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« The interpretive theory »

**AN INVESTIGATION INTO THE MISUSE OF AMERICAN
AND BRITISH ENGLISH**

**Case study: First Year Master Degree At “Abbass Laghrour
University” Khenchela.**

**A dissertaion submitted for the partial fulfillment of the master degree in
English language**

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Declaration By Students

We , Aggoun Kamel and Guemoula Ahmed Zouhir , hereby declare that the work presented herein is original work done by us and has not been published or submitted elsewhere for the requirement of a degree programme. Any literature date or work done by other and cited within this dissertation has given due acknowledgement and listed in the reference section.

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I would like to thank the most gracious and most merciful the Almighty "ALLAH", who has helped us entails this work, and Who always fills our life with countless blessings.

This dissertation is dedicated to the persons who gave a sense to my life, who provided me with an unconditional love, and supported me whenever I was down: To my beloved parents! May Allah give them a long life. I would like to be thankful for every thing they did and continue to do for me.

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Abstract

This study was carried out in the department of English, university of "Abbass Laghrour" at Khenchela to investigate the reasons behind the confusion between the American and British English among the students. The main objectives were:

*To explore the reasons behind this process,

*To investigate the reasons why and which accent is used more often than the other, and *To discover the most common mistakes committed by the students in this field.

*To attempt to find a remedy to the problem. A quantitative method was used to gather precise information about the studied case. A questionnaire was administered to the first Year Master students. The general population was almost one hundred and forty (140) students and the questionnaire was distributed directly by hand. The aim was to get seventy (70) questionnaires but only Forty-Eight (48) answered because of non mandatory presence at the university due to the covid-19 safety measures. The data analysis showed the following positive results concerning the unawareness of students about the most known differences:

1 A minority of students were unaware about the differences between American and British English.

2- Furthermore, the majority of the students unintentionally mixed between the two accents.

3- Also, the participants stated that the mass media had a huge impact on their choice of accent.

4 Additionally, the result yielded that the students were much prone to make confusion when they are out of the classroom. ONE BLOCK

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List of abbreviations

AmE	American English
BrE	British English
Br	British
Am	American
Ph.d	Philosophiae doctor
RP	Received Pronunciation
EFL	English Foreign Learners

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General introduction

INTRODUCTION

The university is the melting pot of sciences in which students, researchers and intellectuals share and exchange their cognitive experiences. Languages are the unique means which prove that exchange. The languages by its nature have multiple accents. And English language is not an exception, since it has many accents. Among those accents are the British and the American. and what beyond accents is dialects and language variations ,american and britishenglish are representing the same language which is english but sometimes they differs in many sections , it is so exciting to go deep and investigate the dimensions of the nature of those differences and how do EFL students are dealing with those differences.

A-STATEMENT OF THE PROBLEM

English is one of the powerful languages that most of the scientific content is delivered with. In addition of being the most spreading in the world, it, according to (Drubin and Kellogg 2012), is now used almost exclusively as the language of science. And being a good speaker of English, it requires you to be aware about its varieties specially American and British and the differences between them. since it's used widely many students and even teachers misuse it or maybe they confuse between its different accents. This problem sometimes leads to another problem which is the lost of self confidence among the students. All of these happen when the student wants to pronounce a word or sentence that is differ from an english to another. He may feel some hesitation, asking himself which one is the correct pronunciation, since he heard the two versions of accents from two different teachers. What is very remarked, that most of students in universities fall in such kind of interference. The above statements highlighted a question that should be answered to get acquainted of the problem.

To what extent student confuse between the two accents?

B- OBJECTIVES

The objectives of this study are:

- To explore the reasons behind this phenomenon.
- To investigate which accent is used more than the other.
- To discover common mistakes committed by the students.

C- THE AIM OF THE STUDY

- To investigate the reasons behind the confusion between the two accents American and british English.

D- RESEARCH HYPOTHESES

The supposed hypotheses was:

- The students unintentionally mix between the two accents.
- The mass media has a huge impact on the students' choice of accent.

E-LIMITATIONS OF THE STUDY

The conducted research focused on the use of American and British English among the students Case study: Master One students of Khenchla University. This study faced several limitations which are stated as follow:

- There was not enough time to get more literature reviews.

- The limitation of Space given by the administration did not allow the researcher to go in depth regarding study and some titles were missed.
- Not all respondents answered the questionnaires. 70 questionnaires were administrated but only 48 answered because of non mandatory of presence at university because covid-19 safety measures.

F-SIGNIFICANCE AND IMPLICATION OF THE STUDY

The findings of this study will directly benefit students to be aware about the differences between the two accents. The study hopefully will impress the future students and will help them to focus and practice only one accent and not mix between the two. In addition, students will learn to deal with this phenomenon because they are not opposed to the accents equally. Further PhD thesis could elaborate issues to help the students to explore both accents. Furthermore, other researches could be conducted on how the American people simplify the use of consonants and vowels.

G-METHODOLOGY

1- CHOICE OF METHOD

In order to find answers to the stated problematic and validate or invalidate the hypotheses that identified above. It seemed to be useful to opt for a quantitative method to describe and explain the misuse of English variations and accents among the students. Creswell 1994 has given a very concise definition of quantitative research as a type of research that is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics).

2-DATA GATHERING TOOLS

In the conducted research, the questioner will be used as a tool of gathering data from the chosen sample. A questionnaire contains a multiple question that will be asked to the student in order to gain information to help us to understand and describe the use of accents among them. The questionnaire is a well established tool within social science research for acquiring information on participant social characteristics, present and past behavior, standards of behavior or attitudes and their beliefs and reasons for action with respect to the topic under investigation Bulmer, 2004 (cited in bird, 2009,p.1.).

3-POPULATION

The study will take as a place, the department of English, the faculty of arts and foreign languages, Khenchla University (abbasslaghrour). And the studied population of the research is composed by the first year master student. The reason behind the choice of the former population is that, the population needed to be aware enough about English language. This can be helpful to describe the phenomenon. It means that the chosen sample can express their attitude and opinion very well

4-SAMPLING STRATIGY

A sample is the whole subset of the population, which is actually investigated by researcher and whose characteristics, were generalized to entire population. Sampling should also determine the best representation of the population, so as to allow for an accurate generalization of results. The chosen sample will be by convenience sample due to main reasons; the selection of the participants will be convenient. The general population of the case studied is almost 140 students we were aiming to get 70 questionnaires.

THE LITERATURE REVIEW

INTRODUCTION

To understand a language better, a very clear definition should be given to its component (dialect, accent ...). The learner should differentiate between these components to have a safe learning process. In addition to the notion of language, having an overview about its history and origin will help to understand how a language could be spread around the world. Studying the history of language could help even in shaping a clear idea about it. In this case the English is the traced language. To be more specific this work is going to be like a comparison between American and British English and investigate the misuse of them. This comparison it's going to be at the level of vocabulary, spelling, pronunciation, grammar and expressions.

One of the major reasons of domination of a language is its academic production. Besides that, the mass media play an undeniable role in influencing the foreign learner's English acquisition, Especially the Anglophone media which make one language and accent dominant more than the other. So arguing about the academic production and the Anglophone media for both of America and Britain would make the fact of the dominant accent around the world make a sense.

1- DEFINITION OF ACCENT

English language is differs in pronunciation from region to other, which make it a really good case-study to go deep and explore the difference between its two most common accents (American and British) and investigating the factors that influences the spread and the use of each accent, this will not be achieved without the deep understanding of "what is an accent"

According (Behravan, 2012, p.10): “Accents are defined as varieties in pronunciations of a certain language and it refer to the sounds that exist in a person’s language. Therefore, everybody has an accent”

2- DEFINITION OF DIALECT

"A dialect is a variety of English which is associated with a particular region and/or social class.

In addition to geographical variation, the social background of a speaker will also influence the variety of English that person speaks: two children may grow up in the same Yorkshire village, but if one is born into a wealthy family and attends an expensive private school, while the other is born into a less well-off family and attends the local state school, the two are likely to end up speaking rather different varieties of English. It is this combination of regional and social variation that I refer to collectively as 'dialect,'" Hodson, 2014 (cited in Nordquist, 2019, para 3)

3- THE HISTORICAL ORIGIN OF BRITISH ENGLISH LANGUAGE

As the historians and authors speak about the origin of English language it seems to be a very far back period to trace the origin when it is began in England.

(Crystal,2003, p.30) stated that “as soon as it arrived in England from northern Europe in the fifth century, it began to spread around the British Isles. It entered parts Wales, Cornwall, Cambria and Sothern Scotland, traditionally the strong hold of the Celtic language”

After that English started to be appearing in other region in Great Britain like the north of Scotland by the noble who fled from England. English continued its trip of spreading to other parts such as Ireland which fell under the English rule by the Anglo Norman knights.

For a long period of time English remain not very spread till the reign of Elizabeth2. (Crystal, 2003, p.30) argues “. Between the end of the reign of Elizabeth I (1603) and the beginning of the reign of Elizabeth II (1952), this figure increased almost fiftyfold, to some 250 million, the vast majority living outside Isles. Most of these people were, and continue to be, Americans, and it is in sixteenth-century North America that we first find a fresh dimension being added to the history of the language.

