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The Interrelationship between Age and Education and the Usage of Shirazi Vocabulary Items

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Abstract

The extensive research done on the interrelationship between different social factors such as social class, gender and age and different linguistic variables has shown that these factors have important effects on the way language is used. Among these factors a special importance can be placed on *age* due to the role it plays in revealing different patterns of language use, such as the age-grading pattern, the normal pattern of age differentiation and the important patterns of language change which can inform us about the emergence of a linguistic form or the death of some old form. This paper is intended to examine the interrelationship between age and the usage of Shirazi vocabulary or lexical items. Sixty respondents belonging to 6 age groups of Shirazi speakers answered a 60-item questionnaire. Each item included one Shirazi word with its definition and sometimes a short example to clarify its meaning. The respondents had to choose between two choices: either they used the item or they did not. The analysis of the results showed that age was an influencing factor on the speech of the speakers as the older people had a large collection of active Shirazi words (they actively used all the

words) while the younger generation had two collections of more active and less active Shirazi words and as the age of the subjects increased their mean scores which represented their usage of Shirazi vocabulary items also increased. These words were also used less among the more educated Shirazi speakers.

Key terms: Gender, Age, Social Class, Vocabulary

1. Introduction

When in the 1930s the trend in linguistic studies changed from diachronic approach to synchronic approach, the emphasis in dialectology also changed from regional and rural dialectology (which deals with the relationship between linguistic variables and geographical properties) to social and urban studies (which is concerned with the relationship between linguistic variables and social factors such as age, gender and social class) (Chambers and Trudgill, 1998). The effect of geographical and social factors on language has been investigated by different dialectologists and sociolinguists and they have distinguished between two types of dialects: regional or geographical dialects and social dialects or sociolects (Hudson, 1980). As Trudgill (2004:2) emphasizes, “dialects have to do with a speaker’s social and geographical origins”.

Speakers with their various social and geographical characteristics are considered to be “the most obvious source of influence on linguistic variables” (Hudson, 1980:184). Among the various social characteristics a special importance can be given to *age* as studying the interrelationship between this social factor and various linguistic variables has led to the

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emergence of different age patterns that are capable of signaling different linguistic phenomena that are in progress in language. For example, For example, *age-graded patterns* are one type of age pattern that reflect “recurring continuous changes” which “happen in successive generations” and indicate the adjustments that children make in their speech to make it more similar to adult speech as they grow older (Chambers and Trudgill, 1998:152). In a different type of age pattern, as discovered by dialectologists, the younger and the older age groups get the highest scores for the usage of the vernacular forms while the middle-aged speakers get the lowest scores. This is known as the *normal pattern of age differentiation*.

Labov (1972a) studied the linguistic variable (r) which has two variants, (r): [r] and (r): \varnothing , and discovered the normal age pattern as he observed that the higher usage of the vernacular forms was related to the young and the old people and the lowest usage of the vernacular forms belonged to the middle-aged speakers.

Trudgill (1974a) studied 16 variables in Norwich and reported similar results for some of his variables including (ng). Three linguistic variables of the English of the black speakers in Washington, DC (d-deletion, cluster simplification, s-absence) reported in Fasold (1972) also revealed similar patterns.

Sometimes the study of the interrelationship between age and linguistic variables reveals a type of pattern called the *pattern of a change in progress*.

In this type of pattern there is “a regular increase or decrease in the use of the linguistic form over time” (Holmes, 1992:187). When there is an innovation in language use the new form is used mostly by the young people

compared to the older generation. When a form is disappearing it is used mostly by the older people and the usage of the form among younger people gets very low.

In the study of Norwegian town of Tonsberg on the final unstressed vowel of the infinitives it was found that the low status vowels (æ , α) are giving way to (ə) which is the higher status standard variable and the latter was used by the younger people while the former, that is the low status vowels, were used by the older people (Gulbrandsen, 1975).

The study on the perfective 'done' in Southern Appalachian English showed that this form was disappearing from that variety since very few young people used that form in their speech (Wolfram and Christian, 1976).

Some of the 16 variables studied by Trudgill (1974a) also showed changes in progress including (e) which had three variants and one of them was on the increase and (ir) which was disappearing when their occurrence was correlated with the age of the speakers. Chambers (1995a) carried out a survey in the Golden Horse Shoe on the occurrence of the words *chesterfield*, *couch* and *sofa* with almost a thousand speakers in that region and showed that age is the only statistically significant social factor that correlates with the use of *chesterfield* which was on the decrease as it was associated with the old people in that society compared to the occurrence of *couch* which was very much on the increase in the speech of the young people.

The Norwich study by Trudgill (1974a) will be partly followed as the model of this study. Trudgill selected his speakers randomly from four areas in Norwich which represented different social classes. He chose 50 adults to

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whom he added 10 school children to include all the age ranges. He interviewed his respondents and elicited data on 16 variables in all the styles including word list style, reading style, and casual style. Different age patterns were discovered for different variables. (ng), for example, showed an age-graded pattern while (e) and (ir) revealed patterns of changes in progress.

1.1. Statement of the Problem

This paper aims to study the effect of the social factors of age and education on the usage of Shirazi vocabulary or lexical items as very important dialectal and geographical linguistic variables. For this purpose, first, the differences between the usages of different Shirazi vocabulary items by Shirazi speakers will be investigated to see how they differ in their degrees of usage in this city among different age groups. Second, the differences between different age groups with respect to their usages of Shirazi words will be analyzed to see if any special age pattern emerges. Finally, the effect of the level of education of the speakers on their usage of Shirazi vocabulary items is examined.

1.2. Research Hypotheses

It is hypothesized that Shirazi vocabulary items, as dialectal and regional forms, have higher usages among older speakers and lower usages among younger and educated speakers (a positive relationship between age and

usage), revealing a pattern which is reminiscent of the pattern of a change in progress.

1.3. Research Questions

Regarding the aims of this study, the following research questions will be presented:

1. is there any relationship between the ages of Shirazi speakers and their usages of different Shirazi vocabulary items?
2. how different are the degrees of the usage of different Shirazi vocabulary items?
3. what is the relationship between the Speakers' degrees of education and their usage of Shirazi vocabulary items?

2. Method

2.1. Participants

This study was conducted with 60 respondents belonging to 6 age groups (G) including 10-19 (G1), 20-29 (G2), 30-39 (G3), 40-49 (G4), 50-59 (G5) and above 60 (G6). The subjects were categorized into these groups based on Trudgill's (1974a) model. They were selected randomly from different places including language institutes from which most young respondents were chosen. These young respondents made the first age group (10-19) and since they were also asked to take the questionnaires home and ask their family members to take part in the research, the second age group (20-29)

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and the fourth age group (40-49) were formed in this way by their brothers and sisters and also their parents. The respondents in the other age groups including some of the subjects in the second age group and all the respondents in 30-39 group, 50-59 group and the last group that is above 60 were selected in different ways. Most of them were ordinary people mostly shopkeepers in different shops on different streets of Shiraz who were guessed to have the required age and were asked to complete the questionnaires. These mainly made the older age groups that is the fifth and sixth age groups. The subjects were asked to answer questions about their education, occupation and residential areas in the questionnaire which are good clues to their social class. Based on the information they provided in the questionnaires it can be said that they were all middle class Shirazi Speakers.

2.2. Instrument

Questionnaires were used as tools for gathering data in this study. It was designed by the researcher and was distributed directly among respondents.

(See Appendix A)

The questionnaire was made up of 60 items and had three parts. In the first part the respondents were provided by some information on the purpose of the research and also on how they should answer the questionnaire. The second part was related to their personal information including their age, place of birth, education, occupation, residential areas and also the place of birth of their parents. The third part of the

questionnaire included 60 items each asking the respondents about one Shirazi vocabulary item which was chosen from a book called *Farhang-e Mardom-e Shiraz* (Shirazi culture). This book includes a glossary of Shirazi vocabulary items.

