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**Algerian EFL Students' Perceptions of British and American Accents.
A Case of Study of Second year EFL Students at Chadli Bendjedid
University**

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DEDICATION

To you as a reader...

In The name of Allah, the most merciful and the most beneficial

This dissertation is dedicated to our families who have always been a source of love, concern, support and strength. Without them, this work would not have been possible.

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List of Abbreviations and Acronyms

A.D after Date / Anno Domini

AAVE African American Vernacular English

AAE African American English

BBC British Broadcasting Corporation

BVE Black Vernacular English

BE Black English

EFL English as Foreign Language

ESL English as Second Language

G.A General American

L.M.D License, Master, Doctorate

S.E Standard English

StP Standard Pronunciation

StAmE Standard American English

R.P Received Pronunciation.

UK United Kingdom

US United States

USA United State of America

Abstract

The current study investigates the attitudes of Chadli Bendjedid university EFL students, towards the British and the American accents and dialects, what urges to conduct this research is to examine the progress of learners speaking and writing abilities, and their capacity to distinguish the regional varieties of English. The present study investigates the attitudes of fifty students and five teachers from the department of English at Chadli Bendjedid University at el Tarf this issue has been explored through a questionnaire which was carefully designed to serve the purpose. The findings revealed the teachers' awareness of the necessity of acquainting Algerian university students with both British and American varieties. Nonetheless, some teachers remain reluctant to the consideration of the latter.

ملخص

تهدف الدراسة الحالية إلى تحقيق في نظرة طلبة اللغة الانجليزية لجامعة الشاذلي بن جديد نحو اللهجات الإقليمية الأمريكية و البريطانية و تسلط الضوء علي الصعوبات التي يواجهونها في التفرقة بين تلك التنوعات علي ضوء هذا المشكل تعكس هذه الدراسة نظرة كلا من الاساتذة و الطلاب نحو أهمية استعمال اللهجة الصحيحة عامة و النطق خاصة .و من خلال هذا الصدد يهدف هذا البحث على التحقق في نظرة طلبة و أساتذة اللغة الانجليزية في جامعة الشاذلي بن جديد من خلال التطرق لبعض الأسئلة الموجهة لكل من الأستاذ و الطالب . النتائج النهائية سوف تعرض كمية الوعي المشترك بين الأساتذة و الطلبة بخصوص الاستعمال الفردي و الجماعي للهجات الأمريكية و البريطانية .

Chapter One

Introduction to the Study

Introduction

This research has been carried out to investigate the attitudes of Chadli Bendjedid University students of English as a foreign language towards British and American regional accents and dialects ,also to shed –light on the challenges they are facing in differentiating between these varieties .The present chapter covers the statement of the problem and the aim of the study along with significance .It also includes the research questions and the hypothesis by the researchers as well as the used methodology ,which includes a description of the study design ,the participants and data collection and analysis procedures .Finally ,the end of this chapter consists of the limitations of the study along with the organization of the thesis with a concluding section.

Statement of the Problem

Learners find difficulty and confusion to choose between British and American accents ,the reason perhaps of their lack of awareness about the differences and the varieties of English used by these accents, thus they need to have an efficient ,constant and varied pronunciation practice to ease the learning of accents, yet to make it more successful and enjoyable ,However, in the light of the absence of clear, planned framework for teaching accents in the curriculum, and the deficiency of suitable materials and equipments in the English division at Chadli Bendjedid university of El-Tarf .Pronunciation practice is often neglected in oppose to grammar and vocabulary practice ,undoubtedly the dearth of practice will lead learners to struggle with pronunciation and speaking difficulties and this may result in the development of a negative attitude towards the phonetic session.

The majority of teachers usually mix between BrE and AmE accents ,they do not use a specific form of accent while instructing, which lead learners 'confusion in a

misunderstood session ,without noticing the different varieties of English in both written and spoken form. By implementing accents in oral and writing expression classes ,we are trying to investigate (1) Whether students 'ability of differentiating accents is increased (2) Whether students prefer using BrE or AmE accent,(3)Which accent in more convenient in teaching English language process.

Aim of the Study

The purpose of this study is to shed the light on the challenges and attitudes of EFL learners towards British and American regional accents .we are trying to examine (1)The progress of learners speaking, writing abilities after the exposure to different accents ,(2)Students ability to distinguish the regional varieties of English .Moreover this research aims to test their attitudes towards using whether American or British accent regarding the differences of both as long as their behavior concerning the correct English in general and accent and pronunciation in particular.

Significance of the Study

Learners confuse between American English and British English on speaking and writing form ,they are not aware of which variety they are speaking or communicating with, not only students but teachers as well ,they use a mixture of accents in classrooms and combine British words with American sentences and vice versa.

If teachers are not using a one variety of English, learners will not benefit from the usage of a certain on their learning process of English language ,and this resulted in a form of mixed grammar items together and cause a misunderstood language ,Algerian teachers including those in Chadli Bendjedid University, great number of them do not offer the exact ,specific English accent while teaching ,we believe that if we Implement accents in teaching process in EFL classrooms ,students 'speaking proficiency significantly improve, variety of accents will enhance their oral skills ,pronunciation and intonation and enrich their

vocabulary, furthermore, they will increase their learning motivation ,self-confidence, this study will provide recommendations for universities to integrate both American accent and British accent in teaching English as a foreign language. Finally, we anticipate that this study will serve as a reference for future researchers in the field of teaching English as a second and foreign language.

Research Questions

Many EFL learners strive to differentiate the British English and the American English in both writing and speaking form, due to the mixture used in classrooms .This study aims to delve into students 'attitudes towards this accents and bring up the challenges faced learners in choosing one accent to model ,Based on this ,it investigates the following questions:

Question One

What are students' attitudes, towards the mixture of English accents, used by prospective teachers and learners within the classrooms?

Question Two

Which challenges students are confronting towards the difference of British and American accent, which one they prefer?

Question one aims to investigate students 'attitudes towards the mixture of English; the use of grammatical items of both AmE and BrE accents in the classrooms. On the other hand, question two attempts to shed the light on learners 'challenges caused by the lack of awareness of the dissimilarity of both accents BrE and AmE,as well as the one accent learners find it suitable for their learning process.

Research Hypotheses

Earlier research has shown that both EFL teachers and students tend to mix features from BrE and AmE, The hypothesis below is therefore that teachers and students in this

investigation will mix British and American English, American accent is more used than British accent due to films ,music,Internet,social networks...etc, another hypothesis is that students challenges and attitudes will change into a more profitable way that can give them the chance to be more productive English learners .this hypothesis are shown below :

Hypothesis One

Both teachers and students mix between British and American features that lead to a negative attitude towards these varieties.

Hypothesis Two

The majority of students prefer the American English more than the British.

Hypothesis Three

By differentiating BrE and AmE regional accents, learners will be able to understand more and their challenges and attitudes will change.

Methodology

Study Design

To examine the attitudes students have towards the mixture of BrE and AmE accents in classrooms by teachers and students both, we constructed questionnaires about their usage of English and their attitudes towards these mixture , we also prepared a list of words in which to determine whether they are aware of the differences of British and American pronunciation and vocabulary , we decided to examine second year students and some prospective teachers in Chadli Bendjedid university in El-Tarf.

Instruments

In the current study, two main sources of data collection are used, that is a questionnaire distributed to second year EFL students and some teachers in Chadli Bendjedid university, as long as we are interviewing a number of them. The use of this variety of data collection tools will help to facilitate the understanding of the case study.

Participants

This study was conducted with second year students of English at Chadli Bendjedid university in El Tarf .The participants were aged 20 to 33 years old, the total sample consists of 50 students, 20 males and 40 female, they were randomly chosen from a homogenous group of students who have similar educational backgrounds,all participants studied English as a subject for seven years before reaching university level .This study took place during the 2016-2017 academic year.The majority of students could be categorized as being low to intermediate students.

Limitations

Although this research was carefully prepared, it has its limitation and weakness. The study was carried out with second year students of English at Chadli Bendjedid University for one academic semester (12 weeks).which is not sufficient period for the study,it would have been better if the study lasted a bit longer.

Organization of the Thesis

The present thesis is organized into five chapters .The first chapter is the introductory one, which consists of the statement of the problem ,the aim of the study and its significance ,the research questions and hypothesis, the applied methodology (Study design ,participants, and data collection procedures).the limitations of the structure or organization of the thesis . The second chapter deals with the review of related literature, it covers the definition of some terms (Accent, Dialect),along with a historical background of the British English and the American English .Besides ,this chapter cope with the differences between BrE and AmE accents, it also give a short description of BrE and AmE accents.

The third chapter is concerned with the methodology used in this research including the participants chosen for this study, the instruments of data collection, and the detailed procedures of the experiment and the analysis of the collected data.

The fourth chapter exposes the findings of the study.

Finally, the last chapter provides the discussion of the results and gives some suggestions and recommendations to other researchers to conduct further studies on the use of accents to enhance EFL learners' oral written proficiency.

Conclusion

Many students who study English as a second or a foreign language face the problem of using one certain accent due to a combination of a BrE accent and AmE accent through classroom sessions. This research has been conducted in order to investigate students' attitudes towards the mixture of accents, and to find out if teaching accents will be with a great deal and give students the ability to speak more fluent and accurate English.

The present chapter introduces the major steps of this research, which has the potential to foster the EFL teaching/learning processes and pave the ground for other researchers to conduct further studies on the use of English accents in the EFL classroom. This chapter also includes the research questions and hypotheses. The latter state that students have a certain attitude about the mixed accent usage.

This study consisted of a small sample, 50 students and five teachers took part in the investigation, and it is not possible to draw any conclusions beyond the present data. The tendency of increasing usage of AmE and changing attitudes towards BrE and AmE among students seem to be confirmed. The questionnaires were anonymous, which is preferable in order to not make students feel intimidated. But that procedure also has disadvantages, because it was not possible to match the questionnaire answers with the pronunciation test, which would have been interesting. Furthermore, the investigation was a constructed situation, reading a list of words might not be representative of the English used in a natural setting, most students are aware that they are being studied, and can make a conscious effort to show a good attitude opposed to a negative one in a way that is expected from them. The

interviews also are used to a small number of students. In addition, it would have been interesting to study the mixture teachers' usage of and attitudes towards BrE and AmE. However, since it was important to limit the topic, we chose to focus entirely on the students in this survey.