4- THE HITORICAL ORIGIN OF AMERICAN ENGLISH LANGUAGE

English language started from the British Isles toward about the whole world and America is not an exception:

English came to North America and what eventually became the United States as a part of the general movement of European languages and their speakers not only to the one 'new' continent but to almost all parts of the world. The type of English spoken during the period of exploration and colonization was important to the history of American English. So were the languages spoken by other groups - immigrants and Native Americans. (Dillard, 1992, p.1)

After that American English get developed through history due to many reasons that make it one of the most spoken languages in the world. Tottie 2002 (cited in Mahmoud, 2011, p.1) stated:

In relation to the history of the English Language, however, the history of American English (Am.E.), is comparably short. English was brought to America by colonists in the 17th century, and through various linguistic processes, rapidly developed a uniformity and standardization of its own, with a unique pronunciation, vocabulary and grammar. The rapid growth and development of American English over a period of 400 years is due to a number of factors; linguistic, geographic, socio-economic, political etc.

5- THE BRITISH OXFORD RECEIVED PRONUNCIATION

One of the most interested issues that any learner of English language should have an idea about is the difference between the American and the British English, in addition to the terms that indicate each of them.

DEFINITION OF THE RECEIVED PRONUNCIATION:

According to (Hannisdal, 2006, p.11) “Received Pronunciation, or RP, is the linguistic term for the British English accent which has traditionally served as a prestige variety and as a pronunciation model in the teaching of English as a foreign language. Common layman’s terms for RP include The Queen’s English, Public School Accent, Oxford English, BBC English, Standard English, talking without an accent, talking posh, etc”.

DESCRIPTION OF THE RECEIVED P PRONUNCIATION:

According to (Hannisdal, 2006, p.20) “**RP** is by far the most thoroughly described accent of English, and the model for many dictionaries and textbooks on phonetics. In spite of the large number of descriptions of RP, there exists no universal definition of the accent”.

THE PHONOLOGICAL CORE OF RP:

- **Vowel phonemes**

eɪ eɪ ɪ aɪ ɒ ʊ ʊ ʌ u: ɔɪəʊ ə eə ɑ: ɜ: ɔ: ɪəʊə æ əʊ

- **The consonants**

b, d f g h dʒ k l m n p r s t v w z ʒ tʃ ʃ θ ð ŋ j

VARIETIES OF RP:

Due to the variety of different groups of society and their use of their mother tongue the accent differs, Gimson1980 (cited in hanisdal,2006, p.16) identifies “three main types of RP: conservative RP, “used by the older generation and, traditionally, by certain professions or social groups”, general RP, “most commonly in use and typified by the pronunciation adopted by the BBC”, and advanced RP, “mainly used by young people of exclusive social groups”.

6- THE DIFFERENCES BETWEEN AMERICAN AND BRITISH ENGLISH

AT THE LEVEL OF PRONUNCIATION

Even though both American and British speak the same language, there are some significant differences due to the fact that the culture plays a role in shaping both societies. Those differences are so clear at the level of pronunciation. This work will discuss how both American and British articulate vowels and consonants.

Vowels

There are many differences between the pronunciation of vowels among both American and British. The most common differences are:

Pronunciation of ‘a’

The vowel sounds in the next words is pronounced differently in RP and GA:

The word	RP	GA
Laugh	[lɑ:f]	[læf]
Cast	[kɑ:st]	[kæst]
Glance	[glɑ:ns]	[glæns]
Can	[kæn]	[kən]
Calf	[kɑ:f]	[kæf]

The vowel sound is short in GA, long and firm in RP

Pronunciation of ‘o’

The word	RP	GA
Notch	[nɒtʃ]	[nɑ:tʃ]
Hot	[hɒt]	[hɑ:t]
God	[gɒd]	[gɑ:d]
Fox	[fɒks]	[fɑ:ks]

The pronunciation of this vowel is one of the major differences between the GA and RP.

(Darragh, 2000, p.10) states that “The ‘o’ sound in the word: notch, hot, god, fox is still an open ‘o’ pronounced with the lips rounded and the tongue at the back of the mouth. In America, however, except in parts of New England, it has commonly lost its rounding and in most words has become a sound very similar in quality to the ‘a’ in father” .

Pronunciation of ‘u’

The word	RP	GA
Student	[ˈstju:dnt]	[ˈstu:dnt]
New	[nju:]	[nu:]
Tune	[tju:n]	[tu:n]
Tuesday	[ˈtju:zdeɪ]	[ˈtu:zdeɪ]

In addition to the examples above there are some exceptions found in GA, where the pronunciation is similar in both GA and RP Such as: mule, mute, mutual, cube, butane, Houston.

Consonants

Pronunciation of ‘r’

(Darragh, 2000, p.9) discusses that “In RP, the ‘r’ sound has disappeared except before vowels. It is not heard when it occurs before another consonant or at the end of a word unless the next word begins with a vowel, as in Clear away those papers. In the US, eastern New England, New York City and most of the South follow the English practice (Americans joke about New Englanders who park the car in the yard or New

Yorkers who feed de holds in de pahk), but elsewhere in the States the r is pronounced in all positions” .

The word	RP	GA
Car	[kɑ:(r)]	[kɑ:r]
Work	[wɜ:k]	[wɜ:rk]
Pure	[pjʊə(r)]	[pjʊr]
Air	[eə(r)]	[er]

Pronunciation of ‘t’

The t consonant differs from RP to GA. in RP the ‘t’ is pronounced clearly heard, whereas in GA when it is not at the beginning of the word the t sound seems to be heard as ‘d’ or it may disappear entirely. When the consonant comes between two vowels its pronounced ‘d’. (darragh, 2000, p.11) mentions that “The t in American speech tends to disappear after nasal sounds like m, n, and ng. Thus, words like dentist, twenty, understand, intercontinental become dennist, twenny, unnerstann, innerconninennal”.

American English and British English are uniquely different at many levels. At the vocabulary level there are some different words holding the same meaning. At the same time the exact word expresses two different concepts. The table below contains the most known differences:

AT THE VOCABULARY LEVEL

American English and British English are uniquely different at many levels. At the vocabulary level there are some different words holding the same meaning. At the same time the exact word expresses two different concepts. The table below contains the most known differences:

British	American
Autumn	Fall
aerial (radio/TV)	Antenna
- angry - mad	- mad - crazy
banger, sausage	Sausage
barrister/ solicitor	attorney, lawyer
Bath	bathtub,tub
bill (restaurant)	Check
Biscuit	cookie, cracker
block of flats	apartment house/building
Booking	Reservation
Boot	trunk(of a car)
Bonnet	hood(of a car)
braces (to hold up trousers)	suspenders (men's)
Car	automobile, car
car park	parking lot
Chap	guy,man, boy

chemist's	Drugstore
Chemist	Pharmacist
chest of drawers	dresser/bureau
Chips	(French)Fries
cigarette; fag(slang)	cigarette or cigaret(in the US fag or faggot means homosexual man (rude, offensive)
Cinema	Movietheater
city centre	Downtown
class, form	- grade (school levels 1st - 12th) - class (top 4 levels 9th - 12th = freshman, sophomore, junior, senior)
Clothespeg	Clothespin
Crisps	potato chips
Crossroads	Intersection
Cooker	Stove
Cupboard	Closet
Curtains	Drapes
curriculum vitae,	CV Resume
diary(personalaccount)	journal, diary
dressng gown	Robe
driving licence(c for noun, s for verb)	driver's license (s for noun or verb)

dummy(for babies)	Pacifier
bath gown	bath robe
Engine	Motor
estate agent	Realtor
Film	Movie
fizzy drink	pop, soda, coke
flat	Apartment
Flyover	Overpass
Floor	Storey
Football	Soccer
Fortnight	Twoweeks
Foyer	lobby/foyer
full stop (punctuation)	Period
Fringe	Bangs
Garden	Yard
Gas	fossil fuel in gaseous state used to heat & cook
gaol, prison, jail	prison, jail, penitentiary,
Grill	Broil
Groundfloor	first floor
gear-lever	gear shift
Handbag	Purse
hand brake	parking brake, emergency brake
headmaster, headmistress, headteacher	Principal

high school, secondary school, comprehensive school	high school (junior high, senior high)
Holiday	Vacation
hire (hire a car)	rent (rent a car)
hoover(noun and verb)	vacuum (noun and verb) vacuum cleaner (noun)
jab(injection)	Shot
Jelly	Jell-O, gelatin
Jam	Jelly
Jumper	Sweater
Ladybird	Ladybug
Luggage	baggage, luggage
Lift	Elevator
Lorry	Truck
Maize	Corn
mackintosh, raincoat	Raincoat
Managingdirector	chiefexecutiveofficer (CEO)
Marks	Grades
Motorway	Freeway
Mince	Choppedbeef
mobile phone	cell(ular) phone
Nappy	Diaper
Pavement	Sidewalk

- petrol	- gas, gasoline
- filling station	- gas station

Adapted from (abderrahim,2015)

At spelling level

Since many people encounters different sources of knowledge, sometimes British and other times American written documents, they find several words missing some letters, the letter changes or disordered. The table below contains the most known cases:

	British spelling	American spelling
our/or	Behaviour	Behavior
ae/e	Paediatric	Pediatric
oe/o	Mementoes	Mementos
oeu/eu	Manceuvre	Maneuvre
re/er	Centre	Center
se/ze	Realise	Realize

nce/nse	Defence	Defense
gramme/gram	Program	Programme
ogue/og	Dialogue	Dialog
letter differences	Departement	Department
que/ck	Cheque	Check
l/ll	Fulfil	Fulfill
ll/l	Travelling	Traveling

AT GRAMMAR LEVEL

Past simple tense

(Pyšná,2013 p.43) discusses that “American English often uses the past simple tense in places where British English would use the present perfect tense. American English even collocates the past tense with the time adverbials recently, just, already or yet, which are characteristic for the present perfect tense”

Subject and verb agreement

Alego 2006 (cited in, Hansson, 2010, p.14) states that “In British English, a collective noun normally governs a verb that is plural, whereas a singular verb usually is used in

American English. British English uses plural because a collective noun denotes a collection of individuals. Examples of collective nouns are sport organizations”

Article

Alego 2006 (cited in, Hansson, 2010, p.14) argues that “There is a difference in usage of the definite article between British and American English. For example, some nouns have a determiner in American English whereas they do not in British English. When the Americans say “I’m going to study at the university in the spring” and “ I have to go to the hospital”, the British say “I’m going to study at university in the spring and “I have to go to hospital”

Present perfect and past simple

Elsness 2009 (cited in, Hansson, 2010, p.15) points out that “English has two competing verbal forms to refer to past time: the present perfect and the past simple. In cases where the past time is not clearly defined, American English normally uses the preterit (“Did you eat yet?”), whereas British English uses the present perfect (“Have you eaten yet?”)”.