In each item of the questionnaire the Shirazi word was provided with a short definition and sometimes an example. The words included 15 Shirazi adjectives, 23 Shirazi nouns and 22 Shirazi verbs. The vocabulary items were also provided with diacritics to show their pronunciation in case the respondents had difficulty reading the items. The subjects had to choose between two choices: either they used the item in their everyday speech or they did not. If they used the vocabulary item, they were supposed to tick the square on the right side. If they did not use the item, they were supposed to tick the square on the left side. The researcher's professors checked the questionnaire for its validity.

2.3. Procedure

Most respondents were eagerly engaged in completing the questionnaires especially younger respondents and some asked to have a copy of the questionnaire. About 120 questionnaires were distributed among people belonging to different age groups and about 80 papers were returned. From among these 80 papers only those were chosen that were completed by Shirazi respondents who had Shirazi parents and the others were discarded.

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Even those who had one non-Shirazi parent were not included in the research. Finally, about 60 questionnaires were left which were categorized into 6 age groups based on Trudgill's categorization.

3. Results and Discussion

The respondents had to answer a 60-item questionnaire in which they simply had to choose among two items: *I use the vocabulary item* or *I do not use the vocabulary item*. The items of the questionnaire were structured to determine the effect of age on the usage of vocabulary items and produced results presented below. In this part, the different age group is compared based on the percentage of the usage of each Shirazi vocabulary item. Then, the means of the usage of the items by members of each group are compared and contrasted. Finally, the effect of education on the usage of the items is analyzed.

3.1. The Percentage of the Usage of Shirazi Vocabulary Items in G1

In this age group (G1) only 4 Shirazi words (items number 3, 31, 44 and 55) were used by all the respondents. Seven words (items number 1, 10, 12, 25, 39, 40 and 46) were used by 90% of the members in this group. Items number 5, 11, 16, 26, 27, 29 and 45 were used only by one or two members of the group. This means that about 7% of the expressions were used by all the respondents, about 12% of the words were used by 9 out of 10 members of the group and about 12% of the words were used by 1 or 2 members. This is indicated in Figure 1 and Table 1 below.

3.2. The Percentage of the Usage of Shirazi Vocabulary Items in G2

Items number 12 and 26 were used by all the members in this group (G2).

Items number 3, 8, 12, 41, 51 and 45 were used by 90% of the respondents and there were 2 items which were used by none of the members, i.e. items number 4 and 11. Items number 21, 27, 29, 24, 47, 48, 50, 52 and 60 were used by only 1 or 2 members of the group. This means that about 3% of the words were used by all the members in this age group.

About 8% of the words were used by 90% of the respondents. About 3% of the vocabulary items were not used in this group and 15% of the items were used by one or two members. This has been displayed graphically in Figure 2 below and also shown in Table 1.

3.3. The Percentage of the Usage of Shirazi Vocabulary Items in G3

In this group vocabulary or lexical items number 2, 3, 6, 10, 13, 14, 18, 20, 40, 44, 50 and 54, that is 20% of all the words, were used by all the members of the group. Vocabulary items number 5, 12, 16, 17, 19, 25, 28, 30, 33, 39, 42, 43, 46, 51 and 55 (25% of the words) were used by 90% of the respondents.

Only item 26 was used by 2 respondents (about 2% of the items) which represents the lowest usage in this group. These have been represented graphically in Figure 3 and numerically in Table 1. The phonetic symbols employed for the transcription of the lexical items appear in the appendix. **(See Appendix B)**

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Table 1. The percentage of the usage of Shirazi words by age groups

| | Shirazi Word | 10-19 | 20-29 | 30-39 | 40-49 | 50-59 | 60-69 |
|-----|------------------------|-------|-------|-------|-------|-------|-------|
| 1. | پت /pet/ | 90% | 60% | 80% | 90% | 70% | 80% |
| 2. | پلاچ /pelâč/ | 60% | 30% | 100% | 90% | 90% | 100% |
| 3. | چکنه /čekene/ | 100% | 90% | 100% | 100% | 90% | 90% |
| 4. | شر /šer/ | 30% | 0% | 40% | 40% | 70% | 80% |
| 5. | جنگ /jeng/ | 20% | 40% | 90% | 50% | 90% | 90% |
| 6. | لب /lob/ | 50% | 30% | 100% | 70% | 70% | 100% |
| 7. | مچنه /močone/ | 60% | 20% | 80% | 90% | 90% | 100% |
| 8. | رو /ro/ | 80% | 90% | 80% | 90% | 70% | 100% |
| 9. | چلشته خور /čeleštexor/ | 70% | 10% | 40% | 60% | 80% | 100% |
| 10. | چلم /čalom/ | 90% | 80% | 100% | 90% | 80% | 90% |
| 11. | قلونی /qaluni/ | 20% | 0% | 100% | 50% | 100% | 90% |
| 12. | مچل /močal/ | 90% | 100% | 90% | 100% | 80% | 90% |
| 13. | شل /šal/ | 80% | 90% | 100% | 100% | 90% | 90% |
| 14. | خنک /xonok/ | 60% | 80% | 100% | 100% | 100% | 100% |
| 15. | لپری /lapari/ | 30% | 40% | 80% | 70% | 70% | 90% |
| 16. | غره تراق /qorreteraq/ | 20% | 40% | 90% | 60% | 90% | 90% |
| 17. | پورمک /purmak/ | 60% | 40% | 90% | 80% | 80% | 90% |
| 18. | همریش /hamriš/ | 70% | 60% | 100% | 100% | 100% | 90% |
| 19. | همروس /hamrus/ | 60% | 40% | 90% | 100% | 90% | 90% |
| 20. | ریشمیز /rišmiz/ | 70% | 50% | 100% | 100% | 90% | 90% |
| 21. | کله پک /kalepok/ | 30% | 20% | 70% | 60% | 80% | 80% |
| 22. | خزوک /xazuk/ | 40% | 40% | 60% | 40% | 70% | 90% |
| 23. | چنگ /čeng/ | 60% | 40% | 70% | 60% | 90% | 80% |
| 24. | آلو /âlu/ | 40% | 50% | 60% | 50% | 70% | 90% |
| 25. | کازو /kâzu/ | 90% | 100% | 90% | 90% | 90% | 100% |
| 26. | رشت /rašt/ | 20% | 10% | 20% | 30% | 50% | 70% |
| 27. | کنتره /kenatre/ | 10% | 20% | 50% | 60% | 70% | 80% |
| 28. | تی /ti/ | 60% | 60% | 90% | 80% | 100% | 90% |
| 29. | تیرشه /tirše/ | 20% | 10% | 50% | 30% | 50% | 90% |
| 30. | کپه /kappe/ | 50% | 60% | 90% | 80% | 100% | 80% |

