

# Didja know? A comparative study of affrication across word boundaries in Canadian and American English

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The present study investigates affrication across word boundaries as an allophonic process that distinguishes Canadian English (CE) and American English (AE). Ten CE speakers and ten northeastern AE speakers were recorded reading aloud a monologue containing words pairs with a word final /t/ or /d/ followed by a word initial /j/ (e.g. 'did you', 'what you', 'and yet'). Compared cross-dialectally, AE speakers were found significantly more likely to produce affrication than CE speakers, particularly in final /d/ contexts. Both groups were more likely to produce affrication with a /d/ rather than a /t/. Dialectal as well as phonological factors may account for the results discussed in this survey. We propose a hierarchy of factors affecting word-boundary affrication.

## 1 Introduction

From movies to advertisements, the public expresses an apparent awareness of the postlexical phenomenon of affrication across word boundaries. One instance of word-boundary affrication is commonly represented orthographically as 'didja' (i.e. 'did you'). The process of affrication happens when coronal stops become alveopalatal affricates when merged with a palatal glide, i.e. [t,d] → [tʃ, dʒ] / \_\_ # [j]. This is a common occurrence in many dialects of English (Wells 1982, Zsiga 2000) and is a characteristic of colloquial speech (Roach 2009). Though word-boundary affrication has been well studied in phonology, comparative analyses have not been explored in dialectology.

Though commonly associated with casual speech, this phenomenon is neither a marker nor a stereotype of Canadian English (CE) or American English (AE). Thus far, no dialectal comparisons of word-boundary affrication have been conducted. The Survey of Vancouver English (SVEN) included questions related to word-boundary affrication, for example in the contexts *did you* and *what you*, but never reported on the findings (Gregg 2004). The Ottawa Survey of Canadian English (OSCE) found no stylistic or sociolinguistic pattern in word-boundary affrication (Woods 1999). OSCE demonstrated that all social classes affricate in certain linguistic contexts at all levels of style in CE. Although these studies show important results within CE, no quantitative comparisons of word-boundary affrication have been made between CE and AE.

In order to examine word-boundary affrication interdialectally, we collected and analysed data from both CE and AE speakers. In section 2, we explain the methodology of our study. In section 3, we present the results; in section 4 we analyse our findings, and in section 5 we conclude with points of interest for further research.

## 2 Methods

### 2.1 Participants

The participants were twenty native English speakers between the ages of 19 and 50. Of these, three females and seven males grew up in Canada, and six females and four males grew up in the

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northeastern United States. For the purposes of this study, CE speakers are those who have grown up the region defined as Canada in the *Atlas of North American English* (which excludes the Atlantic Provinces) (Labov, Ash and Boberg 2006). The provinces represented by the speakers are Ontario, British Columbia and Alberta. The AE speakers are those having grown up in the Northeastern United States. The dialect regions represented in the AE sample include Northern Inland, Western New England, Eastern New England, New York City and Mid Atlantic.

## 2.2 Recordings

We prepared a short script containing 31 contexts in which affrication across word boundaries could occur (Table 1). Each context contains a word ending in an alveolar stop followed by a word