Past participle

One of the most interesting differences between American and British English is that there are some regular verbs in British which are considered to be irregular in American English. The table below shows some examples:

BrE	AmE
Lit	Lighted
Learnt	Learned
Smelt	Smelled

Spelt	Spelled
-------	---------

Adapted from: (Hansson 2010).

CONCLUSION

Chapter one dealt with aspects and the area of contrast between the two main English variations (American and British English), therefore it clarified hopefully in sufficient way the differences even those which are not very common for the majority of EFL students.

DATA ANALYSIS AND INTERPRETATION

ANALYSES OF THE QUESTIONNAIRE

Question One: Do you think am and British English are different languages, accents or dialect:

Options	N°	(%)
Different languages	1	2.08
Different accents	03	06.25
Different dialects	44	91.66
Total	48	100

Table one (01): the nature of the difference between AmE and BrE.

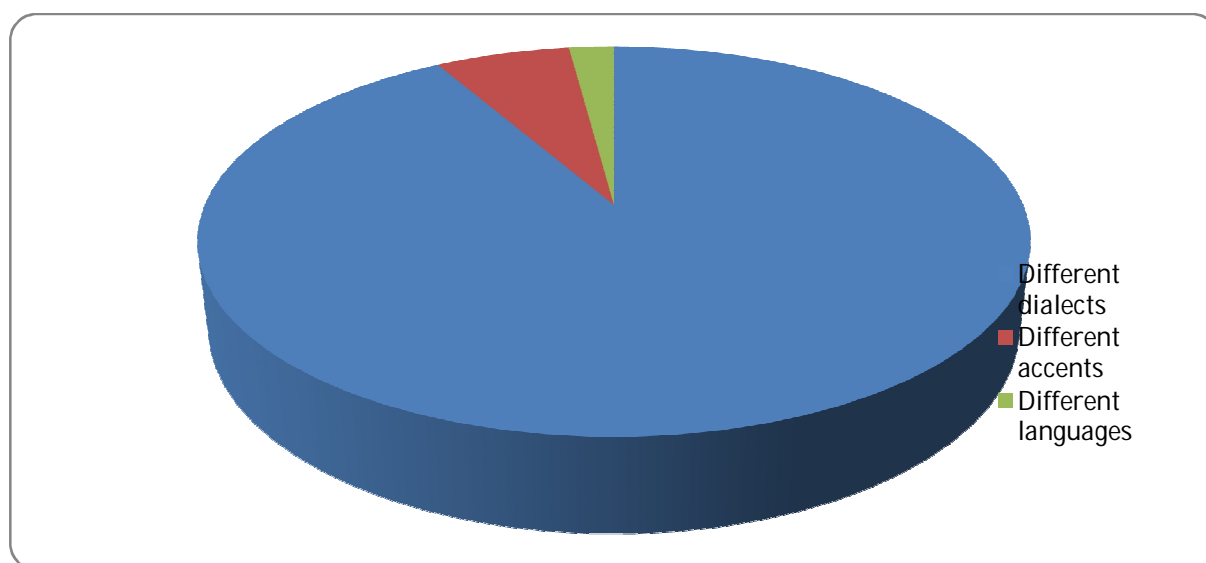


Figure one 01: the nature of the difference between AmE and BrE.

The table one shows that the majority of the students, almost ninety two per cent (91.66%) chose that the American and British English are different dialects while minority of them has their choice on a different languages two per cent (2.08%) and different accents six per cent (6.25%). There is a big confuse and lack of knowledge among EFL students about the nature of differences between American and British English.

Question Two: Which accent do you prefer to use?

Options	N°	(%)
American	11	22.92
British	37	77.08
Total	48	100

Table two (02): The preference of accent

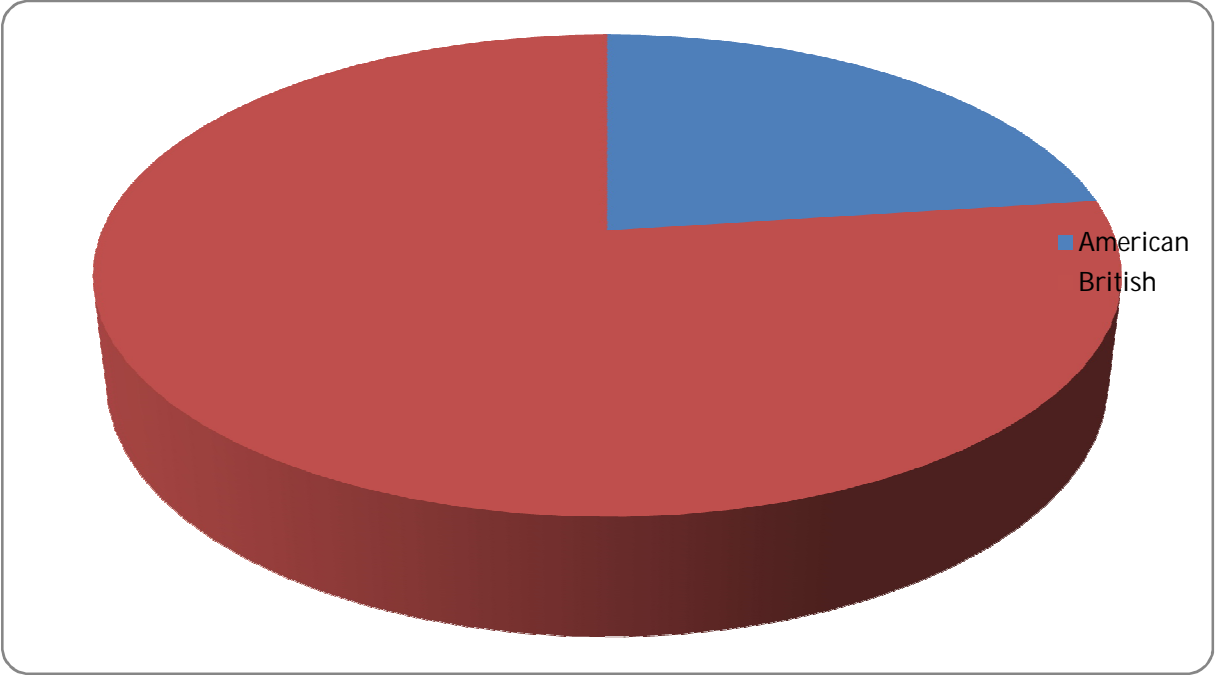


Figure two (02): The preference of accent

A big part of students seventy seven per cent (77.08%) prefer the British English when the rest of them ,almost twenty three per cent (22.92%) chose American English as their preference.

Question Three: Do you think the differences between American and British English are only in pronunciation or there are other differences?

Options	N°	(%)
Pronunciation only	4	8.34
There are other differences	44	91.66
Total	48	100

Table three (03): difference possibilities.

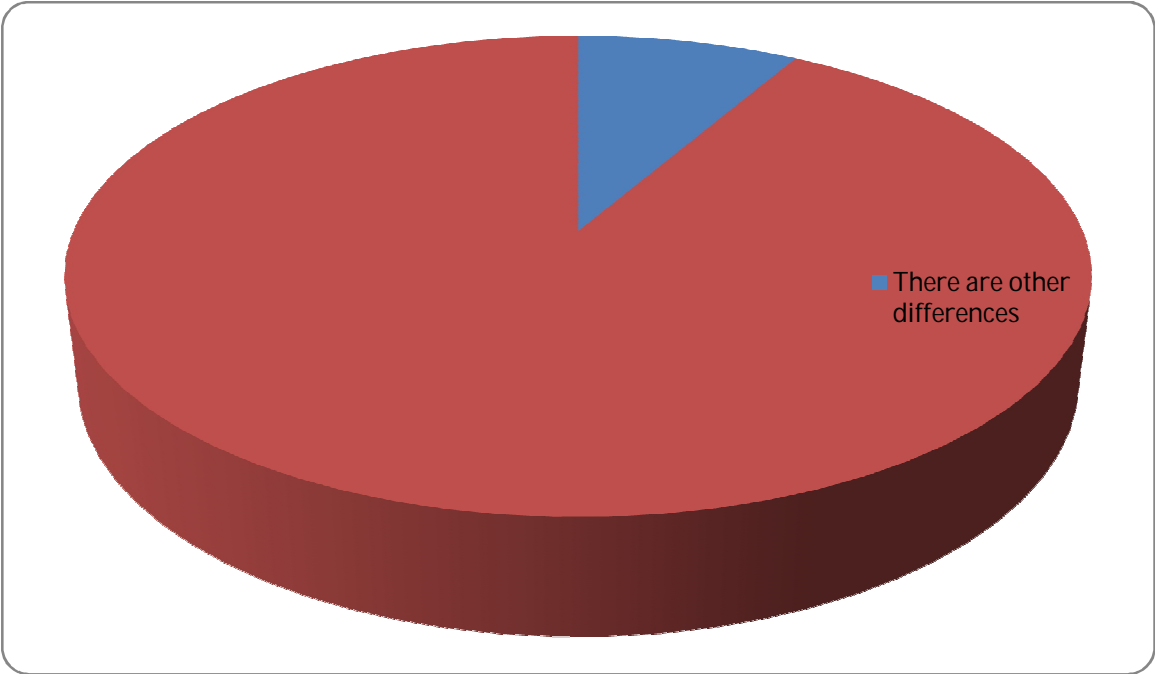


Figure three (03): difference possibilities.