| | | | | | | | |
|-----|-----------------------------------|------|-----|------|------|------|------|
| 31. | چیل /čil/ | 100% | 70% | 60% | 80% | 80% | 80% |
| 32. | سپ /sop/ | 30% | 70% | 70% | 70% | 80% | 90% |
| 33. | ترش باله /torošbâle/ | 80% | 20% | 90% | 80% | 70% | 90% |
| 34. | کو تراش /kuterâš/ | 30% | 20% | 70% | 50% | 70% | 80% |
| 35. | جوغن /juqan/ | 60% | 30% | 50% | 60% | 70% | 100% |
| 36. | اسم /assom/ | 40% | 50% | 70% | 50% | 80% | 90% |
| 37. | سد /sed/ | 30% | 40% | 60% | 70% | 80% | 90% |
| 38. | پرپرک /perperak/ | 30% | 40% | 50% | 70% | 80% | 90% |
| 39. | پر خوردن /perxordan/ | 90% | 80% | 90% | 90% | 100% | 90% |
| 40. | پکیدن /pokidan/ | 90% | 90% | 100% | 100% | 90% | 100% |
| 41. | تومبیدن /tombidan/ | 50% | 40% | 60% | 40% | 30% | 70% |
| 42. | جر کردن /jarkardan/ | 50% | 60% | 90% | 80% | 90% | 90% |
| 43. | پلنگک زدن /pelengakzadan/ | 30% | 60% | 90% | 80% | 80% | 90% |
| 44. | خنج زدن /xenjzadan/ | 100% | 80% | 100% | 80% | 90% | 90% |
| 45. | چیر زدن /čirzadan/ | 20% | 30% | 80% | 50% | 60% | 90% |
| 46. | گر گرفتن /gergereftan/ | 90% | 50% | 90% | 100% | 80% | 90% |
| 47. | مروا زدن /morvâzadan/ | 70% | 10% | 80% | 80% | 90% | 90% |
| 48. | لخشیدن /laxšidan/ | 60% | 20% | 80% | 90% | 90% | 100% |
| 49. | هاکک کردن /hâkakkardan/ | 30% | 30% | 70% | 90% | 80% | 80% |
| 50. | کپ شدن /kopšodan/ | 70% | 20% | 100% | 40% | 60% | 70% |
| 51. | تنجه زدن /tenjezadan/ | 70% | 90% | 90% | 90% | 100% | 90% |
| 52. | چیریک زدن /čirikzadan/ | 30% | 10% | 50% | 40% | 70% | 90% |
| 53. | خسیدن /xossidan/ | 50% | 40% | 70% | 70% | 70% | 90% |
| 54. | پنجیر گرفتن /penjirgereftan/ | 100% | 90% | 100% | 90% | 100% | 90% |
| 55. | نیشتک انداختن /ništakandâxtan/ | 60% | 50% | 90% | 70% | 70% | 90% |
| 56. | ال کردن /?alkardan/ | 60% | 60% | 70% | 80% | 80% | 80% |
| 57. | چنچه کردن /čenčenekardan/ | 60% | 60% | 80% | 90% | 90% | 90% |
| 58. | چاکیدن /čâkidan/ | 50% | 30% | 40% | 50% | 70% | 90% |
| 59. | تنگیدن /tengidan/ | 40% | 30% | 80% | 70% | 80% | 90% |
| 60. | غمبه دادن /qombedâdan/ | 30% | 10% | 30% | 50% | 70% | 70% |

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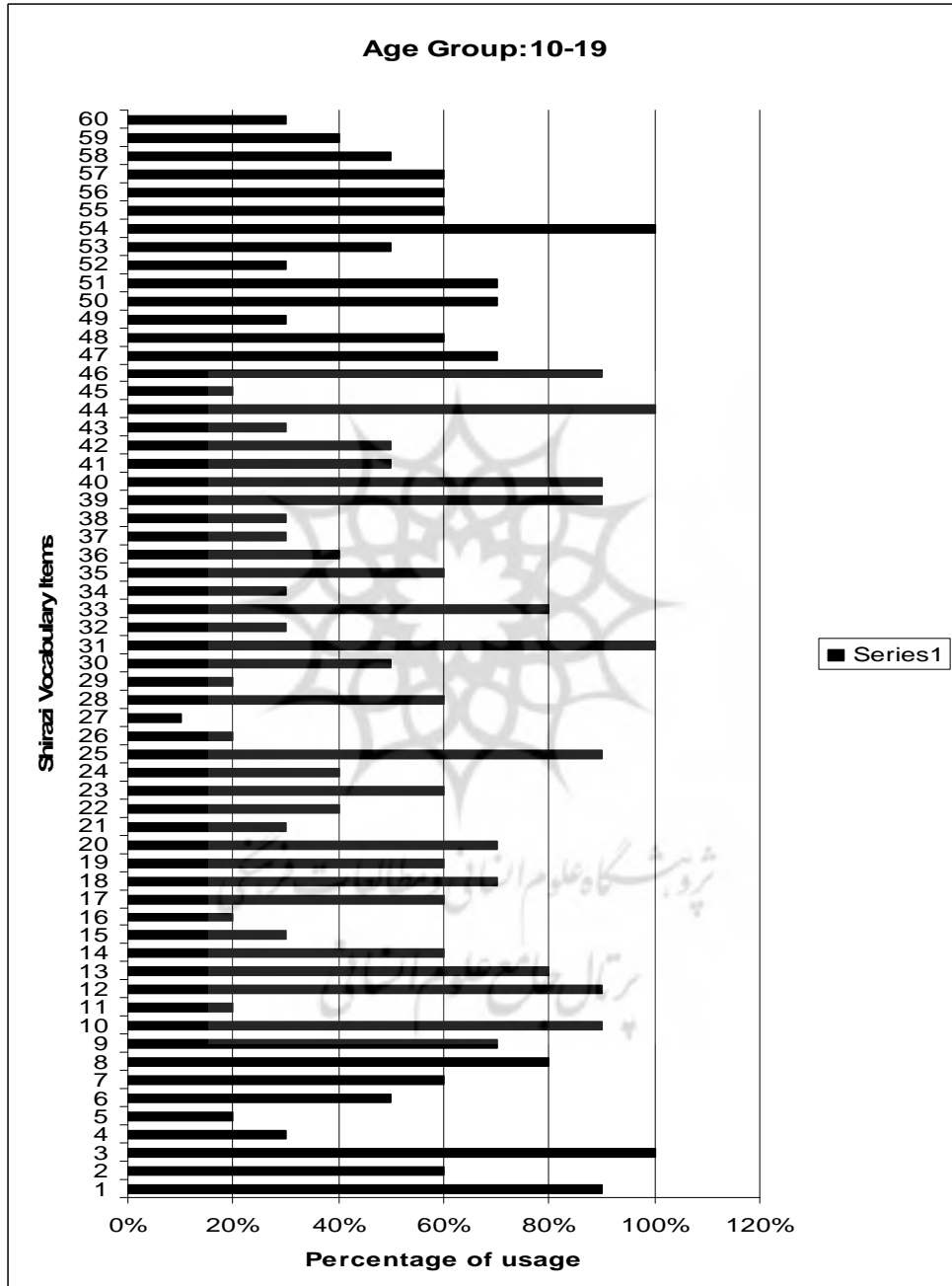


