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**The Importance of EFL Learners' Awareness of the Differences
between the British and American Accents:
Case Study of Second Year students at the English division in Biskra
University**

*Dissertation submitted in partial fulfillment of the requirement for the
Master Degree in English in science of languages.*

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Dedication

In the Name of ALLAH the Most Gracious, the Most Merciful

All the Praise is due to ALLAH alone, the Sustainer of all the worlds

This work is dedicated:

*To my shining diamonds; to the ones who gave birth and sacrificed for my happiness, to
the people who filled me with love and hope: My dear parents.*

To my dear brothers: Mohamed, Abdel- Madjid, Khaled and Hocine.

To my lovely sisters: Aicha and Sarra.

To my precious nephew Omar, my dear nieces Yasmine, Lamiss and Ikram.

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encouraged me all the way long.*

*To all my lovely friends: Nour, Aichoch, Sarrah, Souhila, Faous, Saida, Feryel, Samia,
Faiza, Chaima, Samiha, Nessrine and Nazaiha.*

To all those who love me;

And finally to everyone who helped me in order to accomplish this work.

DECLARATION

I, Dassa Fatma Zohra, do hereby solemnly declare that the work I presented in this dissertation is my own , and has not been submitted before to any other institution or University for a degree.

This work was carried out and completed at Mohamed KHEIDER UNIVERSITY of Biskra, ALGERIA.

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Abstract

This study investigated the importance of EFL learners' awareness of the differences between the British and American accents at English division in Biskra University. In this research, we tried to shed light on the differences between the British and American English at the level of pronunciation; we also tackled with different attitudes that have been investigated towards these accents and the importance of learning these differences between the two accents. It has been hypothesized in this study, first that most students are not aware of the differences between the British and American accents; second that students are mostly influenced by media more than teachers of their used accents. To confirm these hypotheses, we investigated the case of second year students and teachers of phonetics and oral expression at the division of English in order to examine students' awareness and their attitudes towards both accents and the role of teachers in this awareness. Thus we administered a questionnaire for students and an interview for teachers. The results from analyzing the questionnaire and the interview revealed that most learners cannot distinguish between the British and American English accents and they are often attracted by media more than teachers. The present dissertation aims at providing learners with the most important differences between the British and American accents to make them more aware of the English accents they are really use and to draw the attention of teachers to care about learners' need to recognize these differences to choose their favorite accent to use and to improve their level of pronunciation.

Key terms: American accent, awareness of learners, British accent, differences between British and American accent, EFL

List of Abbreviations and Acronyms

AmE: American English

APVA: Association for the Preservation of Virginia Antiquities

BBC: British Broadcasting Corporation

BrE: British English

EFL: English as Foreign Language

ELT: English Language Teaching

ESL: English as Second Language

ESOL: English for Speakers of Other Language

GA: General American

RP: Received Pronunciation

TV: Television

UK: United Kingdom

US: United States

USA: United States of America

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ملخص

General Introduction

EFL learners learn two varieties of English: British and American. The British accent has been called Received Pronunciation (RP), and the American accent is so called General American (GA). There are some significant differences between the British and American English in spelling, grammar and vocabulary, but the major difference is in pronunciation; the difference between these two accents can be clearly noticed than the other differences which require further study and mastery of English language.

This research is to investigate if learners are aware of the differences between the British and American accents, as well as whether they use British, American or mix them both while speaking. The research also tends if teachers contribute to increase or decrease learners' awareness and to find out whether teachers use British or American accent in order to see if the learners are influenced by teachers' accent or if they are more influenced by other accents they listen to in their leisure time while watching TV, listening to music or using the internet.

1. Statement of the Problem

EFL learners accent British or American or even and most mix them both; they speak unconsciously using the language as they listen. Sometimes, they pronounce such a word with one specific accent as they used to hear from one teacher, but when they are exposed to a different accent of that word from another teacher, they will be confused and they cannot realize it, it seems a weird word; some of them would not accept it and start to correct for teachers, and some would check the dictionary, and others would accept, rather they ignore the difference.

English in Middle and high school were taught simply and cursory without going deeply into pronunciation and phonology, away from details and elaboration but in University, teachers with different accents and different tendencies, EFL learners will be confused and cannot grasp or apprehend easily; In addition, Pronunciation practice in University is difficult for students, since they may experience embarrassment and awkwardness.

The problem raised in this research is to know if EFL learners are percipient of the variety of English language (GA) and (RP) and which variety they find easy to understand and communicate in the learning process; Otherwise to make teachers eager to take more care of choosing the accent that is appropriate and functional for learners.

2. Significance of the Study

Students might mix two accents in one single sentence, they use the easier accent to pronounce and imitate. Being aware of which accent one speaks is beneficial so that the students can be more secure in their own pronunciation and avoid pronunciation errors which interfere with communication. Without being aware of the differences between British and American English, teachers can hardly deal with this topic in EFL classes. This research will focus on the importance of knowing the differences between British and American English into EFL classrooms. Students have to learn, speak, and pick the accent they like most to speak in the future.

Our aim is to increase the awareness and the realization and help learners to be acquainted with the differences between British and American accents.

3. Aims

The research aimed at:

- shedding light on the various differences between RP and GA.

- increasing EFL learners' awareness of the variety in English accent to pick their favorite accent.
- making Learners understand and distinguish between similar phonemes, and reducing the risk for pronunciation errors and misunderstanding.

4. Research Questions

This dissertation relies on the following questions:

- 1- Are EFL learners really aware of the differences between British and American accents?
- 2- Are EFL learners more influenced by media than teachers in their used accent?

5. Hypotheses

The present research is based on two hypotheses that shall be tested and verified through.

- 1- We hypothesize that most EFL learners are not aware of the differences between the British and American accents; consequently they mix both accents in their speech.
- 2- We advance that learners' pronunciation is influenced by Media more than teachers because they use media more than attending educational sessions.

6. Methodology

The researchers intended to use the descriptive method as an approach to acquire and gather data for this dissertation. Moreover, the researchers planned to derive information from any material relevant to their field of interest which is a new and a fresh area in their section as far as they are concerned. In addition, they used other data collection method to cater for both theoretical and applied research. The results of the questionnaires and the interviews are included in the thesis.

7. Research Tools

- 1- Questionnaire for students.
- 2- Interview for teachers.

8. Research Limitations

The research will deliberately focus on:

- 1- Finding and providing solutions to cater for not all learners were cooperative because they are less knowledgeable about the differences between GA and RP.

9. Literature review

Accent is needed for an effective conversation, it is very important to be understood when communicating. The English language has many accents, but the most studied accents are British and American accents.

The differences between the British and American accents are really important to EFL learners, Modiano (1996), declares that “a good understanding of the differences between AmE and BrE will help students to communicate more effectively. This is true for the spoken as well as the written language” (p.5); Modiano(1996) focus not only on pronunciation differences, but also on vocabulary, spelling, grammar, punctuation and style. As well as Abderrahim(2015), states that “the main difficulties EFL students may often face when learning English is pronunciation which seems to be one element which remark foreign accent. The most important ones is standard pronunciation of British English which is known as Received Pronunciation (RP).The second one is General American (G.A)” (p.11). Tottie (2002) compares Received Pronunciation (RP) for RP and Network English for GA. The latter is the pronunciation of English used during broadcasts in the US. The choice of standard models is argued as being those which most native and non-native speakers understand, although they are used by few native speakers(*ibid*, p.24)

Furthermore, attitudes towards British and American accents have been investigated by many writers; Hietanen(2012) stated that RP is more formal than GA, and this latter is not qualified enough to be considered as counterpart to RP (p.27). Also Pettersson(2008), said that RP more prestigious, more correct and more elegant than GA (p.4). But Alfetberg(2009) stated that GA can be expressed as more relaxed accent, not so luxurious and easier than American accent (p.8).

Several studies have examined the differences between the British and American accents and learners attitudes towards those accents. In our research, we look for the most important differences between the British and American, and our focus was being on the importance awareness of learners of these differences, we also provides with the importance of pronunciation in learning the foreign language, which can help the learner to solve problems in pronunciation; the awareness of the differences between the British and American accent is one solved problem that helps the learner in selecting his/her most favored accent and make him/her aware of the English language varieties.

10. Research Structure

This research is divided into Three Chapters. The First Chapter provides definitions of related concepts with the term ‘accent’, and provides brief backgrounds about British accent, American accent and the mid- Atlantic English. It also deals with the most important differences between the two most studied accents that are British and American accents.

The Second Chapter deals with teaching pronunciation in EFL classes and its importance in the EFL learning process and the factors that affect in pronunciation instruction. It describes the negligence of pronunciation task in EFL classes. Then, it sheds lights on attitudes which were investigated about the British and American

accents. It also includes the appropriate model of pronunciation to teach for EFL learners and the adopted accent of English which is used in Algerian Universities and the importance of learning the differences between the British and American accents.

Finally, the Practical Part of the dissertation focuses on the analysis of data collection of students' questionnaire and teachers' interview, and then it discusses the results obtained from these instruments.

Part One

Theoretical Part

Chapter One

The Differences between the British and American Accents

Introduction

When the Atlantic Ocean came between the United Kingdom and its colonies, a divide has been imposed in the language spoken by both groups of people: Britons and Americans; British and American English have consequently developed distinctly concerning common expression and pronunciation.

While there are a plenty of other accents of spoken English, British and American English are the most taught in ESL, ESOL and EFL courses.

However General American (GA) and Received Pronunciation (RP) are similar in some ways, but they differ in others. The similarities between the two far outweigh the differences, but the differences can sometimes really impact understanding.

This chapter is designed to enlighten the reader about these differences. First, we try to define some basic concepts which intervene with the word "accent", and then we have to make an investigation into the historical background of the two varieties. As well as, we expose another variety which is between RP and GA (the Mid-Atlantic English), then to seek for the differences between these varieties concerning pronunciation.

1.1 Related Concepts

1.1.1 Accent

An accent is a term which differs from other related terms, such as ‘dialect’, ‘variety’ and ‘pronunciation’; according to Roach (2002), an accent is the way you sound when you speak; this word has two different meanings which are used confusingly. The first meaning is about the prominence of a syllable in a word; the prominence means when we speak we give more emphasis on some parts of sentence, statement, or a word than other parts by the use of the pitch. For example in the word ‘spaghetti’, the middle syllable is the most prominent, when you say the word on its own you will produce a fall in pitch on the middle syllable, and that syllable would be accented; Accent here is distinctive from the term stress. The latter is used to refer to all forms of prominence, or to refer to the effort that the speaker makes when he/she pronounces a stressed syllable; The second meaning is that an accent refers to the particular way of pronouncing, for example all English speakers might share the same grammar and vocabulary but they pronounce words differently, and use several accents such as Scots, Cockney or Received Pronunciation (p.3). In this research the term accent is used to denote the way of pronunciation and intonation.

1.1.2 Dialect

A dialect is a variation of a spoken language. Bauer (2002) defines a dialect as an individual version of accent, since an accent is a particular way of speaking and pronouncing. So it is a particular kind of language spoken in a particular place or particular group of people; thus, every individual might speak one or more dialects, for example Standard Southern British English dialect is just one dialect among other several ones (p.3). Whereas, Crystal (1994) states the term dialect as ‘regional dialect’, he says: “a regional dialect refers to features of grammar and vocabulary which convey

information about a person's geographical origin” (p.298). Crystal also (1994) has explained that more in his examples by making a compare between sentences that differs in the grammatical structure as follows: they real good/ they are really good (ibid).

The distinction between dialect and accent is that we use both terms to define different varieties of particular spoken language, but we mean by ‘accent’ that varieties differ from each other only in the way of pronunciation whereas ‘dialect’ refers to differences in matters of vocabulary and grammar (Roach, 2002, p.21).