The student this time asked about the possibility of existing of other differences except the pronunciation. The results are shown in the figure above. Ninty (89.58) per cent of the student chose to say that there are other differences while just eight (8.33) per cent of them stand for only one difference.

(In this question five choices were given with freedom to choose more than one answer)

Question Four: We find differences between American and British English in:

Options	N°	(%)
pronunciation	48	100
Grammar	12	25
vocabulary	33	68.75
Spelling	32	66.66
expression	31	64.58

Table four (04): Areas of difference.

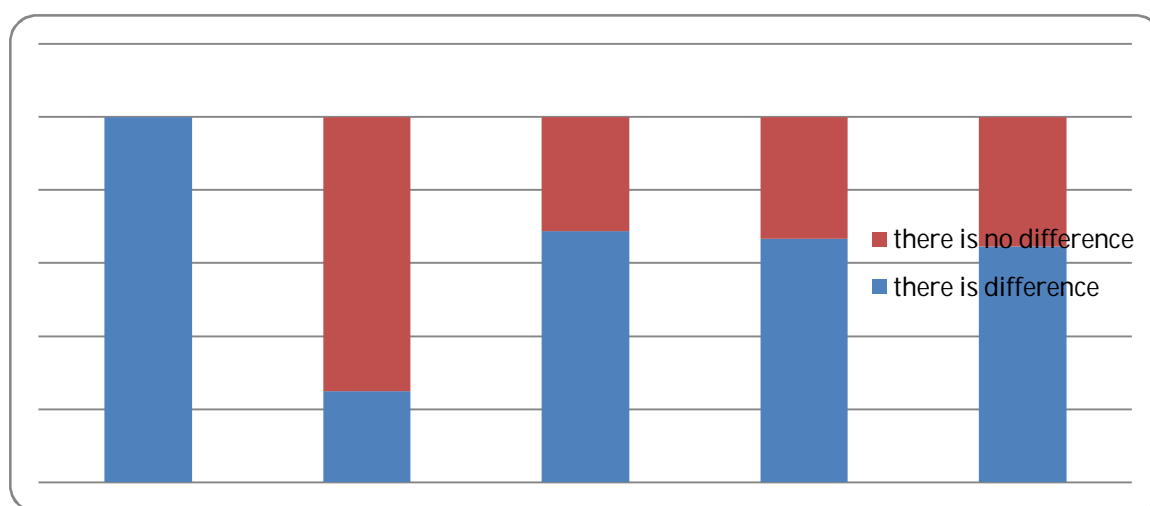


Figure four (04): Areas of differences between AmE and BrE figured out.

In this question, the students were given a set of choices in which they were asked to pick up what they think that the American and British English are different at.

Figure four deals with students' awareness about differences between American and British English in shows that all of the participants are aware of being different in pronunciation while only twenty five per cent (25%) of the students questioned are aware of grammar differences. sixty nine per cent (68.75%) of the sample goes that there is a difference in vocabulary while sixty seven (66.66) percent of them chose that American and British are

different at the level of spelling. Finally sixty five per cent (64.58% of the) students pick the choice of being different at the level expression.

Question Five: To which English do the following vocabulary belongs?

(eight (8) words were given, four (4) from Am English and four (4) from Br English).

Option	N	%
zero right answer	3	6.25
one right answer	0	00
two right answers	3	6.25
three right answers	8	16.66
four right answers	12	25
five right answers	9	18.75
six right answers	7	14.58
seven right answers	1	2.08
eight right answers	5	10.41

Table five (05): the vocabulary differences.

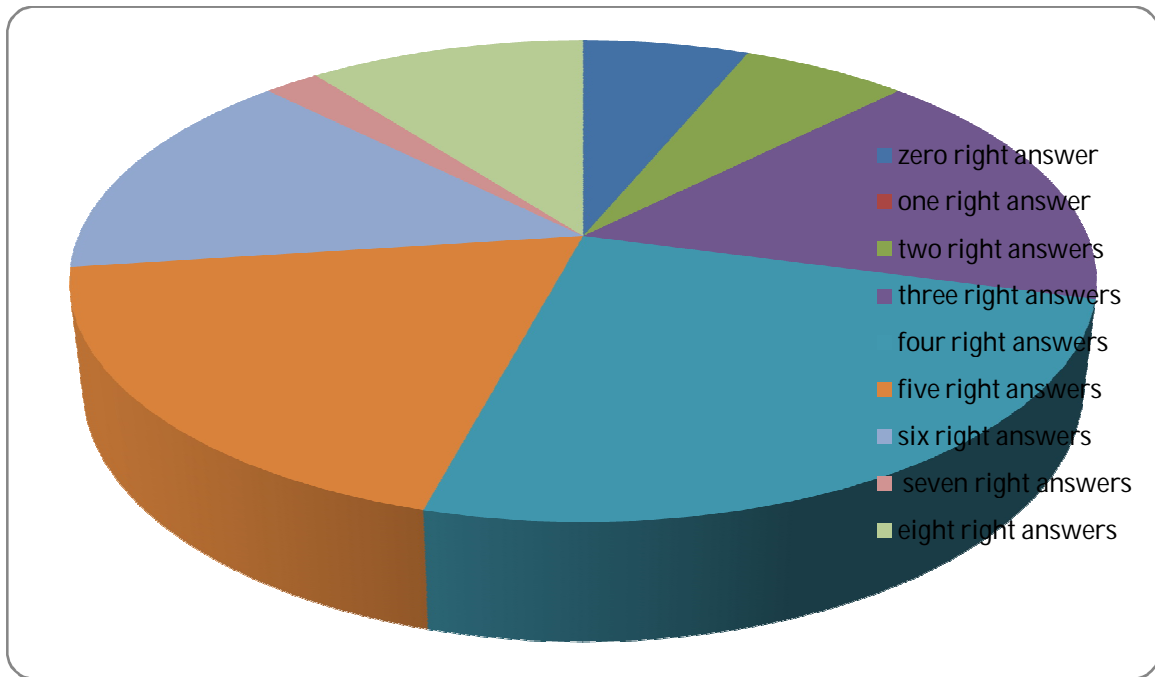


Figure five (05): vocabulary differences

This question investigates how much the students are familiar with the vocabulary differences between AmE and BrE. The result showed that more than fifty (50%) of the student got four or less right answers and only ten per cent (10.41) have full right answers.

Question Six :Decide whether the spelling of these words refers to Am or British English

option	N	%
zero right answer	1	2.08
one right answer	4	8.33
two right answers	10	20.83
three right answers	1	2.08
four right answers	13	27.08

five right answers	1	2.08
six right answers	10	20.83
seven right answers	00	00
eight right answers	8	16.66

Table six (06): the spelling difference

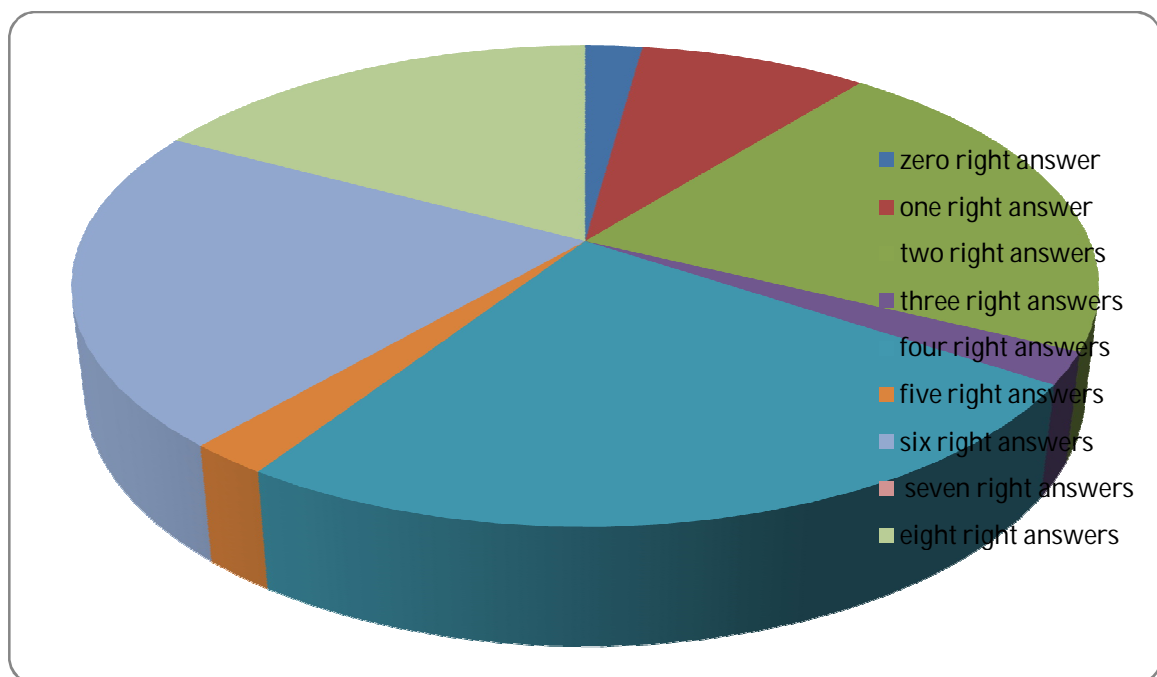


Figure six (06): the spelling difference

The aim of this question was to measure the ability of students in distinguishing the different spelling of some word. Only seventeen per cent (16.66%) got eight right answers while more than sixty per cent (60%) got four or less right answer the proportion got between five and seven.