| Token | Word pair               | Stop | V preceding (C)/t,d/ | C preceding /t,d/ | V following /j/ |
|-------|-------------------------|------|----------------------|-------------------|-----------------|
| 1     | past year               | /t/  | /æ/                  | /s/               | /i/             |
| 2     | what you                | /t/  | /ʌ/                  | -                 | /u/             |
| 3     | what you                | /t/  | /ʌ/                  | -                 | /u/             |
| 4     | had you                 | /d/  | /æ/                  | -                 | /u/             |
| 5     | had yet                 | /d/  | /æ/                  | -                 | /ɛ/             |
| 6     | coat you                | /t/  | /ou/                 | -                 | /u/             |
| 7     | night you               | /t/  | /aɪ/                 | -                 | /u/             |
| 8     | led Yolanda             | /d/  | /ɛ/                  | -                 | /ou/            |
| 9     | that you                | /t/  | /æ/                  | -                 | /u/             |
| 10    | and yet                 | /d/  | /æ/                  | /n/               | /ɛ/             |
| 11    | about your              | /t/  | /aʊ/                 | -                 | /ou/            |
| 12    | played your             | /d/  | /eɪ/                 | -                 | /ou/            |
| 13    | Ipod yesterday          | /d/  | /ɑ/                  | -                 | /ɛ/             |
| 14    | did you                 | /d/  | /ɪ/                  | -                 | /u/             |
| 15    | effect you              | /t/  | /ɛ/                  | /k/               | /u/             |
| 16    | that you                | /t/  | /æ/                  | -                 | /u/             |
| 17    | at Yale                 | /t/  | /æ/                  | -                 | /eɪ/            |
| 18    | wrote you               | /t/  | /ou/                 | -                 | /u/             |
| 19    | contrived<br>euphemisms | /d/  | /aɪ/                 | /v/               | /u/             |
| 20    | prayed you              | /d/  | /eɪ/                 | -                 | /u/             |
| 21    | past year               | /t/  | /æ/                  | /s/               | /i/             |
| 22    | but you                 | /t/  | /ʌ/                  | -                 | /u/             |
| 23    | made your               | /d/  | /eɪ/                 | -                 | /ou/            |
| 24    | broiled yams            | /d/  | /oɪ/                 | /l/               | /æ/             |
| 25    | and yellow              | /d/  | /æ/                  | /n/               | /ɛ/             |
| 26    | and you're              | /d/  | /æ/                  | /n/               | /ou/            |
| 27    | around you              | /d/  | /aʊ/                 | /n/               | /u/             |
| 28    | that. You               | /t/  | /æ/                  | -                 | /u/             |
| 29    | what? You               | /t/  | /ʌ/                  | -                 | /u/             |
| 30    | bide your               | /d/  | /aɪ/                 | -                 | /ou/            |
| 31    | need you                | /d/  | /i/                  | -                 | /u/             |

Table 1. Order and phonological context of each token in the script.

beginning with a palatal glide such as ‘past year’ or ‘did you’. Of these 31 tokens, 15 contain voiceless /t/ and 16 contain voiced /d/. Because comparative analysis of affrication across word boundaries has not been widely investigated, a variety of vowel contexts, syntactic configurations and word types were included in the script. (The full script can be found in Table 4 in the Appendix.) Recordings were made using USB microphones connected to laptop computers.

Participants read the script aloud twice. Only the second reading was analyzed for the study. By familiarizing themselves with the script during the first recording, participants were able to read it more comfortably and fluently in the second elicitation. As affrication is a colloquial speech tendency (Roach 2009), we tried to elicit a more casual speech style. The script itself is a fictional personal narrative told in the first person, a tactic utilized in order to elicit casual speech.

### 2.3 Analysis

The presence of affrication for each token was determined aurally by both authors. Perceptually ambiguous tokens (a very small proportion) were inspected in Praat; those with a stop closure followed by frication were determined to be affricates. We then calculated the total numbers and percentages of affricated tokens for each word pair and categorized them according to coronal stop, region and gender. All statistical tests were performed with mixed model regression with maximal random effects structures.

## 3 Results

The following sections present tables and graphs of the results categorized by dialect, coronal stop, word pair and gender. Overall, /d/ contexts were affricated more than /t/. AE speakers were more likely to affricate across word boundaries than CE speakers. This difference between AE and CE affrication rates is much more pronounced for males than females.

### 3.1 Percentage of affricated tokens

Including all tokens and speakers, we looked for affrication in a total of 620 possible environments. Figure 1 shows the overall percentage of affrication in both /d/ and /t/ contexts for CE and AE speakers. CE speakers affricate 26% of the /d/ cases and 18% of the /t/ cases, while AE speakers affricate 48% of the /d/ cases and 20% of the /t/ cases. Affrication is more common with /d/ than /t/ for both groups.