1.1.3 Variety

It seems that there are no two speakers of a language speak exactly the same way. Kreidler (2004) says that a variety of a language exists in every language which may change from place (region) to place, from era (time) to era and from occasion (situation) to another (p.1); Subsequently, the word ‘variety’ is a conventional term used for the various forms of the language production which are triggered by many factors such as region, gender, social class, age and other matchless individual characteristics (Bauer, 2002, p.4).

So, there are many factors that might affect language and widen the varieties in a language for example the social situation, occupation, age, geography, education, gender, social status and ethnicity.

1.2 Historical background

1.2.1. The British Accent

In the nineteenth century, amongst the ruling classes of Britain and even of the British Empire, an English accent became the prevalent accent which has a voice of authority and power in social classes; Afterward, It has extended widely among classes, and has developed from a regional accent to a class accent, and has adopted at ‘élite’

schools (specific schools of upper classes) such as Eton and Harrow; that was the British accent.(Svartvik & leech, 2006, p.125).

This accent has been spoken in the south east of England, known under the somewhat strange name ‘Received Pronunciation’ (RP), where ‘Received’ is interpreted as ‘generally accepted’ in the English society. According to Skandera and Burleigh (2005), RP was described by the British phonetician Daniel Jones (1881-1967) for the first time in the first edition of his English Pronouncing Dictionary in 1917. Despite the fact that this accent has posed big discussions around the world, it is noticed that it is being used by a minority of society around 3 to 4 percent of the British population. The majority of educative British English speakers do not purely speak RP; they speak a ‘modified RP’ or ‘near RP’ (p.6)

Also, it is known as BBC English due to it has been adopted by the BBC in the first radio broadcasting in 1920 by the Director General Lord Reith who was asked why he has chosen RP for the BBC, he replied: “I tried to get a style or quality of English which would not be laughed at in any party of the country.”(James & Smith, 2007, p.3)

Furthermore, Roach (2002) gives his opinion about the RP saying: “my own opinion is that RP was a convenient fiction, but one which had regrettable associations with class and privilege. I prefer to treat the **BBC accent** as the best model for the description of English.”(p.64)

1.2.2 The American Accent

The first English colonist who landed in Virginia on May 14, 1607 with a group of 104 London entrepreneurs where they settled the first English colony in Jamestown ‘APVA Preservation Virginia’. In 1620, the Pilgrim Fathers (Christian who has traveled to a sacred place) who are colonists from England that landed in Massachusetts. Simultaneously, they have brought the English language over the Atlantic Ocean to

America and there was born another variety of English which is The American English which become the largest variety of all the English varieties, since as many as 70 percent of the native English speakers live in US (qtd .in .Pettersson, 2008, p.3)

Moreover; it is so called ‘General American’ (GA), this label is used to cover all American accents overly Northern, Southern or Eastern. General American is the pronunciation used by the majority of the population of the United States and by most US radio and TV announcers. However; Janicki (1977) states that the American accent has raised much more issue concerning its acceptance as Standard English; there are three reasons which cause awkwardness in stating the Standard American; First, the great size of the country (US) which constitutes fifty American states. Second, the American English words have been influenced by many European languages. Third, there were other socially established varieties of American English which have refused quietly the status of standard (p.23).

1.2.3 The Mid-Atlantic English

The Mid-Atlantic English is the English variety that grows up powerfully among European learners of English. This variety is neither British nor American, but a mixture of those two varieties and according to Modiano (1996), The Mid-Atlantic English is the strongest candidate for being a new lingua franca; This variety is accepted and easily understood on both sides of the Atlantic Ocean (means in UK and US), and that what make this variety as our new European international language (p.135). But there is still an absence of unawareness about this variety, and not many people have heard about (Pettersson, 2008, p.4)

Nevertheless, Modiano (1996) desired the Mid-Atlantic English variety for the ESL learners; he describes it as the best potential ‘platform’ for second language

speakers since it is composed of two major varieties of the English language (ibid,p.135)

Modiano (1996) states that not only nonnative speakers who mix both varieties but also native speakers; As far as Modiano in recent findings shows that a growing number of native speakers mix features from both British and American English and pronounce words that could be recognized by the listener, meaning if someone speaks with a person from England, he/she pronounces some words in the British way, even though he/she is from the USA. Hence; most of the second language learners in Europe are beginning to mix the two accents (ibid)

As Modiano (1996) mentioned that Swedish learner as well as their teachers resorted to use the Mid-Atlantic variety because of its flexibility, easiness and freedom from difficulties in separating the two accents and this is would be appropriate for unwary (ibid)

1.3 The British Accent VS the American Accent

Further than the British and American varieties, there are many other English varieties which are naturally just as eligible for study and used as British and American. But the RP and GA are the two main varieties spoken by most English native speakers and studied by most EFL learners; They are the two major national varieties which have a special status merely because of the availability of material that are used to teach them than any other variety (Algelo, 2006, p.1)

Nevertheless, the British and American English differs at more than one level from spelling, grammar, vocabulary and pronunciation but, speakers of these two varieties can easily understand each other without any deficiency (Darragh, 2000, P.1). The most obvious difference between the two is in the pronunciation that can be easily recognized by listeners. However Modiano (1996) argues that the differences between

the British and American pronunciations are clear to native speakers, but vague sometimes to second language speakers (ibid, p.9)

Moreover, Algelo (2006) claimed that the most apparent difference between the British and American English is the intonation, he said: “the most obvious difference between British and American is in the “tune” of the language, that is, the intonation that accompanies sentences; when a Briton or an American talks, they identify themselves primarily by the tunes of their respective varieties.” (p.2)

So the differences between the British and American pronunciations can be summarized at the levels of: vowels, diphthongs, vowel reduction, consonants and stress.

a. Vowels

Generally, GA has around 14 to 15 different vowels and 20 vowels for RP (Hietanen, 2012, p.9); the most important differences between RP and GA vowels are in the following sounds:

- **/ɒ / vs. / a: /**

In words such as: not, lot, hot, top, dog and pot; RP has an open rounded (o) pronounced with the lips rounded and the tongue at the back of the mouth, while in GA has an un-rounded (o) that is very similar in its quality to (a) in (father) but shorter, this states that GA pronunciation tends to ‘neutralization’ of vowels. In RP, vowels tend to keep their ‘sharpness’ (Darragh, 2000, p.11)

- **/ɒ / vs / ɔ: /**

Before the consonant sounds / ŋ /, / f /, / s / and / θ / RP uses the back rounded vowel (o); whereas GA uses the long (o) such as: long, song and coffee (Östlund, 2005, p.6)

- /ʌ / vs / ɜ: /

Only before the consonant sound /r/, RP uses the central vowel /ʌ / with neutral lips, and GA uses the central mid long vowel / ɜ: / spelt as (er), this is found in words like: coverage, hurry and worry (Abderrahim, 2015, p.12)

- / a: / vs / æ /

Before the consonant sounds / f /, / s /, / θ / and before the endings: –nce, -nch, -nd and –nt, RP uses the open long vowel / a: /; whereas, GA uses the front open vowel / æ / with spread lips. For example: dance, path and command (Östlund, 2005, p.6)

- **Others**

In addition to the above differences, there are other divergences that few occur as:

➤ / ə / vs / æ / as in the word: address

RP: /ədres /

GA : /ædres/

➤ / ɪ / vs / aɪ / as in : privacy and vitamin

RP: /pɪrvəsi/, /vɪtəɪn/

GA: /praɪvəsi /, /vaɪtəɪn / (Jurigová, 2011, p.32)

The table below shows just the most important vowel differences

Table 1: The Vowel differences

Words	RP	GA
Hot	/hɒt/	/hɑ:t/
Long	/lɒŋ/	/lɔ:ŋ/
Hurry	/'hʌri/	/'hɜ:ri:/
Dance	/dɑ:ns/	/dæns/

b. Diphthongs

The British accent has three diphthongs ending which are: /ɪə /, / eə / and /ʊə /; these separate phonemic diphthongs that end with / ə / sound, do not exist in GA, they are pronounced as sequence (ɪ + r), (e + r) and (ʊ + r) (Abderrahim, 2015, p.14)

Table 2: The diphthongs differences

Words	RP	GA
Near	/ nɪə /	/ nɪr /
Care	/ keə /	/ ker /
Pure	/ pjʊə /	/ pjʊr /

In addition, there are other differences concerning diphthongs:

- / əʊ / vs /aʊ /

This difference here as described by Jurigová (2011) that GA replaced schwa sound /ə / with a short vowel /a/ which do not exist in the RP vowel system. For example: boat, coat, nose, toe, boast and oath. (p.31)

c. Vowel reduction

Vowel reduction is a vowel sound pronounced /ə /or /ɪ / instead of another full vowel. GA tends to reduce some vowels more than RP; this happens only in the suffix –ile, such as: hostile (qtd in. Pettersson, 2008, p.6); GA here has a weak vowel or a syllabic consonant that is pronounced / əl/ or in /l/ (Abderrahim, 2015, p.13-14)

Table 3: The difference in the suffix –ile

Words	RP	GA
Hostile	/ 'hɒstəl /	/ 'hɑ:st,l /
Mobile	/ 'məʊbəl /	/ 'moʊb,l /
Fragile	/ 'frædʒl /	/ frædʒ,l /

Reversely in another case where RP reduce vowels more than GA in the suffixes: -ary, -ery, -ory, and -mony (ibid)

Table 4: The difference in the suffixes -ary, -ery, -ory, and -mony

Words	RP	GA
Dictionary	/ 'dɪkʃənəri /	/ 'dɪkʃənəri /
Territory	/ 'terətəri /	/ 'terətɔ:ri /

d. Consonants

“BBC pronunciation and General American do not differ considerably in the consonantal systems. The two standard accents have the same consonant phonemes. The differences are based on their phonetic realization and their distribution” (ibid, p.12)

So, the most noticeable distributions are:

- **The sound / r /**

The /r/ sound for GA is pronounced in all positions, such as: car /kɑ:r /, hair /her/ and mother/mʌðər/.But RP pronounces the/r/ sound only before a vowel and never before a consonant or at the end of a word, like in: car /kɑ:/, hair /heə/ and mother/mʌðə/.However the /r/ sound is pronounced in RP when it is at the end of the word if the first letter in the next word is a vowel and it is called ‘ linking /r/ ’or ‘intrusive /r/ ’ and it is never used in GA (Norlin, 2006, p.4-5). Sometimes, the British add the intrusive /r/ at the end of a word if the initial sound of the next word is a vowel, as in the sentence: ‘America is large’ / ə'merɪkər/ (ibid).