Question Seven :Try to link the given word phonetic transcriptions to the appropriate accent

option	N	%
zero right answer	15	31.25
one right answer	4	8.33
two right answers	11	22.91
three right answers	8	16.66
four right answers	5	10.41
five right answers	5	10.41
six right answers	00	00

Table seven (07): differences of transcription

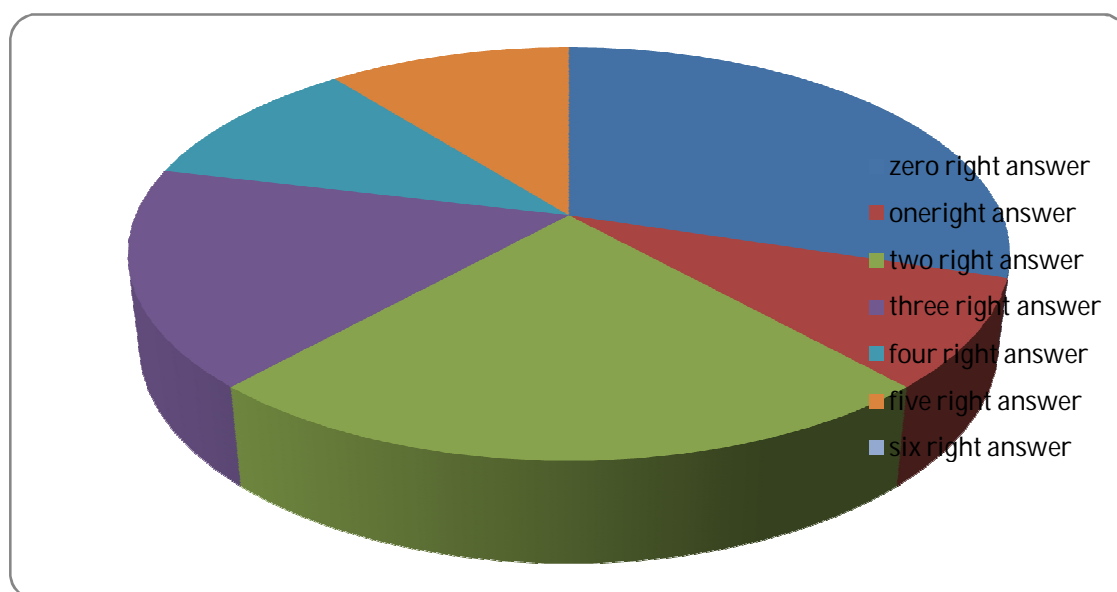


Figure seven (07): differences of transcription

The figure above reveals the proportions of the students and their answers about the right transcription. Thirty one per cent (31.25%) of students have no right answer and more

than seventy nine 79% got three or less right answers while zero (00%) of the answer fully right.

Question Eight :Does these expressions refers to Am or British English

Option	N	%
zero right answer	13	27.08
one right answer	2	4.16
two right answers	17	35.41
three right answers	3	6.25
four right answers	9	18.75
five right answers	1	2.08
six right answers	3	6.25

Table eight (08): differences of expression

In this question student encounters some expression that characterized uniquely bre or ame their answers tabled above. The result shows weakness in distinguishing the expressions. Twenty seven per cent (27.08%) of students got zero right answer. Only eight per cent (8.33%) get five or more right answer. The rest got from zero to four.

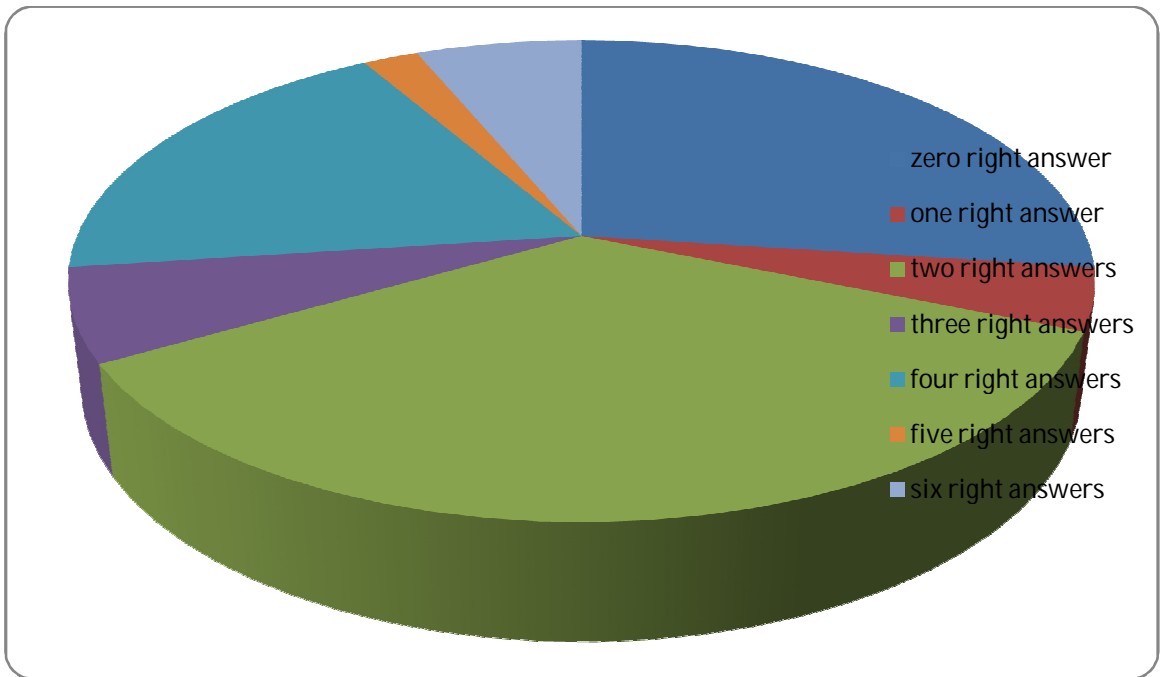


Figure eight (08): differences of expression

Question Nnie:Decide whether the following grammar constructions are likely to be Am or British english

Option	N	%
zero right answer	3	6.25
one right answer	00	00
two right answers	15	31.25
three right answers	4	8.33
four right answers	19	39.58
five right answers	1	2.08
six right answers	6	12.5

Table nine (09): differences of grammar construction.

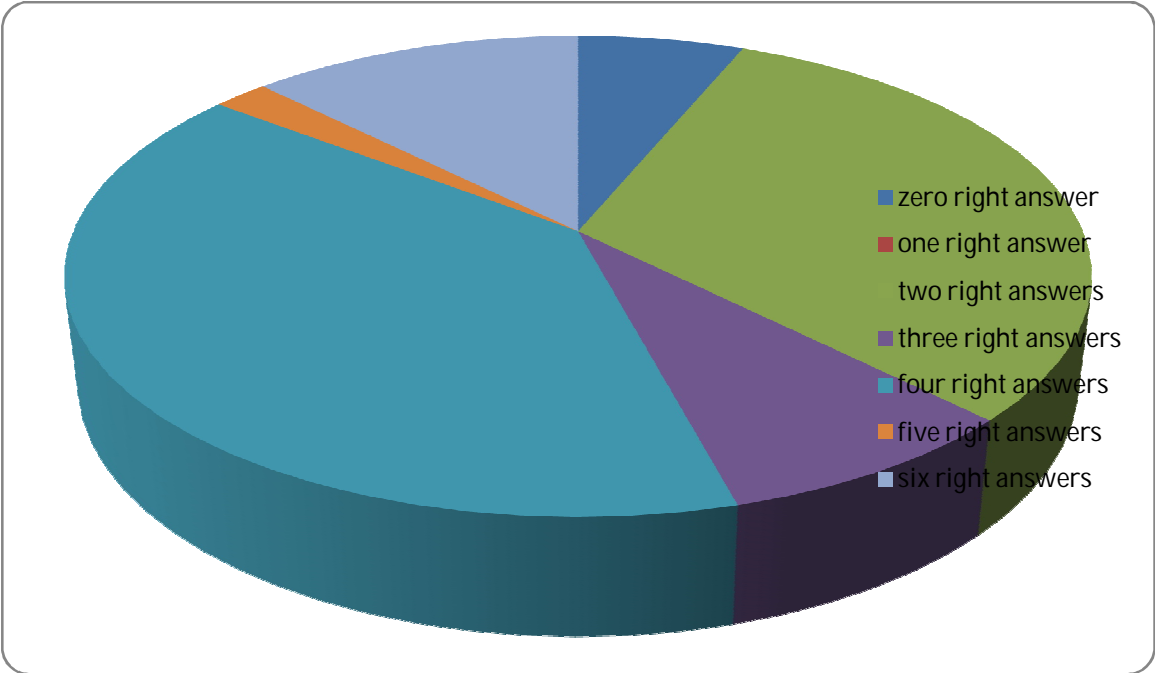


Figure nine (09): differences of grammar construction.

