	Urban	92.9	7.1	-		

Question 35 How do you pronounce caramel?
A. with two syllables
B. with three syllables

Table 39. Distribution of Results for caramel.

		A	B	Chi	p
	Frequencies	51.1	48.9		
Method	Taped	50.0	50.0	0.0	1.00
	Mailed	51.5	48.5		
Sex	Male	59.3	40.7	0.61	0.43
	Female	47.5	52.5		
Age	15-19	100	-	2.93	0.57
	20-29	55.0	45.0		
	30-44	40.0	60.0		
	45-64	52.8	47.2		
	over 65	46.7	53.3		
Class	Upper	43.8	56.3	1.47	0.48
	Middle	64.7	35.3		
	Lower	52.9	47.1		
Birth-place	Rural	43.3	56.7	3.67	0.06
	Urban	72.2	27.8		
Grew up	Rural	43.1	56.9	6.91	0.01
	Urban	85.7	14.3		

Question 36 Does caught rhyme with cot?
A. Yes
B No

Table 40. Distribution of Results for caught.

		A	B	Chi	p
	Frequencies	91.0	9.0		
Method	Taped	95.0	5 0	0.07	0.79*
	Mailed	89.9	10.1		
Sex	Male	88.9	11.1	0.00	0 95*
	Female	91.9	8.1		
Age	15-19	100	-	2.14	0.71*
	20-29	90.0	10.0		
	30-44	100	-		
	45-64	88 9	11.1		
	over 65	87.5	12.5		
Class	Upper	93.8	6.3	3 85	0.15*
	Middle	100	-		
	Lower	82.4	17.6		
Birth-place	Rural	88.2	11.8	1.15	0.28*
	Urban	100	-		
Grew up	Rural	89.0	11.0	0.63	0.43*
	Urban	100	-		

Question 37 How do you pronounce the ei in either?
A. like the i in ride
B. like the ea in read

Table 41. Distribution of Results for either

		A	B	Chi	p
	Frequencies	31.4	68.6		
Method	Taped	45.0	55.0	1.49	0.22
	Mailed	27.3	72.7		
Sex	Male	30.8	69.2	0.0	1.00
	Female	31.7	68.3		
Age	15-19	-	100	2.50	0.64*
	20-29	26.3	73.7		
	30-44	23.1	76.9		
	45-64	38.9	61.1		
	over 65	31.3	68.8		
Class	Upper	42.9	57.1	2.99	0.22
	Middle	58.8	41.2		
	Lower	29.4	70.6		
Birth-place	Rural	29.9	70.1	0.59	0.44
	Urban	43.8	56.3		
Grew up	Rural	28.2	71.8	2.25	0.13*
	Urban	53.8	46.2		

Question 38 How do you pronounce the a in tomato?

A. like the a in pane
B. like the a in part
C. like the a in pat
D. like the o in pot

Table 42. Distribution of Results for tomato.

		A	B	C	D	Chi	p
	Frequencies	92.0	-	6.8	1.1		
Method	Taped	100	-	-	-	2.24	0.33*
	Mailed	89.7	-	8.8	1.5		
Sex	Male	92.6	-	7.4	-	0.46	0 79*
	Female	91.8	-	6.6	1.6		
Age	15-19	100	-	-	-	8.44	0 39*
	20-29	100	-	-	-		
	30-44	100	-	-	-		
	45-64	88.9	-	8.3	2 8		
	over 65	80.0	-	20.0	-		
Class	Upper	100	-	-	-	2.07	0.36*
	Middle	94.4	-	5.6	-		
	Lower	88.2	-	11 8	-		
Birth-place	Rural	89.6	-	9.0	1.5	2.05	0.36*
	Urban	100	-	-	-		
Grew up	Rural	90.3	-	8.3	1.4	1.48	0 48*
	Urban	100	-	-	-		

Question 39 How do you pronounce the u in tune?
A. like the o in do
B like the ue in cue

Table 43. Distribution of Results for tune

		A	B	Chi	p
	Frequencies	51.1	48.9		
Method	Taped	57.9	42.1	0.17	0.68
	Mailed	49.3	50.7		
Sex	Male	65.4	34.6	2.24	0.13
	Female	45.2	54.8		
Age	15-19	100	-	16.73	0.00
	20-29	80.0	20.0		
	30-44	60.0	40.0		
	45-64	42.9	57.1		
	over 65	18.8	81.3		
Class	Upper	56.3	43.8	0.50	0.78
	Middle	50.0	50.0		
	Lower	43.8	56.3		
Birth-place	Rural	47.8	52.2	1.34	0.25
	Urban	66.7	33.3		
Grew up	Rural	48.6	51.4	0.61	0.43
	Urban	64.3	35.7		

Question 40 How do you pronounce vase?

A. to rhyme with jaws
B. to rhyme with pace
C. to rhyme with jazz
D. to rhyme with days

Table 44. Distribution of Results for vase.

		A	B	C	D	Chi	p
	Frequencies	45.9	14.1	-	40.0		
Method	Taped	61.1	5.6	-	33.3	2.59	0.27
	Mailed	41.8	16.4	-	41.8		
Sex	Male	44.0	16.0	-	40.0	0.12	0.94
	Female	46.7	13.3	-	40.0		
Age	15-19	100	-	-	-	9.42	0.31*
	20-29	40.0	5.0	-	55.0		
	30-44	28.6	14.3	-	57.1		
	45-64	50.0	14.7	-	35.3		
	over 65	56.3	25.0	-	18.8		
Class	Upper	56.3	6.3	-	37.5	5.82	0.21*
	Middle	60.0	-	-	40.0		
	Lower	35.3	23.5	-	41.2		
Birth-place	Rural	44.1	14.7	-	41.2	0.59	0.74
	Urban	50.0	7.1	-	42.9		
Grew up	Rural	43.8	15.1	-	41.1	0.23	0.89*
	Urban	50.0	10.0	-	40.0		

Question 41 How do you pronounce the u in student?
A. like the o in do
B. like the ue in cue
C. either way

Table 45. Distribution of Results for student.

		A	B	C	Chi	p
	Frequencies	52.8	42.7	4.5		
Method	Taped	65.0	25.0	10.0	4.36	0.11*
	Mailed	49.3	47.8	2.9		
Sex	Male	66.7	33.3	-	3.95	0.14*
	Female	46.8	46.8	6.5		
Age	15-19	100	-	-	16.40	0.04*
	20-29	65.0	30.0	5.0		
	30-44	53.3	33.3	13.3		
	45-64	58.3	38.9	2.8		
	over 65	18.8	81.3	-		
Class	Upper	50.0	50.0	-	5.89	0.21*
	Middle	44.4	38.9	16.7		
	Lower	52.9	47.1	-		
Birth-place	Rural	50.0	45.6	4.4	0.27	0.87*
	Urban	55.6	38.9	5.6		
Grew up	Rural	49.3	46.6	4.1	1.62	0.45*
	Urban	64.3	28.6	7.1		

Question 42 Does squirrel rhyme with curl?
A Yes
B. No

Table 46. Distribution of Results for squirrel.

		A	B	Chi	p
	Frequencies	79.8	20.2		
Method	Taped	100	-	5.02	0.03*
	Mailed	73.9	26.1		
Sex	Male	81.5	18.5	0.0	1.00
	Female	79.0	21.0		
Age	15-19	100	-	6.30	0.18*
	20-29	95.0	5.0		
	30-44	86.7	13.3		
	45-64	72.2	27.8		
	over 65	68.8	31.3		
Class	Upper	62.5	37.5	3.28	0.19*
	Middle	88.9	11.1		
	Lower	76.5	23.5		
Birth-place	Rural	76.5	23.5	1.88	0.17*
	Urban	94.4	5.6		
Grew up	Rural	76.7	23.3	2.71	0.10*
	Urban	100	-		

Question 43 How do you pronounce the a in adult?
A. like the a in bat
B. like the u in but

Table 47. Distribution of Results for adult

		A	B	Chi	p
	Frequencies	95.5	4.5		
Method	Taped	90.0	10.0	0.54	0.46*
	Mailed	97.1	2.9		
Sex	Male	96.3	3.7	0.0	1.00*
	Female	95.2	4.8		
Age	15-19	100	-	1.02	0.91*
	20-29	95.0	5.0		
	30-44	100	-		
	45-64	94.4	5.6		
	over 65	93.8	6.3		
Class	Upper	93.8	6.3	1.96	0.38*
	Middle	88.9	11.1		
	Lower	100	-		
Birth-place	Rural	95.6	4.4	0.0	1.00*
	Urban	94.4	5.6		
Grew up	Rural	94.5	5.5	0.04	0.84*
	Urban	100	-		

Question 44 How do you pronounce new?
A. to rhyme with do
B. to rhyme with cue

Table 48. Distribution of Results for new

		A	B	Chi	p
	Frequencies	43.2	56.8		
Method	Taped	73.7	26.3	7.67	0.01
	Mailed	34.8	65.2		
Sex	Male	48.1	51.9	0.15	0.69
	Female	41.0	59.0		
Age	15-19	100	-	11.40	0.02*
	20-29	65.0	35.0		
	30-44	50.0	50.0		
	45-64	36.1	63.9		
	over 65	18.8	81.3		
Class	Upper	31.3	68.8	4.54	0.10
	Middle	64.7	35.3		
	Lower	35.3	64.7		
Birth-place	Rural	38.8	61.2	3.40	0.07
	Urban	66.7	33.3		
Grew up	Rural	38.9	61.1	3.80	0.05
	Urban	71.4	28.6		

Question 45 How do you pronounce lever?
A. to rhyme with cleaver
B. to rhyme with clever

Table 49. Distribution of Results for lever.

		A	B	Chi	p
	Frequencies	80.9	19.1		
Method	Taped	95.0	5.0	2.25	0.13*
	Mailed	76.8	23.2		
Sex	Male	92.6	7.4	2.43	0.12
	Female	75.8	24.2		
Age	15-19	100	-	6.24	0.18*
	20-29	85.0	15 0		
	30-44	73.3	26.7		
	45-64	88.9	11.1		
	over 65	62.5	37.5		
Class	Upper	93.8	6.3	2.24	0 33*
	Middle	88.9	11.1		
	Lower	76.5	23.5		
Birth-place	Rural	77.9	22.1	0.50	0.48*
	Urban	88.9	11.1		
Grew up	Rural	78.1	21.9	0.83	0.36*
	Urban	92.9	7.1		

Question 46 How do you pronounce the first part of lieutenant?
A. like left C. either way
B. like loot

Table 50. Distribution of Results for lieutenant.

		A	B	C	Chi	p
	Frequencies	34.8	51.7	13.5		
Method	Taped	35.0	60.0	5.0	1.72	0.42
	Mailed	34.8	49.3	15.9		
Sex	Male	25.9	55.6	18.5	1.72	0.42
	Female	38.7	50.0	11.3		
Age	15-19	-	100	-	19.86	0.01*
	20-29	10.0	80.0	10.0		
	30-44	26.7	60.0	13.3		
	45-64	38.9	47.2	13.9		
	over 65	68.8	12.5	18.8		
Class	Upper	43.8	43.8	12.5	3.16	0.53*
	Middle	22.2	61.1	16.7		
	Lower	47.1	35.3	17.6		
Birth-place	Rural	38.2	50.0	11.8	1.65	0.44
	Urban	22.2	61.1	16.7		
Grew up	Rural	39.7	47.9	12.3	3.42	0.18*
	Urban	14.3	71.4	14.3		

Question 47 How do you pronounce the e in zebra?
A. like the ee in beet
B. like the e in bet

Table 51. Distribution of Results for zebra.

		A	B	Chi	p
	Frequencies	72.4	27.6		
Method	Taped	66.7	33.3	0.10	0.75*
	Mailed	73.9	26.1		
Sex	Male	74.1	25.9	0.0	1.00
	Female	71.7	28.3		
Age	15-19	100	-	14.11	0.01*
	20-29	95.0	5.0		
	30-44	92.3	7.7		
	45-64	58.3	41.7		
	over 65	56.3	43.8		
Class	Upper	75.0	25.0	0.42	0.81*
	Middle	68.8	31.3		
	Lower	64.7	35.3		
Birth-place	Rural	68.2	31.8	2.10	0.15*
	Urban	88.9	11.1		
Grew up	Rural	67.6	32.4	2.54	0.11*
	Urban	92.9	7.1		

Question 48 How do you pronounce the o in progress?
A. like the oa in coat
B. like the o in cot

Table 52. Distribution of Results for progress.

		A	B	Chi	p
	Frequencies	61.0	39.0		
Method	Taped	58.8	41.2	0.0	1.00
	Mailed	61.5	38.5		
Sex	Male	66.7	33.3	0.19	0 67
	Female	58.6	41.4		
Age	15-19	50.0	50.0	1.26	0.87*
	20-29	52.6	47.4		
	30-44	64.3	35.7		
	45-64	66.7	33.3		
	over 65	57.1	42.9		
Class	Upper	85.7	14.3	4.41	0 11
	Middle	50.0	50.0		
	Lower	58.8	41.2		
Birth-place	Rural	60.3	39.7	0.0	1.00
	Urban	62.5	37.5		
Grew up	Rural	60.9	39.1	0.0	1.00*
	Urban	63.6	36.4		

Question 49 How do you pronounce the a in apricot?
A. like the a in cape
B. like the a in cap
C either way

Table 53. Distribution of Results for apricot.

		A	B	C	Chi	p
	Frequencies	17.0	77.3	5.7		
Method	Taped	15.0	85.0	-	1.73	0.42*
	Mailed	17.6	75.0	7.4		
Sex	Male	11.1	81.5	7.4	1.10	0.58*
	Female	19.7	75.4	4.9		
Age	15-19	-	50.0	50.0	15.09	0.06*
	20-29	5.0	95.0	-		
	30-44	13.3	80.0	6.7		
	45-64	25.0	72.2	2.8		
	over 65	20.0	66.7	13.3		
Class	Upper	25.0	68.8	6.3	2.24	0.69*
	Middle	16.7	77.8	5.6		
	Lower	11.8	88.2	-		
Birth-place	Rural	19.4	76.1	4.5	1.98	0.37*
	Urban	5.6	88.9	5.6		
Grew up	Rural	16.7	79.2	4.2	0.26	0.88*
	Urban	14.3	78.6	7.1		

Question 50 How do you pronounce route?
A. to rhyme with shoot
B. to rhyme with shout
C. either way

Table 54. Distribution of Results for route.

		A	B	C	Chi	p
	Frequencies	60.7	24.7	14.6		
Method	Taped	60.0	20.0	20.0	0.75	0.69*
	Mailed	60.9	26.1	13.0		
Sex	Male	55.6	29.6	14.8	0.55	0.76
	Female	62.9	22.6	14.5		
Age	15-19	100	-	-	16.08	0.04*
	20-29	75.0	15.0	10.0		
	30-44	53.3	6.7	40.0		
	45-64	52.8	38.9	8.3		
	over 65	62.5	25.0	12.5		
Class	Upper	62.5	25.0	12.5	3.27	0.51*
	Middle	72.2	11.1	16.7		
	Lower	47.1	35.3	17.6		
Birth-place	Rural	52.9	29.4	17.6	5.46	0.07*
	Urban	83.3	11.1	5.6		
Grew up	Rural	57.5	27.4	15.1	1.18	0.55*
	Urban	71.4	14.3	14.3		

Question 51 How do you pronounce soot?
A. to rhyme with foot
B. to rhyme with boot
C. to rhyme with mutt

Table 55. Distribution of Results for soot.

		A	B	C	Chi	p
	Frequencies	80.7	14.8	4.5		
Method	Taped	75.0	25.0	-	3.11	0.21*
	Mailed	82.4	11.8	5.9		
Sex	Male	66.7	29.6	3.7	6.83	0.03*
	Female	86.9	8.2	4.9		
Age	15-19	50.0	50.0	-	15.62	0.05*
	20-29	90.0	10.0	-		
	30-44	86.7	13.3	-		
	45-64	86.1	11.1	2.8		
	over 65	53.3	26.7	20.0		
Class	Upper	87.5	6.3	6.3	5.07	0.28*
	Middle	88.9	11.1	-		
	Lower	64.7	29.4	5.9		
Birth-place	Rural	80.6	14.9	4.5	0.08	0.96*
	Urban	77.8	16.7	5.6		
Grew up	Rural	80.6	13.9	5.6	1.22	0.54*
	Urban	78.6	21.4	-		

Question 52 Do which - witch and whine -wine sound the same?
A. Yes
B. No

Table 56. Distribution of Results for wh- vs. w-

		A	B	Chi	p
	Frequencies	51.2	48.7		
Method	Taped	36.4	63.6	0.55	0.46
	Mailed	53.6	46.4		
Sex	Male	58.3	41.7	0.34	0.56
	Female	48.2	51.8		
Age	15-19	-	100	6.35	0.17*
	20-29	55.6	44.4		
	30-44	71.4	28.6		
	45-64	37.5	62.5		
	over 65	60.0	40.0		
Class	Upper	14.3	85.7	9.61	0.01
	Middle	57.1	42.9		
	Lower	68.8	31.3		
Birth-place	Rural	47.5	52.5	1.51	0.22
	Urban	68.8	31.3		
Grew up	Rural	50.0	50.0	0.05	0.83
	Urban	58.3	41.7		

Question 53 How do you pronounce semi-?
A. to rhyme with my
B. to rhyme with me
C. either way

Table 57. Distribution of Results for semi-.

		A	B	C	Chi	p
	Frequencies	5.7	92.0	2.3		
Method	Taped	-	100	-	2.24	0.33*
	Mailed	7.4	89.7	2.9		
Sex	Male	3.7	92.6	3.7	0.62	0.73*
	Female	6.6	91.8	1.6		
Age	15-19	50.0	50.0	-	18.60	0.02*
	20-29	-	100	-		
	30-44	-	100	-		
	45-64	2.8	91.7	5.6		
	over 65	20.0	80.0	-		
Class	Upper	-	100	-	3.04	0.55*
	Middle	5.6	94.4	-		
	Lower	5.9	88.2	5.9		
Birth-place	Rural	5.0	91.0	3.0	0.56	0.76*
	Urban	5.6	94.4	-		
Grew up	Rural	5.6	91.7	2.8	0.44	0.80*
	Urban	7.1	92.9	-		

Question 54 How do you pronounce luxury?
A to rhyme with lucks
B. to rhyme with lugs
C. either way

Table 58. Distribution of Results for luxury.

		A	B	C	Chi	p
	Frequencies	87.5	10.2	2.3		
Method	Taped	94.7	5.3	-	1.28	0.53*
	Mailed	85.5	11.6	2.9		
Sex	Male	77.8	18.5	3.7	3.39	0.18*
	Female	91.8	6.6	1.6		
Age	15-19	50.0	50.0	-	11.46	0.18*
	20-29	80.0	15.0	5.0		
	30-44	78.6	21.4	-		
	45-64	94.4	5.6	-		
	over 65	93.8	-	6.3		
Class	Upper	81.3	18.8	-	3.31	0.19*
	Middle	100	-	-		
	Lower	88.2	11.8	-		
Birth-place	Rural	89.6	9.0	1.5	2.02	0.36*
	Urban	77.8	16.7	5.6		
Grew up	Rural	87.5	11.1	1.4	1.85	0.40*
	Urban	85.7	7.1	7.1		

Question 55 How do you pronounce the a in ration?
A. like the a in hat
B. like the a in hate
C. either way

Table 59. Distribution of Results for ration.