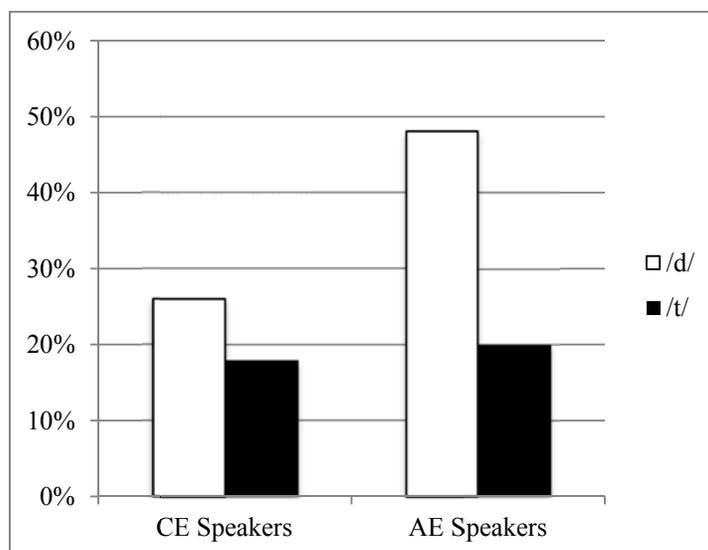


Figure 1. Percent of target tokens affricated by region and gender.

AE speakers produce more instances of affrication than CE speakers ( $t = 2.7$ ), taking into account both stop contexts. In voiced /d/ contexts, this pattern is statistically significant ( $t = 2.5$ ). This pattern is not significant for voiceless /t/ contexts.

| Token # | Word pair            | Percent of tokens affricated |             |             |
|---------|----------------------|------------------------------|-------------|-------------|
|         |                      | All speakers                 | CE speakers | AE speakers |
| 14      | did you              | 90                           | 90          | 90          |
| 31      | need you             | 75                           | 70          | 80          |
| 1       | past year            | 70                           | 50          | 90          |
| 21      | past year            | 65                           | 40          | 90          |
| 23      | made your            | 65                           | 60          | 70          |
| 4       | had you              | 60                           | 40          | 80          |
| 12      | played your          | 60                           | 40          | 80          |
| 20      | prayed you           | 55                           | 30          | 80          |
| 30      | bide your            | 55                           | 40          | 70          |
| 5       | had yet              | 50                           | 20          | 80          |
| 15      | effect you           | 50                           | 50          | 50          |
| 27      | around you           | 40                           | 20          | 60          |
| 8       | led Yolanda          | 25                           | 10          | 40          |
| 2       | what you             | 10                           | 0           | 20          |
| 11      | about your           | 10                           | 10          | 10          |
| 18      | wrote you            | 10                           | 10          | 10          |
| 24      | broiled yams         | 10                           | 0           | 20          |
| 3       | what you             | 5                            | 0           | 10          |
| 7       | night you            | 5                            | 0           | 10          |
| 9       | that you             | 5                            | 0           | 10          |
| 10      | and yet              | 5                            | 0           | 10          |
| 26      | and you're           | 5                            | 0           | 10          |
| 6       | coat you             | 0                            | 0           | 0           |
| 13      | iPod yesterday       | 0                            | 0           | 0           |
| 16      | that you             | 0                            | 0           | 0           |
| 17      | at Yale              | 0                            | 0           | 0           |
| 19      | contrived euphemisms | 0                            | 0           | 0           |
| 22      | but you              | 0                            | 0           | 0           |
| 25      | and yellow           | 0                            | 0           | 0           |
| 28      | that. You            | 0                            | 0           | 0           |
| 29      | what? You            | 0                            | 0           | 0           |

