Figures



doi https://doi.org/10.1075/impact.23.03fig

Pages xv-xvii of

Language Change and Variation in Gibraltar

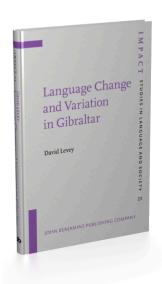
David Levey

[IMPACT: Studies in Language, Culture and Society, 23] 2008. xxii, 192 pp.



This electronic file may not be altered in any way. For any reuse of this material written permission should be obtained from the publishers or through the Copyright Clearance Center (for USA: www.copyright.com).

For further information, please contact rights@benjamins.nl or consult our website at benjamins.com/rights



Figures

Figure 4.1	Home language (HL) compared with the inter-parental	
	language (PL)	58
Figure 4.2	Self-report BEST findings	59
Figure 4.3	Language spoken by informants with grandparents (GL)	60
Figure 4.4	Language spoken by informants with grandparents (GL) by age	61
Figure 4.5	Development of language preference/competence in Gibraltar	
	1890–1993 (based on findings of Kellermann 2001 combined	
	with data from this study)	62
U	Home language (HL) by age	62
•	Home language (HL) in the GibM by age	63
Figure 4.8	Percentages for English as the inter-parental language (PL),	
	home language (HL) and inter-sibling language (SIBL) by	
	ethnic groups	65
U	Home language (HL) by class	66
Figure 4.10	Percentages for English as the inter-parental language (PL),	
	the home language (HL) and the inter-sibling language (SIBL)	
	by class	66
•	Self-report BEST findings by class	67
•	Distribution of the inter-student languages (ISL) of the sample	68
•	English as the inter-student language (ISL) in middle schools	71
-	English as the inter-student language (ISL) by ethnic groups	71
Figure 4.15	Inter-student language (ISL) in the GibM and Jewish	
	communities	72
•	English as the inter-student language (ISL) by class	73
•	English as the inter-student language (ISL) in the GibM by class	73
Figure 4.18	English as the inter-student language (ISL) in the GibM by	
	age + sex	74
Figure 4.19	Comparisons between the home language (HL), inter-student	
	language (ISL) and most comfortable language (MCL) of	
	the sample	75
•	Most comfortable language (MCL) by age	76
Figure 4.21	Most comfortable language (MCL) by ethnic groups	76

Figure 4.22 Most comfortable language (MCL) in the GibM by age	77
Figure 4.23 English as the most comfortable language (MCL) by class	78
Figure 4.24 English as the most comfortable language (MCL) by age + sex	78
Figure 4.25 English as the most comfortable language (MCL) in the GibM	
by age + sex	79
Figure 4.26 Reading language preferences by age + sex	87
Figure 4.27 TV language preferences	89
Figure 4.28 TV language preferences in the GibM by age	90
Figure 4.29 Frequent contact with UK by class	91
Figure 4.30 Frequent contact with UK by ethnic groups	92
Figure 4.31 Degree of contact with Spain by age	93
Figure 5.1 Percentages for BULL/TOOL merger by class	106
Figure 5.2 Percentages for BULL/TOOL merger by school	106
Figure 5.3 Percentages for LOT/THOUGHT merger by class	109
Figure 5.4 Distribution of TRAP vowel quality by age	111
Figure 5.5 Distribution of START vowel length by school	112
Figure 5.6 Distribution of START vowel length by class	112
Figure 5.7 Distribution of START vowel length in the GibM by age	113
Figure 5.8 Distribution of NURSE vowel quality	114
Figure 5.9 Distribution of NURSE vowel quality by class	115
Figure 5.10 Distribution of NURSE vowel quality by sex	116
Figure 5.11 Distribution of NURSE vowel length	116
Figure 5.12 Distribution of NURSE vowel length by class	117
Figure 5.13 Distribution of NURSE vowel length by ethnic groups	117
Figure 5.14 Distribution of Type 2 (short centring) CURE diphthong	
by class	122
Figure 5.15 Distribution of POOR diphthong/monophthong variants	123
Figure 5.16 Distribution of POOR diphthong/monophthong variants	
by class	124
Figure 5.17 Distribution of POOR diphthong/monophthong variants	
by ethnic groups	124
Figure 5.18 Distribution of NEAR diphthong/monophthong variants	125
Figure 5.19 Distribution of NEAR diphthong/monophthong variants by	
ethnic groups	126
Figure 5.20 Distribution of NEAR diphthong/monophthong variants	
by class	126
Figure 5.21 Distribution of SQUARE diphthong/monophthong variants	127
Figure 5.22 Distribution of SQUARE diphthong/monophthong variants	
by sex	128

Figure 5.23 Distribution of SQUARE diphthong/monophthong variants	
by ethnic groups	128
Figure 5.24 Distribution of SQUARE diphthong/monophthong variants	
by class	129
Figure 6.1 Degree of T-glottalling in casual conversation by class	146
Figure 6.2 Distribution of H-dropping by middle school	150
Figure 6.3 Distribution of L in pre-pausal and pre-consonantal	
environments by sex	160
Figure 6.4 Distribution of L in pre-pausal and pre-consonantal	
environments by class	160
Figure 6.5 Distribution of L in pre-pausal and pre-consonantal	
environments by ethnic groups	161