		A	B	C	Chi	p
	Frequencies	94.3	3.4	2.3		
Method	Taped	90.0	5.0	5.0	1.09	0.58*
	Mailed	95.6	2.9	1.5		
Sex	Male	88.5	3.8	7.7	4.92	0.09*
	Female	96.8	3.2	-		
Age	15-19	100	-	-	4.09	0.85*
	20-29	95.0	5.0	-		
	30-44	100	-	-		
	45-64	91.7	2.8	5.6		
	over 65	93.8	6.3	-		
Class	Upper	93.8	-	6.3	1.93	0.75*
	Middle	88.9	5.6	5.6		
	Lower	93.8	6.3	-		
Birth-place	Rural	95.5	4.5	-	4.53	0.10*
	Urban	94.4	-	5.6		
Grew up	Rural	95.8	4.2	-	5.74	0.06*
	Urban	92.9	-	7.1		

Question 56 How do you pronounce leisure?
A to rhyme with measure
B to rhyme with seizure
C either way

Table 60. Distribution of Results for leisure

		A	B	C	Chi	p
	Frequencies	17.0	76.1	6.8		
Method	Taped	26.3	68.4	5.3	1.50	0.47*
	Mailed	14.5	78.3	7.2		
Sex	Male	18.5	74.1	7.4	0.09	0.96*
	Female	16.4	77.0	6.6		
Age	15-19	-	100	-	5.72	0.68*
	20-29	5.0	90.0	5.0		
	30-44	21.4	71.4	7.1		
	45-64	25.0	69.4	5.6		
	over 65	12.5	75.0	12.5		
Class	Upper	31.3	56.3	12.5	3.71	0.45*
	Middle	35.3	58.8	5.9		
	Lower	11.8	82.4	5.9		
Birth-place	Rural	16.4	76.1	7.5	1.44	0.49*
	Urban	16.7	83.3	-		
Grew up	Rural	16.7	76.4	6.9	1.14	0.56*
	Urban	14.3	85.7	-		

Question 57 How do you pronounce home?
A. to rhyme with comb
B. to rhyme with come

Table 61 Distribution of Results for home.

		A	B	Chi	p
	Frequencies	98.9	1.1		
Method	Taped	100	-	0.0	1.00*
	Mailed	98.6	1.4		
Sex	Male	96.3	3.7	0.19	0.67*
	Female	100	-		
Age	15-19	50.0	50 0	43.99	0.00*
	20-29	100	-		
	30-44	100	-		
	45-64	100	-		
	over 65	100	-		
Class	Upper	100	-	-	-
	Middle	100	-		
	Lower	100	-		
Birth-place	Rural	100	-	0 52	0.47*
	Urban	94.4	5.6		
Grew up	Rural	100	-	0.86	0.35*
	Urban	92.9	7.1		

Question 58 How do you pronounce the first a in guarantee?

A. like the a in bat
B. like the a in bar
C. like the a in bare

Table 62. Distribution of Results for guarantee.

		A	B	C	Chi	p
	Frequencies	12.5	27.3	60.2		
Method	Taped	-	21.1	78.9	4.78	0.09
	Mailed	15.9	29.0	55.1		
Sex	Male	7.4	44.4	48.1	5 96	0.05
	Female	14 8	19.7	65.6		
Age	15-19	-	50.0	50.0	12.94	0.11*
	20-29	10.0	10 0	80.0		
	30-44	-	28.6	71.4		
	45-64	11.1	33 3	55.6		
	over 65	31.3	31.3	37.5		
Class	Upper	31.3	37.5	31.3	13.88	0.01*
	Middle	-	11 8	88.2		
	Lower	11.8	41.2	47.1		
Birth-place	Rural	14.9	29.9	55.2	5.43	0.07*
	Urban	-	16.7	83.3		
Grew up	Rural	13.9	30.6	55.6	4.82	0.09*
	Urban	-	14.3	85.7		

Question 59 How do you pronounce the ea in deaf?
A like the e in net
B like the ea in neat

Table 63. Distribution of Results for deaf.

		A	B	Chi	p
	Frequencies	96.6	3.4		
Method	Taped	100	-	0.06	0.81*
	Mailed	95.7	4.3		
Sex	Male	96.3	3.7	0.0	1.00*
	Female	96.8	3.2		
Age	15-19	100	-	4.57	0.33*
	20-29	100	-		
	30-44	100	-		
	45-64	91.7	8.3		
	over 65	100	-		
Class	Upper	100	-	2.04	0.36*
	Middle	100	-		
	Lower	94.1	5.9		
Birth-place	Rural	95.6	4.4	0.03	0.85*
	Urban	100	-		
Grew up	Rural	95.9	4.1	0.0	1.00*
	Urban	100	-		

Question 60 How do you pronounce the a in calm?
A. like the a in farm
B. like the a in cat
C. like the o in bomb

Table 64. Distribution of Results for calm.

		A	B	C	Chi	p
	Frequencies	14.9	10.3	74.7		
Method	Taped	-	10.5	89.5	4.34	0.11*
	Mailed	19.1	10.3	70.6		
Sex	Male	11.1	14.8	74.1	1.14	0.56*
	Female	16.7	8.3	75.0		
Age	15-19	-	50.0	50.0	22.04	0.00*
	20-29	10.0	-	90.0		
	30-44	21.4	-	78.6		
	45-64	17.1	5.7	77.1		
	over 65	12.5	37.5	50.0		
Class	Upper	31.3	6.3	62.5	5.40	0.25*
	Middle	5.9	5.9	88.2		
	Lower	17.6	17.6	64.7		
Birth-place	Rural	13.6	10.6	75.8	0.12	0.94*
	Urban	16.7	11.1	72.2		
Grew up	Rural	14.1	11.3	74.6	0.21	0.90*
	Urban	14.3	7.1	78.6		

Question 61 How do you pronounce creek?
A. to rhyme with pick
B. to rhyme with peek
C. either way

Table 65. Distribution of Results for creek.

		A	B	C	Chi	p
	Frequencies	2.2	95.5	2.2		
Method	Taped	5.0	95.0	-	1.45	0.48*
	Mailed	1.4	95.7	2.9		
Sex	Male	7.4	92.6	-	5.50	0.06*
	Female	-	96.8	3.2		
Age	15-19	50.0	50.0	-	24.02	0.00*
	20-29	-	100	-		
	30-44	-	100	-		
	45-64	2.8	94.4	2.8		
	over 65	-	93.8	6.3		
Class	Upper	6.3	93.8	-	2.23	0.33*
	Middle	-	100	-		
	Lower	-	100	-		
Birth-place	Rural	1.5	95.6	2.9	1.55	0.46*
	Urban	5.6	94.4	-		
Grew up	Rural	1.4	95.9	2.7	2.10	0.35*
	Urban	7.1	92.9	-		

Question 62 How do you pronounce knew?
A. to rhyme with do
B. to rhyme with cue

Table 66. Distribution of Results for knew

		A	B	Chi	p
	Frequencies	39.8	60.2		
Method	Taped	52.6	47.4	1.06	0.30
	Mailed	36.2	63.8		
Sex	Male	51.9	48.1	1.70	0.19
	Female	34.4	65.6		
Age	15-19	100	-	10.43	0.03*
	20-29	50.0	50.0		
	30-44	60.0	40.0		
	45-64	31.4	68.6		
	over 65	18.8	81.3		
Class	Upper	37.5	62.5	0.06	0.97
	Middle	41.2	58.8		
	Lower	41.2	58.8		
Birth-place	Rural	38.8	61.2	0.34	0.56
	Urban	50.0	50.0		
Grew up	Rural	38.4	61.6	0.55	0.46
	Urban	53.8	46.2		

Question 63 How do you pronounce film?
A. with two syllables, as in fill 'em
B. with one syllable

Table 67. Distribution of Results for film.

		A	B	Chi	p
	Frequencies	21.3	78.7		
Method	Taped	20.0	80.0	0.0	1.00*
	Mailed	21.7	78.3		
Sex	Male	33.3	66.7	2.37	0.12
	Female	16.1	83.9		
Age	15-19	50.0	50.0	1.10	0.89*
	20-29	20.0	80.0		
	30-44	20.0	80.0		
	45-64	22.2	77.8		
	over 65	18.8	81.3		
Class	Upper	6.3	93.8	6.34	0.04*
	Middle	16.7	83.3		
	Lower	41.2	58.8		
Birth-place	Rural	22.1	77.9	0.03	0.86*
	Urban	16.7	83.3		
Grew up	Rural	23.3	76.7	0.15	0.69*
	Urban	14.3	85.7		

Question 64 How do you pronounce the first t in congratulate?

A. like the tch in batch
B. like the dge in badge
C either way

Table 68 Distribution of Results for congratulate.

		A	B	C	Chi	p
	Frequencies	76.1	21.6	2.3		
Method	Taped	63.2	31.6	5.3	2.61	0.27*
	Mailed	79.7	18.8	1.4		
Sex	Male	59.3	33.3	7.4	8.46	0.01*
	Female	83.6	16.4	-		
Age	15-19	50.0	50.0	-	16.57	0.03*
	20-29	50.0	45.0	5.0		
	30-44	64.3	28.6	7.1		
	45-64	91.7	8.3	-		
	over 65	87.5	12.5	-		
Class	Upper	81.3	18.8	-	2.29	0.68*
	Middle	82.4	17.6	-		
	Lower	70.6	23.5	5.9		
Birth-place	Rural	79.1	17.9	3.0	3.94	0.14*
	Urban	61.1	38.9	-		
Grew up	Rural	79.2	18.1	2.8	4.40	0.11*
	Urban	57.1	42.9	-		

Question 65 How do you pronounce anti-?
A. to rhyme with my
B. to rhyme with me
C. either way

Table 69. Distribution of Results for anti-

		A	B	C	Chi	p
	Frequencies	11.6	84.9	3.5		
Method	Taped	-	100	-	4.34	0.11*
	Mailed	14.9	80.6	4.5		
Sex	Male	7.4	88.9	3.7	0.68	0.71*
	Female	13.6	83.1	3.4		
Age	15-19	50.0	50.0	-	13.69	0.09*
	20-29	-	100	-		
	30-44	-	100	-		
	45-64	14.3	80.0	5.7		
	over 65	26.7	66.7	6.7		
Class	Upper	6.3	93.8	-	1.52	0.82*
	Middle	11.8	82.4	5.9		
	Lower	5.9	88.2	5.9		
Birth-place	Rural	12.3	84.6	3.1	0.60	0.74*
	Urban	11.1	88.9	-		
Grew up	Rural	11.4	85.7	2.9	0.48	0.79*
	Urban	14.3	85.7	-		

Question 66 How do you pronounce the ph in nephew?
A like the f in fan
B like the v in van

Table 70. Distribution of Results for nephew.

		A	B	Chi	p
	Frequencies	96.6	3.4		
Method	Taped	100	-	0.06	0.81*
	Mailed	95.7	4.3		
Sex	Male	96.3	3.7	0.0	1.00*
	Female	96.8	3.2		
Age	15-19	50.0	50.0	15.02	0.00*
	20-29	100	-		
	30-44	100	-		
	45-64	97.2	2.8		
	over 65	93.8	6.3		
Class	Upper	93.8	6.3	1.05	0.59*
	Middle	94.4	5.6		
	Lower	100	-		
Birth-place	Rural	97.1	2.9	0.0	1.00*
	Urban	94.4	5.6		
Grew up	Rural	97.3	2.7	0.00	0.98*
	Urban	92.9	7.1		

Question 67 How do you pronounce yeast?
A to rhyme with best
B to rhyme with beast

Table 71. Distribution of Results for yeast.

		A	B	Chi	p
	Frequencies	2.2	97.8		
Method	Taped	-	100	0.0	1.00*
	Mailed	2.9	97.1		
Sex	Male	3.7	96.3	0 0	1 00*
	Female	1.6	98.4		
Age	15-19	50.0	50.0	23.56	0.00*
	20-29	-	100		
	30-44	-	100		
	45-64	-	100		
	over 65	6.3	93.8		
Class	Upper	-	100	1.87	0.39*
	Middle	5.6	94.4		
	Lower	-	100		
Birth-place	Rural	1.5	98.5	0.02	0 89*
	Urban	5.6	94.4		
Grew up	Rural	1.4	98.6	0.12	0 73*
	Urban	7.1	92.9		

Question 68 How do you pronounce the ei in neither?
A. like the i in ride
B. like the ea in read

Table 72 Distribution of Results for neither.

		A	B	Chi	p
	Frequencies	28.6	71.4		
Method	Taped	45.0	55.0	2.50	0.11
	Mailed	23.4	76.6		
Sex	Male	23.1	76.9	0.24	0.63
	Female	31.0	69.0		
Age	15-19	50.0	50.0	4.31	0.37*
	20-29	16.7	83.3		
	30-44	23.1	76.9		
	45-64	38.9	61.1		
	over 65	20.0	80.0		
Class	Upper	26.7	73.3	5.96	0.05
	Middle	56.3	43.8		
	Lower	17.6	82.4		
Birth-place	Rural	24.2	75.8	3.66	0.06*
	Urban	53.3	46.7		
Grew up	Rural	24.3	75.7	4.21	0.04*
	Urban	58.3	41.7		

Question 69 How do you pronounce the oo in roof?
A like the oo in hook
B like the o in who

Table 73. Distribution of Results for roof.

		A	B	Chi	p
	Frequencies	5.6	94.4		
Method	Taped	-	100	0.47	0.49*
	Mailed	7.2	92.8		
Sex	Male	-	100	1.04	0.31*
	Female	8.1	91.9		
Age	15-19	-	100	6.78	0.15*
	20-29	5.0	95.0		
	30-44	-	100		
	45-64	2.8	97.2		
	over 65	18.8	81.3		
Class	Upper	-	100	1.87	0.39*
	Middle	5.6	94.4		
	Lower	-	100		
Birth-place	Rural	5.9	94.1	0.0	1.00*
	Urban	5.6	94.4		
Grew up	Rural	6.8	93.2	0.15	0.70*
	Urban	-	100		

Explanation of the Phonological Heteroglosses

The maps of the following pages illustrate the regional variation of those phonological questions which showed evidence of regional variation. In the upper right-hand corner of each map is a "key" which explains the use of the colours and symbols on each map. In general, a different colour is used for each question, and a different symbol for each response to a question. The heterogloss for each question is drawn in the colour in which the responses for that particular question are presented. That is, if the responses are represented by "blue" circles and triangles, then the heterogloss for that question will also be drawn in "blue". The following is an explanation of the heteroglosses which are found on the maps on the following pages.

Map 1

Question 6 The heterogloss indicates that the only area where informants reported that ant and aunt did not rhyme was within a portion of the northwestern region.

Question 14 The majority of the communities east of the heterogloss indicate that the informants in this area pronounce the first part of schedule like the sch in school.

Map 2

Question 16 The majority of the communities to the east of the heterogloss indicate that the informants in this area pronounce athlete with two syllables.

Question 63 All of the communities to the south of the heterogloss show use of only the "one syllable" variant of film.

Map 3

Question 24 The majority of the communities to the east of the heterogloss indicate that the informants in this area pronounce genuine to rhyme with fine.

Question 45 The majority of the communities to the east of the heterogloss indicate that the informants in this area pronounce lever to rhyme with cleaver.

Map 4

Question 51 The heteroglosses for this item indicate two "islands". The first island, near the western border of the province, is one of two areas where soot is pronounced to rhyme with boot, and the only area where soot is found to rhyme with mutt. The other island, near the eastern border of the province, is the other area where soot is found to rhyme with boot.

Question 64 All of the communities to the east of the heterogloss indicate that the informants from this area pronounce the first t in congratulate like the tch in batch.

Map 1

Question 6 Does aunt rhyme with ant?

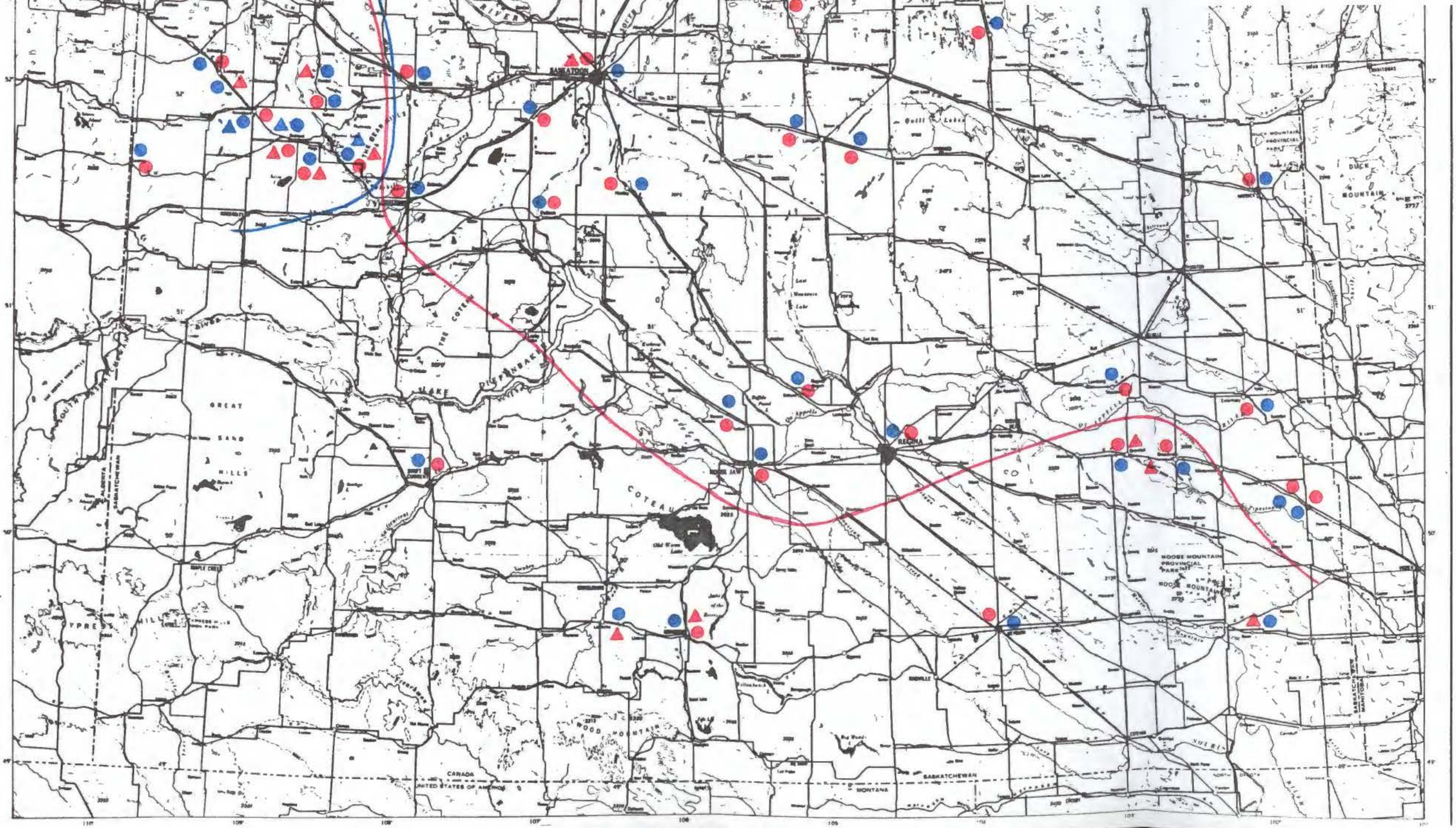
● = YES

▲ = NO

Question 14 How do you pronounce the sch in schedule?