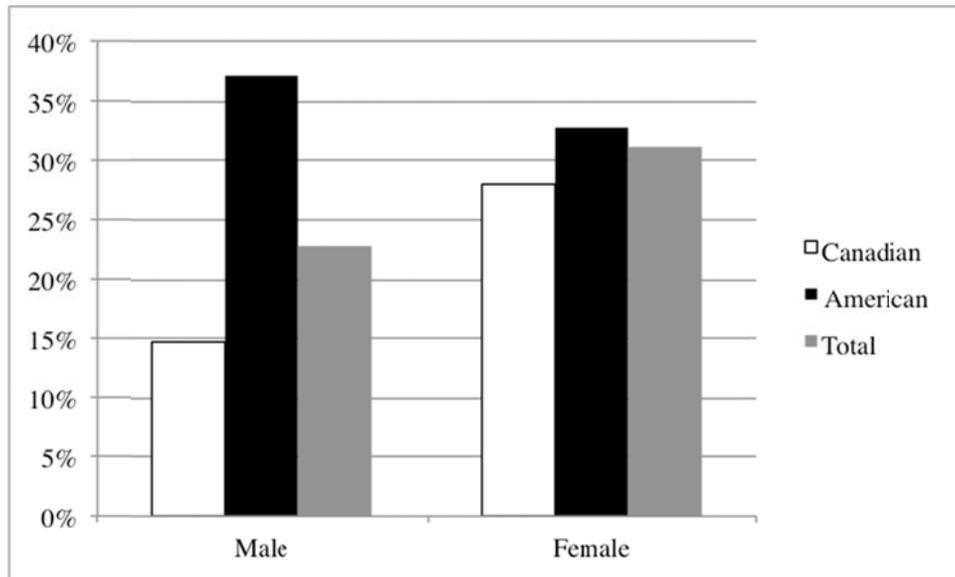
**Table 2. Percent of tokens affricated for each target /t,d/ word, ordered highest to lowest.**

Table 2 lists the word pairs in descending order of percentage of tokens affricated by all speakers. The word pair exhibiting the greatest amount of affrication is ‘did you’ – nine out of ten CE speakers and nine out of ten AE speakers affricated this pair. No affrication occurred across the following word pairs (which are shaded in the table): ‘coat you’ (6), ‘iPod yesterday’ (13), ‘that you’ (16), ‘at Yale’ (17), ‘contrived euphemisms’ (19), ‘but you’ (22), ‘and yellow’ (25), ‘that. You’ (28) and ‘what? You’ (29).

Remarkably, for all collocations, the AE speaker rate of affrication is equal to or greater than the CE rate, the greatest difference occurring with the token ‘had yet’, which eight of the ten AE speakers affricate in contrast to only two CE speakers. The global rate displayed in Figure 1 reflects individual collocational results.

### 3.2 Gender

As seen in Figure 2, overall males affricated on average 7.09 out of the 31 tokens (22.9%) whereas females averaged 9.67 tokens (31.2%). Male CE speakers affricated on average 4.57 tokens out of 31 (14.7%) and female CE speakers 8.67 tokens (28.0%). Male AE speakers affricated on average 11.5 tokens out of 31 (37.1%) and female AE speakers 10.17 tokens (32.8%). There is not a significant correlation between gender and affrication, nor a significant relationship between gender and dialect. However, within the males, CE and AE affrication are significantly different ( $t=2.51$ ).



**Figure 2. Average percentage of affricated tokens by gender.**

Figure 2 illustrates that there is not consistency within the regions in terms of gender. Within CE speakers, females seem more likely to produce affrication, but in the case of AE speakers, the reverse is true. As this data is not significant, however, future analyses are needed in order to determine whether there is a trend.

### 3.3 Rate of speech

We recorded the duration of each reading and then calculated averages based on region. The averages were very close: CE speakers read the script at an average of 58.5 seconds and AE speakers at an average of 58 seconds. This difference between groups is not statistically significant. The standard deviation for CE speakers is much greater (6.63, 21.4%) than for AE speakers (3.57, 11.5%).

## 4 Discussion

The discussion is in three parts. First, we consider linguistic factors (i.e. phonetic, syntactic) that may affect word-boundary affrication. Next, we explore extralinguistic factors (i.e. dialectal, sociolinguistic) that may have an effect. Lastly we present a hierarchy that illustrates the saliency of factors affecting word-boundary affrication.

## 4.1 Linguistic factors

The context for word-boundary affrication involves a word-final /t/ or /d/. In word-final position, these sounds may undergo a variety of allophonic changes due to phonological or other grammatical factors. In some cases, this leads to deletion or modification of the stop segment while in other cases the stop is preserved. The preservation of the stop is necessary in order for a merger with a following glide to create an affricate. The following sections address some of the linguistic factors that may affect the realization of these sounds.