Figure 1. Percentage of the usage of each Shirazi word in G1

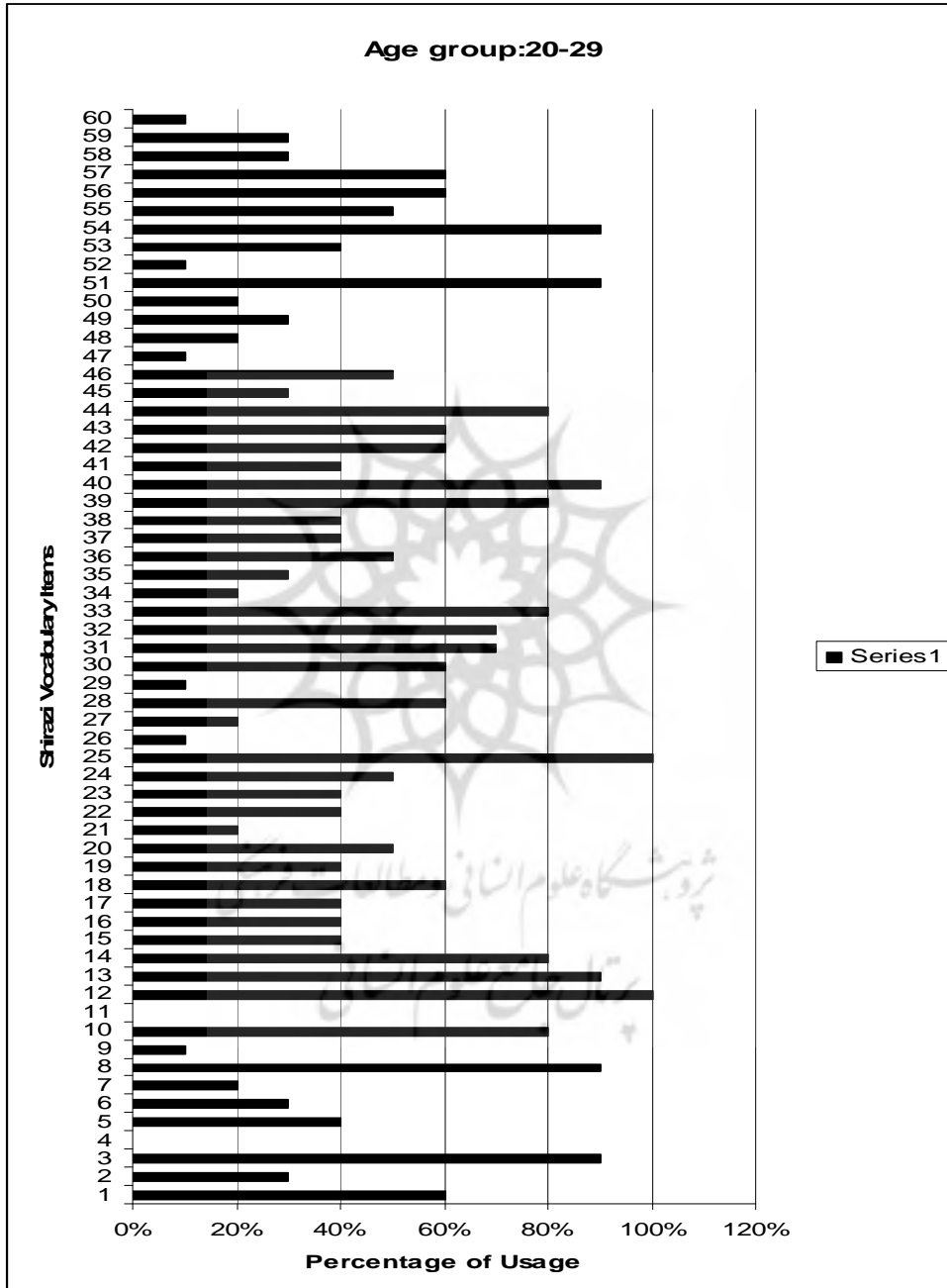


Figure 2. Percentage of the usage of each Shirazi word in G2

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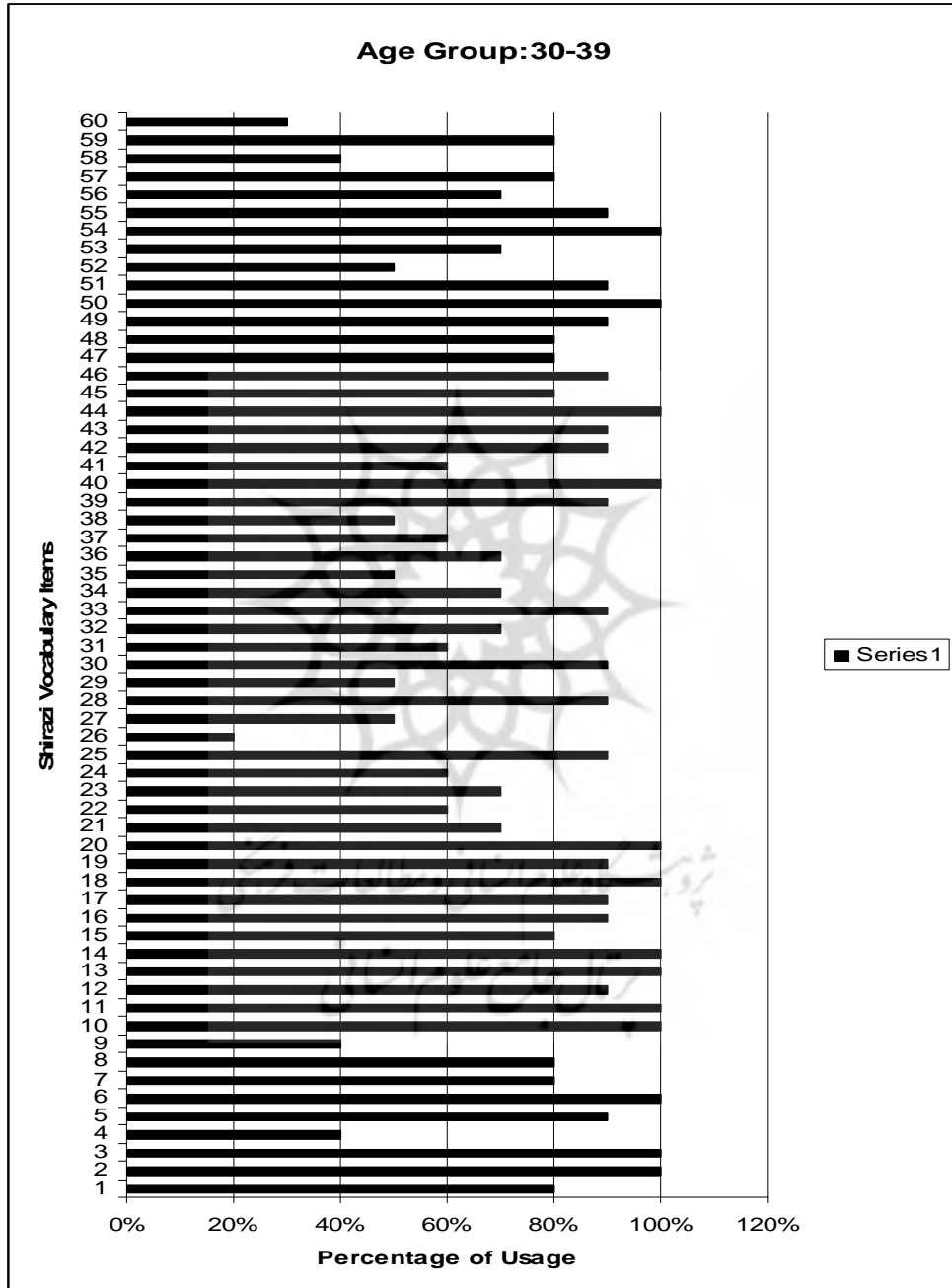


Figure 3. Percentage of the usage of each Shirazi word in G3

3.4. The Percentage of the Usage of Shirazi Vocabulary Items in G4

In this group 9 items (number 3, 12, 13, 14, 18, 19, 20, 40 and 46) were used by all the respondents in the group. This makes 15% of all the Shirazi vocabulary items. Twelve vocabulary items including items number 1, 2, 7, 8, 10, 25, 39, 48, 49, 51, 54 and 57 were used by 9 out of the 10 members in the group, i.e. 90% of the respondents. In other words, 20% of the Shirazi words were used by 90% of the respondents in G4. The lowest usages were observed for items number 26 and 29 (about 4% of all the items) which were only used by 3 respondents. These results have been shown graphically in Figure 4 and numerically in Table 1.

3.5. The Percentage of the Usage of Shirazi Vocabulary Items in G5

Eight Shirazi vocabulary items were used by all the 10 respondents in this group. They were items number 11, 14, 19, 28, 30, 39, 51 and 54. This makes about 13% of all the items. Sixteen words were used by 90% of the respondents of the group which makes about 26% of all the Shirazi words.

The lowest usage in this group was related to vocabulary item number 41 which was used by 3 respondents only. These results can be seen in Figure 5 and in Table 1.