- **/ju:/ vs. /u:/**

Americans pronounce the letter (u) as /u:/, while Britons pronounce it / ju:/ after /l/,

/s/, /z/, /t/, /d/ and /n/ (ibid). But there are exceptions where the British pronounce the (u) without the sound /j/ like in: assume, lute and suit (Darragh, 2000, p.11)

Table 5: The difference of pronouncing the letter (u)

Words	RP	GA
Student	/ˈstju:dənt/	/ˈstu:dnt/
Due	/dju:/	/du:/
New	/nju:/	/nu:/

- /f/ to /z/

Americans change the pronunciation of the sound /f/ to /z/ in a lot of words while Britons do not (Abderrahim, 2015, p.13)

Table 6: Pronunciation change of /f/ to /z/

Words	RP	GA
Excursion	/ɪkˈskə:ʃən/	/ɪkˈskɜ:rʒn/
Version	/ˈvɜ:ʃən/	/ˈvɜ:rʒn/
Asia	/ˈeɪʃə/	/ˈeɪzə/

- /t/ vs /ɾ/

The /t/ sound in RP is always pronounced ‘quite clearly’ but frequently in GA when the /t/ sound is not the initial consonant in a word, it would be pronounced like a /d/ sound or it would disappear fully. The /t/ would be pronounced /d/ when it is intervocalic (means stranded between vowels) such as better /ˈbet̩.ər/, Saturday/ sət̩ərdeɪ/; Unlike the British the pronunciation of /t/ does not change and pronounced /t/ all the time, as in /ˈbet.ər/, Saturday/ sət̩ərdeɪ/; The /t/ beyond American sometimes disappear, this happens when the /t/ occurs after the nasal sounds /m/, /n/ and /ŋ/ as in: twenty/ˈtweni/, intercontinental /,ɪn.tər.kɑ:n. əˈnen.t̩əl/. In addition, the British has a

distinctive feature concerning the /t/ sound, in some areas of Britain like Cockney London, Glasgow in Scotland, or Ballymena in Northern Ireland; they replace the (t) sound with the ‘Glottal Stop’ (Darragh, 2000, p.11)

In particular, the glottal stop is used as an allophone of the phoneme/t/; the glottal stop specifically means that the sound is made when the vocal cords are close and stop the flow of air and it is used in many cases and pronounced like a stop or as a plosive consonant pronounced at the glottis. The phonetic symbol of the glottal stop is [ʔ]; an example of the use of glottal stop in place of the /t/ sound is in: pointless /'pɔɪnʔ.ləs/.

e. Stress

Generally, there are primary stress and secondary stress. The primary stress in GA in some cases occurs earlier than in RP, as in: research/'ri:sɜ:rtʃ/(GA), research/rɪ'sɜ:rtʃ/ (RP), rotate/'rəuteɪ/ (GA), rotate/rəʊ'teɪ/ (RP). However, when GA borrowed some French words, it has kept the original stress of these loan words; whereas the RP has represented it to Germanic sounds with a primary stress on the first syllable, like in: ballet/ /bæ'leɪ/(GA), ballet/'bæleɪ/(RP), café/kæ'feɪ/ (GA), café/'kæfeɪ/ (RP) (qtd in. Norlin, 2006, p.7)

Moreover, the stress in compound nouns is conversed for RP and GA. That is, RP has a secondary stress followed by a primary stress in words like: weekend /,wi:k'end/, ice-cream/,aɪs 'kri:m/. The contrary for RP, it has a primary stress followed by a secondary stress: weekend/ 'wi:, kɛnd/, ice-cream/'aɪs,kri:m/ (ibid)

Conclusion

In this chapter, we started with the basic concepts that intermediate with the term “accent” and then presented a historical background about the two varieties: British and American. We began with the British accent that has been called Received

Pronunciation; it refers to the dialect developed in southeastern parts of England. Then we move on the counterpart accent which is American accent, so called General American, it is the most common variety in the US. Another variety of English is spoken by the native and non-native speakers; it is a mixture of British and American English (Mid-Atlantic English). Then we summarized the most important differences between GA and RP, concerning pronunciation at the levels of: vowels, diphthongs, vowel reduction, consonants and stress patterns.

Acquainting with such differences has a great contribution in raising the awareness of distinguishing between RP and GA. Thus, it can help a learner to be out of the confusion when he faces different accents from teachers.

To sum up, knowing the difference between the British accent and American accent is very important, so that learners can be more convinced in their pronunciation and avoid pronunciation errors that can make problems with communication.

Chapter Two

The Awareness of EFL Learners of the Differences between the British and American Accents

Introduction

The awareness of the differences between the British and American accents is closely related to pronunciation. Pronunciation is an important aspect of learning the second language and especially English that has various accents.

In this chapter, the focus is first on teaching pronunciation in EFL classes and its importance, the various factors that may affect the pronunciation and how this task is relatively neglected in EFL classes, and finally on the various attitudes that have been investigated about the British and American accents and the importance of knowing the differences between the British and American English.

2.1 Teaching Pronunciation in EFL Classes

Pronunciation is an essential and integral part of foreign language learning; it affects learners' communicative competence as well as performance. Moreover, learning grammar, vocabulary and developing foreign language learning skills would be useless without learning correct pronunciation. Pronunciation is the most important skill of spoken English. Gilakjani (2011) thinks that if speakers do not have a good pronunciation, they will not be understandable to listeners. Notwithstanding the acquirement of a good pronunciation is so difficult; in many EFL\ESL classes, teaching pronunciation is not given much importance (p.1)

Incidentally, Baker (1982) claimed that teaching pronunciation would be better at early stages of EFL\ESL learning; frequently, advanced learners could improve most

their skills in learning English unless their pronunciation and mistakes which have been repeated for years are impossible to uproot (ibid,p.2). Baker has called this problem in pronunciation the ‘fossilized accent’, he suggests solving this problem by teaching pronunciation at first courses of beginners and giving much help in the early stages so that pronunciation mistakes are not learned by repetition. In course design, often there is a little or no time for teaching pronunciation at beginner level, but there is more time for courses progress. This method should be changed by giving more consideration to pronunciation teaching and assigning more time for it at beginner more than at later levels. ‘Better a railing at the top of the cliff than a hospital at the bottom!’ (ibid)

2.1.1 The Importance of Teaching Pronunciation in EFL Classes

Good pronunciation is a very important skill for speaking and understanding the spoken English. Lin (2014), accordingly, said that in an American society, a good pronunciation may bring success to ESL student. The opposite, when an ESL student with a bad pronunciation; he has not the sufficient proficiency of English pronunciation to communicate effectively (p.16)

Likewise, Gilakjani (2011) thought that a student with a good and understandable pronunciation, his self-confidence will be increased and this is what would enable him to better understand his teacher. Improving pronunciation is essential for the student who wants to be understood and understand what others said; this is what Gilakjani has called ‘intelligibility in pronunciation’. Students should know that when their pronunciation is ‘more natural’, listening skill would be better developed (p.7)

Accordingly, Szpyra-Kozłowska (2014) assumed that pronunciation errors influence understanding and communication and cause stops and pauses in speeches and often lead to communication breakdowns. That is clear in a story that was reported

of a tourist in a London restaurant who was asked for a (soup) and he pronounced the word as a (soap) that what made him being directed to the bathroom. Moreover, speakers who suffer from pronunciation problems frequently make them dismissed about their personality by their listeners without any conscious or intention. In addition, poor pronunciation lessens the confidence and does not give one the opportunity to speak as little as possible; The opposite for good pronunciation which increases the confidence to speak easily and engage in conversations with other speakers of English; it grants for speakers the ability and the competence to speak the English, in other words it is 'an asset that cannot be underestimated' (ibid, p.2- 5)

2.1.2 Factors Affecting Pronunciation

To achieve proficiency in a language, learners need to attain an understandable pronunciation. The main objective in teaching pronunciation in whatever a language is intelligibility and comprehensible pronunciation. However, many EFL learners are struggling with producing intelligible and comprehensible pronunciation (Altamimi, 2015, p12). Accordingly, Kenworthy (1987, p.4-8) mention factors which may affect the learning of English pronunciation, these latter include:

a. The native language

The native language plays an important role in learning pronunciation. Thus, many researches have been conducted about comparing the sound system of English and other languages and the problems and difficulties that learners met; the more differences have been found between the two languages, the more difficulties learners would have in pronunciation.

b. The age

Clearly, when we hear someone speak a second language like a native speaker, we suppose that he started learning it from childhood. On the contrary, if someone does

not begin to learn a second language until adulthood, he would never have a ‘native-like’ accent though other aspects of his language such as syntax and semantics might be indistinguishable from those of native speakers. Many studies have been investigated concerning this factor and have been concluded that younger is the better person that he/she will accurately comprehend the sounds of new languages but, when he/she exposed continuously to new language sounds, he/ she would be prevented from deteriorating his/ her ability of ‘accurate perception of sounds of new languages’.

c. The amount of exposure

The amount of exposure means the learner is exposed to the language he learns; if the EFL learner is living in the ‘English-speaking’ country and he is surrounded by the English, this exposure would affect the pronunciation but if he is not living in ‘English speaking’ country, there will be not such benefit.

However, this does not only concerns residency because many learners live in ‘English-speaking’ country, but most of time spent in a ‘non-English-speaking’ environment. Reversely, many learners live in a ‘non-English-speaking’ country and use the English in many places. Hence, it is not only about exposure but also how the learner takes the advantage of attitudes and takes the opportunities to listen and speak the English.

d. Phonetic ability

Phonetic ability is a skill that some people own; they have a ‘better ear’ for foreign languages than others. One study has shown that people with good phonetic abilities are basically benefiting from pronunciation practices and topics in which sounds are heard and learners have to imitate and repeat many times. It seems that this factor is much more out of teacher’s control; it concerns more to learners who has such ability and want to improve their pronunciation.

e. Attitude and identity

The factors of ‘sense of identity’ and ‘group affiliation’ are essentials for the acquisition of good pronunciation of the foreign language. Many studies of attitude and motivation in language learning have indicated that learners who show positive feelings towards speakers of a new language tend to develop pronunciation. These positive feelings are mainly related to their ‘integrative motivation’; the EFL learner likes to be integrated into the new speech community and honestly interested in speaking with native speakers and their cultures.

f. Motivation and concern for good pronunciation

Some learners are more interested about their pronunciation than others; they are always evaluating their pronunciation and checking for mistakes. They desire to do well and care more about achieving good pronunciation means that they are motivated in doing tasks of pronunciation.

2.1.3 The negligence of Pronunciation Instruction in EFL Classes

Teaching pronunciation in EFL classes is little considered by both teachers and learners; teachers find a difficulty in giving rules and practicing them with learners and controlling each time pronunciation errors; learners are less interested in improving their pronunciation. Glilakjani (2011) has listed different problems that may encounter learners in pronunciation. He mentioned the lack of learners’ motivation because they find the task of pronunciation much harder than other tasks of learning. They are also less exposed to the target language as well as teachers do not stimulate them to ameliorate pronunciation, besides the lack of needed tools of teaching pronunciations and the learners’ problem with the English spelling system as well as aspects of pronunciation from stress, rhythm and intonation (p.10)

Then, teaching pronunciation is neglected in EFL classes although its importance cannot be denied as Szpyra-Kozłowska (2014) pointed out that pronunciation instruction is less regarded because it is a difficult topic to tackle with and to master the language in. Also, teachers think that the time and effort spent in teaching pronunciation to learners should be better consumed at other aspects of language that are more beneficial for learners to learn and for teachers to teach. Furthermore, most English course books do not give much importance to pronunciation although authors of such books are highly experienced in ELT; they are more knowledgeable about how much attention should be given to various language skills. Another reason of neglecting pronunciation instruction is that of the communicative method of modern language teaching in which pronunciation can be seen as essential part of achieving an effective communication, but it gives much attention to fluency rather than accuracy and pronunciation errors are accepted (p.5-7)

2.2 Attitudes towards the British and American Accents

Learners in EFL classes desire one accent to listen, write and speak even they are not aware of differentiating between the two accents; there is one accent they found easy to understand the English language. Thus, they might like or dislike such an accent.

According to Rashid (2011), EFL and ESL learners' choice of English accents, in particular RP and GA and their attitudes towards these accents have been the interest of linguists and sociolinguists. In 1975, Green, Cunningham and Cunningham have investigated the extent to which advertising can be affected; in this investigation they emphasized the importance of accent preferences which can solve global problems as language learning (p.61-62)

2.3 Investigated Attitudes towards British and American Accents

Alftberg (2009) stated that EFL learners are all affected by preferences and attitudes towards particular variants of English language. Indeed, the British accent has often been described 'more prestigious' in Western Europe since it is spoken by successful and respected people as the Royal family and the members of Parliament. RP has been viewed as an educational standard taught in schools and universities and some teachers have stressed in students' mind that American accent is less estimated in contrast to British accent and consequently students compelled to comply and use the British English. Moreover, a study in 1992 indicates that many learners showed very positive attitudes towards RP; the Queen' English was described as urbane, refined, more polite and charming because of the beauty of its sounds; while American English was described negatively as incorrect, slangy (colloquial) and undefined. Others who prefer American accent have positively expressed that GA is more relaxed accent not so luxurious or haughty and sounded better and easier than RP. However, there was a study in 1999 showed there would be an Americanization and potential change in student's attitudes towards the British and American English that most of students change their attitudes and preferred the American English (p.7-8).