### 4.1.1 Allophones of /t/

The data in Figure 1 show that on the whole for both speaker groups, voiceless coronal stops (/t/) are not affricated as often as voiced coronal stops (/d/). This may be due to the fact that there are many allophonic variations of /t/ in English (Eddington 2007) that could remove the environment for affrication. A word-final /t/ may, for example, surface as a glottal stop or as unreleased, as in ‘cat’ [kæʔ, kæt̚] or ‘boat’ [bouʔ, bout̚]. In a case where /t/ surfaces as a glottal stop, the coronal closure and release needed to produce the affricate are missing. In the case of unreleased /t/, the lack of audible release makes it less likely that frication will occur after the closure.

### 4.1.2 Postnasal deletion and consonant clusters

Instances of postnasal stop deletion in nasal-stop consonant (NC) clusters may account for the absence of affrication in some cases. Voiced coronals following nasal stops are typically reduced word finally (Kaplan 2006). The stimuli in the present study include four tokens that contain a nasal-stop final cluster (‘around you’, ‘and yet’, ‘and you’re’, ‘and yellow’). In three of the four, the rate of affrication across all CE speakers is zero. If postnasal stop deletion at word boundaries precedes assimilation, this could explain why these tokens do not undergo affrication. The only NC token where affrication occurs is ‘around you’ (8 out of 10 CE participants having affrication). This token could exhibit a different pattern due to word stress, to be addressed in 4.1.4, given that the other cases of NC clusters occur with the word ‘and’, a word that is frequently unstressed in casual speech.

There is evidence that other types of final consonant clusters with /t/ or /d/ may also inhibit affrication. In the case of ‘broiled yams’ the voiced stop is preceded by a liquid – /ld/, and the rate of affrication for CE speakers is zero. Similarly, the voiced stop in ‘contrived euphemisms’ is preceded by a voiced fricative – /vd/, and it is never affricated. The pattern is different, however, with sibilant-stop codas such as the /st/ in ‘past’ which does exhibit affrication. Determining which phonetic environments inhibit or promote affrication would require tokens containing a wider variety of consonant clusters.

### 4.1.3 Boundaries

Because postlexical phonology can be blocked by pauses (Loos 2004), it is less likely that affrication will occur across a sentential boundary. Two word pairs in our data contain a sentential boundary – tokens 28 and 29. As seen in Table 1, there are no instances of affrication in these pairs. (A single instance of affrication in token 28 occurred during the first discarded reading.)

It is also possible that morphological boundaries could affect the rate of deletion. For example, if the [t] or [d] is part of the regular past tense morpheme /əd/, it may be less likely to be deleted because the sound contains meaningful grammatical information. There are not enough word pairs in our data with regular past tense, however, to test this hypothesis.

### 4.1.4 Stress

Syllable stress may also interact with the phonetic environment. In examining the rates of affrication for the word pairs in Table 2, it is possible to hypothesize that stressed stop-final words are more likely to be affricated than unstressed words or syllables. For example, function words such as ‘and’, ‘that’ and ‘what’, which are often unstressed in casual speech, are rarely affricated.

Similarly, the unstressed second syllable of ‘iPod’ is never affricated. A more controlled study would be necessary to determine whether this hypothesis proves true. For the present study, participants were not instructed as to how to read the script. Some speakers read it dramatically; others read it monotonously. For this reason, we were unable to control for various prosodic factors such as emphatic stress.

## **4.2 Extralinguistic factors**

### **4.2.1 Regional differences**

As seen in section 3.1, AE speakers have a greater tendency to affricate than CE speakers. Affrication of /d/ occurred significantly more for AE speakers, who affricated 48% of these tokens, than CE speakers, who affricated 26% of these tokens ( $t=2.5$ ). (Rates of /t/ affrication differed less between the groups and were lower overall, as previously discussed.) The different rates between the two groups cannot be attributed to the linguistic factors outlined in section 4.1 as all speakers read the same script, and the linguistic contexts were therefore the same for all participants (although the effects of prosody may have varied across individuals depending upon reading style). It is therefore evident that regional difference is a significant factor in determining the rate of word-boundary affrication.