● = like the sch in school

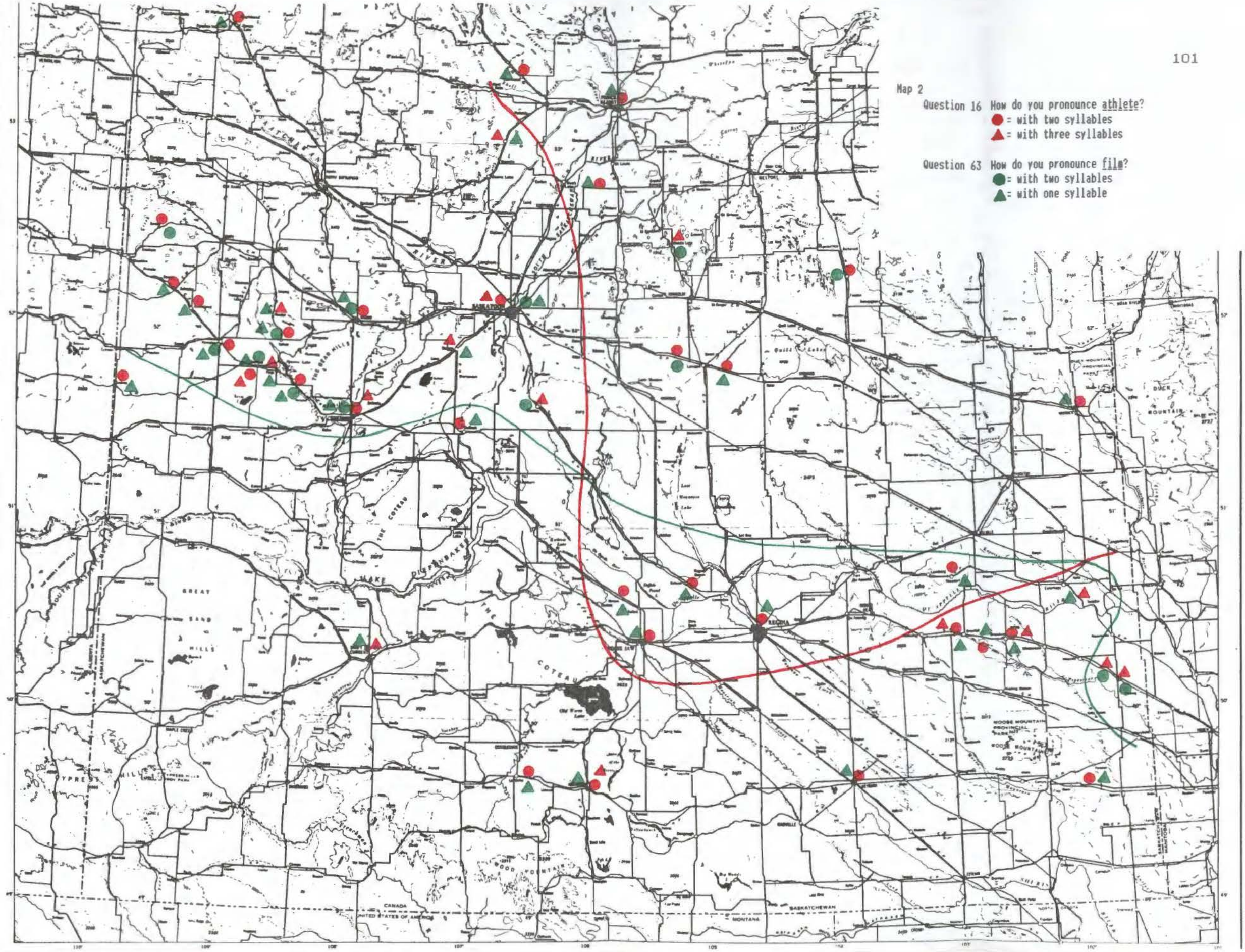
▲ = like the sh in show



Map 2

Question 16 How do you pronounce athlete?
● = with two syllables
▲ = with three syllables

Question 63 How do you pronounce film?
● = with two syllables
▲ = with one syllable



Map 3

Question 24 How do you pronounce genuine?

● = to rhyme with fin

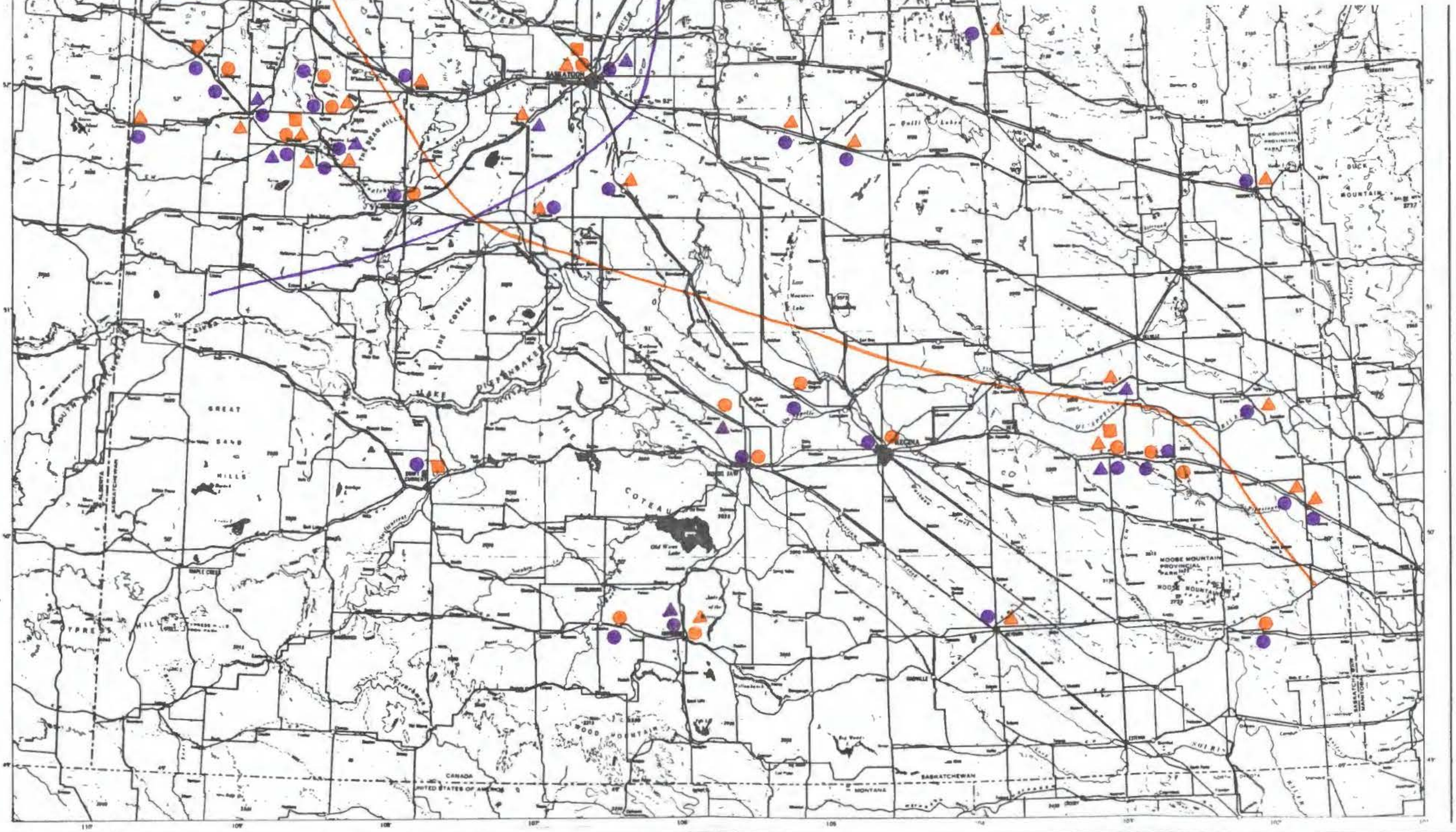
▲ = to rhyme with fine

■ = either way

Question 45 How do you pronounce lever?

● = to rhyme with cleaver

▲ = to rhyme with clever



Map 4

Question 51 How do you pronounce soot?

● = to rhyme with foot
▲ = to rhyme with boot
■ = to rhyme with mutt

Question 64 How do you pronounce the first t in congratulate?

● = like the tch in batch
▲ = like the dge in badge
■ = either way

Lexical Results

The results from the statistical analyses are presented in tables on the following pages following the same format as that used for the phonological results as explained on page 28. The reader should note that the questions in this section are presented as they were in the questionnaire, along with the responses that were produced by the informants. These responses are coded (A, B, etc.) only to facilitate presentation of the results; they were not available as multiple choice responses on the questionnaires. Following the statistical analyses, the regional lexical analysis is presented in the form of maps.

Question 1 The leaves started to turn yellow and orange as the _____ season approached.

A. autumn
B. fall

Table 74. Distribution of Results for "season"

		A	B	Chi	p
	Frequencies	29.2	70.8		
Method	Taped	50.0	50.0	4.17	0.04
	Mailed	23.2	76.8		
Sex	Male	22.2	77.8	0.50	0.48
	Female	32.3	67.7		
Age	15-19	-	100	2.74	0.60*
	20-29	40.0	60.0		
	30-44	20.0	80.0		
	45-64	30.6	69.4		
	over 65	25.0	75.0		
Class	Upper	50.0	50.0	2.22	0.33
	Middle	27.8	72.2		
	Lower	29.4	70.6		
Birth-place	Rural	29.4	70.6	0.0	1.00
	Urban	27.8	72.2		
Grew up	Rural	28.8	71.2	0.0	1.00*
	Urban	28.6	71.4		

Question 2 Jane had to be up by seven o'clock, so she set her alarm to go off at a quarter _____ seven.

A before
B to

Table 75. Distribution of Results for "_____ seven"

		A	B	Chi	p
	Frequencies	2.4	97.6		
Method	Taped	12.5	87.5	4.02	0.05*
	Mailed	-	100		
Sex	Male	4.2	95.8	0.0	1.00*
	Female	1.7	98.3		
Age	15-19	-	100	3.09	0.54*
	20-29	5.6	94.4		
	30-44	-	100		
	45-64	-	100		
	over 65	6.7	93.3		
Class	Upper	7.7	92.3	2.52	0.28*
	Middle	-	100		
	Lower	-	100		
Birth-place	Rural	3.1	96.9	0.0	1.00*
	Urban	-	100		
Grew up	Rural	3.0	97.0	0.0	1.00*
	Urban	-	100		

Question 3 The cook needed some water so she turned on the kitchen _____.
A faucet B. tap C. sink

Table 76. Distribution of Results for "kitchen ____"

		A	B	C	Chi	p
	Frequencies	4.8	90.5	4.8		
Method	Taped	16.7	77.8	5.6	7.26	0.03*
	Mailed	1.5	93.9	4.5		
Sex	Male	4.3	87.0	8.7	1.08	0.58*
	Female	4.9	91.8	3.3		
Age	15-19	-	100	-	4.18	0.84*
	20-29	5.0	85.0	10.0		
	30-44	6.7	93.3	-		
	45-64	6.3	87.5	6.3		
	over 65	-	100	-		
Class	Upper	7.1	92.9	-	3.46	0.48*
	Middle	11.1	83.3	5.6		
	Lower	-	100	-		
Birth-place	Rural	4.7	92.2	3.1	1.98	0.37*
	Urban	5.6	83.3	11.1		
Grew up	Rural	5.8	91.3	2.9	3.98	0.14*
	Urban	-	85.7	14.3		

Question 4 John went into the family room to relax and sat down on the long comfortable _____
A. chesterfield B. couch C. sofa D. other

Table 77 Distribution of Results for "long _____"

		A	B	C	D	Chi	p
	Frequencies	40.0	24.7	30.6	4.8		
Method	Taped	40.0	20.0	35.0	5.0	0.41	0.94*
	Mailed	40.0	26.2	29.2	4.6		
Sex	Male	48.0	24.0	24.0	4.0	1.11	0.77
	Female	36.7	25.0	33.3	5.0		
Age	15-19	-	50.0	50.0	-	11.24	0.51*
	20-29	35.0	40.0	25.0	-		
	30-44	38.5	30.8	23.1	7.7		
	45-64	52.9	11.8	29.4	5.9		
	over 65	25.0	25.0	43.8	6.3		
Class	Upper	53.3	20.0	20.0	6.7	3.93	0.69*
	Middle	33.3	38.9	22.2	5.6		
	Lower	50.0	12.5	31.3	6.3		
Birth-place	Rural	39.1	20.3	37.5	3.1	6.51	0.09*
	Urban	38.9	44.4	11.1	5.6		
Grew up	Rural	40.6	20.3	34.8	4.3	6.30	0.10*
	Urban	35.7	50.0	14.3	-		

Question 5 The baker got the cake ready to spread the soft _____ over it.
A. icing
B. frosting

Table 78. Distribution of Results for "soft _____"

		A	B	Chi	p
	Frequencies	95.4	4.6		
Method	Taped	100	-	0.26	0.61*
	Mailed	94.0	6.0		
Sex	Male	100	-	0.67	0.41*
	Female	93.3	6.7		
Age	15-19	100	-	3.36	0.50*
	20-29	100	-		
	30-44	93.3	6.7		
	45-64	91.2	8.8		
	over 65	100	-		
Class	Upper	93.3	6.7	1.18	0.55*
	Middle	100	-		
	Lower	94.1	5.9		
Birth-place	Rural	93.9	6.1	0.20	0.66*
	Urban	100	-		
Grew up	Rural	94.4	5.6	0.05	0.83*
	Urban	100	-		

Question 6 The mother got the soap and water ready so that she could _____ the baby.
A. bath B. bathe C. wash

Table 79. Distribution of Results for "____ the baby"

		A	B	C	Chi	p
	Frequencies	57.3	33.7	9.0		
Method	Taped	55.0	30.0	15.0	1.17	0.56
	Mailed	58.0	34.8	7.2		
Sex	Male	51.9	22.2	25.9	14.09	0.00
	Female	59.7	38.7	1.6		
Age	15-19	100	-	-	12.46	0.13*
	20-29	75.0	15.0	10.0		
	30-44	66.7	20.0	13.3		
	45-64	52.8	38.9	8.3		
	over 65	31.3	62.5	6.3		
Class	Upper	43.8	50.0	6.3	7.30	0.12*
	Middle	66.7	33.3	-		
	Lower	47.1	29.4	23.5		
Birth-place	Rural	57.4	33.8	8.8	0.27	0.87
	Urban	61.1	27.8	11.1		
Grew up	Rural	54.8	35.6	9.6	2.87	0.24*
	Urban	78.6	14.3	7.1		

Question 7 Jeff drove the car from the front yard down the driveway and around _____ the house to the garage.

A. behind B. the back of C. back

Table 80. Distribution of Results for "____ the house"

		A	B	C	Chi	p
	Frequencies	72.7	21.2	6.1		
Method	Taped	37.5	62.5	-	10.93	0.00*
	Mailed	84.0	8.0	8.0		
Sex	Male	66.7	33.3	-	1.67	0.43*
	Female	75.0	16.7	8.3		
Age	15-19	-	100	-	9.60	0.29*
	20-29	60.0	40.0	-		
	30-44	57.1	28.6	14.3		
	45-64	81.8	18.2	-		
	over 65	88.9	-	11.1		
Class	Upper	50.0	50.0	-	5.84	0.21*
	Middle	62.5	37.5	-		
	Lower	85.7	-	14.3		
Birth-place	Rural	70.4	22.2	7.4	0.43	0.80*
	Urban	80.0	20.0	-		
Grew up	Rural	70.4	22.2	7.4	0.43	0.80*
	Urban	80.0	20.0	-		

Question 8 Betty went to catch the cross-country tour bus at the bus _____

A depot B station C. terminal D stop

Table 81. Distribution of Results for "bus _____"

		A	B	C	D	Chi	p
	Frequencies	64.7	11.8	3.5	20.0		
Method	Taped	63.2	10.5	-	26.3	1.39	0.71*
	Mailed	65.2	12.1	4.5	18.2		
Sex	Male	60.0	16.0	4.0	20.0	0.68	0.88*
	Female	66.7	10.0	3.3	20.0		
Age	15-19	100	-	-	-	14.46	0.27*
	20-29	47.4	15.8	5.3	31.6		
	30-44	57.1	28.6	-	14.3		
	45-64	65.7	5.7	2.9	25.7		
	over 65	86.7	6.7	6.7	-		
Class	Upper	53.3	13.3	6.7	26.7	4.52	0.61*
	Middle	77.8	-	-	22.2		
	Lower	56.3	12.5	6.3	25.0		
Birth-place	Rural	67.2	10.9	3.1	18.8	0.99	0.80*
	Urban	55.6	16.7	5.6	22.2		
Grew up	Rural	63.8	13.0	2.9	20.3	1.24	0.74*
	Urban	71.4	7.1	7.1	14.3		

Question 9 Jenny cooked eggs for breakfast, but her children didn't like the white part, they would only eat the _____
A. yolk B yellow

Table 82 Distribution of Results for "egg _____"

		A	B	Chi	p
	Frequencies	98.9	1.1		
Method	Taped	95.0	5.0	0.43	0.51*
	Mailed	100	-		
Sex	Male	100	-	0.0	1.00*
	Female	98.4	1.6		
Age	15-19	100	-	1.53	0.82*
	20-29	100	-		
	30-44	100	-		
	45-64	97.1	2.9		
	over 65	100	-		
Class	Upper	100	-	1.81	0.40*
	Middle	94.4	5.6		
	Lower	100	-		
Birth-place	Rural	100	-	0.50	0.48*
	Urban	94.4	5.6		
Grew up	Rural	100	-	0.84	0.36*
	Urban	92.9	7.1		

Question 10 The busboy put the tablecloth, silverware, plates, and cloth _____ on the table.
A. napkins
B. serviettes

Table 83. Distribution of Results for "cloth _____"

		A	B	Chi	p
	Frequencies	75.9	24.1		
Method	Taped	71.4	28.6	0.0	1.00*
	Mailed	76.6	23.4		
Sex	Male	66.7	33.3	0.40	0.53*
	Female	79.5	20.5		
Age	15-19	100	-	2.25	0.69*
	20-29	73.3	26.7		
	30-44	90.0	10.0		
	45-64	75.0	25.0		
	over 65	62.5	37.5		
Class	Upper	40.0	60.0	4.99	0.08*
	Middle	84.6	15.4		
	Lower	66.7	33.3		
Birth-place	Rural	73.8	26.2	0.02	0.88*
	Urban	81.8	18.2		
Grew up	Rural	76.1	23.9	0.0	1.00*
	Urban	71.4	28.6		

Question 11 Cathy liked the cherries but wished they didn't have such hard _____ in the center.
A. pits B. stones C. other

Table 84. Distribution of Results for "cherry _____"

		A	B	C	Chi	p
	Frequencies	77.3	17.0	5.6		
Method	Taped	80.0	15.0	5.0	0.11	0.95*
	Mailed	76.5	17.6	5.9		
Sex	Male	74.1	14.8	11.1	2.19	0.34*
	Female	78.7	18.0	3.3		
Age	15-19	50.0	-	50.0	18.02	0.02*
	20-29	80.0	15.0	5.0		
	30-44	53.3	33.3	13.3		
	45-64	80.0	20.0	-		
	over 65	93.8	-	6.3		
Class	Upper	73.3	26.7	-	4.09	0.39*
	Middle	77.8	16.7	5.6		
	Lower	82.4	5.9	11.8		
Birth-place	Rural	80.6	16.4	3.0	4.87	0.09*
	Urban	66.7	16.7	16.7		
Grew up	Rural	83.3	13.9	2.8	10.24	0.01*
	Urban	50.0	28.6	21.4		

Question 12 Steven came home from a hard days work and said, "I'm _____."