Besides, Pettersson (2008) asserted that RP has a higher status and regard than GA and it is considered to be more fashioned, correct and pretentious. Otherwise, GA was viewed as tacky, although these views have been changed because of the American dominance on business, science and media. In Swedish schools; for a time, the American English has been prohibited to teach or to mix both accents, but these judgments have been changed later positively as we said before (p.4-5)

Moreover, American English has been perceived as less civilized, less cultured and less pretty than British English but, it can be easily accepted among a vast number

of native and nonnative speakers, then this has made American English more international. (qtd in. Östlund, 2005, p.4-5)

However, British English has been widespread into classrooms owing to the tradition of publishing textbooks and dictionaries produced and marketed by the Britain over the world while there have been fewer American textbooks and dictionaries. Likewise, American English might be preferred by Swedish learners; they describe it as having uncomplicated intonation, straightforward and easy to imitate and learn whereas, they express British accent as having a very difficult intonation, in which student cannot achieve proficiency (ibid)

Furthermore, in a study of Korean students who tend to use the American accent, they describe it as essential accent to understand and speak easily; they do not express negatively towards the British accent, but they prefer GA, they have seen it as more standard accent and when they use it, listeners would have a good impression about speakers who feel themselves speak English better (Sewell, 2005, p.11-12).

Hietanen (2012) stated that RP has been the most explored model of pronunciation in Europe over the past century. It is an extended model and has strong notion, a constant variety which is reluctant to change, but others deny that and say this are just fables and that it has lost its prestige. While, GA is one variety which is being studied mostly by foreign learners of English, but it is not qualified enough for being a prestigious accent and thus it cannot be considered as a counterpart to RP. Also, these two varieties have been criticized of their dominance in teaching that it cannot be confirmed that either RP or GA is better than other accents because none of them is easier to learn than the other. However, there were others who thought impartially towards different varieties of English; they argued that the English language has several varieties and choosing one single variety for learners is a bad practice, and since

English is being studied as an international language, learners should be aware of its global variation (ibid, p.27-28)

Besides, Modiano (1996) described in detail both varieties; he maintains that American English comes down to prestige and snobbishness. While British English and most of its speakers are in public places that speak regional accents, For example: President John F Kennedy (Boston), Jimmy Carter (South) and Dr. Martin Luther King (p.9-12).

Also, British English has been called so many appellations (Public School English, Oxford English, Cambridge English and Mayfair English) because it is so dignified; it is the language of upper classes that is of aristocracy and members of the royal family. The British accent which is used at broadcasts (BBC English) has been expressed ‘unnatural’ and exaggerated. Furthermore, British accent is more refined and posh accent which is used of cultured people; whereas, American accent is less elegant and more memorial of rural area (ibid)

Instead, the British linguist John Sinclair declared that RP is not a very useful model of pronunciation because it has a very complicated sound system, especially diphthongs that it are pronounced not as the same as the spelling system. The famous linguist M. A. K. Halliday was asked about RP if it would be the best model for English learners, he replied that he does not suspend much on RP because it is less used at that time and that he used a kind of international English that is not precisely RP, but it is good (Svartvik and Leech, 2006, p.126).

2.4 The Appropriate Model of Pronunciation to teach EFL Learners

Teachers speak an accent that may or may not be accepted by learners to understand and speak. Generally, as Kelly (2000) explained that the teacher has to choose a model to use inside the classroom which is more similar to the language used

outside the classroom, but teachers should be aware of the English language variation and different accents. As well as, learners have a target model in mind be it British, American or any other variety, these targets should be personal. Accent choice may vary within one class; learners who prefer British accent might be seated beside ones prefer American accent (ibid, p.15)

To fulfil students' need of understanding different variation of English; teachers should work on two procedures that are production and perception independently. It enables students to understand several varieties and choose their own favorite accent. Concerning perception, much emphasis should be put on clarifying the differences between the British and American English. Teachers have to teach the variety they know and use and to be more informed about other varieties as better as possible (ibid)

2.5 The Adopted English Accent in Algerian Universities

Hocine and Gueche (2014) states that Algeria has adopted British English as a model of teaching English as a foreign language for a long time; Europe and France also have fostered the RP model for many years ago. But now, American English has become the most selected accent which is more international variety than any other variety of English; Algerian students should be aware of both varieties. Hence, the Algerian government has apparently sought to achieve this goal since programs of teaching the English language has been prepared with both British and American authorities (p. 65)

2.6 The importance of learning the Differences between British and American English

Learners tend to use American expressions while using British English and vice versa; they might be aware of the differences between the British and American English to some extent, but they cannot speak pure British or pure American. Rarely, teachers

point to differences between the British and American English, but it is very important and may help learners. Stelzerová (2014) argues that learners learn these differences to make sure that they are really aware of the variety they use and also to make them use the English language appropriately (p.7-10)

As well as, Triyadi (n.d.) asserts that when the learner understands the differences between the British and American varieties, he will benefit from communicating efficiently in both written and spoken language; Teachers may help students to understand these differences to make them speak the language well. Hence, Teachers must know and understand the differences between the British and American English in teaching English, so as the teaching of English will be clearer whether using the British or American English and avoid the students' awkward and confusion (2-3).

Conclusion

In this chapter, we tried to show the importance of teaching pronunciation in learning the foreign language and the different factors that affect pronunciation and we investigated the reasons of why the task of pronunciation is neglected in EFL classes. Then, we discussed different attitudes towards the British and American accents, and we looked for the appropriate model to use, and in particular we sought for teaching the British and American English in teaching the English language as a foreign language, and finally we showed the importance of learning the differences between the British and American English.

Part Two

Field Work

Chapter Three

Analysis of the Students' Questionnaire and the Teachers' Interview

Introduction

This chapter is designed to analyze the findings obtained through the investigation tools in the current case study. As the objective of this investigation is to shed light on the awareness of EFL learners of the differences between the British and American accents and the contribution of teachers to this awareness, and to check learners and teachers' preferences and attitudes towards the two accents. In order to answer the research questions and confirm the hypotheses, a questionnaire was addressed to second year students of English and an interview to teachers of phonetics and oral expression at Mohamed Khider Biskra University.

3.1 Methodology

The choice of the method has been determined by the nature of the study. This work adapts the descriptive method because it can determine the facts about the actual situation (the awareness of EFL learners of the differences between two English varieties), and thereby to clarify that this awareness can solve problems in pronunciation and communication breakdowns.

3.2 Population and sample

3.2.1 Students

Sixty students who responded to the questionnaire were randomly chosen among the total number of the second year English students' population 470 at Biskra

University. The selection of such a sample was based on the consideration that second year English students already have some from their learning of English background. More importantly, they are familiar with the English language neither like the first year, nor like the third year that might go deeply into different specialties which would not concern phonetics.

3.2.2 Teachers

We have dealt with five teachers of phonetics and oral expression at the division of English at Biskra University. Those teachers were been selected at random from teachers who are teaching second year.

3.3 Research Design

3.3.1 Description of the questionnaire

The students' questionnaire is mainly designed to check students' recognition of English varieties, particularly the British and American varieties and whether they can differentiate between them. Also, it aims to provide that students really need to acknowledge about the differences between the two varieties and what would make them aware of these varieties. The questionnaire consists of 22 questions which are arranged in a logical way. They are either closed questions requiring from the students to choose 'yes' or 'no' answers, or to pick up the appropriate answer from a number of choices, or open questions requiring from them to give their own answers and justify them, and one open-ended question to let them suggest and share new ideas. This questionnaire is composed of three sections:

Section One: Background Information

It contains four questions; it aims to gather information about students' age, sex, their choice to study English and their purpose to learn it

Section Two: Students' awareness of the British and American accents

It contains 11 questions. It aims to obtain information about students' knowledge, attitudes and preferences to the British and American accents.

Section Three: The importance of the students' awareness of the differences between British and American accents

It contains seven questions about how and why to raise the awareness of the differences between the British and American accents.

3.3.2 Description of the interview

The teachers' interview is composed of eight open-ended questions; it provides teachers views about the learners' awareness of the differences between the British and American accents.

3.4 The Pilot Study

After we designed the students' questionnaire and the teachers' interview, we tried out them. The questionnaire was given to 11 students of the same participants who were involved in the study. The 11 students used during the piloting study were excluded later from the final sample as they had already experienced the questionnaire answers. This step of testing helped the researchers to find out some unexpected problems, concerning the ambiguity and difficulty of understanding questions. Hence, the researchers would be able to rephrase the questions and make them clearer.

As well as, teachers' interview was also tested; it was given to three (3) other second years' teachers of phonetics and oral expression in order to check whether it was clear enough. Piloting the study also helped the researchers to realize how long the interview would take to be completed and what questions were not useful for the research.

3.5 Data Analysis

3.5.1 Analysis of the students' questionnaire

Section one: Background information

Item1: Age distribution

Table 07: Students' age distribution

Age	Number	Percentage%
18 – 20	37	61,6
20 – 25	22	36,6
More than 25	1	1,6
Total	60	100

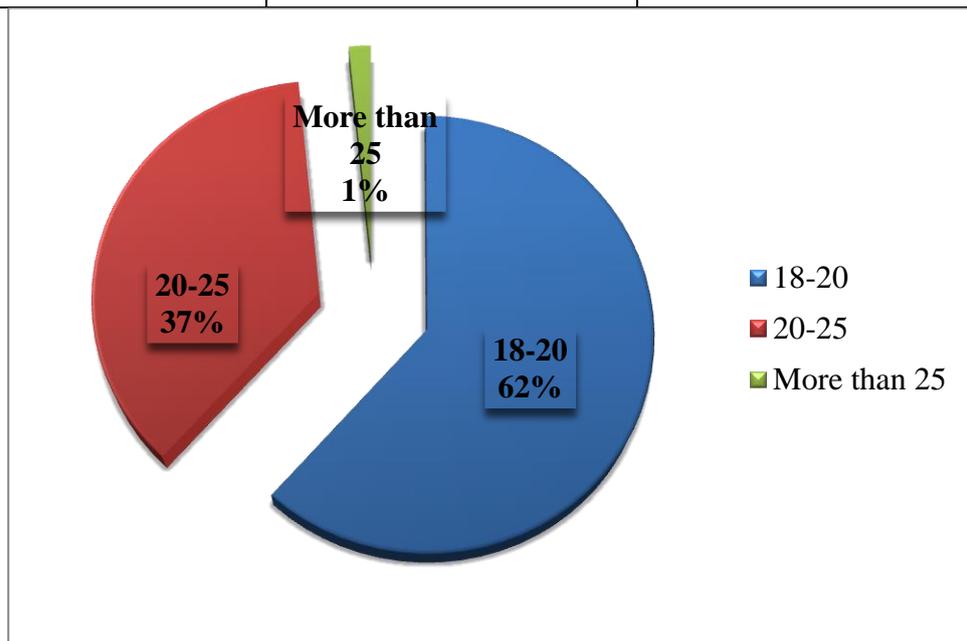


Figure 01: Students' age distribution

According to the results shown in table 07, we notice diversity in age. One can notice that the majority of students 37(61.6%) are 18 to 20 years old. This means they went to school early and never failed. However, 22(36.6%) of students are 20 to 25 years old those are regular students who have gone to school at normal age and may have failed one time or may have never failed. The only student (1.6%) whose his/her

age is more than 25 years old can be explained by either a failure, more probably in the baccalaureate exam, or a change in the field of study.