3.6. The Percentage of the Usage of Shirazi Vocabulary Items in G6

Ten vocabulary items were used by all the members of the group. They were items number 2, 6, 7, 8, 9, 14, 25, 35, 40 and 48. In other words, about 17% of the Shirazi words were used by 100% of the respondents in this group.

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But 60% of the vocabulary items (36 Shirazi words) including items number 3, 5, 10, 11, 12, 13, 15, 16, 17, 18, 19, 20, 22, 24, 28, 29, 32, 33, 36, 37, 38, 39, 42, 43, 44, 45, 46, 47, 51, 52, 53, 54, 55, 57, 58 and 59 were used by 9 out of the 10 members in this group. In other words, 90% of all the respondents used 60% of all the vocabulary items. The lowest usages in this group was observed in 4 vocabulary items (items number 26, 41, 50 and 60) which were used by 70% of the respondents in the group. This has been represented in Figure 6 graphically. It has also been shown in Table 1.

As the percentage of the usage of each individual word by the group members indicates, there are a number of words which are clearly more favored by the younger generation (G1 and G2) as they are used by at least 50% of the respondents in these groups: these words include items numbered 1, 3, 8, 10, 12, 13, 14, 18, 20, 25, 28, 31, 39, 40, 44, 51, 54, 55, 56 and 57 which represent the more active collection of Shirazi words among the younger generation. On the other hand, there were a number of words with very low usages among the younger generation that had much higher usages among the older generation (G5 and G6). These include items numbered 4, 11, 15, 16, 21, 22, 26, 27, 29, 34, 37, 38, 45, 49, 52, 59 and 60. A middle generation (G3 and G4) can also be observed whose performance on the more active and the less active collections represents a narrow borderline between the younger and the older generation; like the younger generation they use all the words in the collection of the more active words but with higher percentages, and they differ from the younger generation and act like the older generation in their performance on the less active collection of words in that they use most of the words in this collection

which are mostly avoided by the younger generation in their speech, i.e. unlike the younger generation they actively use items numbered 5, 11, 15, 16, 21, 22, 27, 29, 34, 37, 38, 45, 49, 52 and 59 but they use these words with lower percentages compared to the older generation. They only avoid items number 4, 26, 58 and 60 in the less active collection of words for G1 and G2.

Therefore, all in all, their performance is more comparable to the older generation than to the younger generation.

These results also show that as the age of the respondents increases the number of the items that are used by all the members of the group as well as the number of the items that are used by the great majority of the group (90%) also increases (almost regularly). On the other hand, as the age of the subjects increases the number of the items that have a low usage in the groups (10% or 20%) decreases (almost regularly, with one or two exceptions). These results support the idea that age is an influential factor and affects the usage of Shirazi Vocabulary items. To put it differently, based on these results, the higher the age of the respondents the bigger their collection of the more active vocabulary items and the smaller their collection of the less active group of words. Only G2 acted a little unusually and used the items even less than G1.

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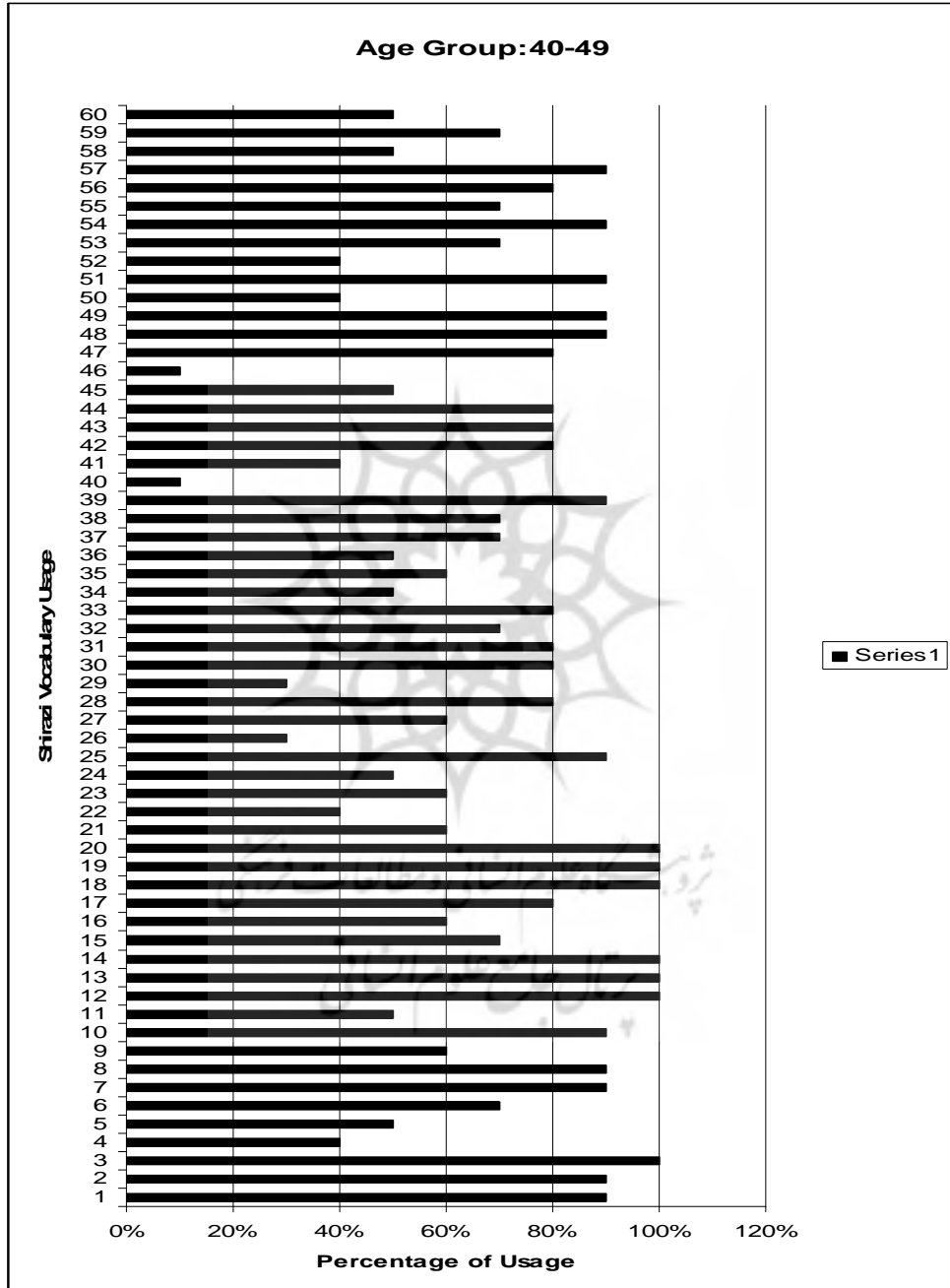