A. beat B. bushed C. tired D. other

Table 85 Distribution of Results for "I'm _____"

		A	B	C	D	Chi	p
	Frequencies	14.6	36.6	34.1	14.6		
Method	Taped	10.5	47.4	31.6	10.5	1.40	0.70
	Mailed	15.9	33.3	34.9	15.9		
Sex	Male	24.0	36.0	32.0	8.0	3.29	0.35
	Female	10.5	36.8	35.1	17.5		
Age	15-19	-	-	-	100	19.52	0.08*
	20-29	31.6	26.3	21.1	21.1		
	30-44	15.4	53.8	23.1	7.7		
	45-64	5.7	42.9	37.1	14.3		
	over 65	14.3	21.4	57.1	7.1		
Class	Upper	13.3	40.0	33.3	13.3	12.33	0.05*
	Middle	5.6	61.1	16.7	16.7		
	Lower	25.0	18.8	56.3	-		
Birth-place	Rural	14.1	32.8	40.6	12.5	9.38	0.02*
	Urban	20.0	53.3	-	26.7		
Grew up	Rural	16.4	32.8	38.8	11.9	7.57	0.06*
	Urban	7.7	53.8	7.7	30.8		

Question 13 Susan wondered if her friend had answered her letter yet so she went to see if the _____ had delivered anything.
A. mailman B. postman

Table 86 Distribution of Results for "mail-person"

		A	B	Chi	p
	Frequencies	69.3	30.6		
Method	Taped	75.0	25.0	0.12	0.73
	Mailed	67.6	32.4		
Sex	Male	66.7	33.3	0.01	0.91
	Female	70.5	29.5		
Age	15-19	100	-	8.57	0.07*
	20-29	85.0	15.0		
	30-44	46.7	53.3		
	45-64	62.9	37.1		
	over 65	81.3	18.8		
Class	Upper	66.7	33.3	0.08	0.96
	Middle	66.7	33.3		
	Lower	70.6	29.4		
Birth-place	Rural	64.2	35.8	1.60	0.21
	Urban	83.3	16.7		
Grew up	Rural	65.3	34.7	1.42	0.23*
	Urban	85.7	14.3		

Question 14 While driving along the highway, the tourist noticed a _____ of trees in the distance.
A. bluff B. clump C. grove D. other

Table 87. Distribution of Results for "group of trees"

		A	B	C	D	Chi	p
	Frequencies	10.6	30.6	34.1	24.9		
Method	Taped	5.0	10.0	50.0	35.0	7.45	0.06
	Mailed	12.3	36.9	29.2	21.5		
Sex	Male	11.5	23.1	38.5	26.9	1.00	0.80
	Female	10.2	33.9	32.2	23.7		
Age	15-19	-	50.0	-	50.0	6.76	0.87*
	20-29	10.5	21.1	36.8	31.6		
	30-44	23.1	30.8	30.8	15.4		
	45-64	8.6	37.1	34.3	20.0		
	over 65	6.3	25.0	37.5	31.3		
Class	Upper	7.7	38.5	46.2	7.7	2.21	0.90*
	Middle	5.6	27.8	44.4	22.2		
	Lower	11.8	23.5	41.2	23.5		
Birth-place	Rural	12.3	30.8	35.4	21.5	3.12	0.37
	Urban	5.9	29.4	23.5	41.2		
Grew up	Rural	11.4	31.4	34.3	22.9	1.62	0.65*
	Urban	7.7	30.8	23.1	38.5		

Question 15 After dinner Mr. and Mrs. Smith took their guests into the _____ for coffee.
A. front room B. living room C. parlor D. other

Table 88. Distribution of Results for "room in house"

		A	B	C	D	Chi	p
	Frequencies	8.5	70.7	11.0	9.7		
Method	Taped	5.3	63.2	15.8	15.8	1.96	0.58*
	Mailed	9.5	73.0	9.5	7.9		
Sex	Male	13.0	65.2	13.0	8.7	1.06	0.79*
	Female	6.8	72.9	10.2	10.2		
Age	15-19	-	50.0	-	50.0	22.90	0.03*
	20-29	-	100	-	-		
	30-44	14.3	78.6	-	7.1		
	45-64	14.3	57.1	14.3	14.3		
	over 65	-	61.5	30.8	7.7		
Class	Upper	6.3	68.8	6.3	18.8	10.64	0.10*
	Middle	-	83.3	11.1	5.6		
	Lower	26.7	46.7	20.0	6.7		
Birth-place	Rural	11.3	66.1	11.3	11.3	5.67	0.13*
	Urban	-	94.1	5.9	-		
Grew up	Rural	10.6	68.2	10.6	10.6	3.61	0.31*
	Urban	-	85.7	14.3	-		

Question 16 After the heavy rains, Bill got up on a ladder in order to clean out the _____ along the edge of the roof.

A. eaves/eavesthrough B. gutters C. other

Table 89. Distribution of Results for "edge of roof"

		A	B	C	Chi	p
	Frequencies	88.4	7.0	4.7		
Method	Taped	80.0	5.0	15.0	6.35	0.04*
	Mailed	90.9	7.6	1.5		
Sex	Male	92.3	-	7.7	3.41	0.18*
	Female	86.7	10.0	3.3		
Age	15-19	50.0	-	50.0	17.79	0.02*
	20-29	100	-	-		
	30-44	100	-	-		
	45-64	80.0	11.4	8.6		
	over 65	86.7	13.3	-		
Class	Upper	80.0	6.7	13.3	2.92	0.57*
	Middle	83.3	11.1	5.6		
	Lower	94.1	5.9	-		
Birth-place	Rural	87.7	7.7	4.6	0.12	0.94*
	Urban	88.9	5.6	5.6		
Grew up	Rural	88.6	7.1	4.3	0.21	0.90*
	Urban	85.7	7.1	7.1		

Question 17 Anne asked the children to wash their hands and _____ the table for dinner.
A. set
B. prepare

Table 90. Distribution of Results for "____ the table"

		A	B	Chi	p
	Frequencies	97.1	2.9		
Method	Taped	100	-	0.0	1.00*
	Mailed	96.4	3.6		
Sex	Male	100	-	0.00	0.94*
	Female	96.1	3.9		
Age	15-19	100	-	2.91	0.57*
	20-29	100	-		
	30-44	100	-		
	45-64	93.1	6.9		
	over 65	100	-		
Class	Upper	92.9	7.1	1.90	0.39*
	Middle	100	-		
	Lower	100	-		
Birth-place	Rural	96.2	3.8	0.0	1.00*
	Urban	100	-		
Grew up	Rural	96.5	3.5	0.0	1.00*
	Urban	100	-		

Question 18 Christina invited some friends to come over in the afternoon for a _____ in honour of her neighbour's birthday.

A. coffee/coffee party B. cup of tea/tea party

Table 91 Distribution of Results for "afternoon ____"

		A	B	Chi	p
	Frequencies	10.3	89.7		
Method	Taped	12.5	87.5	0.0	1.00*
	Mailed	9.7	90.3		
Sex	Male	14.3	85.7	0.0	1.00*
	Female	9.4	90.6		
Age	15-19	-	-	1.64	0.65*
	20-29	20.0	80.0		
	30-44	-	100		
	45-64	12.5	87.5		
	over 65	11.1	88.9		
Class	Upper	-	100	1.10	0.58*
	Middle	16.7	83.3		
	Lower	14.3	85.7		
Birth-place	Rural	6.5	93.5	0.79	0.37*
	Urban	25.0	75.0		
Grew up	Rural	6.3	93.8	1.16	0.28*
	Urban	28.6	71.4		

Question 19 Mrs Jones told her children to be back by 5·30 p m so they would have time to clean up before eating _____.
A. dinner B. supper

Table 92. Distribution of Results for "evening meal"

		A	B	Chi	p
	Frequencies	23.6	76.4		
Method	Taped	35.0	65.0	1.13	0.29*
	Mailed	20.3	79.7		
Sex	Male	14.8	85.2	1.03	0.31
	Female	27.4	72.6		
Age	15-19	50.0	50.0	6.63	0.16*
	20-29	5.0	95.0		
	30-44	20.0	80.0		
	45-64	33.3	66.7		
	over 65	25.0	75.0		
Class	Upper	18.8	81.3	2.63	0.27*
	Middle	38.9	61.1		
	Lower	17.6	82.4		
Birth-place	Rural	23.5	76.5	0.00	0.95*
	Urban	27.8	72.2		
Grew up	Rural	23.3	76.7	0.01	0.93*
	Urban	28.6	71.4		

Question 20 The man set up the lawn sprinkler and then turned on the _____ to start the water.
A. faucet B tap C. other

Table 93 Distribution of Results for "outside ____"

		A	B	C	Chi	p
	Frequencies	3.4	92.0	4.5		
Method	Taped	-	90.0	10.0	2.59	0.27*
	Mailed	4.4	92.6	2.9		
Sex	Male	-	92.3	7.7	2.06	0.36*
	Female	4.8	91.9	3.2		
Age	15-19	-	100	-	5.34	0.72*
	20-29	-	89.5	10.5		
	30-44	-	100	-		
	45-64	5.6	88.9	5.6		
	over 65	6.3	93.8	-		
Class	Upper	6.3	81.3	12.5	3.04	0.55*
	Middle	-	94.4	5.6		
	Lower	-	94.1	5.9		
Birth-place	Rural	4.4	91.2	4.4	0.83	0.66*
	Urban	-	94.1	5.9		
Grew up	Rural	4.1	90.4	5.5	1.36	0.51*
	Urban	-	100	-		

Question 21 Their visitors arrived at 12:30 p.m., in time to eat _____
A dinner
B lunch

Table 94 Distribution of Results for "noon meal"

		A	B	Chi	p
	Frequencies	34.1	65.9		
Method	Taped	40.0	60.0	0.13	0.71
	Mailed	32.4	67.6		
Sex	Male	51.9	48.1	4.39	0.04
	Female	26.2	73.8		
Age	15-19	-	100	8.04	0.09*
	20-29	55.0	45.0		
	30-44	28.6	71.4		
	45-64	22.2	77.8		
	over 65	43.8	56.3		
Class	Upper	31.3	68.8	5.46	0.07
	Middle	29.4	70.6		
	Lower	64.7	35.3		
Birth-place	Rural	38.2	61.8	0.72	0.39
	Urban	23.5	76.5		
Grew up	Rural	39.7	60.3	3.67	0.06*
	Urban	7.7	92.3		

Question 22 They went to catch the train at the train _____.
A. depot
B. station

Table 95. Distribution of Results for "train _____"

		A	B	Chi	p
	Frequencies	10.2	89.8		
Method	Taped	5.0	95.0	0.21	0.65*
	Mailed	11.8	88.2		
Sex	Male	3.8	96.2	0.80	0.37*
	Female	12.9	87.1		
Age	15-19	-	100	9.16	0.06*
	20-29	-	100		
	30-44	-	100		
	45-64	13.9	86.1		
	over 65	26.7	73.3		
Class	Upper	6.3	93.8	0.39	0.82*
	Middle	11.1	88.9		
	Lower	12.5	87.5		
Birth-place	Rural	9.0	91.0	0.0	1.00*
	Urban	11.1	88.9		
Grew up	Rural	12.5	87.5	0.85	0.36*
	Urban	-	100		

Question 23 She wanted to cook some bacon so she turned on the stove element and put the _____ on top to heat up

A. pan B. fry/frying pan C. skillet

Table 96 Distribution of Results for "cooking utensil"

		A	B	C	Chi	p
	Frequencies	42.7	55.1	2.2		
Method	Taped	45.0	50.0	5.0	1.02	0.60*
	Mailed	42.0	56.5	1.4		
Sex	Male	40.7	55.6	3.7	0.40	0.82*
	Female	43.5	54.8	1.6		
Age	15-19	50.0	50.0	-	5.26	0.73*
	20-29	45.0	50.0	5.0		
	30-44	26.7	73.3	-		
	45-64	47.2	52.8	-		
	over 65	43.8	50.0	6.3		
Class	Upper	18.8	75.0	6.3	5.60	0.23*
	Middle	50.0	44.4	5.6		
	Lower	52.9	47.1	-		
Birth-place	Rural	41.2	55.9	2.9	0.57	0.75*
	Urban	44.4	55.6	-		
Grew up	Rural	42.5	54.8	2.7	0.40	0.82*
	Urban	42.9	57.1	-		

Question 24 They took the _____ off the outside of the corn cobs.
A. husks
B other

Table 97. Distribution of Results for "corn cob ____"

		A	B	Chi	p
	Frequencies	97.6	2.4		
Method	Taped	94.1	5.9	0.02	0.88*
	Mailed	98.5	1.5		
Sex	Male	92.0	8.0	1.92	0.17*
	Female	100	-		
Age	15-19	-	100	42.19	0.00*
	20-29	94.7	5.3		
	30-44	100	-		
	45-64	100	-		
	over 65	100	-		
Class	Upper	100	-	-	-
	Middle	100	-		
	Lower	100	-		
Birth-place	Rural	100	-	3.81	0.05*
	Urban	87.5	12.5		
Grew up	Rural	98.5	1.5	0.16	0.69*
	Urban	91.7	8.3		

Question 25 Sandy spread the hard _____ over the cake.
A. icing B. frosting C. sauce

Table 98 Distribution of Results for "hard _____"

		A	B	C	Chi	p
	Frequencies	89.3	4.0	6.7		
Method	Taped	93.3	-	6.7	0.78	0.68*
	Mailed	88.3	5.0	6.7		
Sex	Male	91.3	4.3	4.3	0.29	0.86*
	Female	88.5	3.8	7.7		
Age	15-19	100	-	-	5.65	0.69*
	20-29	90.0	5.0	5.0		
	30-44	100	-	-		
	45-64	83.3	3.3	13.3		
	over 65	90.0	10.0	-		
Class	Upper	87.5	6.3	6.3	2.81	0.59*
	Middle	100	-	-		
	Lower	92.3	7.7	-		
Birth-place	Rural	89.3	3.6	7.1	0.23	0.89*
	Urban	87.5	6.3	6.3		
Grew up	Rural	90.3	3.2	6.5	0.95	0.62*
	Urban	81.8	9.1	9.1		

Question 26 Polly told her son to _____ up his room.

A. clean B. tidy C. straighten

Table 99. Distribution of Results for "____ up a room"

		A	B	C	Chi	p
	Frequencies	76.5	22.4	1.2		
Method	Taped	78.9	21.1	-	0.33	0.85*
	Mailed	75.8	22.7	1.5		
Sex	Male	100	-	-	11.53	0.00*
	Female	66.1	32.2	1.7		
Age	15-19	100	-	-	15.75	0.05*
	20-29	95.0	5.0	-		
	30-44	85.7	7.1	7.1		
	45-64	68.6	31.4	-		
	over 65	57.1	42.9	-		
Class	Upper	68.8	31.3	-	6.68	0.04*
	Middle	88.9	11.1	-		
	Lower	100	-	-		
Birth-place	Rural	73.4	25.0	1.6	3.64	0.16*
	Urban	94.4	5.6	-		
Grew up	Rural	73.9	24.6	1.4	2.39	0.30*
	Urban	92.9	7.1	-		

Question 27 They put the silverware on the table along with the paper _____.
A. napkins
B serviettes

Table 100 Distribution of Results for "paper _____"

		A	B	Chi	p
	Frequencies	56.0	44.0		
Method	Taped	62.5	37.5	0.09	0.76
	Mailed	54.2	45.8		
Sex	Male	71.4	28.6	2.02	0.16
	Female	50.0	50.0		
Age	15-19	-	-	2.36	0.50
	20-29	66.7	33.3		
	30-44	66.7	33.3		
	45-64	50.0	50.0		
	over 65	46.2	53.8		
Class	Upper	41.7	58.3	4.13	0.13
	Middle	50.0	50.0		
	Lower	78.6	21.4		
Birth-place	Rural	58.6	41.4	0.29	0.59
	Urban	46.7	53.3		
Grew up	Rural	57.4	42.6	0.02	0.88
	Urban	50.0	50.0		

Question 28 Paul ordered a hamburger, _____, and a milkshake.
A. chips B. fries C. french fries

Table 101. Distribution of Results for "fried potatoes"

		A	B	C	Chi	p
	Frequencies	34.7	56.0	9.3		
Method	Taped	43.8	50.0	6.3	0.82	0.66
	Mailed	32.2	57.6	10.2		
Sex	Male	18.2	77.3	4.5	5.72	0.06*
	Female	41.5	47.2	11.3		
Age	15-19	-	100	-	18.83	0.02*
	20-29	15.0	80.0	5.0		
	30-44	14.3	64.3	21.4		
	45-64	57.1	39.3	3.6		
	over 65	45.5	36.4	18.2		
Class	Upper	50.0	42.9	7.1	3.09	0.54*
	Middle	41.2	47.1	11.8		
	Lower	18.2	72.7	9.1		
Birth-place	Rural	34.5	58.2	7.3	1.42	0.49
	Urban	33.3	50.0	16.7		
Grew up	Rural	32.2	59.3	8.5	1.32	0.52*
	Urban	42.9	42.9	14.3		

Question 29 The boy went to sit in the shade down by the _____ and try to catch a fish.
A. creek B. brook C. stream

Table 102. Distribution of Results for "body of water"

		A	B	C	Chi	p
	Frequencies	40.5	10.8	48.6		
Method	Taped	33.3	-	66.7	1.34	0.51*
	Mailed	41.9	12.9	45.2		
Sex	Male	50.0	-	50.0	1.79	0.41*
	Female	37.0	14.8	48.1		
Age	15-19	100	-	-	13.68	0.09*
	20-29	44.4	-	55.6		
	30-44	-	-	100		
	45-64	56.3	18.8	25.0		
	over 65	20.0	20.0	60.0		
Class	Upper	25.0	25.0	50.0	3.74	0.44*
	Middle	37.5	-	62.5		
	Lower	33.3	-	66.7		
Birth-place	Rural	30.8	11.5	57.7	4.93	0.09*
	Urban	70.0	-	30.0		
Grew up	Rural	35.7	10.7	53.6	2.25	0.32*
	Urban	62.5	-	37.5		

Question 30 When her new stereo wouldn't work, Sue hoped the _____ would cover all the repairs.