Chapter Two

Review of Related Literature

Introduction

The English language has emerged tremendously through time from being an Anglo-Saxons' language, whom invaded England about 1500 years ago, to what it is today a global lingua-franca spoken by as many as 1.6 billion people or more, as a second and as a foreign language, It is primarily the language of business, science, new media, internet, social networks and TV...etc, but though this famous presence English is not the same everywhere, the vast number of speakers in all over the world resulted in large number of varieties; American, British, Canadian...etc. The English language has overtook educational systems, and it became necessary to study English in many fields, in the EFL classrooms many students need the ability to communicate with native and non-native speakers of this language possessing a wide range of both native and non-native English accents.

In Algerian universities, classrooms are filled with materials for teaching and learning English to support listening, as well as vocabulary building and grammar improvements, without stressing on speaking accents, although clearly an impactful language dimension pronunciation teaching in Chadli Ben Djedid university, never seems to have gained enough too much attention among the teachers and students, However, learners should perceive particular accents as ideals they should strive to achieve in their learning process. There are two famous varieties of language; the British and the American accent, this two remain the ones that appeal to students most in mass media, as also there are many other regional accents and dialects that is important to study within this two varieties. Apparently many speakers are not aware that they have used one particular variety of a language rather than another or sometimes even they have switched languages. Rivers in her book on teaching has said, "Persons who are not native speakers of a language can easily cause offense and give

wrong impressions by mixing elements from several registers in speech and writing" (1981, p.85). This chapter deals with the review of related literature, which includes a definition of two important concepts; Dialect and Accent, in addition to a short history of British and American English. Moreover, it involves BrE and AmE geographical limits and also a collection of the most recognized regional accents and dialects in both, besides to that a distinction between the two accents concluding, grammar, vocabulary, pronunciation, and semantics. And summing up into a short conclusion. This chapter also comprises some scholars' prior research on the British and the American English usage in the EFL classrooms and the differences of both varieties.

Dialect

Dialect is used to denote a complex of interwoven subsystems of pronunciation and vocabulary as well as aspects of grammar. Trudgill (1992) claims that dialect is a variety of language which differ grammatically, phonologically, and lexically from other varieties, and which is associated with a particular social class or group.(p.29). The Miriam-Webster Online Dictionary (Miriam-Webster 2005) defines dialect in part as "a regional variety of language distinguished by features of vocabulary, grammar, and pronunciation from other regional varieties and constituting together with them a single language."According to American Heritage Dictionary of English language, a dialect is a regional or social variety of language distinguished by pronunciation, grammar, or vocabulary, especially a variety differing fro; the standard literary language or speech pattern of the culture in which it exists. This definition Implies that there is some sort of standard language from which all the various dialects of that language differ, In English is not the case. American scholars, generally use the term to designate any variety of English whether social or geographic, Moreover, According to sociolinguistic fields the concept refers to varieties of the same language whose differences on

vocabularies, pronunciation, grammar, and is associated with a particular geographic region or social group (Ronald, 2016)

Accent

Everybody has an accent, the word accent is common terms in the EFL classrooms, which describe the distinctive way a person pronounce words in the language typically for a group of people specific to a country, a region or a social group. Anderson and Trudgill gave a simple definition describing accents as the way in which a person pronounces a language, and because language always has to be pronounced when speaking everybody has an accent. Accent refers to pronunciation only and identifies where a person is from regionally or socially. Regional accents can refer to any locale, including both rural and urban communities within a country as well as national groups speaking the same language and our impression of other languages. Social accents relate to the cultural and educational background of the speaker. In Britain, the best example is RP (Received Pronunciation) which is the standard accent of Standard English in England. Or, GA (known as General American English) is the standard accent of American English. (Crystal, 2003, p. 3).

Macmillan English Dictionary defines it as “a way of saying words that shows what country, region or social class someone comes from” (p.7), following this general definition O’Grady et al (2005) stated that an accent in terms of phonetics as a certain type of pronunciation determined by the phonetic characteristics of the speaker’s mother tongue transferred to his/her use of another language. It is possible for a non-native student to learn a native-like English accent and to choose which accent is appropriate for the learning process and to be comprehended by natives and non-native speakers.

British English vs. American English: A Short Historical Background

“The United states and United kingdom are two countries divided by a common language” (Patta, 2007, p. 81). The English language belongs to the Indo-European family of

languages; it was originated from the Anglo-Frisian dialects brought to Britain in the mid 5th to 7th centuries AD, by three Germanic tribes; the Angles, Saxons and the jutes, crossing from what is known today as Northern Germany, Denmark and the Netherlands. At that time, the inhabitants of Britain spoke the Celtic language, however, most of Celtic speakers were pushed west and north by invaders mainly into what is now known as Wales, Scotland and Ireland(Crystal; 1995).

In about 55 BC, the Romans brought Latin to Britain, prior to that, two branches of Celtic were spoken in the territory that is Gaelic and Welsh (Graddol 1997:7), this language was important because it was the language of church and many Latin words were introduced into the Early Old English during (c-450-c-850) ,most of it are common with the English of today ,grammatically, as it was very inflected and conjugated (Momma 2008 b:part v.section1). Besides, the French language was introduced by the Norman conquest about 1066, as a result, the French language became official in Britain ,and had a considerable impact on English spelling and vocabulary (ibid:7) .Moreover, during the Elizabethan and Shakespearian era, the church Latin language was declined ,and in the Early Modern English all indo Germanic complex morphology was gone ,in addition ,it was a diverse language ,so the usage varied greatly even among the upper-class .

By 1750 English had become the official language used in Britain as it is known as the national English, after a period it was the publication of the first dictionary and grammars in 1755 as Johnson's Dictionary 1755, The Oxford English Dictionary (1858-1928).

About the seventeenth century, the English language in America was brought by colonists from England who settled along the Atlantic seaboard, in the 18th century the relations between the British and Americans broke up because of trade that led to conflicts, resulting in a war that soon became shown as a combination of interaction differences, First, American English was colonial in status and British English was dominant. During this phase, the

influence and the flow of development was from British to American English. In the second phase, from independence until the First World War, American English established for itself a character of its own, including a reputation for creating new expressions, being racy and original, while still being regarded itself as a junior partner beside British English. Thirdly, which continues at the present time, American English emerges as of equal status and values as that of British English and in some respects reversing the earlier flow of influence, so that it is frequently British English which draws on American English.(as cited in Qiu,2010-12, pp.6-21).

In 1789 an American lexicographer Noah Webster claimed that the isolation of America from Britain would eventually create two different languages as different as Dutch, Danish and Swedish from one another, however in 1828 Webster reconsidered his thoughts on this topic since he realized that matching of AmE and BrE was important. Having known the linguistic history, he expected English to follow Latin that had divided into French, Italian, Spanish etc. (Marckwardt and Quirk 1965, 1, 46)

British English and the British Accent

Hansen in Schneider declares that the term British English generally refers to the variety of English that is used in the British Isles as the primary language of the British population. The British Isles incorporate five countries: England, Wales, Scotland, Northern Ireland, the Republic of Ireland, as well as some smaller adjacent islands. England is particularly the dominant country; hence, "*British English* is used explicitly or implicitly to refer to the type of English spoken in England" (1997: 59),The British accent is the form of English used in the Great Britain ,However ,Finegan 2004 stated that British English is the basis for the English's spoken in England, Ireland, Scotland, Australia, New Zealand, India, Pakistan, Malaysia, Singapore, and South Africa (366), the phrase British accent has a monolithic quality, as if it were a homogeneous variety and a straightforward fact of life, the

term covers all varieties, standard and non-standard, at all times, in all regions, and at all social levels.

Samuel Johnson's Dictionary is regarded as the most authoritative piece of work Shaping English spelling in the British Isles. As indicated on the British Library Board Website Samuel Johnson accomplished and published *A Dictionary of the English Language* in 1755. It was considered the first proper English dictionary. Crystal quotes Johnson's Preface to the dictionary where Johnson explained that the intention of the dictionary was "not form, but register the language." (Crystal 2003a, 74)

RP Accent and the Standard Accent

The term Standard English (SE) is the one most commonly used to label the language 'English' It is the variety of English used in public life in England and other English-speaking countries, for example: in education, law, medicine and government. Nowadays, it has no geographical boundary, and is used across the whole of England and other English speaking countries. In England, it also has an accent associated with it, known as Received Pronunciation Received Pronunciation, is used primarily for comparative purposes in research and, to certain extent, in teaching. In fact, only a small minority of the British population speaks RP in everyday life. On the other hand, there are a number of accents in Britain; the traditional English dialect areas are Lower North, Western Central, Eastern Central, Eastern, Western and South (ibid). The conception is usually perceived as a phenomenon of British Standard English, Nowadays, a concept of Standard English is perceived as a variety of English, which is used by educated people in newspapers and television. However, there are many regional differences within Standard Englishes, especially in terms of vocabulary stock and grammatical aspects. From the regional point of view, a number of varieties exist, for example, between Standard English (lift) and Standard Scottish English (elevator). (Trudgill 2000, 6), RP for short. Because of their origins and

history, SE and RP are closely associated with the language of the middle and upper classes in English society, known variously as 'the Queen's English' or 'BBC English'. Daniel Jones at first chose the term 'Standard Pronunciation' (StP), perhaps slightly ingenuously, to describe 'that [type of pronunciation] which forms the nearest approximation, according to the judgment of the writer, to the general usage of educated people in London and the Neighborhood' (1909: v). It should, however, be clear that 'received' was originally an epithet that expressed exactly what it meant to express. It has become increasingly unpopular in the last few decades, because it is felt that it is indicative of the sort of class prejudice that modern society prides itself on having shed. If we think of Standard English, it is the version we believe is found in printed English in newspapers and books is widely used in the mass media and is taught in most schools. That general variety used in public broadcasting in the United States, we can refer more specifically to Standard American English or, in Britain, to Standard British English.