Figure 4. Percentage of the usage of each Shirazi word in G4

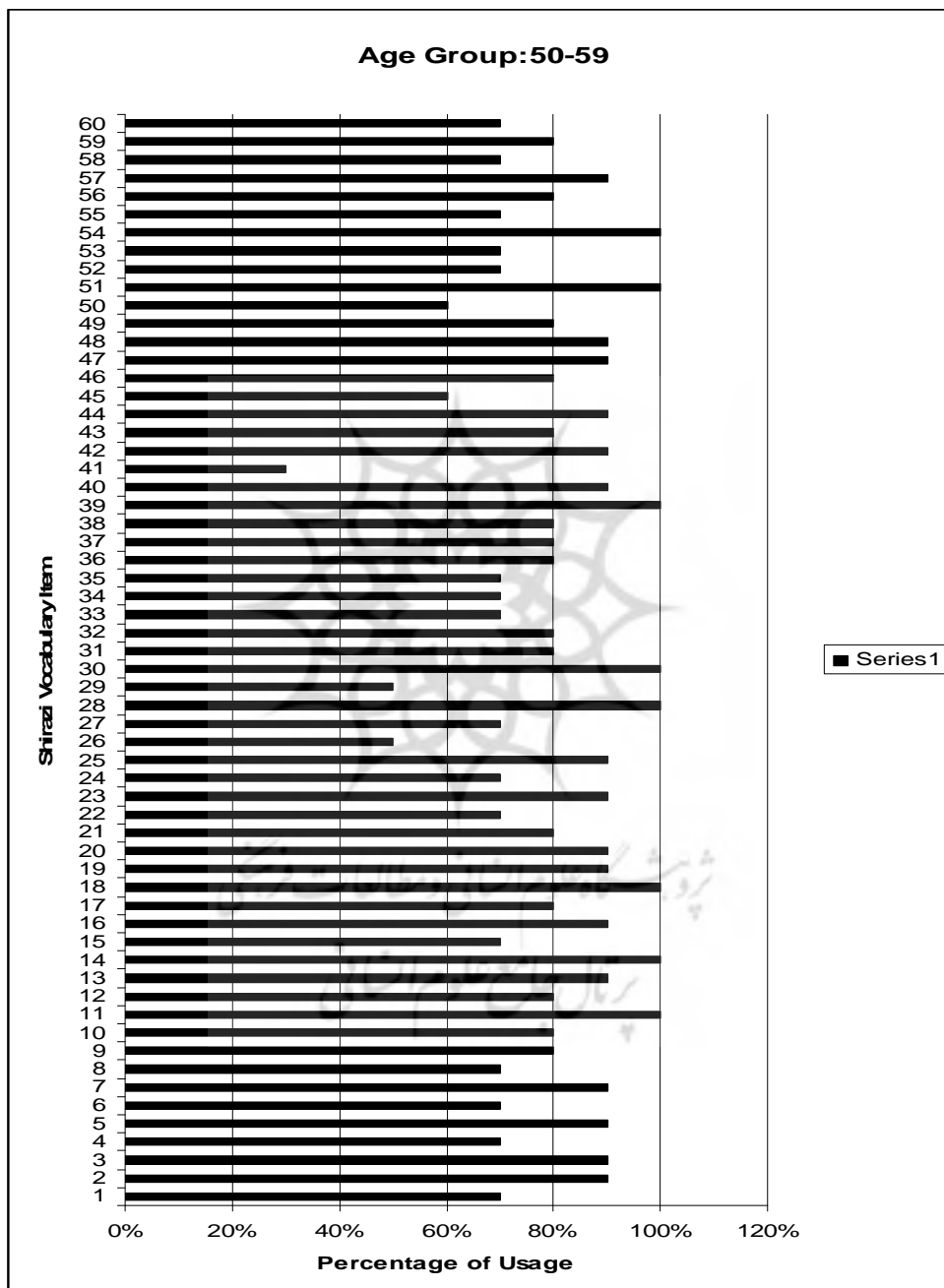


Figure 5. Percentage of the usage of each Shirazi word in G5

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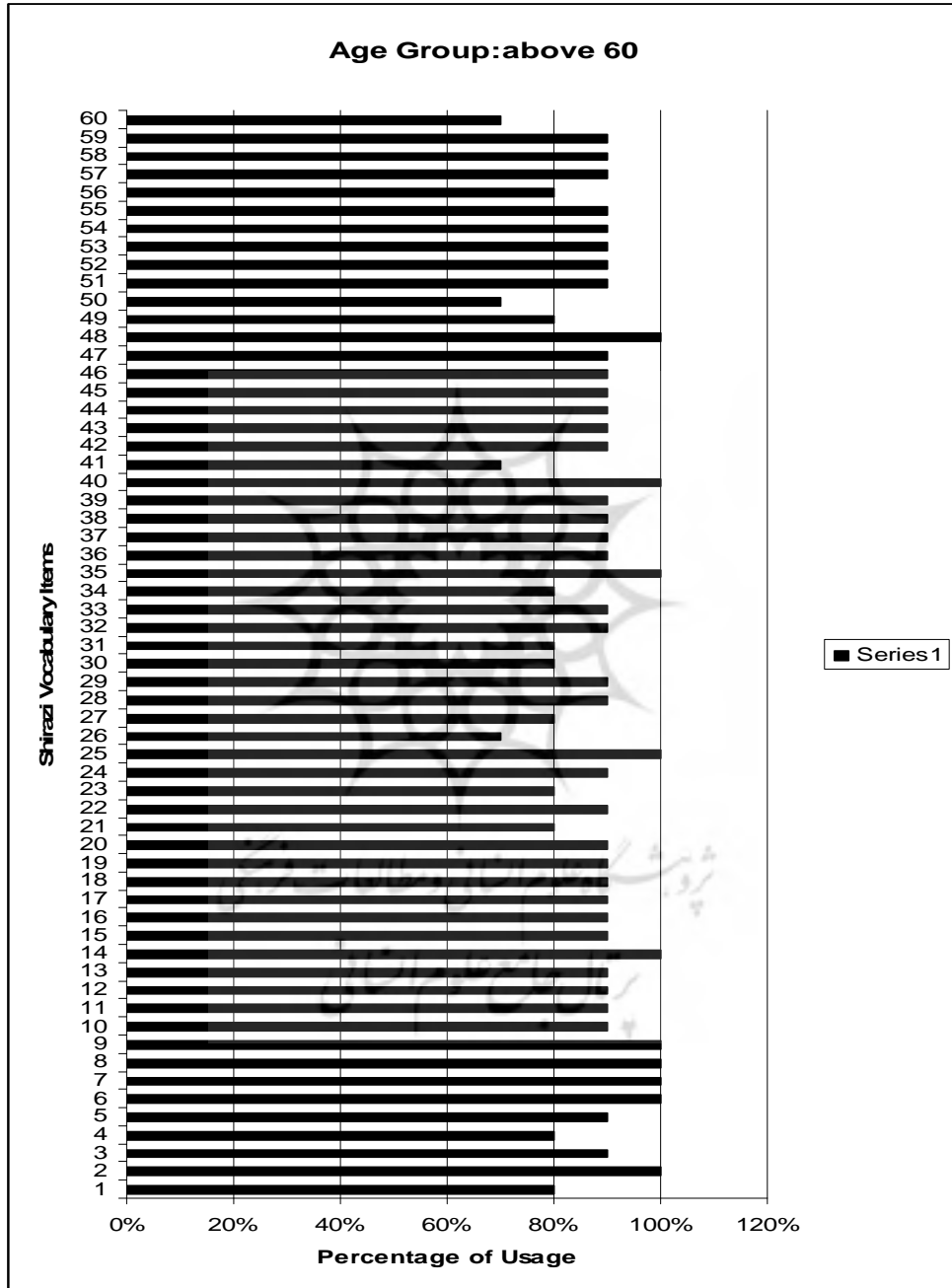


Figure 6. Percentage of the usage of each Shirazi word in G6

3.7. Means of the Usage of Speakers in Each Group

The scores of all the speakers in all the 6 age groups were calculated. They received 1 for the items they used and received 0 for the items they did not use. In this way each respondent in each of the 6 groups received a score out of 60 as there were 60 items in the questionnaire. Finally, the mean of the scores in each group was calculated. The group means have been shown in Table 2 below. The results have also been displayed graphically in Figure 7.