A. guarantee
B. warranty

Table 103. Distribution of Results for "guarantee"

		A	B	Chi	p
	Frequencies	31.1	68.9		
Method	Taped	18.8	81.3	0.81	0.37*
	Mailed	34.5	65.5		
Sex	Male	26.1	73.9	0.12	0.72
	Female	33.3	66.7		
Age	15-19	-	100	3.50	0.48*
	20-29	18.8	81.3		
	30-44	26.7	73.3		
	45-64	41.9	58.1		
	over 65	27.3	72.7		
Class	Upper	35.7	64.3	1.03	0.60*
	Middle	37.5	62.5		
	Lower	21.4	78.6		
Birth-place	Rural	31.6	68.4	0.0	1.00*
	Urban	33.3	66.7		
Grew up	Rural	29.5	70.5	0.48	0.49*
	Urban	45.5	54.5		

Question 31 Before making the cake, the baker turned the knob on the _____ to turn on the oven.

A. stove
B. range

Table 104. Distribution of Results for "appliance"

		A	B	Chi	p
	Frequencies	98.7	1.3		
Method	Taped	100	-	0.0	1.00*
	Mailed	98.3	1.7		
Sex	Male	100	-	0.0	1.00*
	Female	98.1	1.9		
Age	15-19	100	-	4.83	0.30*
	20-29	100	-		
	30-44	100	-		
	45-64	100	-		
	over 65	92.3	7.7		
Class	Upper	100	-	-	-
	Middle	100	-		
	Lower	100	-		
Birth-place	Rural	98.3	1.7	0.0	1.00*
	Urban	100	-		
Grew up	Rural	98.4	1.6	0.0	1.00*
	Urban	100	-		

Question 32 Terry asked some friends to come over in the morning for a _____ in honour of her birthday
A. coffee/coffee party
B. cup of tea/tea party

Table 105. Distribution of Results for "morning ____"

		A	B	Chi	p
	Frequencies	94.3	5.7		
Method	Taped	100	-	0.0	1.00*
	Mailed	92.9	7.1		
Sex	Male	80.0	20.0	0.20	0.66*
	Female	96.7	3.3		
Age	15-19	-	-	5.04	0.17*
	20-29	66.7	33.3		
	30-44	100	-		
	45-64	94.7	5.3		
	over 65	100	-		
Class	Upper	80.0	20.0	2.04	0.36*
	Middle	100	-		
	Lower	83.3	16.7		
Birth-place	Rural	92.9	7.1	0.0	1.00*
	Urban	100	-		
Grew up	Rural	92.6	7.4	0.0	1.00*
	Urban	100	-		

Question 33 Kathy couldn't remember what she was supposed to buy, so she found a dime and decided to _____ her mother to find out what it was.
A. phone B. call

Table 106 Distribution of Results for "telephone"

		A	B	Chi	p
	Frequencies	79.5	20.5		
Method	Taped	82.4	17.6	0.0	1.00*
	Mailed	78.8	21.2		
Sex	Male	76.0	24.0	0.05	0.82
	Female	81.0	19.0		
Age	15-19	100	-	10.04	0.04*
	20-29	66.7	33.3		
	30-44	60.0	40.0		
	45-64	94.1	5.9		
	over 65	80.0	20.0		
Class	Upper	92.9	7.1	2.29	0.32*
	Middle	72.2	27.8		
	Lower	75.0	25.0		
Birth-place	Rural	79.7	20.3	0.00	0.95*
	Urban	75.0	25.0		
Grew up	Rural	80.6	19.4	0.16	0.69*
	Urban	71.4	28.6		

Question 34 Jane was worried about driving because she had heard that they drove very fast on the four lane _____

A freeway B highway C expressway

Table 107. Distribution of Results for "four lane road"

		A	B	C	Chi	p
	Frequencies	21.6	76.1	2.3		
Method	Taped	10.0	85.0	5.0	2.72	0.26*
	Mailed	25.0	73.5	1.5		
Sex	Male	11.1	85.2	3.7	2.75	0.25*
	Female	26.2	72.1	1.6		
Age	15-19	-	100	-	5.23	0.73*
	20-29	25.0	75.0	-		
	30-44	13.3	80.0	6.7		
	45-64	25.7	74.3	-		
	over 65	18.8	75.0	6.3		
Class	Upper	18.8	81.3	-	1.11	0.89*
	Middle	22.2	72.2	5.6		
	Lower	17.6	76.5	5.9		
Birth-place	Rural	23.5	73.5	2.9	1.01	0.60*
	Urban	16.7	83.3	-		
Grew up	Rural	21.9	75.3	2.7	0.40	0.82*
	Urban	21.4	78.6	-		

Question 35 Billy is happy now that school is over and he can do whatever he wants during the summer _____.

A. holiday B vacation C. other

Table 108 Distribution of Results for "summer ____"

		A	B	C	Chi	p
	Frequencies	82.9	14.6	2.4		
Method	Taped	84.2	15.8	-	0.63	0.73*
	Mailed	82.5	14.3	3.2		
Sex	Male	96.0	4.0	-	4.40	0.11*
	Female	77.2	19.3	3.5		
Age	15-19	100	-	-	3.73	0.88*
	20-29	88.9	11.1	-		
	30-44	86.7	6.7	6.7		
	45-64	78.8	18.2	3.0		
	over 65	80.0	20.0	-		
Class	Upper	87.5	12.5	-	0.59	0.75*
	Middle	94.1	5.9	-		
	Lower	86.7	13.3	-		
Birth-place	Rural	84.1	15.9	-	4.05	0.13*
	Urban	81.3	12.5	6.3		
Grew up	Rural	82.4	16.2	1.5	0.70	0.70*
	Urban	91.7	8.3	-		

Explanation of the Lexical Heteroglosses

The maps on the following pages illustrate the regional variation of those lexical questions which showed evidence of regional variation. As with the phonological maps, a "key" in the upper right-hand corner explains the use of colours and symbols for each map. The heterogloss for each question is again drawn in the corresponding colour. The following is an explanation of the heteroglosses which are found on the maps on the following pages.

Map 5

Question 4 There are two heteroglosses for this question. Only chesterfield occurs in the communities to the south of the southern most heterogloss. There are very few occurrences of couch found among the communities to the south of the northern most heterogloss.

Question 8 There are also two heteroglosses for this question. One forms an "island" near the western border of the province which represents the only area where terminal was found. The other heterogloss indicates that there were no occurrences of station to the south of this heterogloss.

Map 6

Question 11 The results indicate that the informants from the communities to the south of the heterogloss only use pits.

Question 15 The results indicate that the informants from the communities to the south of the heterogloss only use living room.

Map 7

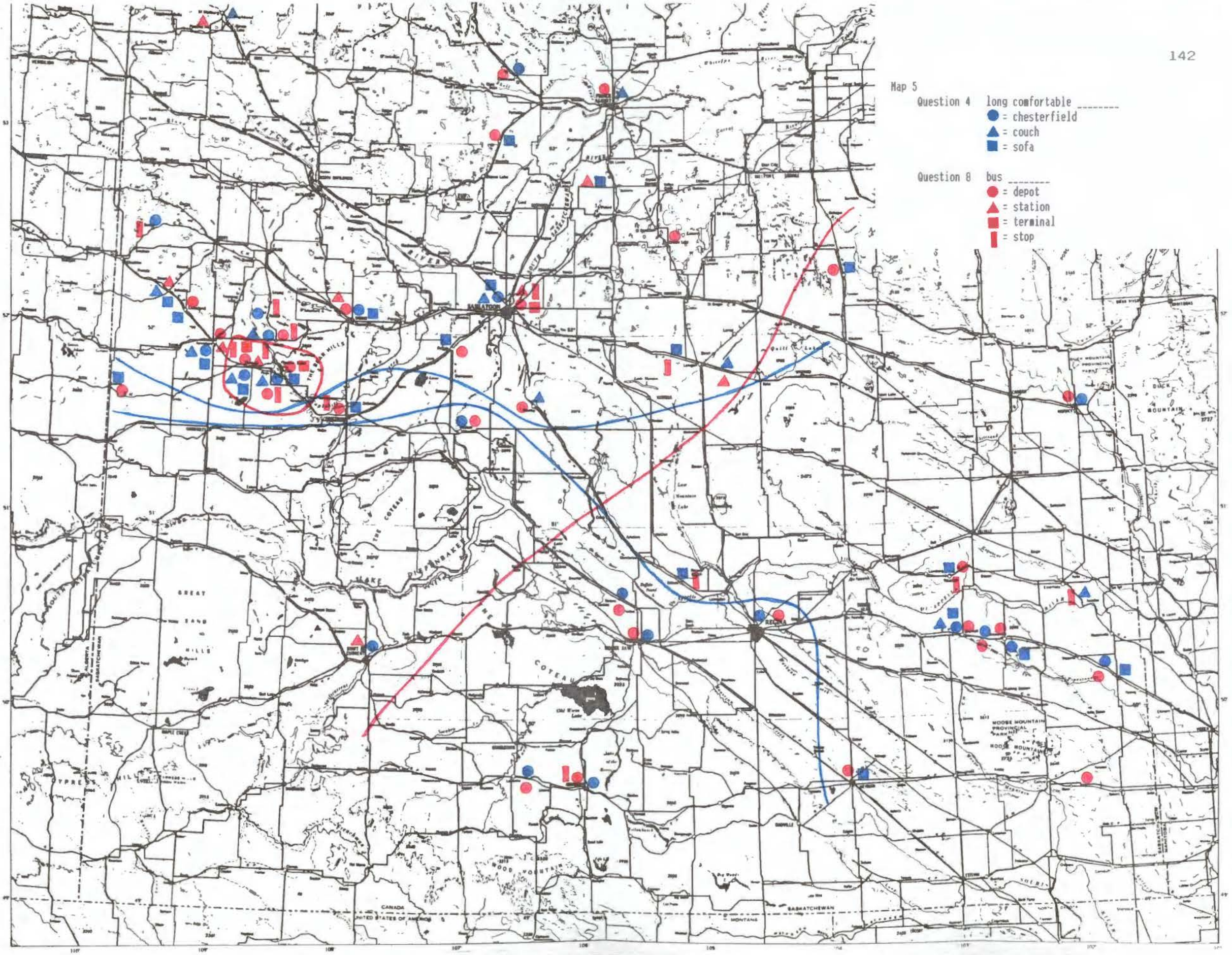
Question 28 The variant french fries was not found south of the heterogloss.

Question 34 There are two heteroglosses for this question. One forms an "island" near the eastern border of the province and represents the only area where expressway was found. The majority of communities to the east of the other heterogloss indicate usage of only highway.

Map 5

Question 4 long comfortable _____
- ● = chesterfield
- ▲ = couch
- ■ = sofa

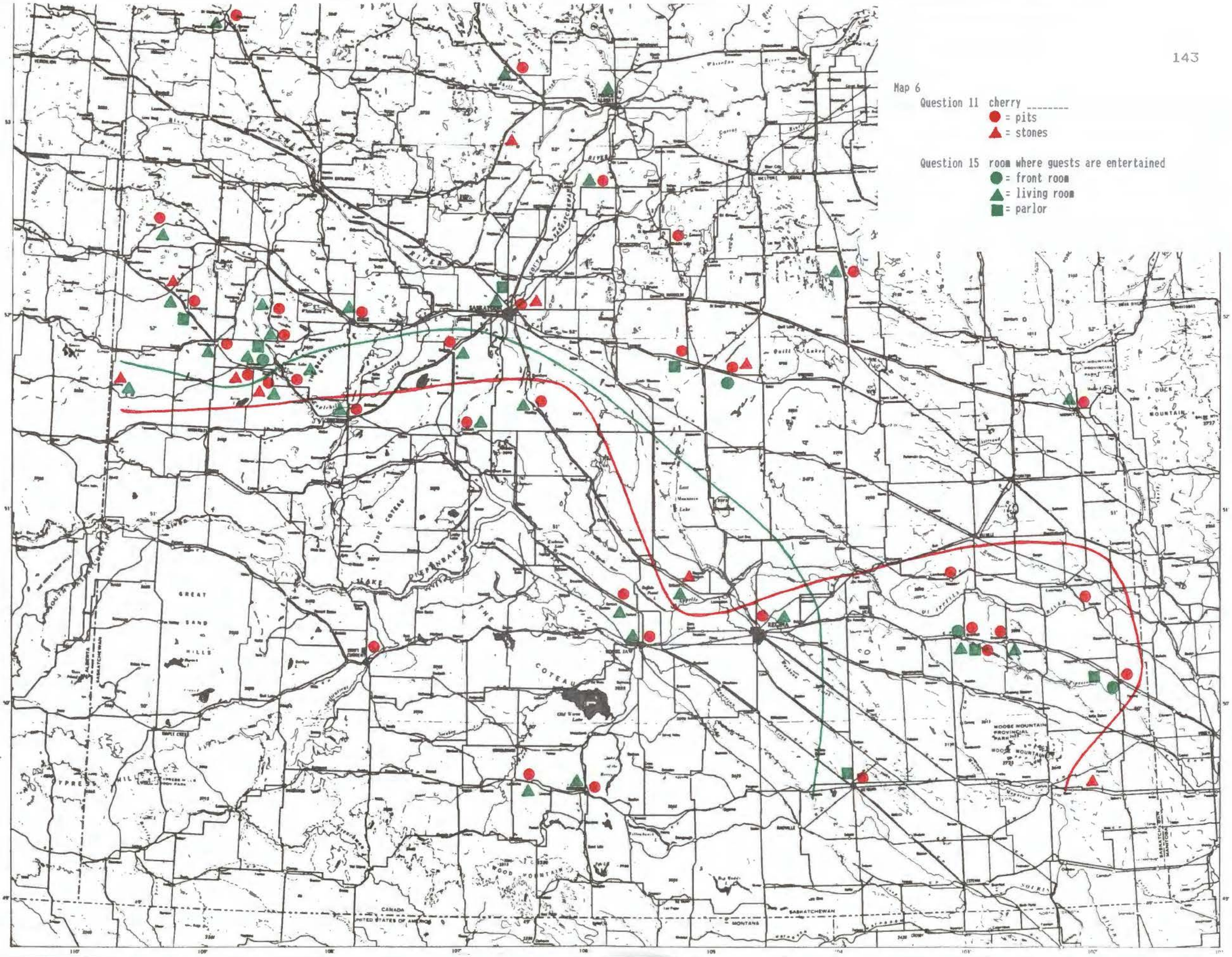
Question 8 bus _____
- ● = depot
- ▲ = station
- ■ = terminal
- ▌ = stop



Map 6

Question 11 cherry _____
- ● = pits
- ▲ = stones

Question 15 room where guests are entertained
- ● = front room
- ▲ = living room
- ■ = parlor



Map 7

Question 28 fried potatoes
- ● = chips
- ▲ = fries
- ■ = french fries

Question 34 four lane _____
- ● = freeway
- ▲ = highway
- ■ = expressway

NOTES

[1]Several sources (Downie and Starry, 1977, p. 90; Keppel and Saufley, 1980, p. 382) explain that one of the assumptions of the chi square is that the expected frequency of each cell is greater than five. Agresti and Agresti (1979, p. 209-210) explain that if the expected cell frequency is less than 5 in any one cell of a 2 x 2 table, the chi square cannot be used. They also state that for larger tables, in order for the chi square to be valid, the expected frequency must be equal to five or more in most (75%) cells, and greater than one in all other cells (Agresti and Agresti, 1979, p. 210). This was the procedure which was adopted in this study in order to determine if each chi square was reliable.

Chapter 4

DISCUSSION OF RESULTS

The tables and maps in the preceding chapter indicate that the sociological variables are significant for some questions, and that there is some evidence of regional variation. In order to comprehend the importance of each variable, I will first discuss the significance of each of the following variables method, sex, age, social class, and urban/rural area I will then discuss the evidence for regional variation, and whether communities near the United States Border appear to be affected more by American speech than those communities farther to the north. Lastly, I will illustrate how the results from this questionnaire compare with the results from the Survey of Canadian English, and whether this survey supports the conclusions of the earlier study. In order to make reference to each question easier, phonological questions will be identified by a P and lexical questions will be identified by an L. For example, P1 will refer to Question 1 in the phonological section of the survey, while L1 will refer to Question 1 in the lexical portion of the survey

Method

The variable method was found to be a significant

factor ($p < .05$) for eight of the questions in the study, including seven phonological questions, P3, P10, P16, P20, P21, P31, and P44, and one lexical question, L1. These results indicate that significantly more informants on the mailed survey than on the tape recorded survey pronounced interesting with four syllables (P3), fatality to rhyme with fate (P10), athlete with two syllables (P16), due to rhyme with cue (P21), again to rhyme with pane (P31), and new to rhyme with cue (P44). Also, significantly fewer informants who completed the mailed survey reported that bitter and bidder sounded completely the same (P20) than was found to be the case for the tape recorded informants. This apparent significant methodological difference can possibly be due to the nature of the mailed questionnaire. In this condition, the informant's attention was drawn to the word or words being investigated, whereas the informants who were tape recorded read the word within the context of a sentence, and did not know which words were the key words. Therefore, the informants who filled out the mailed questionnaire may have been influenced by spelling pronunciations, that is, they may have pronounced various words according to their spelling, or may have responded with what they think they should say. For example, in the case of P20, the informants may have been reluctant to answer completely because the words are spelled differently, so therefore, they feel they should

pronounce them differently.

The variable of method was found to be significant for only one lexical question, which is not surprising since all the informants answered the same lexical questionnaire and there was basically no difference between the two methods. For the one question where method was found to be significant, the tape recorded informants were split evenly between the responses autumn and fall (L1), while the informants who completed the mailed questionnaire preferred fall. The only difference in methodology that did occur for the two sets of informants was that the tape recorded informants were interviewed during the summer, while those who completed the mailed questionnaire received it in the fall. Since this question (L1) deals with the seasons, it may be possible that the time of year when each informant completed the questionnaire influenced his/her answer on this question.

The difference in methodology between the two questionnaires was significant for only eight questions, or less than 10 percent of the questions on Q2. While it is generally felt to be better methodological procedure to interview informants in the field rather than to obtain data through the use of a mailed questionnaire, the results from this survey indicate that methodology was not a major factor. That is, in the vast majority of cases, there was no significant difference in the answers obtained by inter-

viewing and tape recording the informants in the field as opposed to sending the informants a mailed questionnaire.

Sex

The sociological variable of sex was found to be significant ($p < .05$) for six questions, including four phonological questions, P16, P20, P23, and P58, and two lexical questions, L6 and L21. Also, there was evidence of possible significance in another two phonological questions, P51 and P64. The results from question P16 in Table 20 indicate that while both males and females preferred athlete with two syllables, significantly more females than males responded with this answer. The results from question P20 in Table 24 indicate that significantly more males than females were found to report bitter and bidder as sounding completely the same, while more females than males responded with to some extent. The results from question P23 in Table 27 reveal that males prefer to pronounce the Tue of Tuesday to rhyme with two, while females prefer to rhyme it with cue. The results from question P58 in Table 62 indicate that both males and females prefer to pronounce the first a in guarantee like the a in bare, however, the females prefer this pronunciation by a greater margin. Also, males appear to use the pronunciation corresponding to the a in bar more than the females, while the females use the pronunciation corresponding to the a in bat more than the males. The results from question L6 in Table 79

indicate that while both males and females prefer the response bath, females appear to use bathe more often than males, while males use wash more often than females. The results from question L21 in Table 94 reveal that males slightly prefer to call the noon meal dinner, while females significantly prefer to call it lunch.

