PRESTIGE A STUDY OF BRITISH ENGLISH USAGE AT HIGH SCHOOLS IN ONTARIO

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children and pupils given that their accents and vernacular are influenced mainly by their peers—although students' spelling is taught by their teachers (Chambers, 2005). In Sections 4 and 5, we state and analyze our results.

Table 1: Prestigious Private Schools in Ontario with tuition in excess of \$10,000

School

Year Founded Location

group surveyed was private school students, with a control group of public school attendees.

Table 2: Survey respondents

after pronunciation

ADverTISEment vs. adVERTisement

For the first question (see Table 3), respondents were asked if they preferred to use the British variant of stressing the first and third syllable in *advertisement* (ADverTISEment) or the American variant which stresses the second syllable (advertisement).¹

The syllable stressed in Advertisement is	Private	Public	Grand Total
First	77%	57%	70%
Second	23%	43%	30%

Table 3: Responses to Ques	tion 1 by school type
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For the fourth question (see Table 5), survey respondents were asked if the o' in *progress* sounded like the o' in *got* (the American variant) or *go* (the British variant).

Progress	Private	Public	Grand
sounds like	FIIVALE	FUDIIC	Total
	46 %	29%	40 %
	54 %	71%	60 %
Grand Total	100 %	100%	100 %

Table 5: Responses to Question 4 by school type

Though the majority of public school respondents, 71%, preferred the American variant, there was a marked division within the private school respondents with almost equal numbers, 46% and 54%, choosing the British and American variants, respectively.

Pronu

For question 5 (see Table 6), the survey asked respondents if

<i>Shone</i> rhymes	Private	Public	Grand
with	THVALE	T UDIIC	Total
Joan	54%	29%	45%
John	46%	71%	55%
Grand Total	100%	100%	100%

Table 7: Responses to Question 6 by school type (see note p. 42)

It is clear once again that public school respondents showed a clear trend of selecting the American variant (71% of respondents), whereas the private school respondents were once again split in their usage, with 54% preferring the British variant and 46% preferring the American variant.

Pronunciation of first

The last pron07.08 25BDC BTBDC BT 8(va)3(rion6(ondq07.084 29.304 reW*nBT/F10 12 Tf1 0 0F6 12

Maneuver vs. Manoeuvre

In this survey question (see Table 9), respondents were asked to indicate their preferred spelling of the word used with the sentence: You must _____ the car around the bend.

	Private	Public	Grand
		PUDIIC	Total
Maneuver (American variant)	54%	14%	40%
Manoeuvre (British variant)	46%	86%	60%
Grand Total	100%	100%	100%

Table 9: Responses to Question 14 by school type

Though it is clear that public school respondents prefer the British variant, private school respondents were again mixed in their responses, with 54% preferring the American variant and 46% preferring the British variant.

Fibers vs. Fibres

In question fifteen (see Table 10), respondents were asked to which spelling of the word they would use to complete the following sentence: The fabric _____ are delicate.

	Private	Public	Grand Total
Fibers (American variant)	54%	29 %	45%
Fibres (British variant)	46%	71%	55%
Grand Total	100%	100%	100%

Table 10: Responses to Question 15 by school type

Once again, the public school respondents prefer the British variant (71%); whereas the private school respondents are split, with 54% preferring to use the American variant and 46% the British variant.

4.3 Grammar-based Questions

The results of the grammar portion of the survey established that the norms for both public and private schools are essentially the same, with a few statistical outliers.

5. Discussion

Many of the results of the research would T.1 0 026nical

accept the imposition of a single uniformity of spelling could well be what constitutes the Canadian Standard (Herd, 2000: 31

How do you pronounce the following (highlight your preferred choice):

- 3. Leisure:
 - a. Does it rhyme with *pleasure*?
 - b. Does it rhyme with *seizure*?
- 4. In 'We are finally making progress,' does the <u>o</u> of PR<u>O</u>GRESS sound like the <u>o</u> of *go*, or the <u>o</u> of *got*?
 - a. Sounds like <u>o</u> of *go*.
 - b. Sounds like <u>o</u> of *got*.
- 5. the $-\text{the }\underline{a} \text{ in } vase:$
 - a. Does it rhyme with *face*?
 - b. Does it rhyme with *cause*?
- 6.

-the <u>on</u> in *shone*:

- a. Does it rhyme with *John*?
- b. Does it rhyme with *Joan*?
- 7. Does the ending of Aven<u>ue</u> sound like:
 - a. you
 - b. *oo* (sounds like the vowel in the word *move*)
- 8. Does Lever, as in 'Pull the lever', rhyme with . . .
 - a. Does it rhyme with clever?
 - b. Does it rhyme with cleaver?

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12. Licence or License (Example: You need a ______ to drive a car.)

- a. Licence
- b. License

13. Alright or All right (Example: Everything will be _____.)

- a. Alright
- b. All right

14. Manoeuvre or Maneuver (Example: You must ______ the car around the bend.)

- a. Manoeuvre
- b.

21.

- a. He went on a course. How many were on the course?
- b. He was in a course. How many were in the course?

22.

- a. We lived in the High Street.
- b. We lived on Main Street.

23.

- a. I have got a car.
- b. I have a car.

24.

- a. We weren't able to catch him up.
- b. We weren't able to catch up with him.

Thanks for your help!