Table 2. Means of usage in age groups

| Age Groups | Group Means |
|--------------|-------------|
| 1 (10-19) | 33.3 |
| 2 (20-29) | 28.4 |
| 3 (30-39) | 41.7 |
| 4 (40-49) | 43.6 |
| 5 (50-59) | 47 |
| 6 (above 60) | 53.6 |

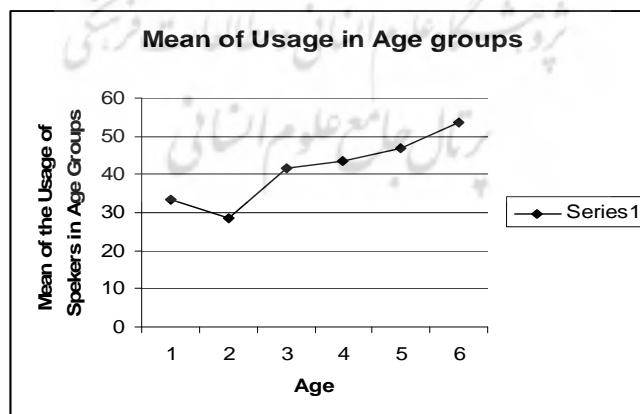


Figure 7. Means of usage in age groups

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This graph is similar to the graph Trudgill has presented in Chambers and Trudgill (1998) for the variable (ir) for a linguistic variable which was dying out in Norwich.

Higher usage of the variables among older people and lower usage of the variable among younger people can be observed in these results. Only the second age group 20-29 shows an unexpected decrease and a lower usage of the items even compared to the first age group 10-19. We can see from Figure 7 and Table 2 for all the other groups the higher the age the higher the usage of Shirazi words and the lower the age the lower the usage of the items.

3.8. Education

The questionnaires in which the respondents had mentioned their degree of education were analyzed to determine the possible effect of the factor of education. The first and the last age group were not included to decrease the effect of age. The respondents were divided into three groups: those who had not finished high school and of which there were only 4 people present in the research (group 1), those who had finished high school and had a high school diploma of which 12 subjects were present in the research (group 2) and finally those who had a university degree (associate, bachelor and master) and of which there were 15 people present in the research (group 3). The means of the usage for each group (Table 3) were calculated based on their scores out of 60 and produced the following results which

seem to show a regular tendency. It has also been indicated graphically in Figure 8.

Table 3. Means of usage in education groups

| | |
|-------------------------------|-------|
| 1 (below high school diploma) | 46.75 |
| 2 (high school diploma) | 44.4 |
| 3 (university degree) | 33.86 |

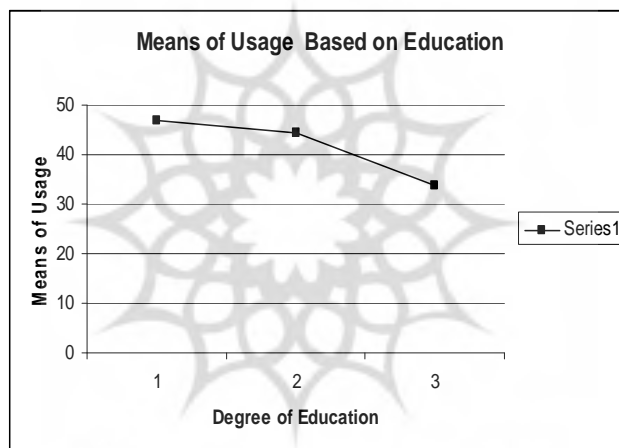


Figure 8. Means of usage based on the degree of education of the respondents

These results imply that education is an influential factor in the usage of Shirazi words. Based on the results, the higher the education the lower the usage of the vocabulary items.

4. Conclusion

The results of the research support the hypothesis that age is an influencing factor in the usage of Shirazi vocabulary items. The results showed that

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there is a difference between Shirazi vocabulary items in that some of them are more active in the speech of younger people compared to others such that a collection of the more active and the less active words could be discerned in the speech of the younger groups (G1 and G2), while all the words were used by the great majority of the respondents in the older groups (G5 and G6). G3 and G4 represented the border as they used all the words that the younger generation used as well as (almost) all the words which the younger groups did not use but with a lower percentage compared to G1 and G2 and with a lower percentage compared to G5 and G6. The mean of the usage of the items in each group supported the effect of age on the usage of Shirazi vocabulary items. As the age of the speakers in each group increased the mean of the scores representing their usage of the items also increased revealing a pattern which is reminiscent of the patterns for linguistic variables that are dying out. The important question then is 'Are Shirazi vocabulary items dying out?' As Wardhaugh (2006) asserts, "such studies are apparent-time and require real-time confirmation". Thus, a more important question would be 'Isn't then too late?' According to these results there is an indirect relationship between education and Shirazi vocabulary items, i.e. the higher the education the lower the usage of Shirazi vocabulary items. The factor of education therefore revealed a pattern which must be investigated further in a separate research.

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Appendix A

The Research Questionnaire

به نام خدا

هدف از انجام این تحقیق بررسی تفاوت گروه های سنی مختلف در کاربرد واژگان گویش شیرازی است. بدین منظور در زیر واژگانی آورده شده است. لطفاً پس از کامل کردن قسمت مربوط به اطلاعات شخصی خود در مربع مورد نظر تان علامت بزنید. در این پرسشنامه انتخاب مربع سمت راست به معنای این است که از واژه‌ی مورد نظر استفاده می‌کنید. انتخاب مربع سمت چپ به این معناست که از واژه‌ی مورد نظر استفاده نمی‌کنید. با تشکر - دانشجوی کارشناسی ارشد

زبان‌شناسی همگانی

سن: _____ تحصیلات: _____ شغل: _____ محل تولد: _____
محل سکونت (شهر و ناحیه): _____ محل تولد مادر: _____ محل تولد پدر: _____

| استفاده نمی‌کنم | استفاده می‌کنم | واژگان گویش شیرازی |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. پت به معنای نامرتب مثلاً در عبارت "موهای پت" |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. پلاچ به معنای سمج و مزاحم در توصیف افراد |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. چکنه به معنای چسبناک مثلاً در عبارت "دست های چکنه" |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. شربه به معنای پاره و کهنه مثلاً در عبارت "لباس های شر" |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. جنگ به معنای شدید و زیاد مثلاً در عبارات "رفیق جنگ" یا "آفتاب جنگ" |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. لب به معنای گنده یا بزرگ مثلاً در توصیف افراد چاق |
| <input type="checkbox"/> | <input type="checkbox"/> | 7. مچنه به معنای مچاله مثلاً در عبارت "کاغذ مچنه" |
| <input type="checkbox"/> | <input type="checkbox"/> | 8. رو به معنای آبکی مثلاً در عبارت "غذای رو" |
| <input type="checkbox"/> | <input type="checkbox"/> | 9. چلشته خور به معنای "آدم مفت خور" |
| <input type="checkbox"/> | <input type="checkbox"/> | 10. چلم به معنای کثیف و نامرتب مثلاً در توصیف افرادی که نظافت را رعایت نمی‌کنند. |
| <input type="checkbox"/> | <input type="checkbox"/> | 11. قلوئی به معنای مجانی یا بی فایده و بی ثمر مثلاً در عبارت "کار قلوئی" |