RP is not a unitary speech style, but a collection of such speech styles within a south-east English phonological system, rooted in and influenced by, the speech of the capital. It admits of diachronic, synchronic, situational and class (in the sense of PEAR 1955) variation

Cockney Accent

The term cockney derives from a word that existed in Middle English, between the 12th and 15th century, it refers to 'cock's egg' which means anything weird, Wright (1981:11) claims that cockney became a word that referred to someone effeminate and silly, in addition Chaucer used the word cokeney connecting it with daffe which means a foul in his prologue to the Reeve's Tale.

Cockney English refers to the accent or dialect of English traditionally spoken by working-class Londoners who have been born and lived within earshot of the bells of

St. Mary-le-Bow, Cheapside of London, Cockney speakers have a distinctive accent and dialect, and occasionally use slang. The Cockney accent is heard less often in Central London these days but is widely heard in the outer London boroughs, the London suburbs and all across South East England. It is common in Bedfordshire towns like Luton and Leighton Buzzard, and Essex towns such as Rumford, true cockneys used to talk with a way that gives a rhyming tone, this way called rhyming slangs. Is most simplest uses a conjunction of words, whose last is used to suggest a rhyme.

Cockney rhyming slang is so prevalent in British English that many people unwittingly employ it in everyday speech. You will hear several established terms used in conversation throughout Britain this is a list of some as follows:

- a) Apples and Pears – stairs
- b) Baked Bean – Queen
- c) Baker's Dozen – Cousin
- d) Ball and Chalk – Walk
- e) Barney Rubble – trouble
- f) Bees and honey – money
- g) Boat Race – face
- h) Bottle and glass – arse
- i) Bread and Cheese – sneeze
- j) Bread and Honey – money
- k) syrup of figs – wig (sic)
- l) tables and chairs – stairs
- m) tea leaf – thief
- n) Todd Sloane – alone
- o) Examples:

I'm just going down the apples & pears to get a cup of tea from the kitchen.(Stairs)

I don't know what she's rabbiting about.(Talk)

He gave me some bread and honey. (Money)

VOWELS

1. [æ] BECOMES [ɑ]

Pass, past, dance, ask, answer, laugh, bath, can't, plaza, master, half

2. [aɪ] MORE NASAL—The sound is elongated, more nasal and rounded by the lips.

Cry, flight, spike, timetable, vitality, child, diamonds, height, try, my

3. [eɪ] BECOMES [aɪ]

train, late, face, came, maintain, able, stay, Seamus, traitor

4. [u] BECOMES [əʊ]- Slight variation on the Liquid U. There is more lip rounding and it's slightly more nasal.

Who, choose, clue, food, moving, beautiful, stupid, duel, few, duty, news

5. [ou] BECOMES [əəou] – This sound is more forward, much more nasal and elongated.

Show, go, below, hello, open, over, stoke, blow, hopeless, owner, moan.

Scottish Accent

Scottish English is a broad term for the varieties of the English language spoken in Scotland. Scottish English is defined as a modified version of Standard English spoken in Scotland. SSE is distinguished as a specific accent mainly due to the influence of Scots and Gaelic. On account of Gaelic and Scots, two considerably distinct accents of Scottish English had developed. The first one being influenced by Gaelic is nowadays discerned in the Highlands and Islands, and it is termed as Gaidhealtachd or Highland English (McClure 1994)..79),

Scottish English vowels examples.

/ɪ/[ɛ~ɪ] bid , pit /i:/[i] bead, peat./ɛ/[ɛ~ɛ] bed, pet. /eɪ/[e(:)]bay, hey, fate. /æ/[ä]bad,
pat/ɑ:/balm, father, pa/ɒ/[ɔ]bod, pot, cot/ɔ:/bawd, paw, caught/oo/[o(:)]
road, stone, toe/ʊ/[u]good, foot, put/u:/booed, food/ʌ/[ʌ~ɐ]bud, putt

Diphthongs.

/aɪ/[ɛi~zi~əi]buy, ride, write/aʊ/[ɐu~ʒu~əu]
how, pout/ɔɪ/[oi]boy, hoy/ju:/[ju]hue, pew, [ɪr], [ɛr], [ʌr]bird, herd, furry.

In addition to distinct pronunciation, grammar and expressions, Scottish English has distinctive use of idioms. Examples include:

- What a dreich day! meaning "What a dull, miserable, overcast day" (of weather)
- I'm feeling quite drouthy meaning "I'm feeling quite thirsty"
- That's a right (or real) scunner! meaning "That's extremely off-putting"
- It's a fair way to Skye from here meaning "It's a good distance to Skye from here"
- The picture still looks squint meaning "The picture still looks askew/awry"
- You'd better just caw canny meaning "You'd better just go easy/Don't overdo it"

Scots, like many speakers from the North of England, also do not differentiate between front and back 'a' sounds as in 'Sam' and 'Psalm'; both sounds are always fronted and short. Nor do we differentiate between 'cot' and 'caught'; both these words are homophones for Scottish English speakers and they both have a short vowel in them.

Yorkshire dialect

The Yorkshire dialect refers to the Northern English language varieties spoken in England's historic county of Yorkshire. Those varieties are often referred to as Broad Yorkshire or Tyke.^[1] The dialect has roots in older languages such as Old English and Old Norse; it should not be confused with modern slang. The Yorkshire Dialect Society exists to promote use of the dialect in both humour and in serious linguistics; there is also an East

Riding Dialect Society. The examples below are from the lexicon of Yorkshire dialect speakers.

In nouns.

- Attercop: spider. Old English "poisonous spider" (compare adder).
- Backend: autumn
- Bairn: child. (Also used in Scotland; cognate with modern Norwegian barn.)
- Blain/blen: sore, swelling or boil. Old English.
- Creel: bench for killing pigs. One of the very few Celtic words still used in Yorkshire.
- Kelter/kelterment: junk, rubbish, litter.
- Lowance: a packed lunch; from "allowance"
- Lug: ear.
- Nowt: nothing. Rhymes with "stout" or "coat". Literally "Naught".
- Owt: anything. Rhymes with "stout" or "coat". Literally "Aught"
- Rick/Rigg: haystack, back or ridge. Almost any ridge-like feature.
- Sock: a ploughshare. A very rare Celtic survival, possibly reintroduced via Cambria by Vikings who had previously settled in Ireland.

In verbs.

- Addle: to earn. From Old English via Old Norse.
- Lap: to cover or wrap up
- Laik/lark: to play, or laze around. Old Norse.
- Mafted: (past participle) very hot or breathless - "Ahm reet mafted!"
- Mash: to brew, as in tea or beer (compare "mash tuns")
- Nithered: (past participle) made cold and shivering. Old Norse
- Pike off: to leave without paying. Probably related to tumpike.
- Putten: past tense of the verb to put.

- Puther: to make clouds of smoke or dust: "Yoon's putherin' toneet!" (=the oven's smoking tonight!)

American English

Geographical Limits

The United States of America is a federation of fifty states located to the North of America. American English is the variety of English which is used by the majority of Americans in the US, but it is not recognized as the official language by the American government. American English is "... [the] product of the continent's settlement history, with individual accents and dialects having resulted from unique mixtures of settlers from different regions of the British Isles and elsewhere and their ways of speaking" (Kachru et al. 2006: 58). Noah Webster, a lexicographer, contributed to the American English language in the National period by proposing a new American standard speech and spelling. Moreover, besides new American linguistic rules, Webster's work gave Americans new sense of identity. (Crystal 2003a, 81).

General American Dialect

The General American dialect refers to the spectrum of 'standard' English spoken by newscasters, TV actors, and a large percentage of middle-class Americans. The term '**General American**' is sometimes used by those who expect for there to be a perfect and exemplary state of American English. ... However, in this essay the term 'Standard American English' (StAmE) is preferred; it designates the level of quality (here of pronunciation) that is employed by educated speakers in formal settings. StAmE pronunciation differs from region to region, even from person to person, because speakers from different circumstances in and different parts of the United States commonly employ regional and social features to some extent even in formal situations." Bernd Kortmann .et al (2004). These are some features of the General American dialect:

- The short-a (as in cat) is raised and diphthongized before nasal consonants.
Hence man and can't are pronounced something like IPA meən and keənt (“meh-uhn” and “keh-uhnt.”)
- Rhotic, meaning the r is pronounced at the end of words like car and mother.
- Words like lot and rod are pronounced with an unrounded vowel, as lat and .ɹɑd (“laht” and “rahd”).
- The diphthong in words like boat and rode is pronounced relatively back: i.e. IPA boʊt and roʊd.

The Black Vernacular Dialect

The largest dialect of Standard English is known as “Black Vernacular English” (BVE). BVE was originated in the African-American Population, (AAVE) is a dialect (ethnolect) of English spoken by a certain percentage of the African American community (estimates vary between 40% and 70%), particularly working class urban communities and to some extent in bidialectal urban middle class communities. BVE follows its own rules for grammar, articulation and morphemes. BVE is the topic of many debates, as African Americans recognize it as a cultural language, while many educators believe that it is sub-standard English. BVE is common in New York, the Southern States, St. Louis and Chicago. Some features of AAVE:

Final consonant cluster reduction.

Final consonants are omitted in clusters where both consonants have the same voicing and place of articulation; this phonological constraint has been argued to have been inherited from the West African languages which the first slaves taken to America spoke (Green 2002:107ff).

African American English (AAE) is also known as BEV (Black English Vernacular), AAVE (African American English Vernacular), Black English (BE) • Ebonics (Ebony + Phonics), Spoken Soul.

Clusters at the ends of words.

When two consonants appear at the end of a word (for instance the st in test), they are often reduced: the final t is deleted. This happens, to some extent, in every variety of English including standard ones. In AAVE the consonant cluster is reduced variably (i.e. it does not happen every time) and systematically.

Sociolinguists have shown that the frequency of reduction can be expressed by a rule which takes account of a number of interacting facts. Crucially, the frequency of reduction depends on the environment in which the sound occurs. The following two factors, among others, have been found to affect the frequency of reduction in consonant clusters. If the next word starts with a consonant, it is more likely to reduce than if the next word starts with a vowel. For example, reduction is more likely to occur in west side (becoming wes side) than in west end. A final t or d is more likely to be deleted if it is not part of the past tense -ed than if it is. (The past tense -ed suffix is pronounced as t or d or Id in English depending on the preceding sound.) For example, reduction is more likely to occur in John ran fast (becoming John ran fas) than in John passed the teacher in his car.