The figure above shows the answer of student about some different grammar constructions between AmE and BrE. Only fourteen per cent(14.13%) got five or more right answer while the rest get four or less right answer.

Question Ten ;At which stage you noticed or knew about the differences between American and British English?

Options	N°	(%)
Mid school	11	22.91
High school	27	56.25
University	9	18.75
Did not answer	1	2.08
Total	48	100

Table ten (10): the level at which the awareness of differences between AmE and BrE figured out.

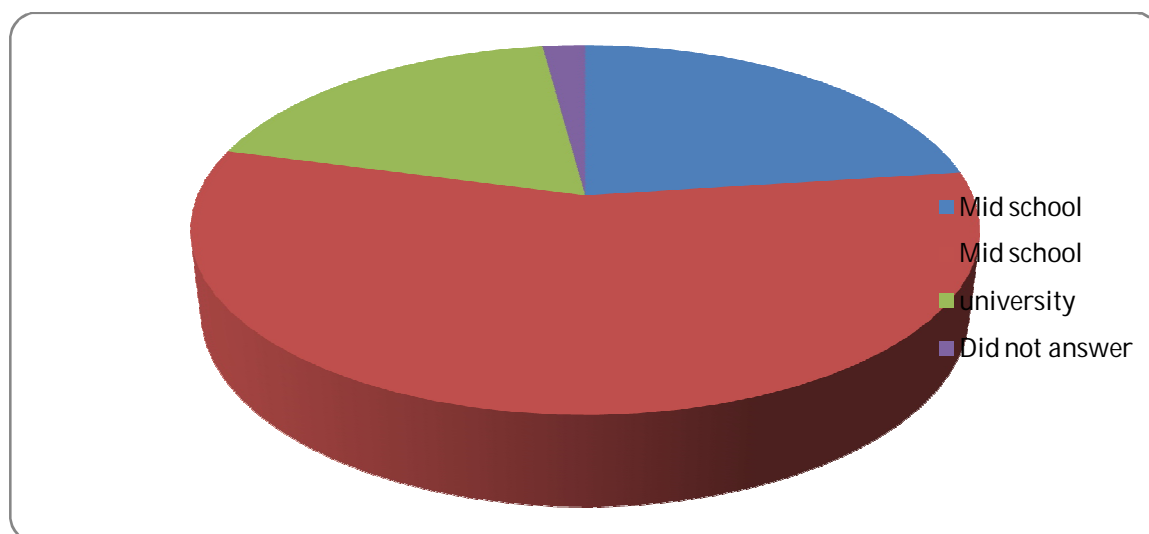


Figure ten (10): the level at which the awareness of differences between AmE and BrE figured out.

This question is asked in order to know the time when the students were able to recognize the differences between the American and the British. The majority of the students fifty six per cent (56.25%) were at the high school when they became aware of differences. The rest divided into two; university: Nineteen per cent (18.75%) and middle school: Twenty three per cent (22.91%). Only almost three per cent (2.87%) did not answer about the question.

Question Eleven :Do you think your teacher at university has a role in shaping your awareness about the differences between American and British English?

Options	N°	(%)
Yes	41	85.41
No	5	10.41

Did not answer	2	4.16
Total	48	100

Table eleven (11): the role of teacher in rising awareness about the differences between AmE and BrE.

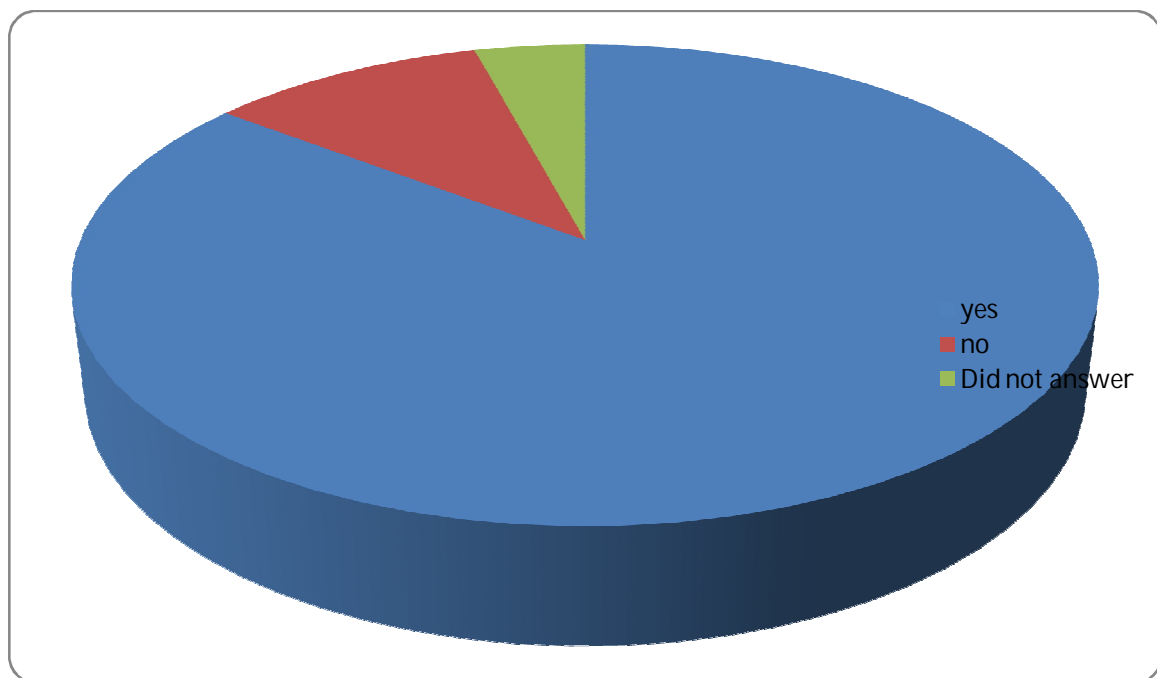


Figure eleven (11): the role of teacher in rising awareness about the differences between AmE and BrE.

As is presented above only ten per cent (10.41%) of the students did not think that their teacher has no impact on shaping their awareness about the American and the British English. And four per cent (4.16%) of the sample chose not to answer. The eighty five per cent (85.41%) of them which represent the big part of the whole sample go for the impact of their teacher on their awareness.

Question Twelve :Do you think all teachers are considering the differences between American and British English during classrooms?

Options	N°	(%)
Yes	13	27.08
no	32	66.66
Did not answer	3	6.25
Total	48	100

Table twelve (12): the awareness of teacher about the differences between AmE and BrE.

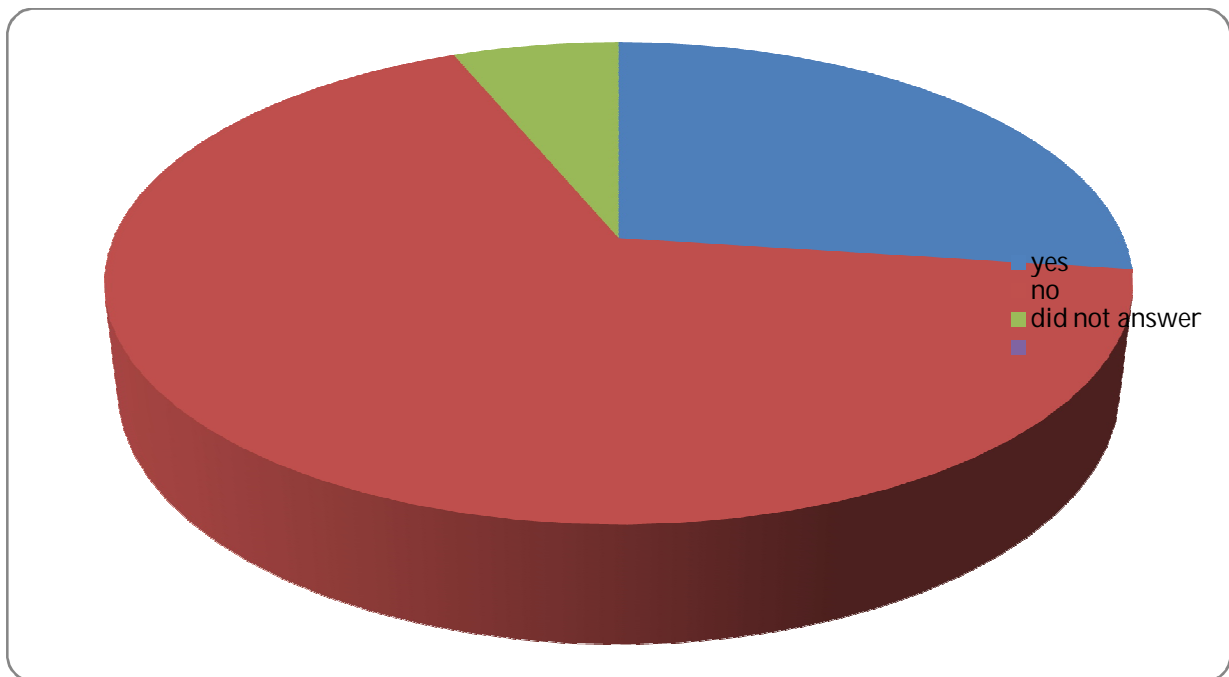


Figure twelve (12): the awareness of teacher about the differences between AmE and BrE.