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 12. مچل به معنای چلاق در توصیف افراد |
| <input type="checkbox"/> | <input type="checkbox"/> | 13. شل به معنای لنگ مثلا در عبارت " یک پاش شله |
| <input type="checkbox"/> | <input type="checkbox"/> | 14. خنک به منای لوس و بی مزه در توصیف افراد |
| <input type="checkbox"/> | <input type="checkbox"/> | 15. لپری به معنای زمخت و خشن در توصیف اشیاء |
| <input type="checkbox"/> | <input type="checkbox"/> | 16. غره تراق به معنای رعدو برق |
| <input type="checkbox"/> | <input type="checkbox"/> | 17. پورمک به معنای کپک در توصیف غذای فاسد |
| <input type="checkbox"/> | <input type="checkbox"/> | 18. همریش به معنای باجنابق |
| <input type="checkbox"/> | <input type="checkbox"/> | 19. همروس به معنای جاری |
| <input type="checkbox"/> | <input type="checkbox"/> | 20. ریشمیز به معنای موریانه |
| <input type="checkbox"/> | <input type="checkbox"/> | 21. کله پک به معنای مارمولک |
| <input type="checkbox"/> | <input type="checkbox"/> | 22. خزوک به معنای نوعی سوسک سیاهرنگ |
| <input type="checkbox"/> | <input type="checkbox"/> | 23. چنگ به معنای نوک یا منقار پرندگان |
| <input type="checkbox"/> | <input type="checkbox"/> | 24. آلو به معنای سیب زمینی |
| <input type="checkbox"/> | <input type="checkbox"/> | 25. کازو به معنای بادام زمینی |
| <input type="checkbox"/> | <input type="checkbox"/> | 26. رشت به معنای آشغال یا زباله |
| <input type="checkbox"/> | <input type="checkbox"/> | 27. کنتره به معنای تار عنکبوت |
| <input type="checkbox"/> | <input type="checkbox"/> | 28. تی به معنای نوک یا سر چیزی مثلا در عبارت "تی قالی" |
| <input type="checkbox"/> | <input type="checkbox"/> | 29. تیرشه به معنای باریکه یا نوار مثلا در عبارت "تیرشه کاغذ" |
| <input type="checkbox"/> | <input type="checkbox"/> | 30. کپه به معنای یک قسمت یا نیمه از چیزی مثلا در عبارت "یک کپه سیب یا نارنج" |
| <input type="checkbox"/> | <input type="checkbox"/> | 31. چیل به معنای دهان مثلا در عبارت "چک و چیل" |
| <input type="checkbox"/> | <input type="checkbox"/> | 32. سپ به معنای گونه مثلا در عبارت "سپ کسی را کشیدن" |
| <input type="checkbox"/> | <input type="checkbox"/> | 33. ترش باله به معنای آبکش |
| <input type="checkbox"/> | <input type="checkbox"/> | 34. کو تراش به معنای رنده |
| <input type="checkbox"/> | <input type="checkbox"/> | 35. جوغن به معنای هاون |
| <input type="checkbox"/> | <input type="checkbox"/> | 36. اسم به معنای کفگیر |
| <input type="checkbox"/> | <input type="checkbox"/> | 37. سد به معنای نردبان |
| <input type="checkbox"/> | <input type="checkbox"/> | 38. پرپرک به معنای فرفره |

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- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 39. پر خوردن به معنای چرخیدن |
| <input type="checkbox"/> | <input type="checkbox"/> | 40. پکیدن به معنای ترکیدن یا منفجر شدن مثلا در مورد بادکنک |
| <input type="checkbox"/> | <input type="checkbox"/> | 41. تومبیدن به معنای فروریختن یا خراب شدن مثلا در مورد سقف یا خانه |
| <input type="checkbox"/> | <input type="checkbox"/> | 42. جر کردن به معنای دعوا کردن |
| <input type="checkbox"/> | <input type="checkbox"/> | 43. پلنگ زدن به معنای بشکن زدن |
| <input type="checkbox"/> | <input type="checkbox"/> | 44. خنج زدن به معنای چنگ زدن مثلا در مورد گربه |
| <input type="checkbox"/> | <input type="checkbox"/> | 45. چیرزدن به معنای جیغ زدن یا فریاد زدن |
| <input type="checkbox"/> | <input type="checkbox"/> | 46. گرگرفتن به معنای ایجاد مشکل در کاری مثلا در عبارت "فلان کار گر گرفته" |
| <input type="checkbox"/> | <input type="checkbox"/> | 47. مروا یا مروو زدن به معنای نفوس بد زدن |
| <input type="checkbox"/> | <input type="checkbox"/> | 48. لخشیدن به معنای لغزیدن یا پیچ خوردن مچ پا |
| <input type="checkbox"/> | <input type="checkbox"/> | 49. هااک کردن به معنای خمیازه کشیدن |
| <input type="checkbox"/> | <input type="checkbox"/> | 50. کپ شدن به معنای وارونه شدن مثلا در مورد ظرفی که محتوی مایعات است |
| <input type="checkbox"/> | <input type="checkbox"/> | 51. تنجه زدن به معنای جوانه زدن |
| <input type="checkbox"/> | <input type="checkbox"/> | 52. چیریک زدن به معنای گریه و زاری کردن |
| <input type="checkbox"/> | <input type="checkbox"/> | 53. خسیدن به معنای خیس و تر شدن |
| <input type="checkbox"/> | <input type="checkbox"/> | 54. پنجیر گرفتن به معنای نیشگون گرفتن |
| <input type="checkbox"/> | <input type="checkbox"/> | 55. نشتک انداختن به معنای دهن کجی کردن مثلا در عبارت "به کسی نشتک انداختن" |
| <input type="checkbox"/> | <input type="checkbox"/> | 56. ال کردن به معنای مسخره کردن |
| <input type="checkbox"/> | <input type="checkbox"/> | 57. چن چنه کردن به معنای کم کم و در فاصله های نامرتب غذا خوردن |
| <input type="checkbox"/> | <input type="checkbox"/> | 58. چاکیدن به معنای پاره شدن و چاک خوردن |
| <input type="checkbox"/> | <input type="checkbox"/> | 59. تنگیدن به معنای پریدن یا جهیدن |
| <input type="checkbox"/> | <input type="checkbox"/> | 60. غمبه دادن به معنای غرولند کردن |

Appendix B

| Symbols | Phonemic Features | | | Examples |
|---------|-------------------|-----------------|-----------|-----------------------|
| p | Voiceless | bilabial | stop | <i>pâ</i> 'leg' |
| b | Voiced | bilabial | stop | <i>bâ</i> 'with' |
| t | Voiceless | dental-alveolar | stop | <i>to</i> 'you' |
| d | Voiced | dental-alveolar | stop | <i>dar</i> 'door' |
| k | Voiceless | velar | stop | <i>kâr</i> 'work' |
| g | Voiced | velar | stop | <i>gol</i> 'flower' |
| ʔ | Voiceless | glottal | stop | <i>feʔl</i> 'verb' |
| q | Voiced | post-velar | stop | <i>qab</i> 'frame' |
| x | Voiceless | post-velar | fricative | <i>xub</i> 'good' |
| m | Voiced | bilabial | nasal | <i>mâ</i> 'we' |
| n | Voiced | alveolar | nasal | <i>nur</i> 'light' |
| f | Voiceless | labio-dental | fricative | <i>fil</i> 'elephant' |
| v | Voiced | labio-dental | fricative | <i>vaqt</i> 'time' |
| s | Voiceless | dental-alveolar | fricative | <i>sabz</i> 'green' |
| z | Voiced | dental-alveolar | fricative | <i>zard</i> 'yellow' |
| š | Voiceless | alveo-palatal | fricative | <i>šir</i> 'lion' |
| ž | Voiced | alveo-palatal | fricative | <i>žarf</i> 'deep' |
| č | Voiceless | alveo-palatal | affricate | <i>čâh</i> 'well' |
| j | Voiced | alveo-palatal | affricate | <i>jâ</i> 'place' |
| l | Voiced | alveolar | lateral | <i>limu</i> 'lemon' |
| r | Voiced | alveolar | vibrant | <i>riz</i> 'tiny' |
| y | Voiced | velar | glide | <i>yâd</i> 'memory' |
| h | Voiceless | glottal | fricative | <i>hâyâ</i> 'heart' |
| â | Unrounded | high | front | <i>âkî</i> 'khaki' |

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| | | | | | |
|---|-----------|------|------|------------|--------|
| u | Rounded | high | back | <i>u</i> | 's/he' |
| o | Rounded | mid | back | <i>do</i> | 'two' |
| â | Unrounded | low | back | <i>bâd</i> | 'wind' |

Phonemic Symbols