The th sounds.

The written symbol th can represent two different sounds in English: both an "unvoiced" sound as in thought, thin and think, and a "voiced" sound as in the, they and that. In AAVE the pronunciation of this sound depends on where in a word it is found. At the beginning of a word, the voiced sound (e.g. in that) is regularly pronounced as d so 'the', 'they' and 'that' are pronounced as de, dey and dat. AAVE shares this feature with many other nonstandard dialects, including those of the East Coast of United States and Canada. Less

common in AAVE is the pronunciation of the unvoiced sound as t. Thus 'thin' can become tin but rarely does. This however is a very common feature of Caribbean creoles in which 'think' is regularly pronounced as tink, etc. When the 'th' sound is followed by r, it is possible in AAVE to pronounce the 'th' as f as in froat for 'throat'. Within a word, the unvoiced sound as in nothing, author or ether is often pronounced as 'f'. Thus AAVE speakers will sometimes say nufn 'nothing' and ahfuh 'author'. The voiced sound, within a word, may be pronounced v. So 'brother' becomes bruvah, etc. At the end of a word, 'th' is often pronounced f in AAVE. For instance 'Ruth' is pronounced Ruf; 'south' is pronounced souf. When the preceding sound is a nasal (e.g. n or m) the 'th' is often pronounced as t as in tent for 'tenth'; mont for 'month'.

The sounds l and r.

When they do not occur at the beginning of a word l and r often undergo a process known as "vocalization" and are pronounced as uh. This is most apparent in a post-vocalic position (after a vowel). For instance 'steal', 'sister', 'nickel' become steauh, sistuh, nickuh. In some varieties of AAVE (e.g. in the Southern US), r is not pronounced after the vowels o and u. The words door and doe, four and foe, and sure and show can be pronounced alike.

Vowels.

Nasalized vowels: When a nasal (n or m) follows a vowel, AAVE speakers sometimes delete the nasal consonant and nasalize the vowel. This nasalization is written with a tilde (~) above the vowel. So 'man' becomes mã.

Nasals consonants and front vowels: In many varieties of English, including standard varieties, the vowels i in pin and e in pen sound different in all words. In AAVE, these sounds are merged before a nasal (like n or m). So in AAVE pin and pen are pronounced with the

same vowel. Most Southern US varieties of English merge these vowels too, so this is only a distinctive feature of AAVE in the northern United States.

Diphthongs.

Some vowels like those in *night* and *my* or *about* and *cow* are called "diphthongs". This means that when the vowel is pronounced, the tongue starts at one place in the mouth and moves as the vowel is being pronounced. In AAVE the vowel in 'night' or in 'my' is often not a diphthong. So when pronouncing the words with this diphthong, AAVE speakers (and speakers of Southern varieties as well) do not move the tongue to the front top position. So 'my' is pronounced *ma* as in *he's over at ma sister's house*.

Stress.

AAVE differs from some other varieties in the placement of stress in a word. So, where words like *police*, *hotel* and *July* are pronounced with stress on the last syllable in Standard English, in AAVE they may have stress placed on the first syllable so that you get *po-lice*, *ho-tel* and *Ju-ly*.

Canadian Accent

Canadian English is related to the features of both British and American English. However, it displays its own unique features. (Crystal 2003a, 340) Canadian's desire to be independent resulted in identifying neither with the American nor with the British language group. Crystal states several unique characteristics of Canadian speakers:

- a) The use of *eh* with rising intonation instead of tag question
- b) The words restricted to Canadian area include *kayak*, *parka*, *caribou*, *mukluk* (Inuit book) and other words connected with trading, wood or mining. The pronunciation form of /a/ and /ɪ/ so that *out* sounds more like *oat* and *isle* more like *oil*.

(Crystal 2003a, 342)

Differences Between British and American English

According to David Crystal (2002), there are no researches conveying all the differences, but a lot of them are well known among the people. British and American English came to be different in many ways. Most of the differences are as follows:

Grammar

American English has developed grammatical changes independent from the British Grammatical norms. However Tottie explains how grammar, as opposed to vocabulary, does not have to change in order to reflect a changing reality. When new vocabulary is coined and borrowed in response to new circumstances and new phenomena, the changes in grammar have been relatively few even though there are differences between AmE and BrE. The grammatical examples which are normally given are general and not exclusive for either BrE or AmE, thus variations in dialects and circumstantial use, for instance in conversation, fiction, academic writing etc., might differ in terms of their construction of grammatical features (2002).

Spelling

There are relatively few differences in grammar and spelling” between BrE and AmE (Trudgill and Hannah 1985: 45).

Words ending in -re/er.

British English words that end in *-re* often end in *-er* in American English.

| British | US |
|----------------|--------------|
| Amphitheatre | Amphitheatre |
| Centimetre | Centimeter |
| Litre | Liter |

| | |
|---------|--------------------|
| Fibre | Fiber |
| Meagre | Meager |
| theatre | theater or theatre |

Words ending in -our/or.

British English words ending in *-our* usually end in *-or* in American English:

| British | US |
|----------------|-----------|
| Armour | Armor |
| Colour | Color |
| Behaviour | Behavior |
| Harbour | Harbor |
| Labour | Labor |
| Rumour | Rumor |

Words ending in -ize or -ise.

Verbs in British English that can be spelled with either *-ize* or *-ise* at the end are always spelled with *-ize* at the end in American English:

| British | US |
|----------------|------------|
| Appetiser | Appetizer |
| Colonize | Colonise |
| Naturalize | Naturalise |

| | |
|-----------|-----------|
| Realise | Realize |
| Symbolise | Symbolize |
| Vaporise | Vaporize |

Some words are the same in both countries such as size, prize, and surprise ...etc.

Words ending in -yse.

Verbs in British English that end in -yse are always spelled -yze in American

English:

| British | US |
|----------------|-------------|
| Analyse | Analyze |
| Breathalyse | Breathalyze |
| Paralyse | Paralyze |

Words ending in a vowel plus l.

In British spelling, Words ending in a vowel plus *l* double the *l* when adding endings that begin with a vowel. In American English, the *l* is not doubled:

| British | US |
|----------------|-----------|
| Counsellor | Counslor |
| Equalled | Equaled |
| Fulling | Fuling |

| | |
|-----------|----------|
| Traveller | Traveler |
| Revelled | Reveled |
| Wollen | Woolen |

Some British words ending in one- l may have double -ll in American spelling for instance:

appal, distil, enrol, enthral, fulfil, instill... etc, as opposed

appall, distill, enthrall, fulfill, instill... etc.

Words spelled with double vowels.

British English words that are spelled with the double vowels *ae* or *oe* are just spelled with an *e* in American English:

| British | US |
|------------|-----------|
| Leukaemia | Leukemia |
| Manoeuvre | Maneuver |
| Oestrogen | Estrogen |
| Paediatric | Pediatric |

Nouns ending with -ence.

Some nouns that end with *-ence* in British English are spelled *-ense* in American English:

| British | US |
|---------|---------|
| Defence | Defense |
| Licence | License |

| | |
|----------|----------|
| Offence | Offense |
| Pretence | Pretense |

Nouns ending with –ogue.

Some nouns that end with *-ogue* in British English end with either *-og* or *-ogue* in American English:

| British | US |
|-----------|----------------------|
| analogue | analog or analogue |
| catalogue | catalog or catalogue |
| Epilogue | Epilog |
| dialogue | dialog or dialogue |

Verbs.

Have got vs. Have

a) BrE: Have got /Have you got

British English prefers the verb structure have got with corresponding question form have you got.

Example: He has got a black car.

Has he got a red car? Yes, he has got/ No, he hasn't got

b) AmE: Have / Do you have

American English uses for possession the verb *have* with the appropriate

Question formed with do-support (Algeo 2001, 336)

Example: He has a black cat. Does he have a black cat? Yes, he does/No, he doesn't.

Got/Gotten

The past participle of the verb “get” is “gotten” in American English. In British English, however, you’ll hear their correct language as “got.” For example:

- A. John has got much better during the last week. (BrE)
- B. John has gotten much better during the last week. (AmE).

Shall

BrE speakers often use shall with I and we in statements when referring to the future, especially in more formal situations. AmE prefers will, for example:

- I shall be back in a minute. (BrE)
- I’ll call you early tomorrow morning. (AmE).

Past simple and past participles

Certain verbs have two acceptable forms of the past simple/past participle in both American and British English, but in British English the “t” is more commonly used to end verbs while in American English, “ed” is preferred. For example:

- a) He dreamt that he burnt it. (BrE)
- b) He dreamed that he burned it.(AmE)

Present perfect vs. past simple

In AmE Past Simple is the preferred form .However the British use the present perfect to talk about a past action which has an effect on the present moment. In American English both simple past and present perfect are possible in such situations. For example:

- a) He has gone home. (BrE)
- b) He went home. OR He has gone home. (AmE)
- c) Have you called Dave yet? (BrE)
- d) Did you call Dave yet? (AmE)

Adjectives and adverbs.

There are few systematic adjectival differences between British and American English. Most of the variations concern lexical forms (Algeo 2006:119). British and American use different ways the suffix -ed to form adjectival such as in American English, mid-position adverbs are often put before auxiliary verbs and *am / are / is / were / were*, even when the verb is not emphasized.

a) You certainly have made him angry. (US)

b) You have certainly made him angry. (GB)

In British English, mid-position adverbs can go before auxiliary verbs and *am / are / is / was / were* when we want to emphasize the auxiliary verbs.

a) I am really sorry. (No emphasis on am.)

b) I really am sorry. (Emphasis on AM)

Prepositions

The following list of preposition demonstrates the difference:

a) It's twenty of twelve (AmE) / It's twenty to twelve (BrE)

b) In the course (AmE) / on the course (BrE)

c) On the weekend (AmE) / at the weekend (BrE)

d) On the street (AmE) / in the street (BrE)

e) Talk with you (AmE) / talk to you (BrE)

f) In university or college (AmE) / at university or college (BrE)

g) On the beach (AmE) / by the beach (BrE)

h) These dresses are in a sale. (BrE) / These dresses are on sale. (AmE)

i) Your daughter's name stands first in the list/ (BrE) Your daughter's name stands first on the list. (AmE)

- j) He will come here at a quarter to three/ (BrE, AmE) He will come here at a quarter before /of / till three. (AmE)

Vocabulary

The difference in vocabulary ranks among the biggest distinctions between BrE and AmE. According to Kövecsec's (2000) analysis of Webster's *New world Dictionary* there are approximately 11,000 English words originating in America out of which the majority are new American 'coinages' (products of certain word-formation processes) and the rest are already existing English words which have obtained new meaning in AmE. There are various areas in which vocabulary can differ, they are as follow:

In education.