Item 02: Gender distribution

Table 08: Students' gender distribution

Gender	Number	Percentage%
Male	9	15
Female	51	85
Total	60	100

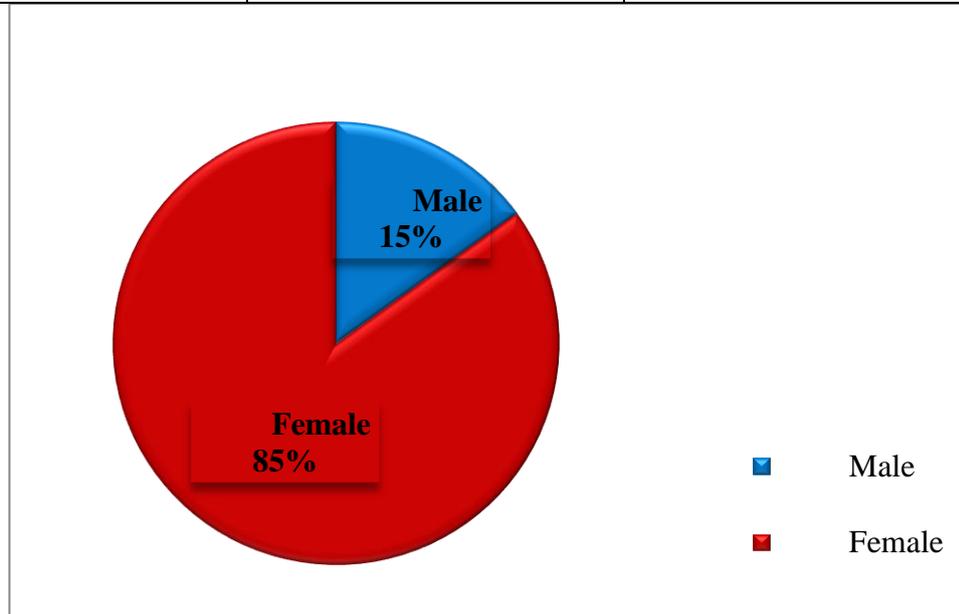


Figure 02: Students' gender distribution

From the table above, out of 60 participants, or 51(85%) are female and nine (15%) are male. This high number of female enrolled in the division of English at the University of Biskra proved two things: first, females are more committed and successful than males; second, females have more tendencies towards studying foreign languages and English in particular.

Item 03: why did you choose to study English?

Table 09: Students' choice to study English

Response	Number	Percentage%
Parental choice	4	6,6
Personal choice	52	86,6
Other	4	6,6
Total	60	100

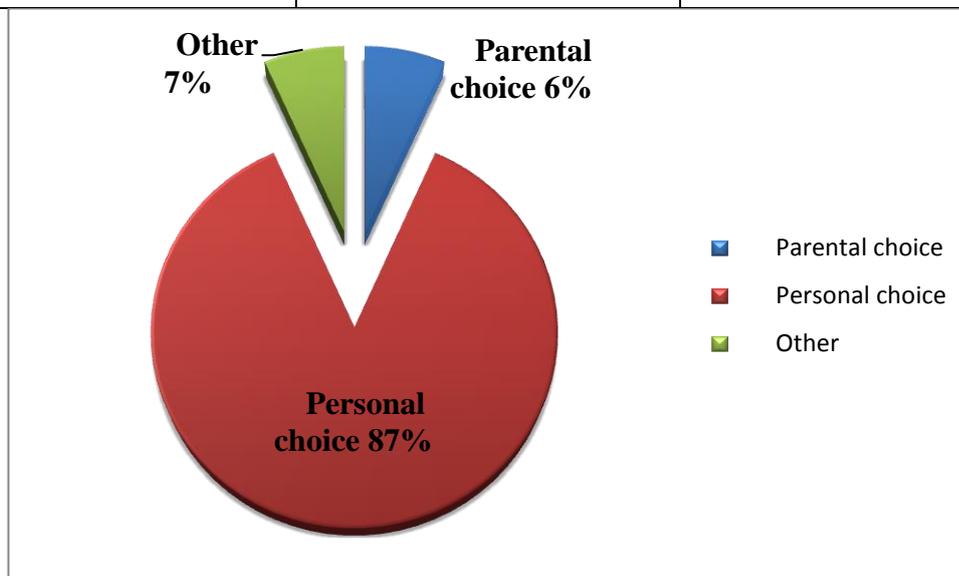


Figure 03: Students' choice to study English

Out of 60, 52(86.6%) participants have reported that they chose freely to study English. However four (6.6%) students were obliged by their parents to study English, the rest chose to study English for other reasons. The great average of students who chose to study English freely shows their great motivation and interest to study this language and this is a very important factor for our study in making them interested and willing to speak the language correctly and appropriately, and trying to lessen problems in acquiring the language especially the speaking skill.

Item 04: If it is your choice state the reason (why)?

52 students, who stated that they have freely chosen to study English, are now asked to give their reasons. Their responses are summarized as follows:

- Many students gave their reason as 'I like it' to express their motives, desire and tendency to study this language.
- English is an international language (language of science, technology and media).
- Knowing more about English culture and traditions.
- Studying the English language was a childhood dream.
- Acquiring English language allows us to travel abroad to England and USA.
- Studying English was for professional reasons (to be a teacher of English in the future).

Section Two: Students' awareness of the British and American accents

Item 01: Do you know that there is more than one English accent?

Table 10: Students' knowledge of English accents

Response	Number	Percentage%
Yes	58	96,6
No	1	1,6
No idea	1	1,6
Total	60	100

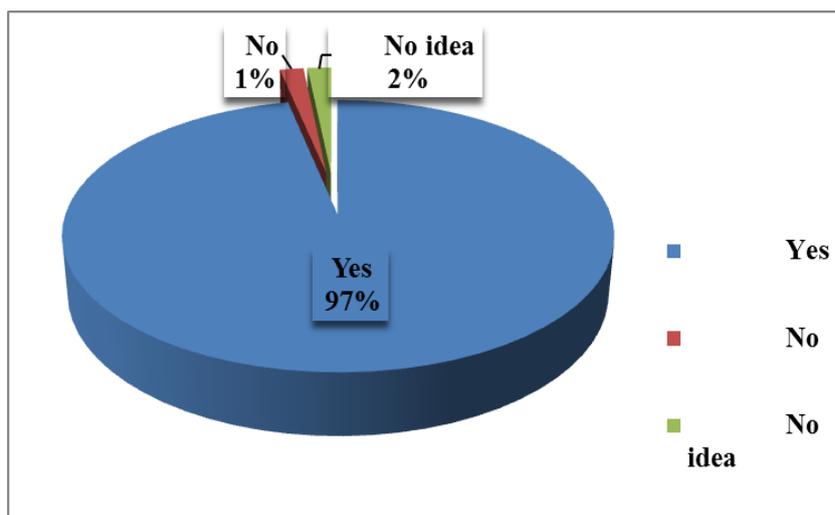


Figure 04: Students' knowledge of English accents

The table and the pie chart above indicate that the majority 58(96.66%) of respondents know that there are more than one English accent and one student (1.6%) does not know or has no idea about English accents. We notice that most students recognized that English language has many accents, meaning that they are acquainted at least with two accents and they are exposed to different accents. Only one student didn't know that English language have different accents or he/she has no idea about it; this can be attributed to unconcern and unawareness.

Item 02: Do you know that the British and American accents are the most important accents in EFL classes?

Table 11: Students' awareness of the importance of the British and American accents in EFL classes

Response	Number	Percentage%
Yes	54	90
No	6	10
No idea	0	0
Total	60	100

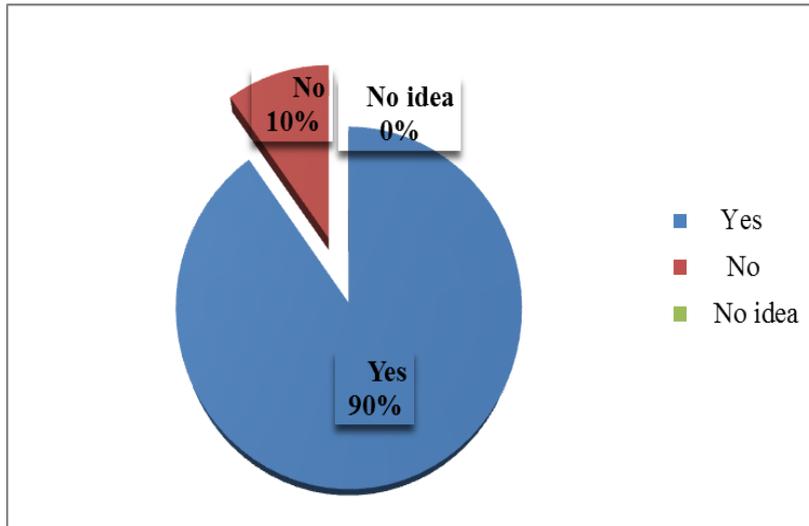


Figure 05: Students' awareness of the importance of the British and American accents in EFL classes

It is clearly observed from the results above that most of students (54; 90%) realize that the British and American accents are the most important accent in EFL classes and only six (10%) students didn't realize that. The great rate of participants, those who know that British and American accents are the two accents mostly studied among EFL classes, illustrate that the British and American accents are the more deliberately used accents in EFL classes.

Item 03: If you have listened to a passage of English speech, could you distinguish whether it is British or American?

Table 12: Students' ability to distinguish between the British and American accents

Response	Number	Percentage%
Yes	18	30
No	27	45
I do not know	15	25
Total	60	100

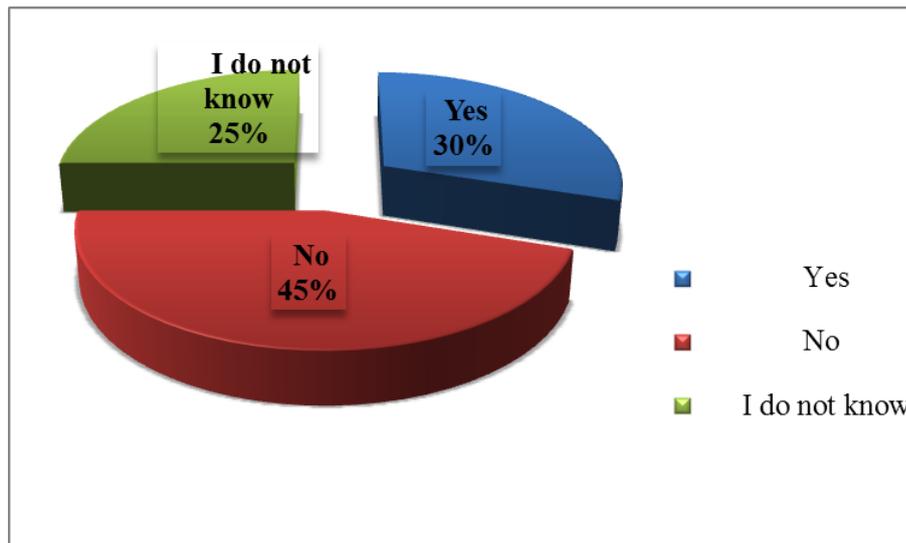


Figure 06: Students' ability to distinguish between the British and American accents

The Respondents' answers reveal that 27 (45%) students could not distinguish between the British and American accents and 15 (25%) do not know whether they could distinguish between the two accents or not; whereas, 18 (30%) of them could distinguish between the British and American accents. So, a minority of the students can differentiate between the British and American accents and a considerable number of them cannot and the rest does not know if they could or not, which means that the distinction between the two accents is not easy and is an issue among EFL learners.