Two other questions on the survey did not indicate that sex was in fact significant, however, they did indicate the possibility of significance although the distribution of this sample did not produce a reliable chi square for these questions. The results from question P51 in Table 55 indicate that both males and females prefer to rhyme soot with foot, but the females prefer it by a greater margin. Also the males indicate greater usage of soot to rhyme with boot than the females. The probability for this question indicated significance; however, because of the low incidence of response C (to rhyme with mutt) the probability is not reliable. Nevertheless, with a larger sample this question may have shown significance with respect to sex.

The results from question P64 in Table 68 also indicate the possibility of significance. Both males and females prefer to pronounce the first t in congratulate like the tch in batch, but again, females prefer this pronunciation by a greater margin. Also, more than twice as many males than females report that they use the pronunciation

corresponding to the dge in badge. The probability for this question was not reliable because of the low incidence of response C (either way); however, here again, this question may have revealed that the variable sex was significant had there been a larger sample.

These phonological results coincide with the findings of Chambers and Trudgill (1980, p. 97-98), and Scherer and Giles (1979, p. 111-112) that females are more conservative in their speech than males, and are more likely to use standard forms. The results from this study indicate that females preferred athlete with two syllables, were more conservative in judging bitter and bidder as the same, rhymed Tuesday with cue more often than males, reported higher use of guarantee like bat than males, and tended to use the forms soot to rhyme with foot, and congratulate like batch more than males. All of these forms are considered the standard, or are considered to be used most often in Canada (Avis et al., 1983; Woolf, 1980).

While the sociological variable of sex was not significant for a large number of questions on this survey, those phonological questions which were significant support other findings that females tend to use the standard pronunciation more often than males (Chambers and Trudgill, 1980, p. 97-98; Scherer and Giles, 1979, p. 111-112). Thus, it appears that sex is an important sociological variable in Saskatchewan for some phonological and some

lexical items.

Age

The sociological variable of age was found to be significant ($p < .05$) for three phonological questions, including questions P15, P21, and, P39. However, the fact that age was significant for only three questions does not reveal the actual importance of the age variable. Because of the sample size and the number of age categories, some of the age categories did not have a large number of informants. For example, as Table 1 indicates there were very few informants from the "15-19" age group. For many questions, the chi square was not reliable for the variable age because of the small number of informants in some categories. This problem was compounded when there were also a large number of responses for a particular question; this resulted in more cells, and therefore fewer informants per cell. Therefore, when discussing the variable age it will not only be necessary to look at those questions which indicated age was significant, but also at several questions which indicated strong tendencies for age to be significant, including the phonological questions P9, P12, P18, P23, P41, P44, P46, P47, and P62, and the lexical questions L6, L26, and L28.

The distribution of results for question P15 can be found in Table 19, and they indicate that the usage of the pronunciation of the o in scones like the o in phone

decreases as age increases. Likewise, the usage of the pronunciation of the o in scones like the o in fond increases as age increases.

The distribution of results for questions P21 and P39 can be found in Tables 25 and 43 respectively. These questions investigated the process of palatalization in the words due and tune, and the results reveal the same distribution pattern for both questions, namely that usage of the non-palatalized variant decreases as age increases, while usage of the palatalized variant increases as age increases. For question P39 this increase, and the corresponding decrease, occur in almost exactly 20 percent increments. The sociological variable age was found to be a significant factor in the process of palatalization for these two questions (P21 and P39), however, this general pattern also occurred in five other questions which concerned palatalization. The results from questions P9, P23, P41, P44, and P62 can be found in Tables 13, 27, 45, 48, and 66 respectively, and all show the same pattern of results, that the usage of the non-palatalized variant decreases as age increases, and likewise, the usage of the palatalized variant increases as age increases. The only deviation from this pattern occurs in question P41 between the age groups "30-44" and "45-64". Here one finds that the age group "45-64" uses the non-palatalized variant more than the "30-44" age group. The reason for this

single deviation is not apparent, but for some reason, the age group "45-64" uses the non-palatalized variant of student more often than the "30-44" age group does.

Several other questions also show evidence of possible significance of the sociological variable age. The results from question P12 in Table 16 indicate that marry and merry rhyme more often for the younger age groups than for the older age groups. The results from question 18 in Table 22 indicate that the younger age groups tend to pronounce khaki without an r, while the older groups are more likely to include the r. The age group "15-19" does not follow this pattern; however, there are not enough informants in this group to give an accurate description of the linguistic preferences of the group. The results from question P46 in Table 50 also indicate that age is an important factor. For this question, the pronunciation of the first part of lieutenant like loot decreases as age increases, while the usage of lieutenant like left increases as age increases. The results from question 47 in Table 51 indicate that while all age groups prefer to pronounce the e in zebra like the ee in beet, the usage of this variant decreases as age increases. In the "45-64" and "over 65" age groups over 40 percent of the informants reported pronunciation of the e in zebra like the e in bet.

Also, a few lexical questions indicate that age shows a tendency toward possible significance. The results from

question L6 in Table 79 indicate that usage of bath decreases as age increases, and likewise usage of bathe increases as age increases. The results from question L26 in Table 99 indicate that while all age groups prefer clean, the usage of this variant decreases as age increases. Lastly, the results from question L28 in Table 101 indicate that usage of fries decreases as age increases, and that chips is more popular among the "45-64" and "over 65" age groups than in the younger age groups.

Thus, from these results it is clear that the sociological variable age is a very important determiner of the phonological and lexical variants that an informant chooses to use. If this pattern continues during the next several decades we can expect to find a decrease in the usage of those pronunciations which are more common among the older age groups. We can expect that perhaps fewer people will pronounce scones like fond, fewer people will distinguish between marry and merry, fewer people will pronounce khaki with an r, fewer people will pronounce lieutenant like left, fewer people will pronounce the e in zebra like the e in bet, more people will use bath instead of bathe, more people will use fries instead of chips or french fries, and more people will use clean instead of tidy, and lastly, more people will use the non-palatalized variant in words such as dew, due, knew, new, student, Tuesday, and tune.

Social Class

The sociological variable of social class was found to be significant ($p < .05$) for two phonological questions, P52 and P68. The results from P52 in Table 56 indicate that the majority of those informants classified as upper class made a distinction between which and witch and between whine and wine, while the majority of both the middle and lower class informants did not make a distinction.

The results from question 68 in Table 72 indicate that the majority of those informants classified as upper or lower class pronounced the ei in neither like the ea in read while the majority of the middle class informants pronounced the ei in neither like the i in ride. The results from question P37 in Table 41 indicate a similar distribution of results for either, and while social class was not significant for P37, the similar distributions found in the two related questions indicates that social class is an important factor in determining an informant's pronunciation of neither and either. Further research is needed in order to determine why the middle class pronounces neither and either differently from the upper and lower classes.

While social class was not a significant variable for any lexical questions, there is some evidence of social class variation in the responses to some of the lexical questions For example, the results for question L10 in

Table 83 indicate that the middle and lower classes prefer to use napkins, while the upper class prefers to use serviettes. Also, the results for question L26 in Table 99 indicate social class variation in the usage of clean and tidy. All three classes prefer to use clean, however, the lower class informants report greater usage of clean than the middle class informants, and the middle class informants report greater usage of clean than the upper class informants. The upper class informants report greater usage of tidy than the middle class informants, and the lower class informants do not report any usage of tidy.

These results indicate that the sociological variable social class was significant for only two questions, but, it was not possible to classify every informant into a social class category because housewives and students were not included on the Blishen scale. If the number of informants who could have been classified into a social class category had been greater, then the study might have revealed more evidence of language variation based on social class.

Urban versus Rural Areas

The sociological variable of urban versus rural area was not significant for any questions when each informant was classified as to whether his/her birthplace was urban or rural, however, when each informant was classified as to whether he/she grew up in an urban or rural area, this

variable did prove to be a significant factor for two phonological questions, P35 and P44, and showed a tendency toward significance for two lexical items, L12 and L21.

The results for question P35 in Table 39 indicate that those informants who grew up in an urban area prefer to pronounce caramel with two syllables, while those informants who grew up in a rural area prefer to pronounce caramel with three syllables. The results from question 44 in Table 48 indicate that informants who grew up in an urban area prefer to rhyme new with do, while those informants from rural areas prefer to rhyme new with cue. Of the other questions which investigated palatalization, P23 (Tuesday), P39 (tune), and P62 (knew) indicated the same pattern of responses, but not to significant levels. Questions P9 (dew), P21 (due), and P41 (student) did not show a similar pattern of results, and in fact, for these three questions informants from both urban and rural areas preferred the non-palatalized form.

The sociological variable urban/rural was not found to be significant for any lexical questions, and there was in fact very little variation in the responses from informants in the two different environments. The results from question L12 in Table 85 show a slight variation in the responses, namely that informants from urban areas prefer bushed, while informants from rural areas slightly prefer tired over bushed. The results from question L21 in Table

94 also illustrate some slight urban/rural variation. Informants from both urban and rural areas prefer lunch, however, the informants from rural areas report a much greater usage of dinner than the urban informants.

The sociological variable urban/rural did not prove to be a major influencing factor in the speech of informants from the two different environments. In fact, the data may show evidence that urban influence is affecting rural speech. For example, the results indicate that the urban/rural variable is significant for new, urban informants preferring the non-palatalized form and rural informants preferring the palatalized form. Further investigation revealed that this pattern also occurred, but was not significant, for three other items, Tuesday, tune, and knew, however, for three more items, dew, due, and student, both urban and rural informants preferred the non-palatalized forms. Thus, it could be that the use of the urban non-palatalized forms has influenced the rural speech, and consequently, the rural informants are gradually losing the palatalized forms. Whether this possible urban influence has affected rural speech in other areas is difficult to tell from the results of this study. It may be that rural speech has already assimilated to urban speech to such an extent that it will not be possible to determine just how much influence urban speech has had on the speech of rural informants.

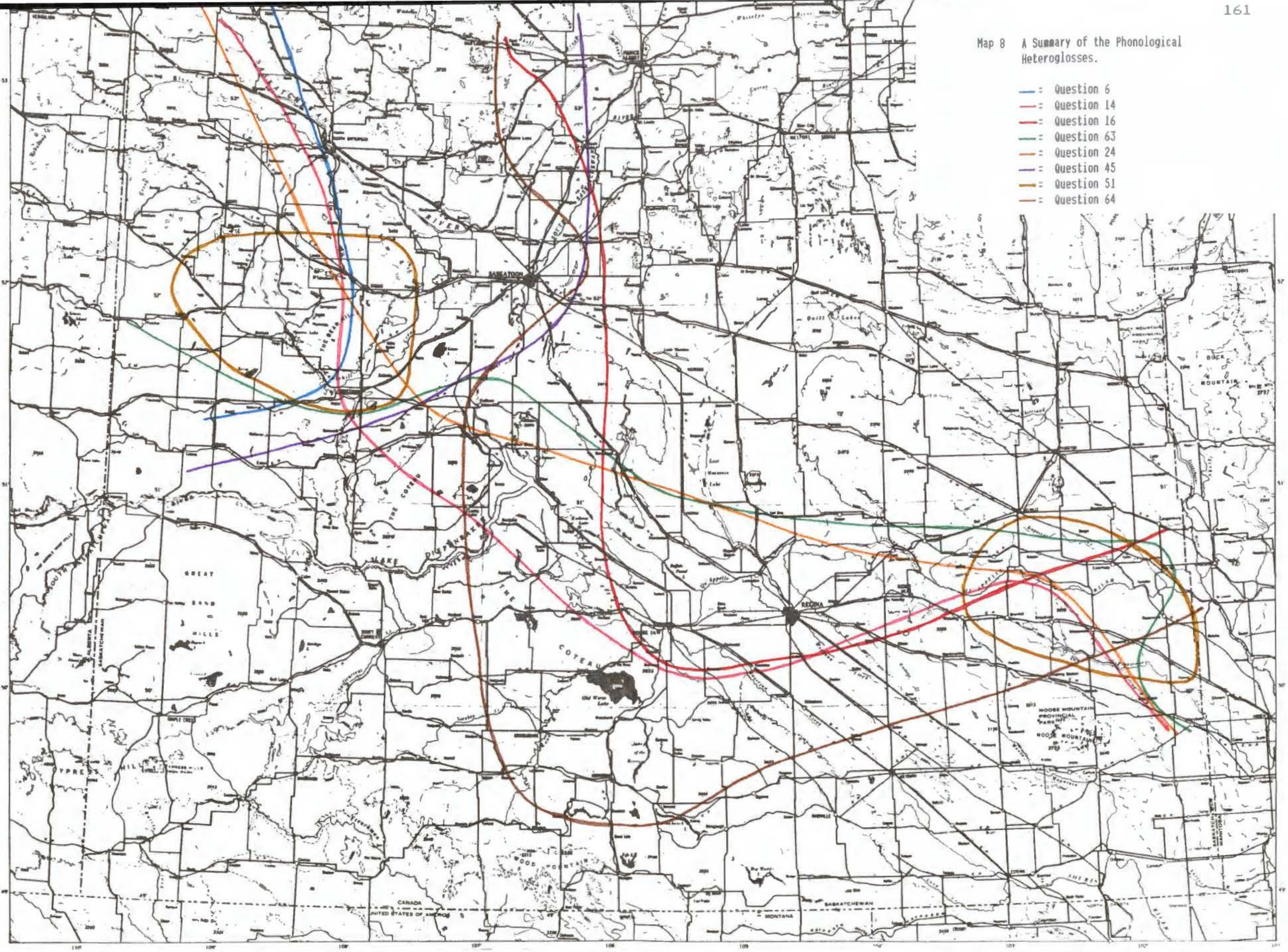
Regional Variation

The maps presented in Chapter 3 indicated that there was some regional variation for some phonological and some lexical items. Map 8, found in the following pages, illustrates all of the phonological heteroglosses, while Map 9, also found in the following pages, illustrates all of the lexical heteroglosses. For easy comparison of these heteroglosses with those presented in Maps 1 through 7, each heterogloss is drawn in the same colour as it was on the preceding maps. Also, a "key" is included in the upper right-hand corner which identifies which colour of heterogloss corresponds to which question.

The phonological heteroglosses, as represented in Map 8, indicate that there is some evidence of northern and southern speech differences, as well as some eastern and western speech differences. There is also some evidence of dialect "islands". The lexical heteroglosses, as represented in Map 9, indicate that lexical items may also reveal evidence of northern and southern as well as eastern and western speech differences. It is interesting to note that the lexical "islands" which occur, occur in the same general areas as the phonological "islands". While this study does not provide enough data or enough evidence to justify postulating possible dialect boundaries it does indicate the possibility of northern and southern as well as eastern and western speech differences, and a more

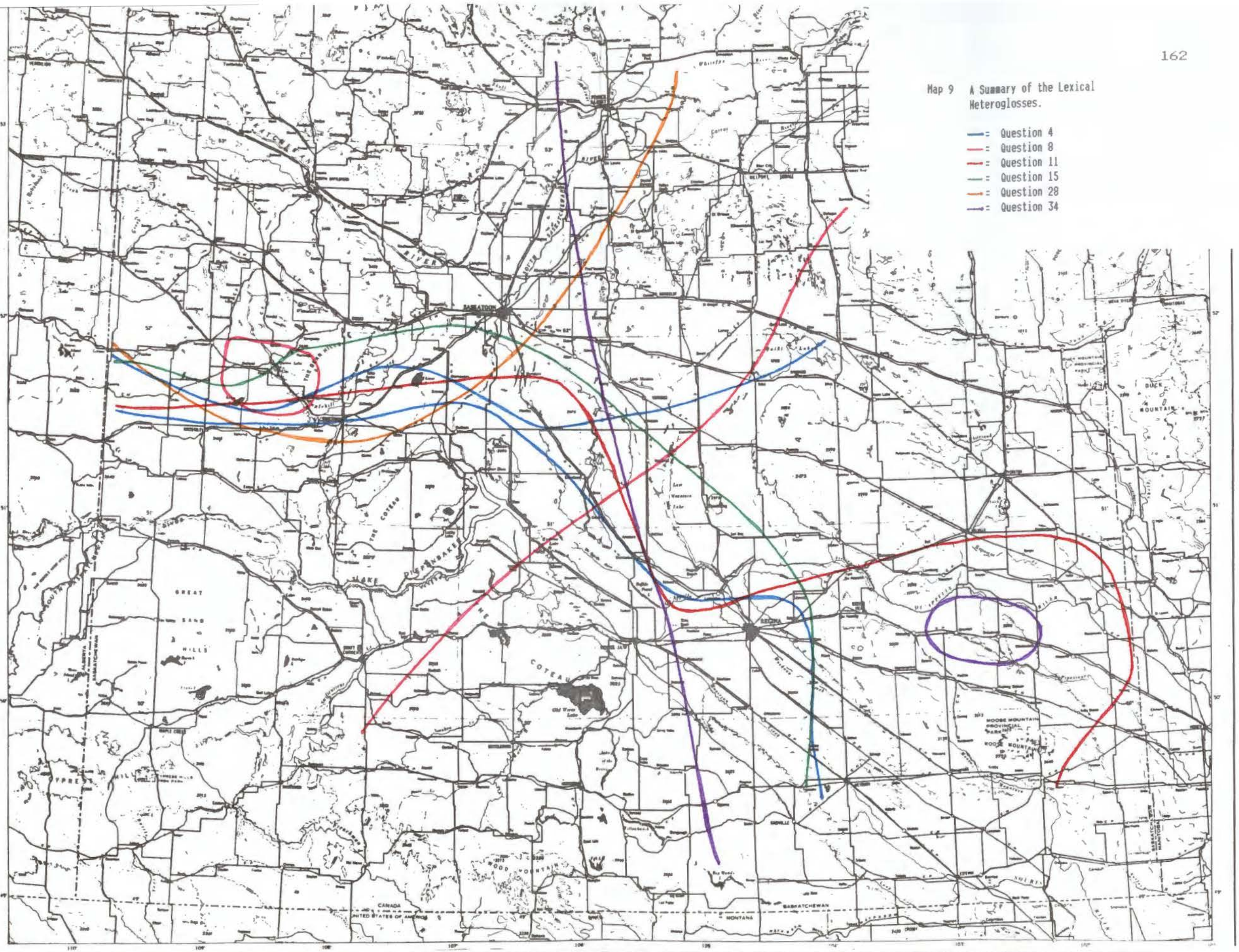
Map 8 A Summary of the Phonological Heteroglosses.

— : Question 6
— : Question 14
— : Question 16
— : Question 63
— : Question 24
— : Question 45
— : Question 51
— : Question 64



Map 9 A Summary of the Lexical Heteroglosses.

—: Question 4
—: Question 8
—: Question 11
—: Question 15
—: Question 28
—: Question 34



detailed regional study may be able to establish a more precise description of the regional linguistic variation in Saskatchewan.

American Influence

The effect that American English has had on Canadian English in Saskatchewan was another factor which was investigated in this study. It was anticipated that communities closer to the United States border would show more evidence of American influence than communities farther to the north. Of those questions which illustrated evidence of regional variation, five of those questions contain a response which is very common in American speech. These questions include two phonological questions and three lexical questions.

In American English the pronunciation of the first part of schedule is generally like the sch in school (Scargill, 1974, p. 55). The distribution for the responses to question P14, as represented on Map 1, indicates that the majority of the informants in approximately the northern three-quarters of the province prefer to pronounce the first part of schedule like the sch in school. Towards the western and southern boundaries of the province there are more occurrences of the pronunciation of schedule like the sh in show. Thus, the results from this question do not indicate that American English influences the communities in southern Saskatchewan more than those communities

in the northern region of the province.