This list of some words is used in Education:

| AmE | BrE |
|-------------|------------------|
| Elementary | Primary |
| Junior high | Secondary school |
| Eraser | Rubber |
| Grade | Mark |
| Principal | Headmaster. |

In food.

The list below exhausts some of the food which shows the dissimilarity between BrE and AmE:

| AmE | BrE |
|---------------------------|----------------|
| Candy | Sweets |
| Cookies | Biscuit |
| French fries | Chips |
| Stove | Cooker |
| Baked potato | Jacket potato |
| Jelly | Jam |
| Juice concentrate | Squash |
| Grilled cheese (sandwich) | Toasted cheese |

In transport.

The present list focuses on the topic of transportation.

| AmE | BrE |
|------------|-------------|
| Airplane | Aeroplane |
| Gas | Petrol |
| Railroad | Railway |
| Subway | underground |
| Tire | Tyre |
| Truck | Lorry |
| Vacation | Holiday |
| Windshield | Windscreen |

Others.

| AmE | BrE |
|--------------|-----------------|
| Fall | Autumn |
| Brackets | Parentheses |
| Dear | Expensive |
| Draughts | Checkers |
| Film | Movie |
| Fire brigade | Fire department |
| Football | Soccer |
| Full stop | Period |
| Jumble sale | Yard sale |
| Ladybird | Ladybug |
| Parcel | Package |
| Phone box | Telephone booth |

Pronunciation

Modiano (1996) examines the differences in pronunciation between AmE and BrE by explaining how difficult it is to determine and investigate any standard models, as accents and dialects vary, most conspicuously in the UK. Some dialects of BrE have developed through institutional establishments, such as public schools and aristocratic domains, and are therefore associated, to some extent, with social class. The English spoken in the UK became the educational standard in Europe. However, in recent years, the input of AmE has reconstructed the language use and today both AmE and BrE are accepted. There are some pronunciation rules which are different in British and American English.

Vowels.

The sound of /r/ before and after vowels

In BrE a /r/ sound is not pronounced when it appears before a consonant or at the end of a word and pronounced only when it appears before a vowel sound. Such as the word Car [kɑə]. Whereas in AmE /r/ is pronounced as in [kɑər].

The sound of /ɑə/ Vs /ɑ/

Wells explains the difference as :in the BATH lexical set there is one of the most prominent different sounds between British and American accents. Whereas in BrE, the pronunciation is [baə], in AmE the word is pronounced with the open [ba]. Both the vowels occur in both varieties of English, but in words such as *ask*, *dance* or *laugh*, the difference is most noticeable. In some accents in the north of England though, the vowel is shortened and [laəftə] becomes [laftə], or more precisely [laftər] (*laughter*), as some northern BrE accents tend to be rhotic rather than non-rhotic (1982: 353-67).

The sound of /u/ and /ju:/

After consonants *t-*, *d-*, *n-*, the British pronunciation uses the vowel *u* as [ju:] sound whereas the Americans use *u*. This feature is called yod-dropping and despite it being a common feature of AmE, it is to be found in BrE as well i.e. in East Anglia (Starvik and Leech 2006, 164)

Back vowels /*ɔ:/, /*ɒ/ and /ɑ:/

BrE distinguishes between three different back vowels, as in the words *caught*, *cot*, and *calm*, (*ɔ:, *ɒ), and [ɑ:], respectively. In AmE, there are normally two distinctions, *ɔ+ and *ɑ:+, thus *caught* is pronounced with *ɔ+ and *cot* and *calm* with [ɑ:].

Diphthongs.

RP pronunciation has three diphthongs ending in /ə, eə, uə/ as in here, there, poor. General American has no separate phonemic diphthongs which end in / ə /. The vowels in the

above three words are pronounced as sequences of I+r, e+r, and ʊ+r, respectively. But /ʊə/ is often replaced by /ɔ:/ in RP accent.

Consonants.

Consonant is a speech sound that is articulated with complete or partial closure of the vocal tract. Examples include: /p/ pronounced with the lips, and /t/ pronounced with the front of the tongue. Each consonant can be distinguished by several features: (as cited in Maddieson, 1984, p. 2).

There are some varieties between consonants concerning British and American, including:

British non-rhotic /r/ vs. American rhotic /r/

For example, car is pronounced /kɑ:/ in BrE and /kɑ:r/ in AmE.

Fear is pronounced /fiə/ in BrE and /fiər/ in BrE.

The sound of /j/

Many speakers of General American do not pronounce /j/ in stressed syllable after the alveolar consonants /t, d, n/, such as words like Due and Student pronounced /dju:/, /'stju:dnt/ in BrE and /du:/ and /'stu:dnt/ in AmE.

The consonant /t/

The consonant *t* in the position between a consonant and a voiced sound becomes in AmE a [d] sound in quality e.g. *city* ['sɪti (BrE) / 'sɪdi (AmE)] or *butter* ['bʌtə(r) (BrE) / 'bʌdər (AmE)]. Darragh (2000) describes the British *t* as clearly pronounced, on the other hand, it can disappear completely which occurs in AmE as well when *t* disappears after nasal sounds (m,n,ng), therefore words such as *dentist* or *interesting* are pronounced as ['denɪst] and ['ɪnərestɪŋ]. For few British accents the glottal stop replacing *t* is significant (Cockney) (Darragh 2000, 11).

Semantics

Language includes sounds which are combined together to convey a meaning. In English language varieties meaning is changing from one to another and the most major dissimilarity is shown among the American accent and the British accent, some with using two different words to refer to one thing such as : Cell phone/ mobile phone, Gas/ petrol, Garbage can/ dustbin, Eggplant/ aubergine besides, there are cases when the same word is used in both varieties, but can have a completely different meaning. For example, **bathroom** a toilet and a room with a bath in it. **Chips** :thin flat pieces of potato fried eaten hot and long thin pieces of potato, fried and eaten hot .

Conclusion

Chapter two introduced the review of literature related to some British and American regional accents. It started by shedding light on definition of Accents and dialects besides to a historical background of both varieties. Moreover a distinction between British and American English, there are others, as well, but they are subject to future research. In order to make students' attitudes and challenges change into the best for the sake of learning English as a foreign language.

Chapter Three

Method

Introduction

This methodology chapter presents the research institution, the participants, and the study design. It comprises a description of the data collection instrument along with its validity and reliability. It also includes all the steps of the experimental procedures the researchers followed in order to gather data and analyze the findings.

The Research Institution

This study was carried out at Chadli Benjedid University in El Tarf, Algeria. It is situated in the far east of Algeria, close to the Tunisian border. It was named after the former deceased president of Algeria, Chadli Benjedid, on the 60th anniversary of the outbreak of the Algerian Revolution, in October 23, 2014. The University's Institute of Literature and Languages opened in 2006 following the release of the executive decree # 06-279 of August 16, 2006 (OJ # 52 of August 20, 2006, p.9). Six years later, the Institute became recognized as the Faculty of Humanities and Languages based on the executive decree # 12-242 of Rajab 14, 1433, corresponding to June 4, 2012. The Faculty comprises three departments of Literatures and Languages: Arabic, English, and French, with 1858 students from all levels.

The English department hosts 705 students from all levels: 1st year, 2nd year, 3rd year, Master 1 and Master 2. In addition to students, the department has 18 teachers, 15 of them are permanent, and the remaining four teachers are part-time instructors ("Presentation," n.d.).

Participants

The study was conducted with second year English LMD students at Chadli-Benjedid University of El-Tarf, in the second semester; during the academic year 2016-2017. The sample consists of 50 students who are randomly selected. Participants were aged 18 to 48 years old. Eleven students were males (22 %) and 39 (78 %) were females. All of them were

tested by a list of 23 questions .They all have an Algerian nationality; they speak Arabic as their native language, French as a second language, and English as a foreign language. They share similar educational background since all of them studied English in different Algerian middle and high schools for a period of seven years.

In addition to the participating students, four prospective female teachers took part in this study. All are Algerians and they teach English at Chadli Benjedid University for about one to 20 years. One female teacher has a Doctorate degree and three have magister degree, each with her speciality (Sociolinguistics, ESP, applied linguistics and science of language).

Data Collection Instruments

The word research is commonly defined as the process of collecting information and data for the sake of answering some questions or solving certain problems. This collection of data is based on both a research method and a research methodology .Some may use both expressions interchangeably, though there is difference between the two. ‘Method can be understood to relate principally to the tools of data collection or analysis; techniques such as questionnaires and interviews. Methodology has a more philosophical meaning, and usually refers to the approach or paradigm that underpins the research ’(Blaxter,Hughes & Tight,2006,p.53).

Students' Questionnaire

The questionnaire was selected as the main tool for gathering data on the topic of research.

The students' questionnaire was administered to 50 EFL second year students,

Which consist of 25 questions including both open and close- ended question. Moreover, it provides a free space for their personal suggestions. The questionnaire is made of two main sections:

Section One.It consists of three questions aimed at gathering general information about students' age, sex, and their choice to study English whether is personal or imposed.

Section Two. It consists of 22 questions, which are divided into sub-sections, the first one was about student's point of view about British English and American English, the second is about the choice of variety, the third is about the influence and the fourth is talking about the differences between the two varieties.

Teachers' Questionnaire

Teachers' questionnaire was administered to five prospective teachers at the English department of Chadli Bendjedid University; this questionnaire is composed of 17 questions including both open and close-ended questions. Moreover, it provides a free space for their personal suggestions. It is divided into main sections:

Section One. It consists of three questions aimed at determine general information about teachers 'degree, experience and their specialty.