### **4.2.2 Rate of speech**

Impressionistically, rate of speech would seem to affect word-boundary affrication, with affrication increasing as rate of speech increases. We calculated the average time that it took for speakers to read the script. The rate for AE and CE speakers is nearly identical, at 58 seconds and 58.5 seconds, respectively. This difference is not statistically significant. This measurement is inconclusive for the present study, however, given that it determines average speech rate for the entire passage rather than for the particular contexts under investigation. Further, speech rate is generally very difficult to assess and interpret given that many factors – from idiosyncratic variation to tiredness or boredom of the speaker – can affect it (Roach 1998). Given the very close average times per script for the AE and CE speakers, we speculate that speech rate did not contribute to the differences in rate of affrication in the present study, while acknowledging the inconclusive nature of these findings given the aforementioned complexities in measuring speech rate.

### **4.2.3 Word frequency**

Some pairs of words selected for the affrication analysis are commonly heard in everyday speech (i.e. ‘did you’) and some not as commonly heard (i.e. ‘contrived euphemisms’). Since frequency can affect the phonetic realization of words (Bybee 2002), we used the Corpus of Contemporary American English (COCA) to determine the frequency of each word pair (Davies 2008). We equate high frequency in the corpus with how frequently this word pair will be encountered in everyday life. We excluded all of the /t/ forms since, as discussed in section 4.1.1, these forms were less likely to be affricated due to interfering factors. Similarly, we excluded /nd/ forms (discussed in section 4.1.2).

The results of this search are displayed in Table 3, with the number of COCA hits listed alongside the percentage of affricated tokens for the word pair. There is a close relationship between the most commonly affricated pairs and the most frequently occurring pairs. The two most affricated pairs – ‘did you’ and ‘need you’ were also the two most frequent. The two least affricated pairs – ‘iPod yesterday’ and ‘contrived euphemisms’ – were two of the least frequent. In general, the more frequent the word pair, the more likely affricated.

Frequency results may be complicated, however, by other factors that may also affect affrication. For example, as previously discussed, the low rate of affrication for ‘iPod yesterday’ could also be attributed to stress (section 4.1.4), and the low rate of affrication for ‘contrived euphemisms’ could be attributed to the final cluster (section 4.1.2). (Many of the /t/ and /nd/ forms that were excluded from Table 3 due to interfering factors have high frequency rates in COCA.)

| Token # | Word pair            | COCA hits | % affricated |
|---------|----------------------|-----------|--------------|
| 14      | did you              | 53,835    | 90           |
| 31      | need you             | 2,352     | 75           |
| 23      | made your            | 546       | 65           |
| 4       | had you              | 1,235     | 60           |
| 12      | played your          | 29        | 60           |
| 20      | prayed you           | 7         | 55           |
| 30      | bide your            | 17        | 55           |
| 5       | had yet              | 1161      | 50           |
| 8       | led Yolanda          | 0         | 25           |
| 24      | broiled yams         | 0         | 10           |
| 13      | iPod yesterday       | 0         | 0            |
| 19      | contrived euphemisms | 0         | 0            |

**Table 3. Number of COCA hit for /d/ word pairs (excluding /nd/) compared with total percentage of affricated tokens.**

#### 4.2.4 Gender

For the AE speakers, rates of affrication were similar between males and females. For CE speakers, the rate of affrication is much higher for females than males (28% compared to 14.7%). This is an interesting finding given that we associate word-boundary affrication with informal speech, and informal speech is usually associated more with males than females (Trudgill 1972). The difference is not significant, however, possibly due to the fact that there were fewer female CE speakers (n=3) than male CE speaker (=7), and we must therefore view this observation cautiously.

Past sociolinguistic studies consistently illustrate that females are leaders of linguistic change (Chambers 2002). It is therefore possible that there is a change in progress in Canada whereby word-boundary affrication is becoming increasingly common, and patterns in males have not yet caught up to patterns in females. Such a change may be further advanced for AE speakers where affrication rates for both males and females are greater and more equally balanced. This hypothesis about change would need to be verified with a larger study and real-time data.