This question investigated the opinion of the students towards their teachers concerning the knowledge about the differences about the American and the British English. Most of The students sixty seven per cent (66.66%) this time said no for all teachers are considering the differences between American and British English during classrooms, where the least of them

twenty seven per cent (27.08%) went for yes. Then only six per cent (6.25%) of students did not answer.

Question Thirteen :Do you watch Anglophone media?

Options	N°	(%)
usually	7	14.58
often	9	18.75
always	5	10.41
Sometimes	21	43.75
Never	6	12.5
Total	48	100

Table thirteen (13): frequency of watching Anglophone media.

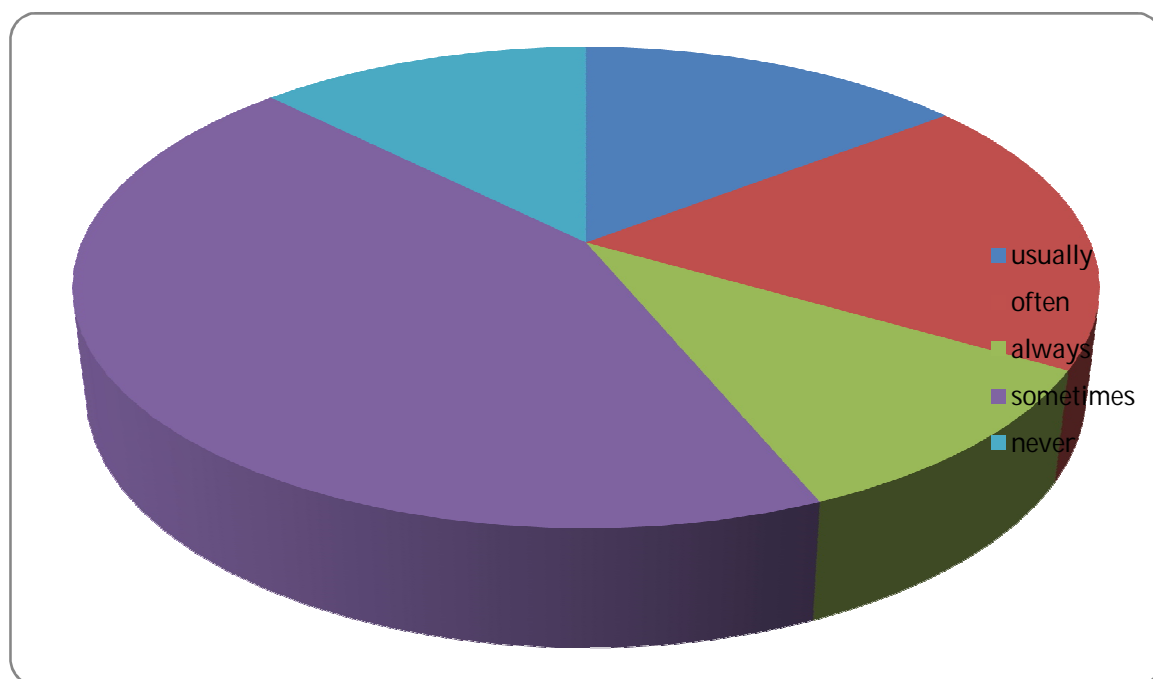


Figure thirteen (13): frequency of watching Anglophone media.

The objective of this question is to measure the frequency of dealing with the Anglophone media by the students to its effect on student's preference and how it could shape

their awareness. Of all students only fifteen per cent (14.58%) watching the Anglophone media usually and just ten per cent (10.41%) are watching always while forty four per cent (43.75%) sometimes, nineteen per cent (18.75%) often and eight per cent (8.33%) never watching.

Question Fourteen : When you watch, listen or read Anglophone media, do you feel or notice the differences between American and British English?

Options	N°	(%)
yes	46	95.83
No	0	0
Did not answer	2	4.17
Total	48	100

Figure fourteen (14): the ability of students to notice the differences

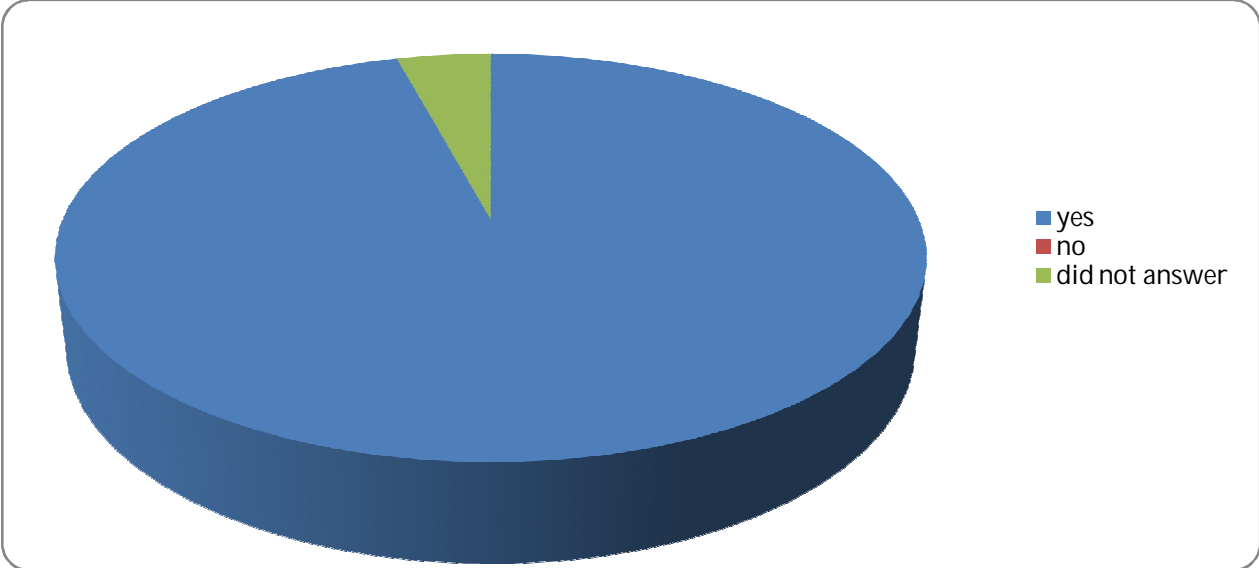


Figure fourteen (14): the ability of students to notice the differences.

The question here aims to know the ability of students in detecting the differences between American and British English.

The table above shows that about the whole sample ,almost ninety six per cent (95.83%) is able to recognize the differences. Meanwhile thirteen per cent (12.5%) did not answer.

Question Fifteen :Which Anglophone mass media do you watch, listen or read more than the other?

Options	N°	(%)
American mass media	15	31.25
British mass media	25	52.08
Did not answer	8	16.66
Total	48	100

Table fifteen (15): the most watched Anglophone media.

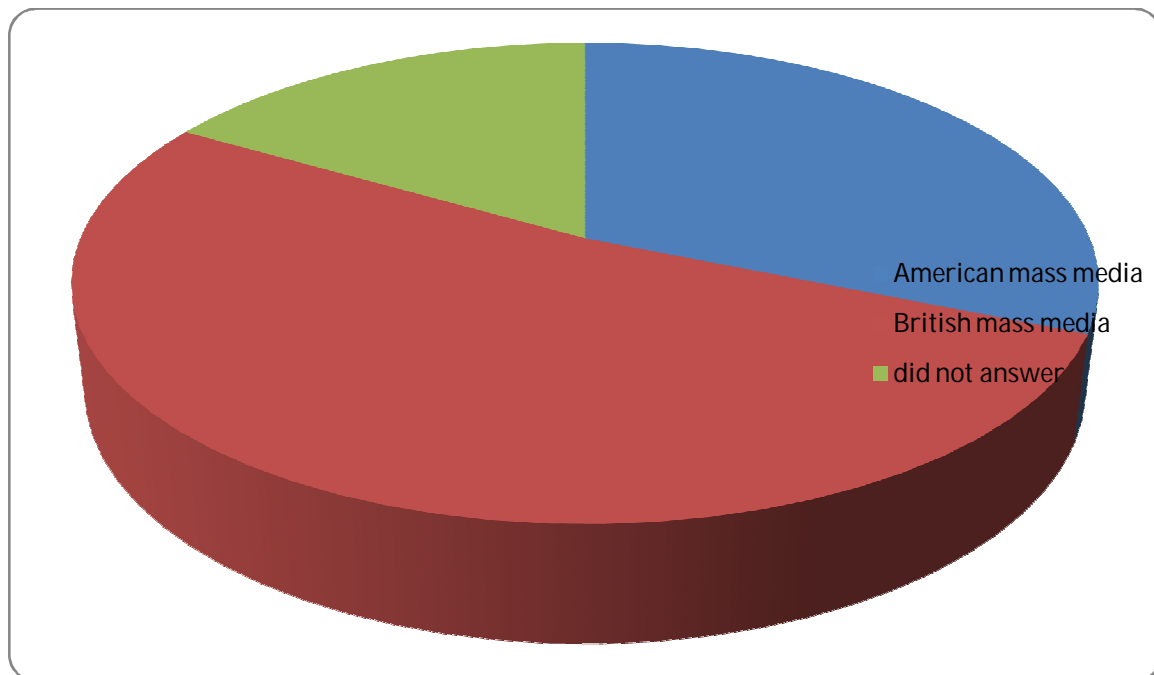


Figure fifteen 15: the most watched Anglophone media.