Section Two. This section is about teachers' attitude towards British and American English ,it compose of 17 questions , including both open and ended questions ,shedding the light on the influential material on teachers' choice of accents and how much they can differ one variety from the other.

Study Design

This study was carried out as a quantitative research, data were collected after giving the questionnaire to students and teachers, this design is one of the strongest because it insures equivalence due to group randomization and controls any potential confounding variables that might threaten the internal validity of the design.

Study Procedures

As noted earlier, this study was carried out at Chadli Bendjedid University in EL-Tarf, during the academic year 2016-2017. Participants were second year students of English who took a list of questionnaire for about one hour. Their selection was random and was conducted at the beginning of the second semester. The researchers used face-to-face interactions to call

for students' participation. We went to the university language classes, where students study grammar and literature; We talked to the teachers of the two groups, to ask for their permission to speak to the students, and then introduced the study to 50 of them. After the random selection of the participants, we gave them the questionnaire. It took us just one day to test all of the 50 participants.

Conclusion

This chapter covers the methodology of the study. It introduces the research institution, Chadli Bendjedid University in El-Tarf, along with the participants who are second year students of English. They were randomly selected to take part in this study. A sample of 50 students accepted to participate in this research. The study was carried out during the 2016-2017 academic year. The next chapter exposes the findings of the study

Chapter Four

Results

Introduction

The two previous chapters represent the introductory to the study ,and the review of related literature to the British and American regional accents as long with a description of the two varieties BrE and AmE ,the third chapter also is devoted the methodology used in this investigation.The current chapter deals with the analysis of the research findings, it presents the results of the questionnaire for second year students. By exposing the findings of this study, the researchers aim at evaluating the proposed hypotheses and answering the following research questions: (1) What are students' attitudes, towards the mixture of English accents,

used by prospective teachers and learners within the classrooms? and (2) Which challenges students are confronting towards the difference of British and American accent, which one they prefer?

Data Analysis

Analysis of Students' Questionnaire

Section one: background information questions

Item 1: age.

The following table shows the learners age distribution.

Table 13:

Students' Age Distribution

| Age | Respondents | Percentage |
|-------|-------------|------------|
| 18-20 | 22 | 44% |
| 21-25 | 26 | 52% |
| 26-48 | 2 | 4% |

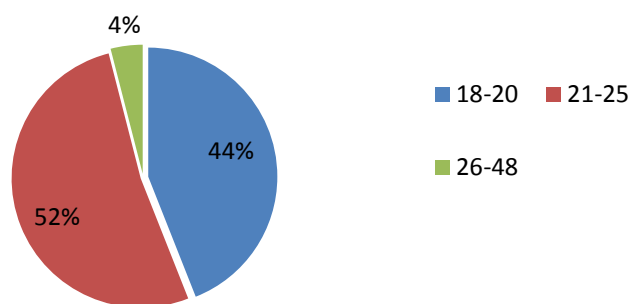


Figure 1. *Students' Age*

From these results, one can notice that many learners 52 % of the whole number are at the same age which is between 21-25, However students who has 18-19 years are 44% ,whereas students who are between the age 26-48 are just 4 %.

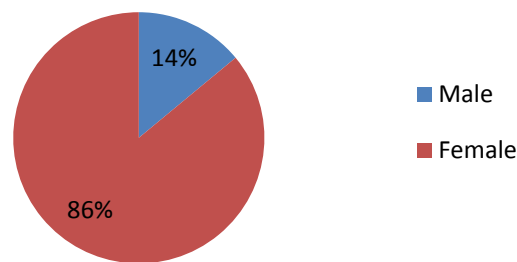
Item 2: students' gender.

The table below demonstrates the students' gender.

Table 14:

Students' Gender

| Gender | Respondents | Percentage |
|---------|-------------|------------|
| Male | 7 | 14% |
| Female | 43 | 86% |
| Average | 50 | 100% |

Figure 2. *Students' Sex.*

A quick peek at this table will divulge that female students outnumber than male. Nearly 86 % of the respondents are females whereas only 14% are males. So one can construe two things. First, females in Algeria are more committed and successful than males in learning achievement; second, females have more tendencies to study foreign languages than males. This can be anecdotally proved; it is a common belief among people to believe that females like to speak foreign languages for the sake of prestige while male avoids the risk of learning a foreign language because they are afraid of looking foolish in front of their classmates.

Item 3: Students choice for studying English.

Table 15:

Students' Choices for Studying English.

| Answers | Respondents | Percentage |
|------------|-------------|------------|
| Personal | 40 | 80% |
| Imposed | 7 | 14% |
| No answers | 3 | 6% |
| Total | 50 | 100% |

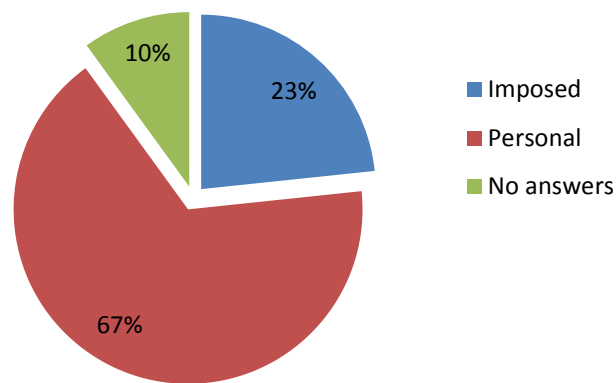


Figure 3. *Students' Choices for Studying English.*

The table shows that sixty-seven percent of the students like the English Language. This means that they are highly motivated to study English, what indicates that they are not only motivated to learn English but also to master it. It means that they are intrinsically motivated. Low rates are recorded for those who did not answer (10%), we found out that there are students who are imposed to study English (23%) These few students are not motivated to learn it, and the choice of studying English was resulted to parents' decision maybe.

Section Two: Students' Attitudes towards British and American English

Item 1: students 'awareness about British English.

Table16 :

Students' Awareness about British English

| Answers | Respondents | Percentage |
|--------------|-------------|------------|
| Academic | 17 | 34% |
| Difficult | 11 | 22% |
| Like/dislike | 7 | 14% |
| England | 13 | 26% |
| No answers | 2 | 4% |

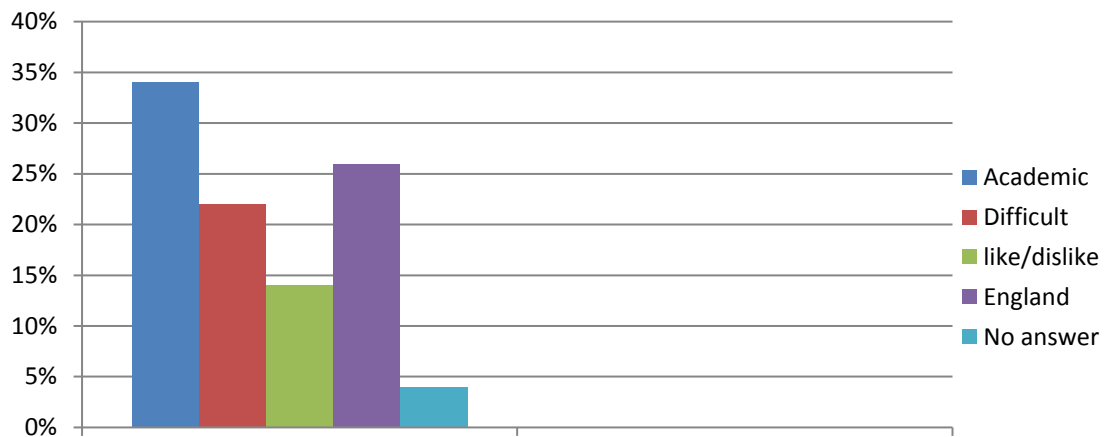


Figure 4. *Students' Awareness about British English.*

The following question gives a general idea about EFL students' awareness and tendencies towards the BrE ,the majority of them (34%) denote that BrE is the academic English ,also (22%) claimed that is the most difficult accent ,because of the distinctive use of vowels in pronunciation, which they cannot understand ,in addition to that (14 %) only declare their feelings ,whether they like it or dislike it ,without saying anything else .Moreover (26%) mentioned that BrE is spoken in England ,(4%) of them did not answer ,may be because of the small knowledge they have about the British accent which led them to skip the question.

Item2:Students'awareness about American English.

Table17:

Students' Awareness about American English.

| Answers | Respondents | Percentage |
|----------------|--------------------|-------------------|
| Difficult | 12 | 24% |
| Not academic | 06 | 12% |
| Media | 12 | 24% |
| Like/Dislike | 11 | 22% |
| USA | 06 | 12% |
| No answer | 03 | 06% |

The following question gives a general idea about EFL students' awareness and tendencies towards the AmE ,the majority of them (24%) denote that AmE is the most difficult English because they swallow letters as they said ,also (12%) claimed that is not academic, in addition to that (24 %) mention that they know this variety of English through the network and through the TV channels, also (22%) only declare their feelings ,whether they like it or dislike it ,without saying anything else .Moreover (12%) said that AmE is spoken in USA ,(6%) of them did not answer ,may be because of the small knowledge they have about the British accent which led them to skip the question.

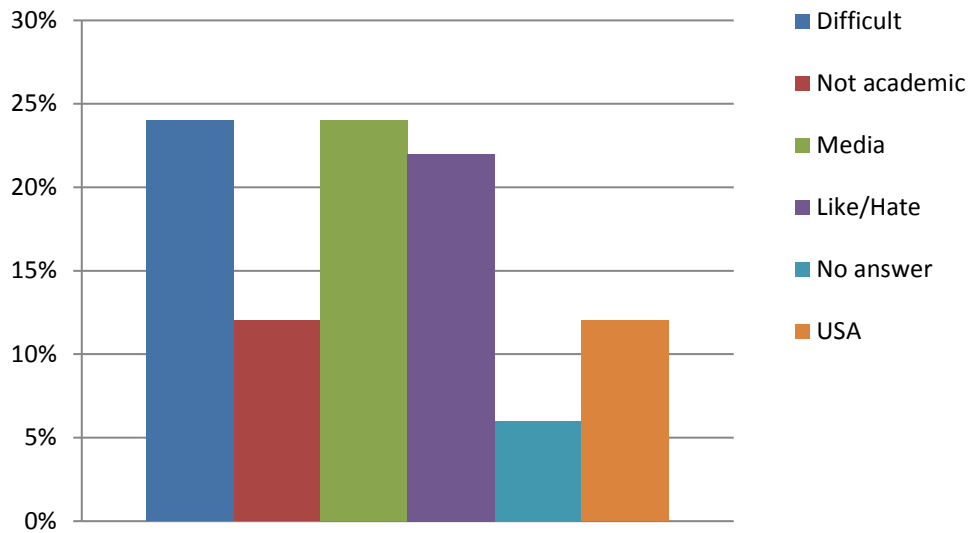


Figure 5. Students' Awareness of American English.