#### 4.3 Hierarchy of factors

As discussed in the preceding sections, many factors can affect the realization of affrication across word boundaries, and these factors may interact with one another, complicating their individual effects on affrication. Based on our data and analysis, we propose a hierarchy of factors that block affrication (Figure 3). The most salient factors appear to be linguistic (i.e. phonetic, syntactic) followed by extralinguistic (i.e. frequency, dialect). Within the linguistic factors, the prosodic factors – sentential boundaries and stress – appear to be more salient than other phonological and phonetic factors, such as allophones of /t/. Within the extralinguistic factors, frequency appears to be more salient than sociolinguistic factors such as gender and dialect. Thus, it is expected that a sentential boundary would be more salient than an allophonic change involving /t/ at blocking word-boundary affrication while an allophonic change involving /t/ would be more salient in blocking affrication than word frequency. Although this study does suggest that dialectal and possibly sociolinguistic factors do influence word-boundary affrication, they are the least salient.

|  |
|--|
| Boundaries/stress > other phonological/phonetic > word frequency > sociolinguistic/dialectal |
|--|

**Figure 3. Hierarchy of factors affecting affrication in present study.**

## 5 Conclusion

The purpose of this study has been to investigate if there is a difference in the rate of word-boundary affrication between CE and AE. What is certain, based on its orthographic appearance in memes, jokes, advertisements and pop culture, is that speakers are overtly aware of the presence of affrication, if not of its occurrence in their own daily speech.

The results of our study illustrate that AE speakers affricate more than CE speakers. This difference between dialectal groups is much more pronounced for male speakers than for female speakers. In addition, for all speakers, we found that word-boundary affrication is more prevalent for voiced coronal stops than voiceless.

Due to the small-scale nature of this study, more participants are needed in order to support our hypothesis that CE speakers affricate across word boundaries less than AE speakers. Thus, results presented here may be indicative of a broader trend, but they require corroboration. In addition, since this study combines CE speakers from different regions of the country (and since all have come into contact with different English varieties by virtue of living in Montreal), future research that focuses on particular regions may shed more light on the dialectal differences.

Although we considered the effect of phonological environment to some degree, more research is needed in this area. For example, our data set did not allow us to analyze the role of preceding or following vowel context. Further research is also needed to determine the effect of speech rate on affrication. A more controlled study that measures speech rate on token phrases and/or syllables would likely yield more reliable data than global measures of speech rate over the course of a passage. Another area of interest for future research would be the role of morphology. For example, are coronal stops in past tense morphemes more or less likely to be affricated than stops that are part of a stem?

Finally, although Woods (1999) found no stylistic or sociolinguistic variation in his studies of word-boundary affrication in Ottawa, further research is needed to determine whether or not such factors may contribute to the different dialectal patterns found in this study. Although word-boundary affrication has been well studied in phonology, comparative dialectal analyses had not previously been undertaken. This study can serve as a starting point for future work that explores this phonological phenomenon in the context of dialectology.

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## Appendix

In the (1)**past year** I thought a lot about (2)**what you** told me. I've had a lot of time to consider the events that have transpired and (3)**what you** would have done (4)**had you** known that I (5)**had yet** to inform Yolanda of your departure. The (6)**coat you** were wearing the (7)**night you** stormed out still hangs in my closet. I (8)**led Yolanda** to believe (9)**that you** would only be gone temporarily. (10)**And yet** I think even she knew (11)**about your** betrayal. I (12)**played your** favorite song on my (13)**iPod yesterday**. (14)**Did you** realize the (15)**effect you** had on all of us (16)**that you** left behind? I returned to our old stomping grounds (17)**at Yale**. I (18)**wrote you** a letter that was full of (19)**contrived euphemisms**, so I tore it up and threw it out. I (20)**prayed you** would show up at the door sometime in the (21)**past year** (22)**but you** never did. I (23)**made your** favorite – (24)**broiled yams** (25)**and yellow** summer squash in case you showed up tonight, but it's nearly half past twelve (26)**and you're** nowhere in sight. So I'll just sit, eat the yams, and hope to be (27)**around you** again someday. No, scratch (28)**that**. **You** know (29)**what? You** should just (30)**bide your** time, wherever you are. We don't (31)**need you** around here anymore.

**Table 4: The script.**