The figure above showed that the majority of our respondents fifty two point zero eight (52.08%) are watching the British mass media while thirty one per cent (31.25%) of them are

watching the American mass media. Only few around seventeen per cent (16.66%) did not answer.

Question Sixteen :Do you think watching, listening or reading Anglophone media influencing your use of each accent?

Options	N°	(%)
yes	40	83.33
no	1	2.08
Did not answer	7	14.58
Total	48	100

Table sixteen (16): the influence of Anglophone media on accent.

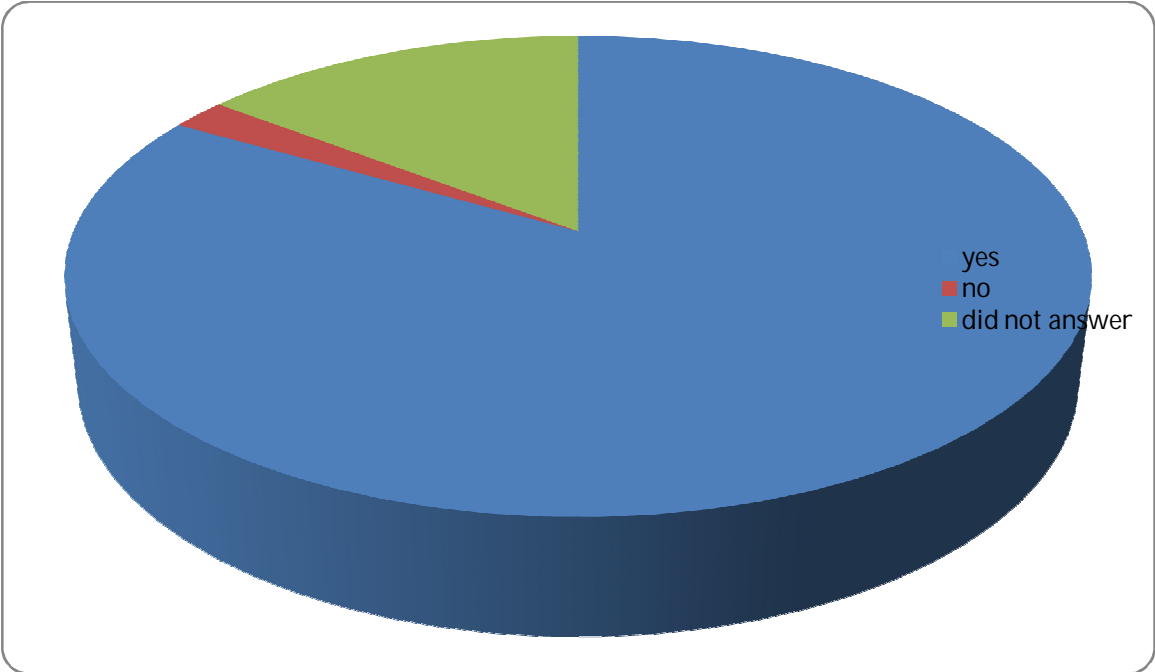


Figure sixteen (16): the influence of Anglophone media on accent.

The question in this case aims to investigate the attitude of students toward the influence of mass media on their use of each accent. Eighty three per cent (83.33%) of the sample convinced that the watching, listening or reading Anglophone media influencing their use of

each accent. Only two per cent (2.08%) said no. the rest almost fifteen per cent (14.58%) did not answer.

CONCLUSION

In conclusion it can be affirmed very carefully with taking in consideration the size of the sample and time limitations that the most of EFL students do not have enough awareness about American and British English, even those who like one accent more than the other, in their cases it is more emotional than it is cognitive.

DISCUSSION AND INTERPRETATION OF THE RESULTS

The EFL students were always have problem in dealing with The American and the British English. It was the concern of many students. And to get more details about the topic, the light spotted on two main problematic hypothesizing primary predictions to be proved or refuted after the data analysis.

The delivered questionnaire was aiming to investigate three major issues; the first issue is the knowledge about the nature of differences among the students, and the second is testing the students' awareness about the differences. The third was to know basically the influence of the teacher and the mass media on the chosen accent.

The first part of the questionnaire was divided into two; theoretical and practical. The three first questions were to measure theoretically their knowledge by asking them about the nature of the difference. And if there are other difference except the pronunciation what would be. The rest of the questions were some exercises to test their knowledge.

The results in this part implicate that student have in undeniable knowledge about the nature of difference btw AmE and BrE and the type of the differences. But when the student opposed to the practical part they make too many confusion between the Am and Br English (only between twenty (20) and twenty five (25) per cent achieved high score rates). And this proved the first hypothesis which says: The students unintentionally mix between the two accents.

The second part of the questionnaire shed the light on the role of the teacher and the mass media on acquiring the accent when the students were asked directly if they think their

teacher at university has a role in shaping their awareness about the differences between the two accents and if they think watching, listening or reading Anglophone media influencing their use of each accent.

The answer of the students was very positive when the majority (between eighty (80) and ninety (90) per cent) of them declares the huge impact of the mass media and the teachers in a shaping and acquiring an accent and this prove the second and the third theory which state that the mass media the teacher have a huge impact on the students' choice of accent.

To sum up , this chapter dealt basically with discussion and interpretation of the findings resulted by analyzing data, in order to test the hypotheses stated by researcher and to see whatever is matched the result or not. The findings provide generally that a big role played by the media and the teacher in shaping awareness about the chosen English. The students unconsciously mix between the AmE and BrE.

GENERAL CONCLUSION

This dissertation investigated and examined the knowledge and the awareness of EFL students about the differences between American and British English with a little focus on the accents.

It went deep in dealing with details that concerns all differences, even the differences which were not counted or considered by the majority of the EFL students like grammar differences.

In chapter one the methodology used in the dissertation was defined and presented.

The second chapter showed the roots of American and British English and clarified the types of differences between the two variations and focused on the accents and the received pronunciation of each accent.

The third chapter reserved for data analyses to explore and examine the amount of awareness about American and British English in KHENCHELA UNIVERSITY population (1st year master degree students).

The results showed general lack of knowledge among the population ,and noticeable contrast between what English or what accent do they like or prefer to use and what do they really know about the differences between them.

RECOMMENDATIONS AND SUGGESTIONS

These recommendations and suggestions were created after analyzing data of the given questionnaire that concerns the misuse of American and British English among 1st year master degree at Abbass Laghrour University.

- * University should give more care and time for teaching accents and language dialects and variations.
- * A high care should be given by EFL students to transcription and phonetics.
- * Teachers should use clear and identified Received Pronunciation during classrooms.
- * Differences between American and British English should be included in American and British culture modules.
- * EFL students should pay more attention while dealing with Anglophone media.

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APPENDICES

APPENDIXE

- Students questionnaire

This questionnaire aims to investigate the knowledge of the student of the second year master about the differences between the American and British accents in addition to the role of mass media and the teacher in shaping the awareness of the students about accents. By using the quantitative method in order to quantify the results to measure their knowledge, the results may be generated.

- Section one

Do you think American and British English are?

- Different languages
- Different accents
- Different dialects

Which accent do you prefer to use?

- American
- British

Do you think the differences between the american and britishenglish are only in pronunciation or there are other differences?

.....

.....

.....

.....

We find differences between british and americanenglish in:

- Pronunciation
- Grammar
- Vocabulary
- Spelling
- Expressions

To which english do belong each of the following vocabulary:

	American	British	no idea
- Biscuit			
- Car park			
- Soccer			
- Parking lot			
- Holiday			
- Cookie			
- vacation			
- football			

Decide whether the spelling of these words refers to American or British english:

	American	British	No idea
- Behaviour			
- Behavior			

- Analyze			
- Analyse			
- Center			
- Centre			
- Aeroplane			
- Airplane			

Try to link the giving word phonetic transcriptions to the appropriate accent:

		American	British	No idea
- Gala	<i>/'geɪ.lə/</i>			
	<i>/'gɑː.lə/</i>			
- Dinner	<i>/'dɪn.ə/</i>			
	<i>/'dɪn.ər/</i>			
- Salon	<i>/sə'lə:n/</i>			
	<i>/'sæl.ɒn/</i>			
- masked ball	<i>/,mæskt 'bɑ:l/</i>			
	<i>/,mɑːskt 'bɔ:l/</i>			
- Cajole	<i>/kə'dʒoʊl/</i>			
	<i>/kə'dʒəʊl/</i>			

- Shower	/ˈʃaʊ.ə/			
	/ˈʃaʊər/			

To which english refers each of the following expressions:

	American	British	No idea
- A drop in the ocean			
- A drop in the bucket			
- Flogging a dead horse			
- Beating a dead horse			
- A new lease of life			
- A new lease on life			

Decide whether the following grammar constructions are likely to be British or American:

	American	British	no idea
- I would like to have a bath.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- I would like to take a bath.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Sara feels ill. She had eaten too much	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Sara feels ill. She ate too much	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Which team is losing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Which team are losing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- **Section two**

At which stage you noticed or knew about the differences between american and britishenglish:

- Mid school
- High school
- University

Do you think your teacher at university has a role in shaping your awareness about the differences between american and britishenglish?

.....
.....
.....
.....

Do you think all teachers are considering the differences between american and britishenglish during the classrooms?

.....
.....
.....
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You watch listen or read Anglophone media:

- Usually
- Often
- Always
- Sometimes
- Never

When you watch, listen or read Anglophone media, do you feel or notice the differences between the two accents?

.....
.....

Which of Anglophone media do you watch, listen or read more than the other:

- American mass media
- British mass media

Do you think watching, listening or reading Anglophone media influencing your use of each accent?

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