Item 04: If it is no, why?

The answer 'no' to the above question explains that the learners have a problem concerning the differences between the British and American accents. Most of them said that they cannot define each accent separately because they do not recognize the characteristics of each accent and it takes too much time to distinguish between them.

Item 05: If it is yes, how do you find this distinction?

Table 13: Students' attitudes towards distinguishing between the British and American accents

Response	Number	Percentage%
Easy	0	0
Difficult	14	77,77
Medium	4	22,22
Total	18	100

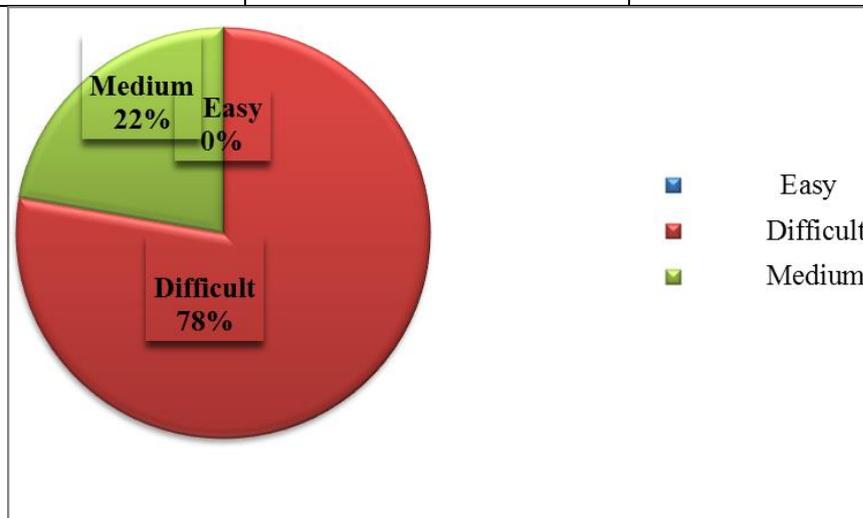


Figure 07: Students' attitudes towards distinguishing between the British and American accents

The 18 participants whom said that they can distinguish between the British and American accents were asked to give a value to this distinction, 14 (77.77%) of them have found it difficult to distinguish between the two accents, and only four (22.22%) students said that the distinction is neither easy nor difficult; whereas, none of them declare that it is an easy matter. We conclude that the distinction between the British and American accents is also hard for those who have the ability to distinguish between them, which mean that the distinction between the two accents is a very complicated issue that may encounter EFL learners and must has been given more concern.

Item 06: Which accent do you speak?

Table 14: Students' accents

Accents	Number	Percentage%
British	12	20
American	15	25
Mixture of the two	33	55
Total	60	100

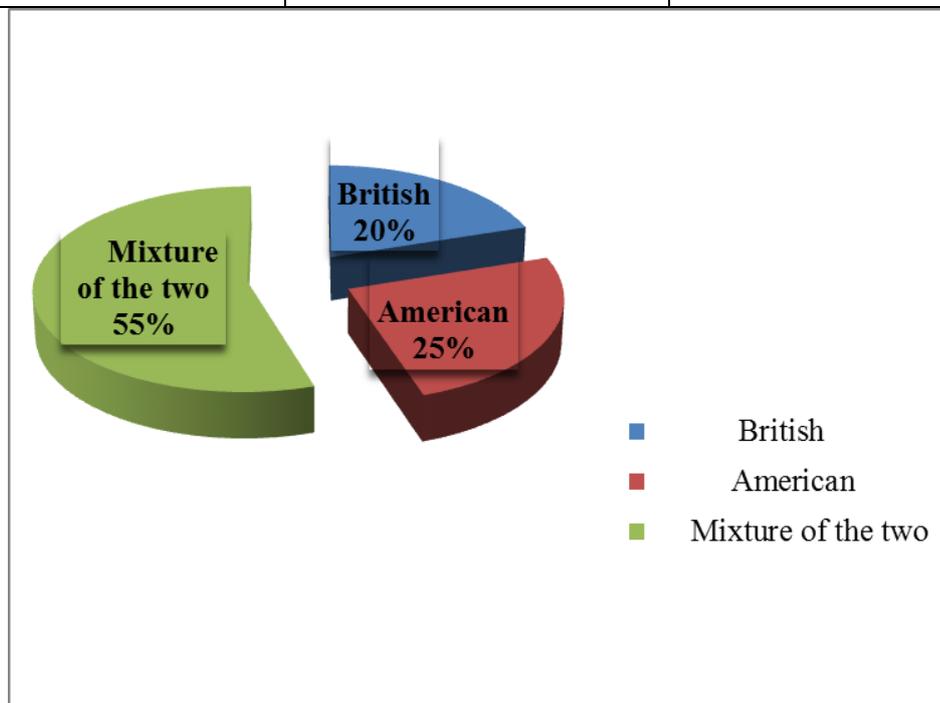


Figure 08: Students' accents

We read from the table above that 33 (55%) of the participants mix the two accents in their speeches, 15(25%) students use the American accent and 12 (20%) use British English. Since the distinction between the two accents is hard among learners as we deduced that before, using one single accent is much harder; most learners speak a mixture of the two accents because of the lack of their awareness of the differences between the two accents.

Item 07: Why (justification)?

The 33 respondent have reported that they mix the two accents in their speeches; they justify their answers as they find it easier than using one single accent which needs more attention in uttering every word. Others think that English would be perfect when you they ‘a combination of both accents’. Some participants said that they are not native speakers to separate the two accents and use one single accent, and that is not important to use one single accent; the important thing is to send the idea either with British or American or both of them. There are some students who state that because they like both accents and try to speak them both, they mix them unconsciously. Whereas, 12 students use the British English because it is ‘more formal’ and attracts listeners; others choose to speak the British English because they like it. However, 15 students use American accent because they found it easier than British accent and they are more exposed to it through the films and songs.

Item 08: Which accent do you like most?

Table 15: Students’ most accents

Preferred accent	Number	Percentage%
British	36	60
American	24	40
Other	0	0
Total	60	100

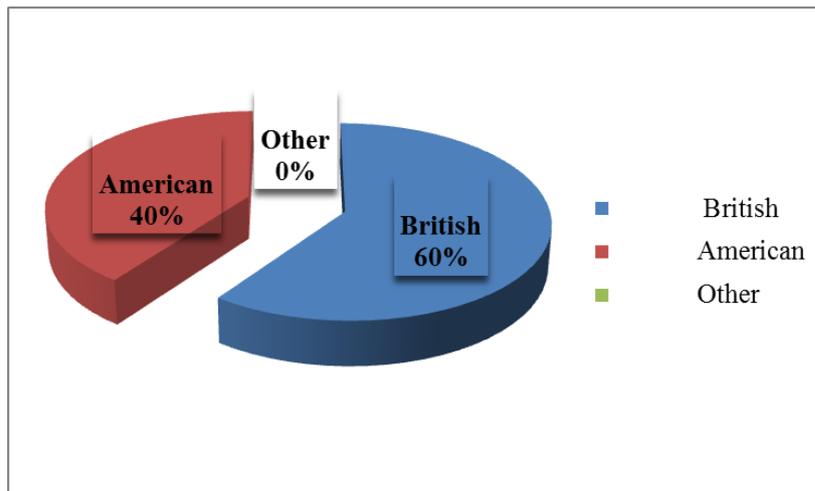


Figure 09: Students' most accents

The table above demonstrates that 36 (60%) respondents like the British accent; while, 24 (40%) of students prefer the American accent. These results show that the British accent is more liked than the American accent among EFL learners though they find it difficult.

Item 09: why (the reason)?

The largest proportion of (60%) students, who like the British accent; they think that the British accent is more articulated, more understandable, prestigious and fancy. Some state that when someone is British, he/ she look like a wise person. However (40%) students like the American accent because it is the mostly used accent and the easiest to speak and understand.

Item 10: Which accent do find easy to understand?

Table 16: The easiest accent(s) to the students

Accents	Number	Percentage%
British	33	55
American	26	43,33
Other	0	0
Total	60	100

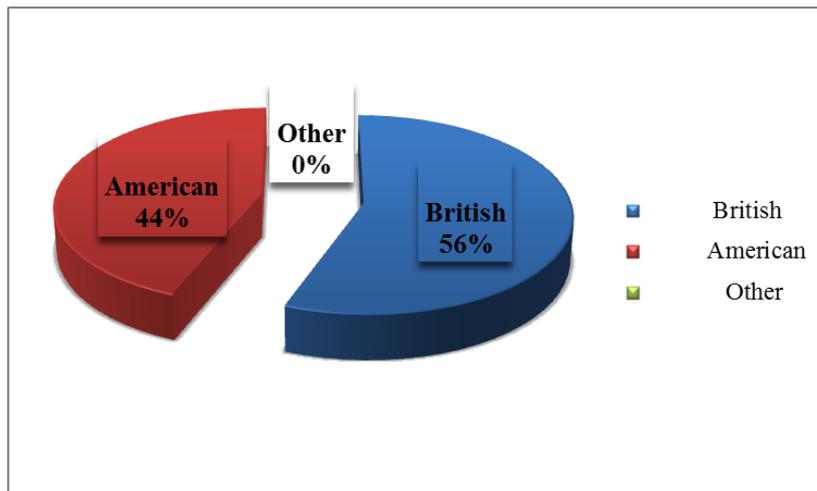


Figure 10: The easiest accent(s) to the students

As it is clearly observed from the table above, 33 (55%) respondents find that the British accent is easier than the American accent; whereas, 26 (43.33%) students state that the American accent is easier than the British accent. Since ratios are close, we conclude that there is no easier accent, but the matter is about what accent the students use, listen and speak; when they listen to American accent songs and movies, they will find American English easier for him to understand but if he exposes to a British English, he will find a difficulty to understand it.

Item 11: Why (the reason)?

33 respondents report that they find the British accent easier to understand than the American accent because it is a clear accent and slow and that they are exposed to it a lot, especially by teachers; while, 26 respondents report that the easier accent is the American because they are used to listen American songs and movies and that it is the first accent they learn; they say that the British exaggerate in pronunciation and that American accent is more clear and not complicated.

Section Three: The importance of learners’ awareness of the differences Between the British and American accents

Item 01: Do teachers make you aware of the differences between the British and American accents?

Table 17: Teachers’ contribution to the awareness of the learners of the differences between the British and American accents

Response	Number	Percentage%
Yes	12	20
No	28	46,66
Not much	20	33,33
Total	60	100

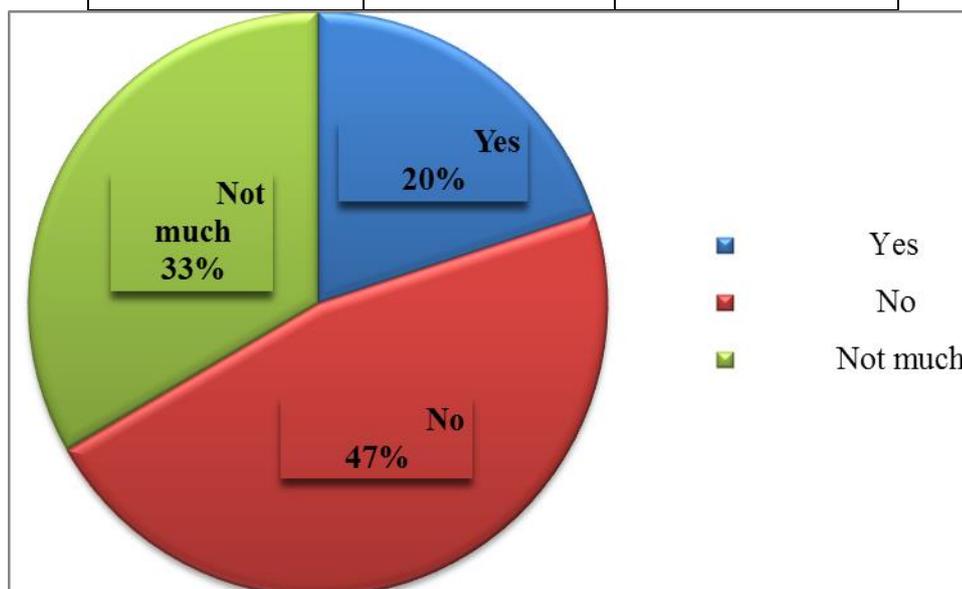


Figure 11: Teachers’ contribution to learners’ awareness of the differences between the British and American accents

As it is noticeable in the table above that 28 (46.66%) participants declare that teachers do not talk to students about the differences between the British and American accents, only 12 (20%) participants report that teachers mention the differences between the two accents for their students; whereas, 20 (33.33%) participants say that

teachers talk sometimes about these differences. We can notice that teachers rarely talk about the differences between the two accents; this might be one reason of the lack of students' awareness of the differences between the British and American accents.