Item 5: Students' Attitude towards the Mixture Practiced in classrooms by Teachers.

Table 20:

Students' Attitude towards the mixture practiced in classrooms by teachers.

| Answers | Respondents | Percentage |
|------------|-------------|------------|
| Helpful | 14 | 28% |
| Confusing | 26 | 52% |
| No answers | 10 | 20% |

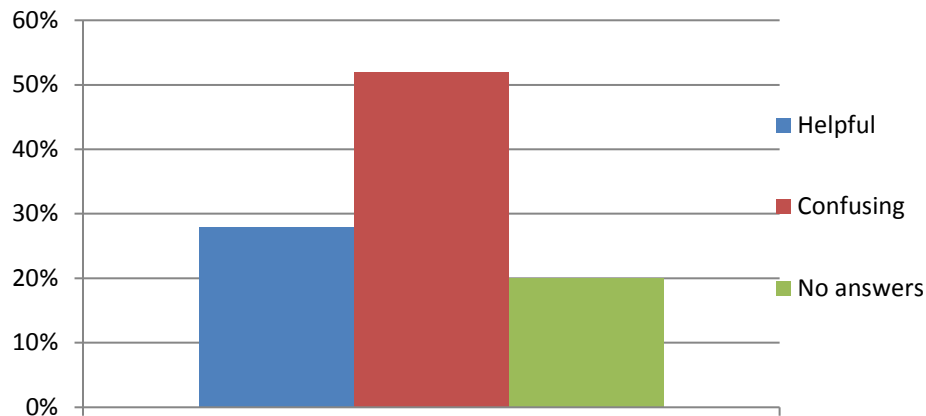


Figure 8. *Students' Attitude towards the Mixture Practiced in Classrooms*

From the figure above, we notice that the participants have different attitude towards the use of both varieties as one, The majority of them almost 52% denote that mixing the British English and the American English may lead to confusion, and it will be very difficult task to understand and differentiate the two varieties, In the other hand, 28% said that it is helpful to use both varieties in classrooms and mix between them in speech and in writing, in the other hand 20% they did not answer.

Item 3: Students' Attitudes towards the English Used in Classrooms.

Table 18:

Students' Attitudes towards the English used in Classrooms.

| Answer | Respondents | Percentage |
|-----------|-------------|------------|
| Mixture | 19 | 38% |
| American | 20 | 40% |
| British | 07 | 14% |
| No answer | 04 | 8% |

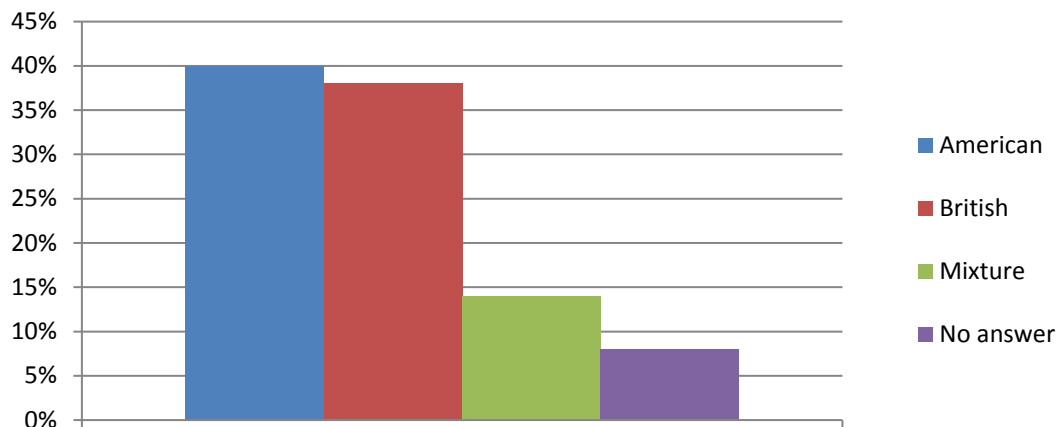


Figure 6. Students' Attitudes towards the English Used in Classrooms.

From this figure we notice that the majority of subjects' answers (40%) reveal that the most used variety is the American accent, and (38%) agree that the British English is the most used variety in the class, almost the same number of participants said that the British and the American English is used both in classrooms, others (14%) claim that teachers and students mix between the two varieties and which led them to confusion, (8%) did not answer and they skipped the question, and this maybe because they do not have any idea about the English used or simply they did not notice.

Item4: Students' Desired English Country.

Table19:

Students' Desired English country

| Answers | Respondent | Percentage |
|------------|------------|------------|
| UK | 29 | 58% |
| USA | 17 | 34% |
| No answers | 04 | 08% |

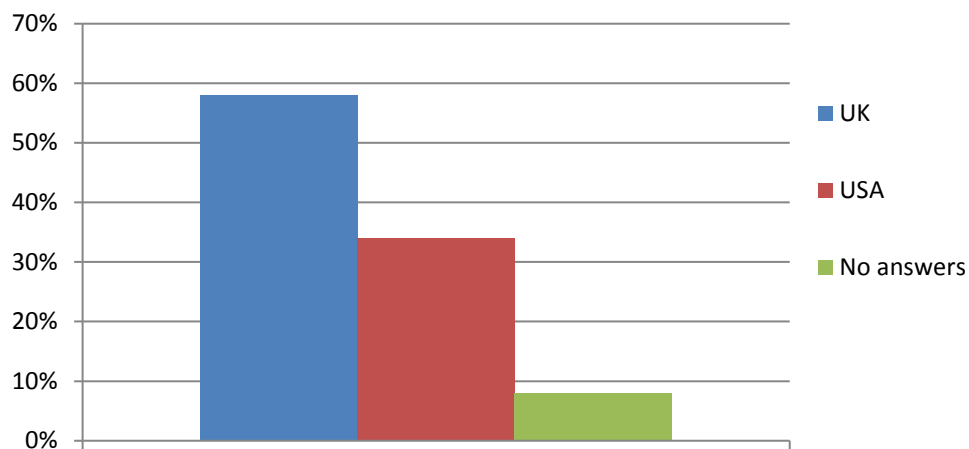


Figure 07. *The Desired English Country for Students.*

As not expected, almost (58%) have chosen to live in The United Kingdom despite the difficulties of English accents used there. Meanwhile, (34%) have chosen to live with Americans, this is normally the easiest accent to understand because the American accent is used more in Media, others (8%) did not answer.

Item 06: The Most Understandable English Variety.

Table 21:

The most Understandable English Variety.

| Answers | Respondents | Percentage |
|----------|-------------|------------|
| British | 26 | 52% |
| American | 24 | 48% |

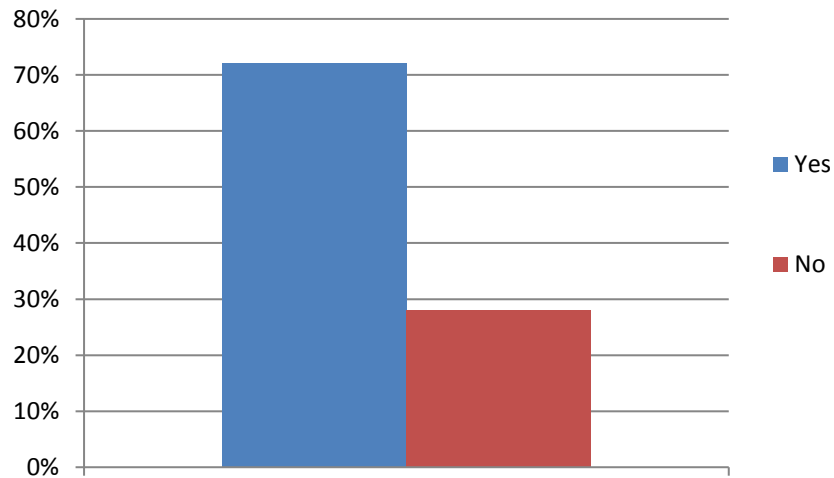


Figure 9. *Students' Attitudes with Teachers who Speak British Accent.*

Item 4: Students' Awareness about Using a Variety Consciously.

Table 22:

Students' Awareness about Using a Variety Consciously.

| Answer | Respondents | Percentage |
|--------|-------------|------------|
| Yes | 32 | 64% |
| No | 18 | 36% |

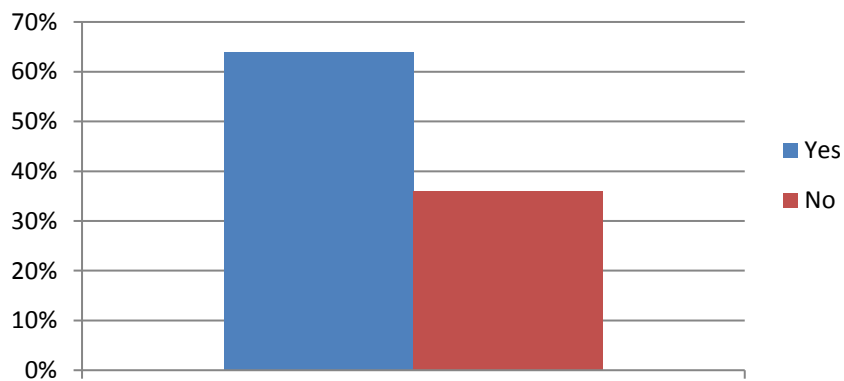


Figure 10. *Students' Awareness about Using a Variety Consciously.*

The answers on Table 22 show that the highest percentage of students (64%) claim that they use their English variety consciously. the Other (36%) state that they are using it unconsciously .