The pronunciation of lever to rhyme with clever is usually associated with American English (Scargill, 1974, p. 51). The results from question P45, found on Map 3, indicate that the pronunciation of lever to rhyme with cleaver is the most common in the southern area of the province. The pronunciation of lever to rhyme with clever is found with the greatest frequency in the northwestern area of the province. Therefore, this question also does not show evidence of American English influence in the southern area of the province.

Of the terms chesterfield, couch, and sofa, sofa is the most common in American English (Scargill, 1974, p. 106), however, the results from question L4, as represented in Map 5, indicate that chesterfield is the most common response in the southern communities. While sofa is found in the communities in the southeastern area of the province, sofa is also found very frequently in the northwestern region. Thus, this is yet another question which does not illustrate American English influence.

Of the terms depot, station, and terminal, depot and terminal are usually considered American English (Scargill and Warkentyne, 1972, p. 112). The results from question L8, illustrated on Map 5, indicate that depot is found in the majority of communities in the south. It is also interesting to note that the British English term station

was not found in this southern area. The American English form terminal is only found in the northwestern area of the province. Thus, the results from this question may indicate some marginal influence of American English on the Canadian English of the informants in the southern communities; however, the data is not complete enough to be certain.

The term freeway is listed as being "especially U.S." in the Gage Canadian Dictionary. The results from question L34, found on Map 7, indicate that freeway is used in many communities from the northern area through to the southern area in the western half of the province. Therefore, this question does not show evidence of American English influence on the southern communities.

The results from this survey seem to indicate that American English does not influence the Canadian English of the informants from southern communities any more than it does the speech of the informants who live in the northern areas. Perhaps the exposure to American English through radio and television is a more important factor in influencing Canadian English than proximity to the United States.

A Comparison with the Survey of Canadian English

The majority of items which were included on the questionnaires for this study were also included on the Survey of Canadian English. While it is not within the

scope of this paper to compare the results for all of the questions which occurred on both surveys, a few of the more important and most interesting questions will be discussed.

P24 and SCE #26 - The results from this survey do not support the SCE finding that women pronounce genuine to rhyme with fin more often than men (Scargill and Warkentyne, 1972, p. 53). In fact, the results from this survey indicate that the men used the fin form slightly more often than the women.

P31 and SCE #59 - The results from this survey confirm the SCE conclusion that the pronunciation of again to rhyme with pane is giving way to the pronunciation which rhymes with pen (Scargill and Warkentyne, 1972, p. 60). Upon comparison of the percentages of responses for each variant it appears that usage of the pane pronunciation has decreased, while usage of the pen pronunciation has increased in the years since the Survey of Canadian English.

P33 and SCE #88 - The results from this survey do not confirm the SCE finding that an increasing number of Canadians are pronouncing almond with an l (Scargill and Warkentyne, 1972, p. 67). The SCE found that the majority of all groups for Saskatchewan reported that they pronounced the l, however, the results from this survey indicate that the majority of all groups reported that they did not pronounce the l.

P41 and SCE #17, P44 and SCE #14 - The results from this survey support the SCE conclusion that the older generation prefers to use the y-glide (palatalized) forms, while the younger generations are using the y-glide forms less and less (Scargill and Warkentyne, 1972, p 51).

L14 and SCE #104 - The results from this survey support the SCE conclusion that usage of bluff is decreasing in the prairies (Scargill and Warkentyne, 1972, p. 98) The SCE found that the usage of bluff decreased from one category to the next as follows fathers 64%, mothers 47%, sons 36%, and daughters 18%. The results from the present study indicate that only a little more than 10 percent of the informants reported usage of bluff

The results from this study did not support the conclusions for all of the questions on the Survey of Canadian English; however, this study did reinforce the conclusions for many items More importantly, this survey did support the major conclusions of the Survey of Canadian English that age does influence the speech of Canadians, and that females tend to use standard forms more often than males.

Chapter 5

IMPLICATIONS FOR FURTHER RESEARCH

The results from this study provided some valuable and insightful information into the nature of Saskatchewan English, however, before a similar study is undertaken in the future there are several factors that should be considered, and some changes that should be made. These factors include considerations of the methodology, changes in the biographical information, as well as some changes to the questionnaires.

The differences that existed in methodology between the tape-recorded survey and the mailed survey did not prove to be significant for most questions, however, for some questions there was a significant difference among the responses obtained from the two questionnaires. In general, it appeared that some words were more susceptible to spelling pronunciation on the mailed questionnaire than they were on the taped recorded questionnaire. Therefore, in the future it would be advisable to tape record as many informants as possible in order to eliminate the possibility of obtaining a large number of spelling pronunciations.

While constraints of time and expense will affect the number of informants who can be interviewed, an effort

should be made to include as many informants as possible in order to be certain that all categories of each sociological variable have sufficient representation. One of the major problems with the present study was that there were so few informants in the "15-19" age group that the chi square for the age variable was seldom reliable. Thus, although it is difficult, or even impossible, to have identical representation for each category of each sociological variable, it is very important that there are sufficient informants in each category to produce reliable statistical results. It has already been mentioned that random sampling is not possible in a sociolinguistic survey, and stratified random sampling is also very difficult to perform (Linn, 1983, pp. 233-237). Linn suggests that quota sampling is the most suitable method of informant selection for sociolinguistic studies (1983, p. 242).

There are two changes which should be made in the biographical information requested from each informant. First, in order to classify housewives and students into a social class category it will be necessary to request "spouse's occupation" or "parent's occupations". With this additional information it will be possible to include the responses from all informants in the analysis of social class. Secondly, more detailed information should be requested about the communities where the informant has lived. The results from this survey indicate that some

informants gave very little information about where they were born and where they grew up, while others gave very detailed information. In order to obtain the required information about where an informant was born and where he/she grew up, it may be necessary to ask the informants to list all of the places where they have lived, and how many years they lived in each place. In addition, when investigating an area with a large rural population, as was the case in Saskatchewan, it should be determined if each informant actually lived in the community where he/she was born, or if the informant was simply born in the nearest hospital.

Several changes should also be made to the questionnaire itself. First, it is necessary to specifically state in the mailed questionnaire that only ONE response is to be given for each question. If the informant feels that he/she uses more than one of the responses, then the informant should be asked to choose that response which he/she feels is used most often. While it is not possible to ensure that only one response is given by those informants who are tape recorded, it is possible to choose their first response on the basis that it is the one which they would most naturally use.

Secondly, the "either way" response can be eliminated from all of those questions where it is included as one of the possible responses. The results from this study in-

dicate that few informants chose the response either way when it was a possible choice. The largest percentage of responses of "either way" occurred for questions P24 (genuine) and P50 (route) which indicated 14.8% and 14.6% either way respectively. For the majority of the questions, the response either way was chosen by less than 10 percent of the informants. The small number of responses for this category often caused the chi square to be unreliable, and for this reason either way should be eliminated from future questionnaires when statistical tests are involved.

Lastly, it is necessary to revise those lexical questions which resulted in a large number of "no response" or "nonsense response". These questions include L7, L10, L17, L18, L29, and L32. The context of these questions was not precise enough to convey to the informant what information was being requested. While it is inevitable that all questions will elicit some nonsense responses, it is necessary to construct a question which will keep the incidence of "no response" and "nonsense response" to a minimum. For some questions, the use of pictures or diagrams may be helpful in eliciting the desired information.

While the present study has provided much information about the nature of Canadian English in Saskatchewan, the above suggestions should be considered before a future study of a similar format is undertaken. Consideration of

these suggestions should result in a more precise sample, more complete biographical information about each informant, more complete responses from each informant and in general more reliable statistical analyses of the data.

Chapter 6

CONCLUSIONS

The results from this survey revealed important information about the nature of Saskatchewan English, including differences resulting from different methodologies, the effects of the various sociological variables, and the pattern of regional variation.

Upon analysis of the data it was found that the method of data collection was significant for some questions. That is, for some questions there was a significant difference in the responses obtained from the tape-recorded questionnaire as opposed to the responses obtained from the mailed questionnaire. The majority of these significant differences appeared to be the result of more spelling pronunciations being reported by those informants who completed the mailed questionnaire.

Analysis of the data also indicated some evidence of male/female speech differences. It was found that females tend to use the standard forms more often than the males. This finding supports the similar conclusion made in the Survey of Canadian English.

The sociological variable age was found to be a very important factor in influencing the speech of informants from the various age groups. This result supports a

similar finding in the Survey of Canadian English. The implications of this result suggest that those pronunciations which are most common among speakers from the older generations will gradually decrease, and those pronunciations most common with speakers from the younger generations will gradually increase.

The sociological variable social class was found to be significant for some phonological questions, and there was some evidence of class variation for some lexical items, although this variation did not reach significant levels. The results do not indicate whether the speech of each social class is distinct from the other social classes, or if it is the middle class which distinguishes itself from the upper and lower classes. Nevertheless, there does appear to be some evidence of language variation that is related to social class, and further research may indicate the precise nature of this relationship.

The results indicated that the variable urban/rural was significant for two questions; however, the study also provided an indication that rural speech may be assimilating to urban speech. It is not possible to determine from the results of this study to what extent urban speech has affected rural speech, or how much difference there actually is between urban and rural speech. Perhaps a future study will investigate urban/rural differences more thoroughly in order to determine to what degree urban

speech has affected rural speech.

Thus, the results from this study support the hypothesis that the sociological variables of age, sex, social class, and urban/rural area will influence the language of the speakers who belong to each category of each of these variables. One must keep in mind that while all of these variables were significant for some questions, the variable age appears to influence more items than the other three variables. The variable sex also proved to be an important variable by influencing the responses of many questions. Social class was significant for a few questions, but the study did not indicate any consistent pattern of variation. Lastly, while urban/rural was significant for some items, there is evidence that it may be less influential than it once was.

The results from this study also indicated some evidence of northern and southern as well as eastern and western speech differences. While this study did indicate that there was regional variation within the province, there was little evidence of American English influence in the southern communities. Thus, these results support the hypothesis that there will be evidence of possible northern/southern and eastern/western dialect boundaries, however, the results do not support the hypothesis that communities close to the United States border will show more evidence of American speech than those communities

farther to the north.

It is important to keep in mind that the results presented in this study are valid only for this study and results from another study using a different sample may produce different results. Nevertheless, the results from this study do indicate that various sociological variables, as well as the regional variable, influence the language of speakers of Canadian English in Saskatchewan. Future studies of Saskatchewan English may be able to determine more precisely the role of the various sociological variables, as well as any interactions which may exist between the variables. Similarly, while the results from this study are not detailed enough to postulate possible dialect boundaries, the evidence of regional variation indicates that further regional dialectology research in Saskatchewan will be profitable. Thus, the results from this study concerning Saskatchewan English indicate that there is much sociolinguistic and regional variation within the province, and that much additional research is needed in order to gain more insight into the total linguistic situation in this province.

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Appendix A

TAPE RECORDED QUESTIONNAIRE

Subject Code: _____

Sex: M F

Age. __under 15 __30 - 44

__15 - 19 __45 - 64

__20 - 29 __over 65

Place of Birth _____

Area(s) where you grew up: _____

_____

First language learned (at home): _____

Other languages spoken at home (if any): _____

_____

_____

notes:

1. The student was sure that her marks in psychology were high enough to give her a passing grade.

2. On Tuesday a group of people went out to pick raspberries, however, because they arrived behind schedule they didn't make too much progress that day.

3. John was humming a tune while trying to peel an apricot with a knife.

4. While out in the woods, the girls saw a squirrel jump over the root of a tree and run along the path in front of them.

5. Jane couldn't decide whether to use almonds or walnuts in her caramel cake.

6. John and his father went fishing in the creek one day when the weather was good and they caught alot of fish without having to go wading in the water.

7. Susan used several different knives to cut up the celery and tomatoes which she would use in the salad.

8. When Jane went to the store she bought apples, oranges, and butter, but she forgot to give the clerk the coupon when she paid the bill.

9. When they were driving down the freeway they could see the mountains beyond the lakes.

10. The carpenter was fixing the roof when he heard a loud noise which almost caused him to fall off the ladder.

11. Mr. Smith hoped the guarantee would cover any repairs on the garage door opener that he had added to his home last year.

12. The collie jumped over the fence and ran down the road looking for a safe place to bury his bone.

13. The boy knew it was either rice or potatoes that he was supposed to buy.

14. While waiting for his dental appointment, Bob thought he would rather be out playing baseball.

15. Mary and James decided they would marry in June.

16. The astronaut pulled the lever to release the missile and the tracking device into outer space.

17. The children ran past the haunted house on Quebec Street because they were afraid a ghost or witch would come out to chase them.

18. The farmer hopes to finish threshing and have the crop in the granary before the first frost.

19. The cow was standing in the shade down by the slough when Aunt Anabelle sent her nephew to bring her to the barn.

20. The adults went to the new hall for a dance, which was followed by a wine and cheese party.

21. The lieutenant could hear the whine of traffic and the rumble of the semi-trucks as they passed by his office.

22. They were showing the same film again at the local movie center.

23. It was a miracle there wasn't a fatality when the wheel flew off the motorcycle on Route 5.

24. Jennifer wished she had taken her friend's advice and not gone to see the horror movie.

25. The boss told the stock boy to put some more yeast, milk, chocolate, ard cotton balls on the shelves.

26. The travel agent thought he should advise Mr. Smith and his wife that if they wanted to take the luxury liner to Alaska and the Arctic, they should make their reservations soon.

27. The nature lovers remarked on the beauty of the mauve lilacs, the tall palm trees, and the early morning dew.

28. Frank turned the knob anticlockwise in order to start the tin soldier to march.

29. Rick wanted to devise a system that would allow him to plough the field in half the time.

30. The girls ate all the scones and syrup while watching television.

31. The rich man was the highest bidder for the genuine diamonds.

32. Tina laid her doll on the cushion so she would close her eyes and take a nap.

33. Steve saw a policeman give the reckless driver a citation so he thought he should calm down and drive a little slower.

34. Sue thought her friend was psycho when she told her the story of a zebra walking down Main Street.

35. The four businessmen and their wives took a long vacation to Latin America and visited the sights at their leisure.

36. Mr. Jones had a lot of clout with the president of the company so he decided to present him with his new hypothesis.

37. Lisa thought she should write her friend and congratulate her on her graduation.

38. The florist had started to pour water into the vase when she noticed it was greasy and decided to wash it.

39. The veterinarian found a nail wedged in the horse's hoof.

40. The deaf lady wondered how much longer the ride would take.

41. The speaker couldn't decide whether he should tell a joke or cite a famous saying.

42. Laura asked her son to bring her some ice and sugar for the bitter lemonade, but when he returned he had forgotten the latter.

43. Larry decided to wear his khaki coloured shirt when he took his hound for a walk.

44. The man considered both of the hypothetical situations, but decided that neither was the solution to the ration problems.

45. The lout realized that his library books were due last week so he thought he would have to take them back soon.

46. The scientist couldn't remember where he had put the chemicals that he wanted to mix in the test tube to make a strong acid.

47. The driver wondered why he had taken the loop now that the traffic was so heavy and the visibility was so poor.

48. Sally thought that xylophone was spelled with a 'Z'.

49. The storm cloud loomed in the sky while the winds became stronger and the tide continued to rise.

50. After cleaning out the fireplace, John noticed he had gotten some soot on his tie, so he went to get some water to rinse it off.

51. The woman wondered what the romance novel would be like to read on the drive through the powder snow on the way to the merry party.

52. Warren started to deliver the papers on his paper route at twenty past four, and wasn't finished until ninety minutes later.

53. Peter and Janet decided to go to a luxurious Italian restaurant for dinner, and then to the theater where an interesting movie was playing.

54. The athlete noticed an infected pore when he rubbed the balm into his hands before going into the gym to practice by the mirror.

55. The tour guide told them it was a mere seventy miles to the berry farm, but he didn't warn them that it was a winding road.

56. Jane was such a pouter she went and sulked on the cot under the elm tree.

57. When she heard the loud noise, the cook thought a bomb had exploded in her oven.

58. The leaves started to turn yellow and orange as the _____ season approached.

59. Jane had to be up by seven o'clock, so she set her alarm to go off at a quarter _____ seven.

60. The cook needed some water so she turned on the kitchen _____.

61. John went into the family room to relax and sat down on the long, comfortable _____.

62. The baker got the cake ready to spread the soft _____ over it.

63. The mother got the soap and water ready so that she could _____ the baby.

64. Jeff drove the car from the front yard down the driveway and around _____ the house to the garage.

65. Betty went to catch the cross-country tour bus at the bus _____.

66. Jenny cooked eggs for breakfast, but her children didn't like the white part, they would only eat the _____.

67. The busboy put the tablecloth, silverware, plates, and cloth _____ on the table.

68. Cathy liked the cherries but wished they didn't have such hard _____ in the center.

69. Steven came home from a hard days work and said, "I'm _____."

70. Susan wondered if her friend had answered her letter yet so she went to see if the _____ had delivered anything.

71. While driving along the highway, the tourist noticed a _____ of trees in the distance.

72. After dinner Mr. and Mrs. Smith took their guests into the _____ for coffee.

73. After the heavy rains, Bill got up on a ladder in order to clean out the _____ along the edge of the roof.

74. Anne asked the children to wash their hands and _____ the table for dinner.

75. Christina invited some friends to come over in the afternoon for a _____ in honour of her neighbour's birthday.

76. Mrs. Jones told her children to be back by 5:30 p.m. so they would have time to clean up before eating _____.

77. The man set up the lawn sprinkler and then turned on the _____ to start the water.

78. Their visitors arrived at 12:30 p.m., in time to eat _____.

79. They went to catch the train at the train _____.

80. She wanted to cook some bacon so she turned on the stove element and put the _____ on top to heat up.

81. They took the _____ off the outside of the corn cobs.

82. Sandy spread the hard _____ over the cake.

83. Polly told her son to _____ up his room.

84. They put the silverware on the table along with the paper _____.

85. Paul ordered a hamburger, _____, and a milkshake.

86. The boy went to sit in the shade down by the _____ and try to catch a fish.

87. When her new stereo wouldn't work, Sue hoped the _____ would cover all the repairs.

88. Before making the cake, the baker turned the knob on the _____ to turn on the oven.

89. Terry asked some friends to come over in the morning for a _____ in honor of her birthday.

90. Kathy couldn't remember what she was supposed to buy, so she found a dime and decided to _____ her mother to find out what it was.

91. Jane was worried about driving because she had heard that they drove very fast on the four lane _____.

92. Billy is happy now that school is over and he can do whatever he wants during the summer _____.

Appendix B

MAILED QUESTIONNAIRE

A Survey of Saskatchewan English

The purpose of this survey is to obtain information about the pronunciation and vocabulary of native-born English-speaking Canadians, particularly of those born and raised in Saskatchewan. This information will then be analyzed to determine if there are any pronunciation or vocabulary differences within Saskatchewan, or any features of Saskatchewan English which distinguish it from other varieties of Canadian English. It is hoped that this survey will lead to a better understanding of Canadian English as it is spoken in Saskatchewan.

Participation in this survey is completely voluntary and the names of individuals are not requested.

Instructions

This survey contains three sections.