Item 02: If they do? Do you think that this will help you in raising your awareness of the differences between the British and American accents?

Table 18: Students' attitudes towards teachers' contribution to raise their awareness of the differences between the British and American accents

Response	Number	Percentage%
Yes	45	75
No	9	15
Not much	6	10
Total	60	100

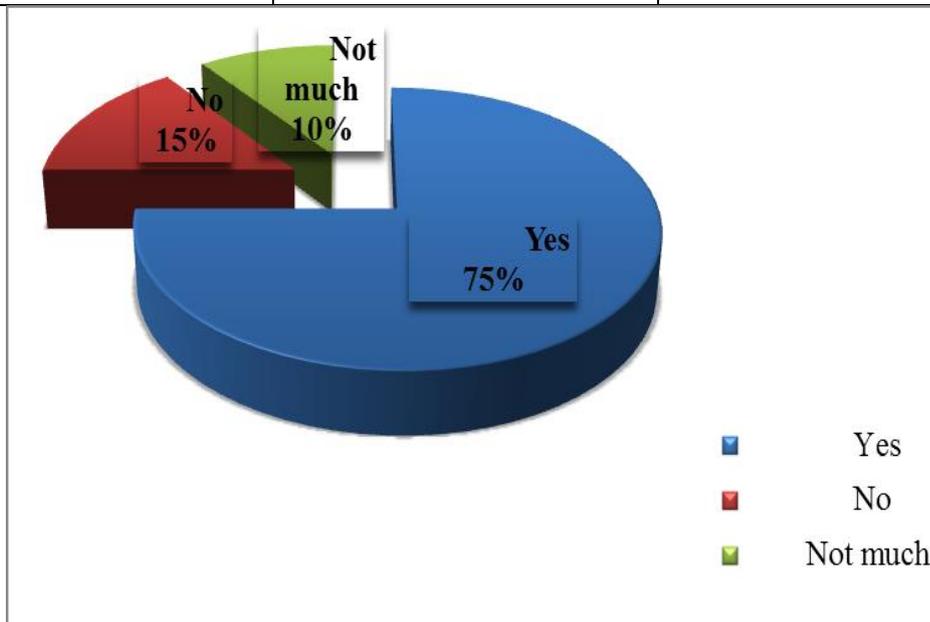


Figure 12: Students' attitudes towards teachers' contribution to raise their awareness of the differences between the British and American accents

From the table above, it is apparent that the majority of learners (45; 75%) admitted that teachers have a role in raising students' awareness of differentiating

between the British and American English. Only nine (15%) respondents argue that teachers have no relation in to the awareness of students of the differences between the two accents, and six (10%) respondents said that teachers' contribution would not help them too much to raise their awareness of the differences between the two accents. So, teachers have a role in raising students' awareness of the differences between the British and American accents.

Item 03: why (the justification)?

Forty five students argued that teachers' contribution would help them to raise their awareness of the differences between the British and American accents, because they believe that the teacher is the best one who can help them, especially teachers of phonetics and oral expression courses. The rest of respondents think that teachers' help is not enough to be aware of these differences and that students should work hard on that issue, especially that there are many other sources of knowledge.

Item 04: From where do you think you got your influence of your spoken accent?

Table 19: Sources of influence on students' accents

Response	Number	Percentage%
Teachers	7	11,66
Media	53	88,33
Other	0	0
Total	60	100

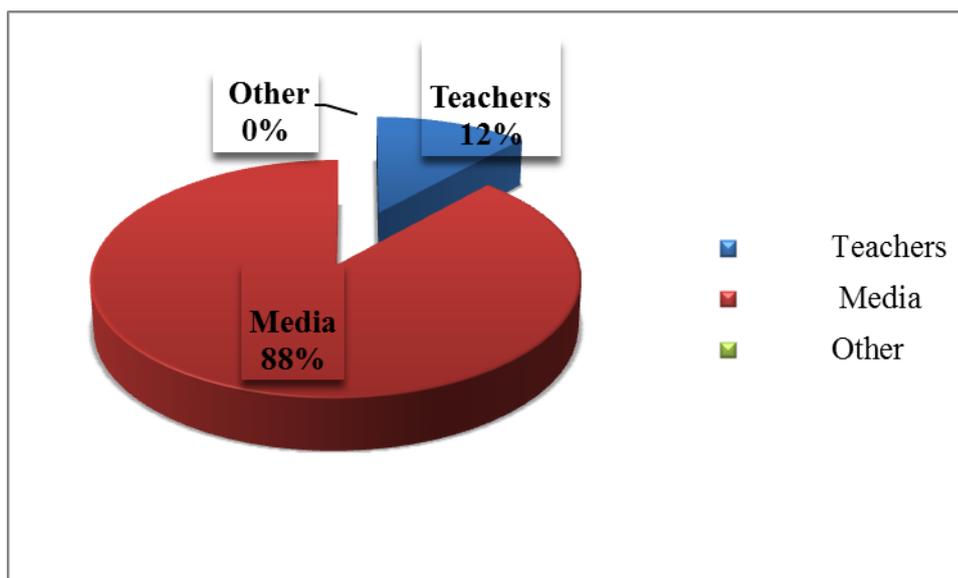


Figure 13: Sources of influence on students' accents

The results tabulated above reveal that 53 (88.33%) respondents are affected by Media in their spoken accents; while, seven (12%) respondents are affected by their teachers in their accents. Students use means of entertainment more than attending sessions filled with blokes of lessons; they found in media simplified lessons which do not oblige them to full following- up and being attentive all the day, they found there at favorite songs, movies, interests, hobbies and rest.

Item 05: Do you check word transcription when you come across a word?

Table 20: Students' checking of word transcription

Response	Number	Percentage%
Yes	12	20
No	41	68,33
No idea	7	11,66
Total	60	100

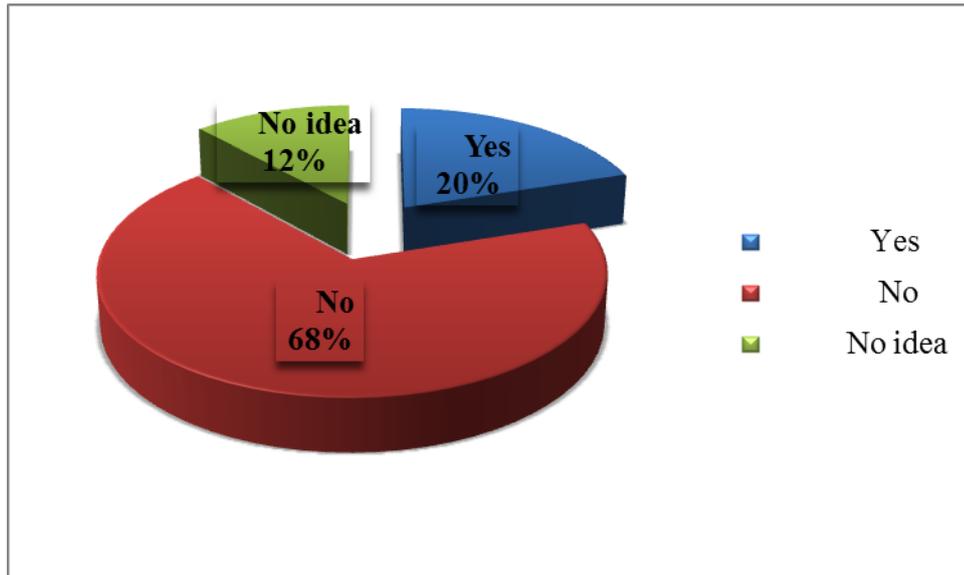


Figure 14: Students' checking of word transcription

68% of the whole sample does not check word transcription and nearly 12% of respondents have no idea about transcribing words; only 20% of students check the transcription of words in their dictionaries. This negligence of looking for word transcription is really an important reason which causes the lack of learners' awareness of the differences between the British and American accents.

Item 06: why (reason)?

All the students who do not check the transcription of the words said that they are lazy and that checking would take time and most of time they do not bring dictionaries; they are not interested in checking and think that it is not important. Students, who have no idea about the transcription, are not curious about checking and overwhelmingly they do not attend phonetic sessions unlike students who look for transcription, they make sure that they spell words correctly and know how to pronounce such a word in their favorite accent; they want to improve their pronunciation level.

Question 07: In your opinion, what would help you as an EFL learner to raise your awareness of the differences between the British and American accents?

The aim of this question is to give students freedom to suggest what they should do and what should be provided to raise their awareness of the differences between the British and American accents.

Twenty one students (35%) suggested the following:

- Listening more to native speakers and English (05 students).
- Continuous interest in checking word transcription (08 students).
- Listening more to media and changing the followed broadcasts between British and American English (02 students).
- Excessive exposure to both accents (02 students).
- Teachers help and control would make them more attentive to such differences (04 students).

3.5.2 Analysis of teachers' interview

Item 01: Which accent do you think your students find easy to understand?

- Teacher One:** “they are more inclined to understand the British English accent but they are more attracted by the American one.”
- Teacher Two:** “British accent to all likelihood.”
- Teacher Three:** “American English.”
- Teacher Four:** “British accent.”
- Teacher Five:** “American English.”

The teachers' responses show that there are students who understand the British accent more than the American accent and that there are students who understand the American accent more than the British one. This means that not all learners have one

common accent which they find easier than the other. The issue is about familiarization and preferences.

Item 02: Which accent do you usually use to teach your students?

-**Teacher One:** “my own accent is British English.”

-**Teacher Two:** “I use American English.”

-**Teacher Three:** “I use RP (Received Pronunciation).”

-**Teacher Four:** “I use RP.”

-**Teacher Five:** “I use American English.”

Through the teachers’ answers, we find that teachers do not use the same accent; this explains two facts: First not all learners use, prefer, listen and speak the same accent. Second, that is why learners mix both accents in their speech since they are exposed to both accents.

Item 03: Although RP is the adopted accent in teaching English Algeria but, students seem to incline more to GA. Why?

-**Teacher One:** “It is a cultural question. They are attracted by American cultural and entertaining programs (TV shows, movies...etc.)”

-**Teacher Two:** “Thanks to movies, most students seem to have a liking for American English.”

-**Teacher Three :** “ Media exposure.”

-**Teacher Four:** “They are attracted by American movies.”

-**Teacher Five:** “Due to the media.”

The results reveal a total agreement among the teachers about students’ attraction by the American accent. All the teachers said that students are affected by media which they are mostly exposed to.

Item 04: Do you talk to your students about the differences between the British and American accents?

-**Teacher One** : “No.”

-**Teacher Two** : “Rarely.”

-**Teacher Three** : “Occasionally.”

-**Teacher Four** : “No.”

-**Teacher Five** : “Rarely.”

The five teachers answered that they do not mention these differences; this explains that teachers do not arouse learners to such differences, so that they do not contribute to raise their awareness.

Item 05: Do you think that EFL learners are really aware of the differences between RP and GA?

Teacher One: “Some (minority) those who are interested in getting or improving their pronunciation.”

-**Teacher Two**: “Not really.”

-**Teacher Three**: “I do not know ask them.”

-**Teacher four**: “I do not think so.”

-**Teacher Five**: “No.”

The teachers’ responses reveal that most learners are not really aware of the differences between the British and American accents; only some of them are concerned with improving their level of pronunciation. In addition, some teachers are not interested whether learners are aware of the differences between the two accents or not, so there is an impact on the awareness of learners.

Item 06: Do you think that EFL learners use one single accent (RP or GA) or do they mix them both?

-**Teacher One:** “They often mix between them (without knowing the difference).”

-**Teacher Two:** “They usually mix both accents up.”

-**Teacher Three:** “A mixture of different accents.”

-**Teacher Four:** “I cannot tell specifically. There are always individual differences.”

-**Teacher Five:** “They mix.”

According to the teachers’ responses, we notice that learners do not use one single accent; they mix them up because they are not careful in the use of accents and are not aware of the English accent they use.

Item 07: Do you think that not only learners but also teachers mix them up?

-**Teacher One :** “Of course.”

-**Teacher Two:** “Yes, that is correct.”

-**Teacher Three:** “That is right.”

-**Teacher Four:** “Yes, I do.”

-**Teacher Five:** “Yes.”

From these responses, we notice that teachers also mix both accents; this might be from the lack of awareness and a matter of habit. This is another factor that affects the learners’ awareness.

Item 08: From where do you think EFL learners get their influence of using an accent?

-**Teacher One:** “Songs, TV shows and movies.”

-**Teacher Two:** “Teachers, but mostly media.”

-**Teacher Three:** “Media (TV, internet)”

-Teacher Four: “Mainly media exposure.”

-Teacher Five: “Movies, music and media.”

All teachers report that learners got their influence of accent from media. They are often exposed to media (TV shows, internet, movies, and songs) more than teachers, and also the Americanization on media which extremely affects them.

Conclusion

This chapter presented the data collection and the results obtained from students’ questionnaire and the teachers’ interview. Subsequently; it explained primarily the methodology, participants, and research aim and research instruments. From the analysis of all the data gathered, we found out that most students cannot differentiate between the British and American accents because of the lack of awareness of the differences between the two accents; they find difficulty to distinguish between the two and could not define each accent apart; consequently, they use both accents British and American in their speeches. But, still the British accent is the most favorite accent and highly chosen one for better understanding. However, students cannot use British purely or American completely because they are not exposed to one single accent. Also, teachers do not help students to raise their awareness, though students have claimed that teachers are the best aid that could help them to be aware of both accents and to use them correctly and appropriately. Both teachers and students have reported that students’ accents are being affected by media more than teachers because of the extreme exposure to it.

The study has given an answer to all the research questions and achieved its aims. The research tools have confirmed the research hypotheses. First, EFL learners are not knowledgeable about the differences between the British and American accents; they

are not able to distinguish between the two accents because of the lack of awareness. Second, students have got their influence of accent from media which has totally affected their pronunciation and selection of accent to use and speak.

Recommendations

The present conducted study attempted to shed light on the importance of the awareness of EFL learners of the differences between the British and American accents. The results conducted from this research have strongly confirmed that most learners ignore the differences between the two accents and teachers are not interested if learners are knowledgeable about these differences or not, and that learners are influenced more by media in their spoken accents, which in turn confirms the current research hypotheses. On the basis of these findings, some recommendations can be set down:

- **For teachers**

1. Teachers need to take into consideration the significance of students' realization of the differences between the British and American accents since it help learners to speak the accent they like and to select the accent they find easy to understand and imitate and to avoid falling in communication and causes breakdowns, which learners met when they exposed to different accent from the accent they used to use.
2. Teachers need to talk about these differences during sessions to make learners mindful and observant and to accustom them to look for these differences and search more about; consequently they would try to use one single accent which is more attractive for them.
3. Teachers need to look for learners' accents and try to improve learners' level of pronunciation which is almost ignored in EFL classes and this causes problems in pronunciation and make learners tardy in enhancing their pronunciation problems and speaking with correct accent.

4. Phonetics and oral expression's teachers need to prompt students on checking word transcription that would help them in recognizing the pronunciation of both accents and pronouncing words correctly and this would be beneficial for them to raise their awareness of the differences between the two accents.
5. Syllabus designed should be taken into consideration about pronunciation subject that will look for English accents which are related to the most studied accents that are British and American accents.

- **For students**

1. Students should take more consideration about word transcription which is very helpful for them not only for the distinction between the British and American accents but also to make sure to speak English correctly and to enhance their pronunciation errors.
2. Students have to listen and interact with native speakers who speak the English language fluently, correctly and appropriately to improve their pronunciation and their spoken accent.
3. Students have to listen to both accents to avoid embarrassment from such accent they are not used to listen to.
4. Students have to work for their pronunciation level and try to enhance their problems of pronunciation; hence, they have to look for these differences to communicate effectively, speak correctly, and avoid pronunciation errors and to be more aware of the spoken accent whether British or American, to choose the easier accent for them for better understanding.

General Conclusion

The present study is based on an investigation of the importance of students' awareness and usage of the British and American accents and their attitudes towards these varieties and teachers' contribution to raise or lessen this awareness.

The current study focuses on whether learners are aware and consistent in their use of English accents. Through two main gathering tools which investigated both teachers' and learners' awareness to distinguish between the two accents; the findings gathered through this study confirm that most of learners are unaware of the differences between the British and American English and that they habitually mix both English accents in their speech; as well as, teachers do not look after arousing learners about such differences or at least talking about these differences and trying to attract learners of the used accents to make them aware of the variety of English used, or being more specified to use an accent and speak; insomuch, some learners do not know that the accent they use is not the accent they think themselves are using, this is because of the lack of awareness of the English accents. It is also being confirmed that learners are influenced more by other external factors in their used accent that is media; learners are constantly exposed to media and their speech is often being attracted by movies, songs and other TV programs. Moreover, the results of teachers' interview and students' questionnaire confirm our hypotheses that most learners are not knowledgeable about the differences between the British and American accents; also learners are frequently exposed to media which extremely influences their spoken accent.

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Appendices

Appendix A:

Student's Questionnaire

Dear students,

You are kindly invited to fill in the following questionnaire. It is designed to check your awareness of the differences between the British and American accents, and the importance of this awareness in the EFL learning process.

This is not a test, so there are no 'right' or 'wrong' answers and you do not have to write your names on it. We are interested in your personal opinion. Tick the appropriate answer and justify it whenever it is possible. Thank you very much for your help.

1. Background information

- a. Age
- b. Gender :
- Male Female
- c. Why did you choose to study English?
- Your parents' choice
 - Your personal choice
 - Other
- d. If it is your choice, state the reason (why):

.....

.....

.....

2. Student's awareness of the British and American accents:

- a. Do you know that there is more than one English accent?
- Yes
 - No
 - No idea
- b. The British and American accents are the most important accents in EFL classes. Do you know this?
- Yes
 - No
 - No idea
- c. If you have listened to a passage of English speech, could you distinguish whether it is British or American?
- Yes

- No
- I do not know

d. If it is no, why?

.....

.....

e. If it is yes, how do you find this distinction?

- Easy
- Difficult
- Medium

f. Which accent do you speak?

- British
- American
- Mixture of the two

Why?

.....

.....

.....

g. Which accent do you like most?

- British
- American
- Other

Why?

.....

.....

h. Which accent do you find easy to understand?

- British
- American
- Other

Why?

.....

.....

3. The importance of the student's awareness of the differences between the British and American accents

a. Do teachers make you aware of the differences between the British and American accents?

- Yes
- No
- Not much

b. If they do? Do you think that this will help you in raising your awareness of the differences between the British and American accents?

- Yes
- No
- Not much

Why?

.....

.....

.....

c. From where do you think you got your influence of your spoken accent?

- Teachers
- Media
- Other

d. Do you check word transcription when you come across a word?

- Yes
- No
- No idea

Why?

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e. In your opinion, what would help you as an EFL learner to raise your awareness of the differences between the British and American accents?

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Thank you for your collaboration

Appendix B:

Teachers' Interview

Dear Teachers,

This interview is designed to collect information about the importance of EFL learners' awareness of the differences between the British and American accents and to increase this awareness and help learners to be more acquainted with these differences. The case study is second year students.

We would be grateful if you answer these questions to help us in our research for the Master's degree in language sciences.

Thank you in advance.

1. Which accent do you think your students find easy to understand?

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2. Which accent do you usually use to teach your students?

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3. Although RP is the adopted accent in teaching English in Algeria, but students seem to incline more to GA. Why?

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4. Do you talk to your students about the differences between the British and American accents?

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5. Do you think that EFL learners are really aware of the differences between RP and GA?

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6. Do you think that EFL learners use one single accent (RP or GA) or do they mix between?

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7. Do you think that not only learners but also teachers mix them up?

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8. From where do you think EFL learners get their influence of using an accent?

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Thank you for your collaboration.

ملخص

هذه الدراسة تتناول موضوع أهمية وعي متعلمي اللغة الإنجليزية كلغة ثانية بالاختلافات الموجودة بين اللهجة البريطانية واللهجة الأمريكية في شعبة اللغة الإنجليزية بجامعة بسكرة. في هذا البحث حاولنا تسليط الضوء على الاختلافات الموجودة بين الإنجليزية البريطانية والأمريكية من حيث مستوى التلّفظ، كما استعرضنا مختلف المواقف التي قد استقصيت حول هاتين اللهجتين وأهمية تعلم الاختلافات بين هاتين اللهجتين. وقد افترضنا في هذه الدراسة فرضيتين: أولاً، أن أغلب التلاميذ غير واعيين بالاختلافات الموجودة بين اللهجتين البريطانية والأمريكية. ثانياً، أن التلاميذ متأثرون بشكل كبير بلهجة وسائل الإعلام أكثر من لهجة الأساتذة في لهجتهم الخاصة بهم. لتأكيد هذه الفرضيات، قمنا بالبحث في حالة الدراسة للسنة الثانية ليسانس وأساتذة مادة علم الأصوات وأساتذة مادة التعبير الشفهي في شعبة اللغة الإنجليزية وهذا لاختبار وعي التلاميذ ومواقفهم اتجاه هاتين اللهجتين ودور الأساتذة في هذه

التوعية. ولهذا أعددنا استبياناً للتلاميذ ومقابلة مع الأساتذة. النتائج التي حصلنا عليها بعد تحليل الاستبيان والمقابلة أوضحت أن معظم المتعلمين لا يستطيعون التفريق بين اللهجة البريطانية واللهجة الأمريكية وأنهم غالباً ما ينجذبون للهجة وسائل الإعلام ولهذا تكون لهجتهم المستعملة متأثرة بوسائل الإعلام. هذه المذكرة تهدف إلى تزويد المتعلمين بأهم الاختلافات الموجودة بين اللهجتين البريطانية والأمريكية وهذا لرفع الوعي وسط المتعلمين باللهجات الإنجليزية التي يستعملونها فعلاً وللفت انتباه الأساتذة لكي يهتموا أكثر بحاجة التلاميذ لإدراك هذه الاختلافات لكي يختاروا لهجتهم المفضلة ولتحسين مستواهم في التفاهة باللغة الإنجليزية.