Section 1: Please circle or provide the requested information.

Section 2. Please circle the letter to the left of the multiple choice answer which you feel best represents your pronunciation.

Section 3. Please read each sentence carefully and then write the word or words in the blank that you feel most logically fit into the sentence. If you feel nothing should go in the blank then leave it empty.

Please note: There are no answers in Sections 2 and 3 that are more correct than others, so please answer with what you feel you would use.

Place the completed survey in the envelope provided and mail.

Section 1

Sex: Male Female

Age: under 15 30 - 44
15 - 19 45 - 64
20 - 29 over 65

Place of Birth: _____

Please list the area(s) where you grew up and the number of years spent in each place.

_____

_____

_____

_____

_____

First language learned (at home): _____

Other languages spoken at home (if any): _____

_____

Occupation. _____

_____

Section 2

1. How do you pronounce the o in collie?
   A. like the o in cold
   B. like the o in cot

2. How do you pronounce the first i in Italian?
   A. like the i in hide
   B. like the u in hut
   C. like the i in it

3. How do you pronounce interesting?
   A. with four syllables, as in in + ter + est + ing
   B. with three syllables, as in in + trest + ing

4. What do you call the letter Z?
   A. zee
   B. zed
   C. either one

5. How do you pronounce the oo in hoof?
   A. like the oo in hook
   B. like the o in who

6. Does aunt rhyme with ant?
   A. yes
   B. no

7. Do you pronounce the first c in Arctic?
   A. yes
   B. no
   C. sometimes

8. How do you pronounce the o in oranges?
   A. like the o in or
   B. like the o in Tom

9. How do you pronounce dew?
   A. to rhyme with do
   B. to rhyme with cue
   C. either way

10. How do you pronounce the first a in fatality?
    A. like the a in fate
    B. like the u in but

11. How do you pronounce the first a in granary?
    A. like the ai in pain
    B. like the e in pen
    C. like the a in pan

12. Does marry rhyme with merry?
    A. yes
    B. no

13. How do you pronounce the ough in slough?
    A. like the ew in flew
    B. like the ow in cow

14. How do you pronounce the sch in schedule?
    A. like the sch in school
    B. like the sh in show

15. How do you pronounce the o in scones?
    A. like the o in phone
    B. like the o in fond

16. How do you pronounce athlete?
    A. with two syllables, as in ath + lete
    B. with three syllables, as in ath + e + lete

17. How do you pronounce the cou in coupon?
    A. to rhyme with coo
    B. to rhyme with cue

18. Do you pronounce khakı as if it had an r in it?
    A. yes
    B. no

19. How do you pronounce the ile in missile?
    A. to rhyme with ill
    B. to rhyme with aisle

20. Do bitter and bidder sound the same?
    A. completely
    B. to some extent
    C. not at all

21. How do you pronounce due?
    A. to rhyme with do
    B. to rhyme with cue

22. How do you pronounce the e in threshing?
    A. like the e in bet
    B. like the a in bat
    c. either way

23. How do you pronounce the Tue in Tuesday?
    A. to rhyme with two
    B. to rhyme with cue

24. How do you pronounce genuine?
    A. to rhyme with fin
    B. to rhyme with fine
    C. either way

25. How do you pronounce the a in father?
    A. like the o in bother
    B. like the a in lather
    C. like the a in farm

26. How do you pronounce greasy?
    A. to rhyme with easy
    B. to rhyme with fleecy

27. Does poor rhyme with pour?
    A. yes
    B. no

28. How do you pronounce the a in rather?
    A. like the a in rat
    B. like the o in rod
    C. like the e in red

29. Does balm rhyme with bomb?
    A. yes
    B. no

30. How do you pronounce bury?
    A. to rhyme with berry
    B. to rhyme with hurry
    C. either way

31. How do you pronounce the last part of again?
    A. to rhyme with pane
    B. to rhyme with pen
    C. to rhyme with pin

32. How do you pronounce the a in almond?
    A. like the a in cat
    B. like the o in cot

33. Do you pronounce the l in almond?
    A. yes
    B. no

34. How do you pronounce the car in caramel?
    A. to rhyme with car
    B. to rhyme with care
    C. either way

35. How do you pronounce caramel?
    A. with two syllables, as in car + mel
    B. with three syllables, as in car + a + mel

36. Does caught rhyme with cot?
    A. yes
    B. no

37. How do you pronounce the ei in either?
    A. like the ı in ride
    B. like the ea in read

38. How do you pronounce the a in tomato?
    A. like the a in pane
    B. like the a in part
    C. like the a in pat
    D. like the o in pot

39. How do you pronounce the u in tune?
    A. like the o in do
    B. like the ue in cue

40. How do you pronounce vase?
    A. to rhyme with jaws
    B. to rhyme with pace
    C. to rhyme with jazz
    D. to rhyme with days

41. How do you pronounce the u in student?
    A. like the o in do
    B. like the ue in cue
    C. either way

42. Does squırrel rhyme with curl?
    A. yes
    B. no

43. How do you pronounce the a in adult?
    A. like the a in bat
    B. like the u in but

44. How do you pronounce new?
    A. to rhyme with do
    B. to rhyme with cue

45. How do you pronounce lever?
    A. to rhyme with cleaver
    B. to rhyme with clever

46. How do you pronounce the first part of lieutenant?
    A. like left
    B. like loot
    C. either way

47. How do you pronounce the e in zebra?
    A. like the ee in beet
    B. like the e in bet

48. How do you pronounce the o in progress?
    A. like the oa in coat
    B. like the o in cot

49. How do you pronounce the a in apricot?
    A. like the a in cape
    B. like the a in cap
    C. either way

50. How do you pronounce route?
    A. to rhyme with shoot
    B. to rhyme with shout
    C. either way

51. How do you pronounce soot?
    A. to rhyme with foot
    B. to rhyme with boot
    C. to rhyme with mutt

52. Does the first sound in the words which and whine sound the same as the first sound in the words witch and wine?
    A. yes
    B. no

53. How do you pronounce the i in the prefix semi-, as in semi-trucks?
    A. to rhyme with my
    B. to rhyme with me
    C. either way

54. How do you pronounce the first part of luxury?
    A. to rhyme with lucks
    B. to rhyme with lugs
    C. either way

55. How do you pronounce the a in ration?
    A. like the a in hat
    B. like the a in hate
    C. either way

56. How do you pronounce leisure?
    A. to rhyme with measure
    B. to rhyme with seizure
    C. either way

57. How do you pronounce home?
    A. to rhyme with comb
    B. to rhyme with come

58. How do you pronounce the first a in guarantee?
    A. like the a in bat
    B. like the a in bar
    C. like the a in bare

59. How do you pronounce the ea in deaf?
    A. like the e in net
    B. like the ea in neat

60. How do you pronounce the a in calm?
    A. like the a in farm
    B. like the a in cat
    C. like the o in bomb

61. How do you pronounce creek?
    A. to rhyme with pick
    B. to rhyme with peek
    C. either way

62. How do you pronounce knew?
    A. to rhyme with do
    B. to rhyme with cue

63. How do you pronounce film?
    A. with two syllables, as in fill 'em
    B. with one syllable

64. How do you pronounce the first t in congratulate?
    A. like the tch in batch
    B. like the dge in badge
    C. either way

65. How do you pronounce the i in the prefix anti-, as in anticlockwise?
    A. to rhyme with my
    B. to rhyme with me
    C. either way

66. How do you pronounce the ph in nephew?
    A. like the f in fan
    B. like the v in van

67. How do you pronounce yeast?
    A. to rhyme with best
    B. to rhyme with beast

68. How do you pronounce the ei in neither?
    A. like the i in ride
    B. like the ea in read

69. How do you pronounce the oo in roof?
    A. like the oo in hook
    B. like the o in who

Section 3

1. The leaves started to turn yellow and orange as the _____ season approached.

2. Jane had to be up by seven o'clock, so she set her alarm to go off at a quarter _____ seven.

3. The cook needed some water so she turned on the kitchen _____.

4. John went into the family room to relax and sat down on the long comfortable _____.

5. The baker got the cake ready to spread the soft _____ over it.

6. The mother got the soap and water ready so that she could _____ the baby.

7. Jeff drove the car from the front yard down the driveway and around _____ the house to the garage.

8. Betty went to catch the cross-country tour bus at the bus _____.

9. Jenny cooked eggs for breakfast, but her children didn't like the white part, they would only eat the _____.

10. The busboy put the tablecloth, silverware, plates, and cloth _____ on the table.

11. Cathy liked the cherries but wished they didn't have such hard _____ in the center.

12. Steven came home from a hard days work and said, "I'm _____."

13. Susan wondered if her friend had answered her letter yet so she went to see if the _____ had delivered anything.

14. While driving along the highway, the tourist noticed a _____ of trees in the distance.

15. After dinner Mr. and Mrs. Smith took their guests into the _____ for coffee.

16. After the heavy rains, Bill got up on a ladder in order to clean out the _____ along the edge of the roof.

17. Anne asked the children to wash their hands and _____ the table for dinner.

18. Christina invited some friends to come over in the afternoon for a _____ in honour of her neighbour's birthday.

19. Mrs. Jones told her children to be back by 5:30 p.m. so they would have time to clean up before eating _____.

20. The man set up the lawn sprinkler and then turned on the _____ to start the water.

21. Their visitors arrived at 12:30 p.m., in time to eat _____.

22. They went to catch the train at the train _____.

23. She wanted to cook some bacon so she turned on the stove element and put the _____ on top to heat up.

24. They took the _____ off the outside of the corn cobs.

25. Sandy spread the hard _____ over the cake.

26. Polly told her son to _____ up his room.

27. They put the silverware on the table along with the paper _____.

28. Paul ordered a hamburger, _____, and a milkshake.

29. The boy went to sit in the shade down by the _____ and try to catch a fish.

30. When her new stereo wouldn't work, Sue hoped the _____ would cover all the repairs.

31. Before making the cake, the baker turned the knob on the _____ to turn on the oven.

32. Terry asked some friends to come over in the morning for a _____ in honour of her birthday.

33. Kathy couldn't remember what she was supposed to buy, so she found a dime and decided to _____ her mother to find out what it was.

34. Jane was worried about driving because she had heard that they drove very fast on the four lane _____.

35. Billy is happy now that school is over and he can do whatever he wants during the summer _____.

Appendix C

SOCIAL CLASS DIVISIONS

SOCIAL CLASS RANKS BY OCCUPATION

The informants were divided into social classes on the basis of their occupations. The chart below illustrates the rank ordering of the occupations according to the Blishen Scale (Blishen, 1976, pp. 74-79), where the divisions were made, and the labels attached to each category.

Class	Occupation	Blishen Value
Upper	high-school teachers	71.7725
	accountants	67.4100
	college teachers	66.1264
	elementary school teachers	65.8531
Middle	lab technicians	56.8694
	secretaries	52.4455
	registered nurses	51.3173
	supervisors and foremen	46.2227
	typists	46.4604
	musicians	43.3157
	tellers	40.4164
Lower	sales clerks	38.3541
	mechanics	37.6721
	waiters	28.0074
	railway sectionmen	24.0700
	farmers	23.0227

Appendix D

MAP OF REGIONAL DIVISIONS

Map 10 An illustration of the four regional divisions of Saskatchewan.

Appendix E

URBAN CENTERS

URBAN CENTERS

The following is a list of those cities which were considered "urban" for the purposes of this study. All of these cities have a population of over 5,000 according to the 1984 Saskatchewan Official Highway Map.

Estevan
Lloydminster
Melfort
Melville
Moose Jaw
North Battleford
Prince Albert
Regina
Saskatoon
Swift Current
Weyburn
Yorkton

Appendix F

CODEBOOK

CODEBOOK

All of the data for each informant was coded with numbers and entered into the computer. The data from each informant occupied three cards. The following is a record of how all of the data were coded and entered into the computer. All question numbers refer to the questions in Q2.

CARD 1

Column(s)	Question	Code	Response
1	method	1	taped survey
		2	mailed survey
2-3	informant identification number		
5	sex	1	male
		2	female
7	age	1	under 15
		2	15-19
		3	20-29
		4	30-44
		5	45-64
		6	over 65
9	birthplace	0	not available
		1	northwest
		2	northeast
		3	southwest
		4	southeast
		5	outside of Saskatchewan

CARD 1 (continued)

Column(s)	Question	Code	Response
10	urban or rural birthplace	0 1 2	not available rural urban
11	area of Saskatchewan lived in longest	0 1 2 3 4	not available northwest northeast southwest southeast
12	urban or rural area	0 1 2	not available rural urban
14	first language	1 2	English other
16	second language	0 1 2	none English other
18	social class	0 1 2 3	not available lower class middle class upper class
20-21	1	1 2 3	A B A & B (taped)
22-23	2	1 2 3 4	A B C A & C (taped)
24-25	3	1 2 3	A B A & B (taped)

CARD 1 (continued)

Column(s)	Question	Code	Response
26-27	4	1	A
		2	B
		3	C
28-29	5	1	A
		2	B
30-31	6	1	A
		2	B
32-33	7	1	A
		2	B
		3	C
34-35	8	1	A
		2	B
36-37	9	1	A
		2	B
		3	C
38-39	10	1	A
		2	B
		3	A & B (taped)
40-41	11	1	A
		2	B
		3	C
42-43	12	1	A
		2	B
44-45	13	1	A
		2	B

CARD 1 (continued)

Column(s)	Question	Code	Response
46-47	14	1	A
		2	B
48-49	15	1	A
		2	B
		3	A & B (taped)
50-51	16	1	A
		2	B
52-53	17	1	A
		2	B
54-55	18	1	A
		2	B
		3	A & B (taped)
56-57	19	1	A
		2	B
58-59	20	1	A
		2	B
		3	C
60-61	21	1	A
		2	B
62-63	22	1	A
		2	B
		3	C
64-65	23	1	A
		2	B
		3	A & B (taped)

CARD 1 (continued)

Column(s)	Question	Code	Response
66-67	24	1	A
		2	B
		3	C
68-69	25	1	A
		2	B
		3	C
70-71	26	1	A
		2	B
72-73	27	1	A
		2	B
74-75	20	1	A
		2	B
		3	C
		4	A & B (taped)
76-77	29	1	A
		2	B
78-79	30	1	A
		2	B
		3	C

CARD 2

Column(s)	Question	Code	Response
2-3	31	1	A
		2	B
		3	C

CARD 2 (continued)

Column(s)	Question	Code	Response
4-5	32	1	A
		2	B
		3	A & B (taped)
6-7	33	1	A
		2	B
8-9	34	1	A
		2	B
		3	C
10-11	35	1	A
		2	B
12-13	36	1	A
		2	B
14-15	37	1	A
		2	B
16-17	38	1	A
		2	B
		3	C
		4	D
18-19	39	1	A
		2	B
		3	A & B (taped)
20-21	40	1	A
		2	B
		3	C
		4	D
		5	A & D (taped)

CARD 2 (continued)

Column(s)	Question	Code	Response
22-23	41	1	A
		2	B
		3	C
24-25	42	1	A
		2	B
26-27	43	1	A
		2	B
28-29	44	1	A
		2	B
		3	A & B (taped)
30-31	45	1	A
		2	B
32-33	46	1	A
		2	B
		3	C
34-35	47	1	A
		2	B
		3	A & B (taped)
36-37	48	1	A
		2	B
		3	A & B (taped)
38-39	49	1	A
		2	B
		3	C
40-41	50	1	A
		2	B
		3	C

CARD 2 (continued)

Column(s)	Question	Code	Response
42-43	51	1	A
		2	B
		3	C
44-45	52	1	A
		2	B
		3	A & B (taped)
46-47	53	1	A
		2	B
		3	C
48-49	54	1	A
		2	B
		3	C
50-51	55	1	A
		2	B
		3	C
52-53	56	1	A
		2	B
		3	C
54-55	57	1	A
		2	B
56-57	58	1	A
		2	B
		3	C
58-59	59	1	A
		2	B
60-61	60	1	A
		2	B
		3	C

CARD 2 (continued)

Column(s)	Question	Code	Response
62-63	61	1	A
		2	B
		3	C
64-65	62	1	A
		2	B
		3	A & B (taped)
66-67	63	1	A
		2	B
68-69	64	1	A
		2	B
		3	C
70-71	65	1	A
		2	B
		3	C
72-73	66	1	A
		2	B
74-75	67	1	A
		2	B
76-77	68	1	A
		2	B
78-79	69	1	A
		2	B

CARD 3

Column(s)	Question	Code	Response
2-3	1	1	autumn
		2	fall
4-5	2	1	before
		2	of
		3	till
		4	to
6-7	3	1	faucet
		2	tap
		3	sink
8-9	4	1	chesterfield
		2	couch
		3	sofa
		4	divan
		5	lounge
		6	settee
10-11	5	1	icing
		2	frosting
12-13	6	1	bath
		2	bathe
		3	wash
14-15	7	1	behind
		2	the back of
		3	back
16-17	8	1	depot
		2	station
		3	terminal
		4	stop
18-19	9	1	yolk
		2	yellow

CARD 3 (continued)

Column(s)	Question	Code	Response
20-21	10	1	napkins
		2	serviettes
22-23	11	1	pits
		2	pips
		3	stones
		4	seeds
24-25	12	1	beat
		2	bushed
		3	tired
		4	exhausted
		5	pooped
		6	wasted
		7	dead
26-27	13	1	mailman
		2	postman
28-29	14	1	bluff
		2	bunch
		3	clump
		4	grove
		5	hedge
		6	bush
		7	row
		8	stand
		9	cluster
		10	line
		11	group
30-31	15	1	front room
		2	living room
		3	parlor
		4	den
		5	salon
		6	sitting room

CARD 3 (continued)

Column(s)	Question	Code	Response
32-33	16	1	eaves/ eavestroughs
		2	gutters
		3	drains/ drain pipes
		4	trough
		5	ledge
34-35	17	1	set
		2	prepare
36-37	18	1	coffee/ coffee party
		2	tea/tea party/ cup of tea
38-39	19	1	dinner
		2	supper
40-41	20	1	faucet
		2	tap
		3	valve
		4	hydrant
42-43	21	1	dinner
		2	supper
		3	lunch
44-45	22	1	depot
		2	station
		3	terminal
46-47	23	1	pan
		2	fry pan/ frying pan
		3	skillet

CARD 3 (continued)

Column(s)	Question	Code	Response
48-49	24	1	husks
		2	stock
		3	skin
50-51	25	1	icing
		2	frosting
		3	sauce
52-53	26	1	clean
		2	tidy
		3	straighten
54-55	27	1	napkins
		2	serviettes
56-57	28	1	chips
		2	fries
		3	french fries
58-59	29	1	creek
		2	brook
		3	stream
60-61	30	1	guarantee
		2	warranty
62-63	31	1	stove
		2	range
64-65	32	1	coffee/ coffee party/ cup of coffee/ coffee klatch
		2	tea/tea party

CARD 3 (continued)

Column(s)	Question	Code	Response
66-67	33	1	phone
		2	telephone
		3	call
68-69	34	1	freeway
		2	highway
		3	expressway
70-71	35	1	holiday
		2	vacation
		3	break
		4	recess

In addition to the above codes, the following codes apply to all questions, and represent those responses which were coded as "missing values"

77 - no response
88 - multiple response
99 - nonsense response

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Signature

Judith Anne Nylvek

August 27, 1984