Item 5: Students' Experience with Teachers who did not Accept their Variety.

Table23:

Students' Experience with Teachers who did not Accept their Variety.

| Answers | Respondents | Percentage |
|---------|-------------|------------|
| Yes | 34 | 68% |
| No | 16 | 32% |

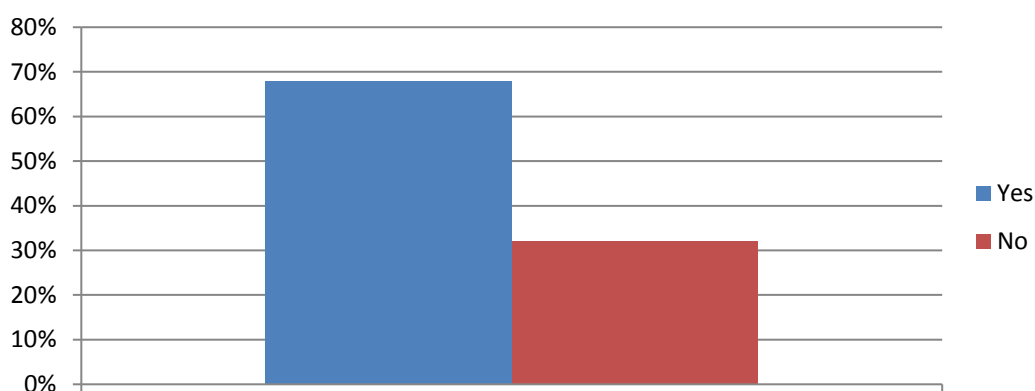


Figure11. *Students' Experience with Teachers who did not Accept their Variety.*

From the results obtained, we notice that teachers have a great effect on students' choice to use the acceptable variety in the classroom ,the majority of the respondents (68%)claim that their assessors did not accept the kind of English they used ,perhaps the reason that they mix between the British and the American English ,However;32% said that they did not have any interference in the choice of their variety.

Item 6: Students' attitude towards teachers to choose their variety.**Table 24 :****Students' Attitude towards teachers to choose their variety**

| Answers | Respondents | Percentage |
|----------------|-------------|------------|
| Positive | 35 | 70% |
| Negative | 15 | 30% |
| Doesn't matter | 00 | 00% |

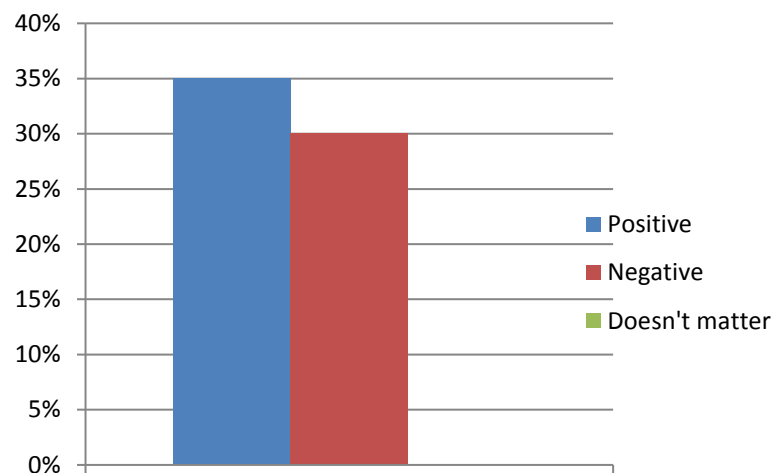
*Figure 12:* Students' attitude about teachers using the same variety as them.

Table 24 above indicates that (70%) of students have a positive attitude towards using the same variety as their teachers; this will give them motivation to learn and produce language. However, (30%) of students declare that they do not want their teachers to speak and use the same variety as them.

Item 07: How often students watch British movies or series.**Table 25:** How often students watch British movies or series.

| Answers | Respondents | Percentage |
|-------------|-------------|------------|
| Everyday | 10 | 20% |
| Every week | 16 | 32% |
| Every month | 09 | 18% |
| More rarely | 15 | 30% |

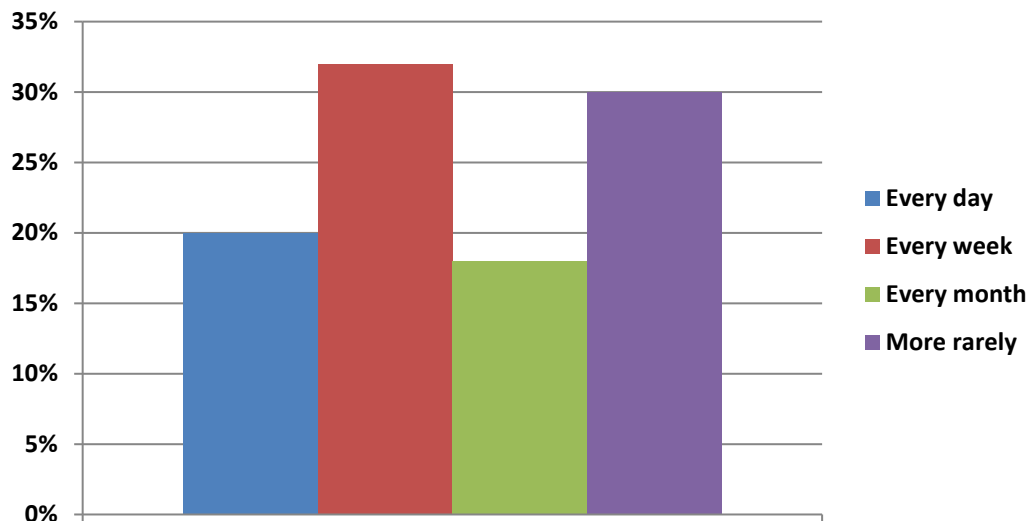


Figure 12: How often students watch British movies or series.

As shown on Table 25, (32%) of the subjects say they watch British movies almost every week, others (20% of the respondents) claim that they daily watch movies and series based on the British pronunciation, However, most of them are not interested, 30% of them look at British movies rarely and the others 18% every month at least one British movie.

Item 08: How often students watch American movies or series.

Table 26: How often students watch American movies or series.

| Answer | Respondent | Percentage |
|-------------|------------|------------|
| Everyday | 10 | 20% |
| Every week | 15 | 30% |
| Every month | 08 | 16% |
| More rarely | 17 | 34% |

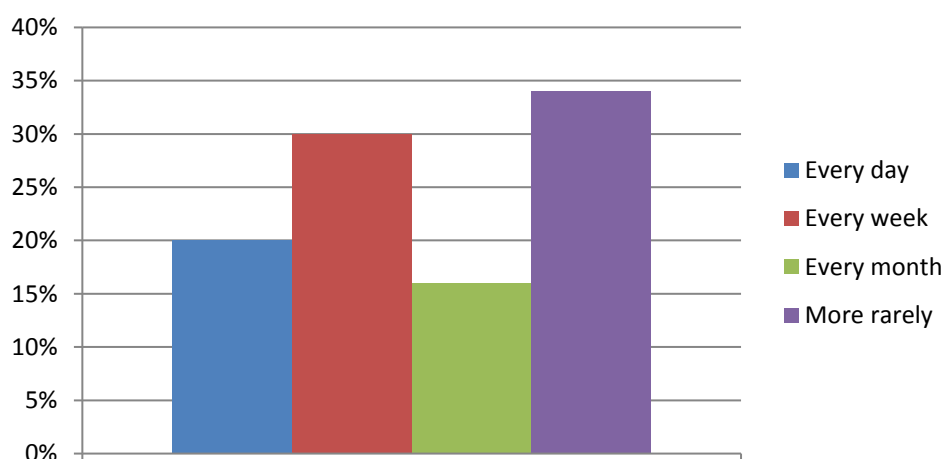


Figure 13: How often students watch American movies or series.

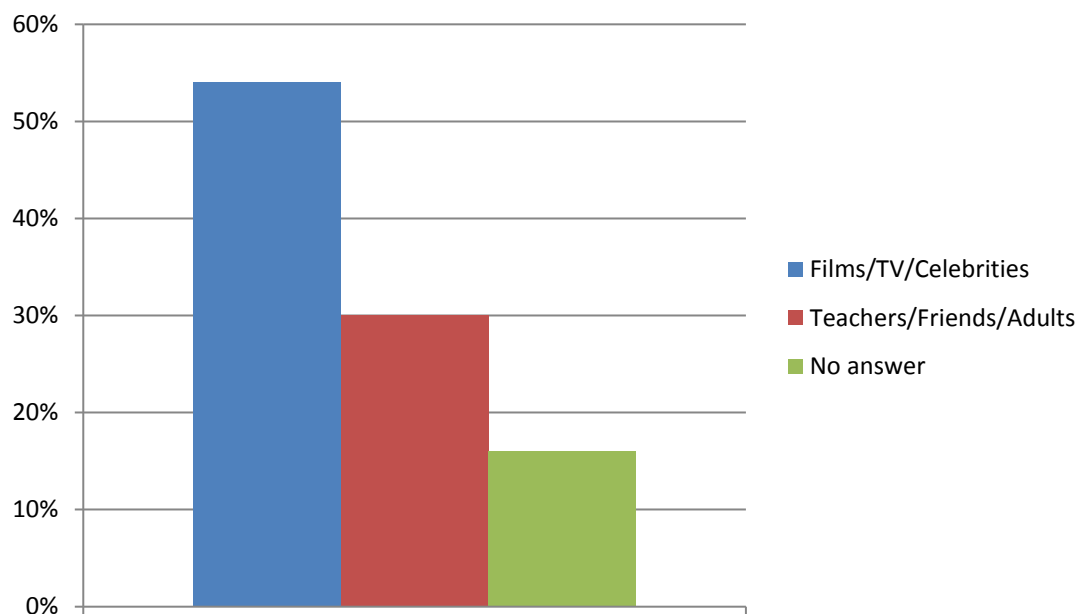
As shown on Table 26 (30%) of the subjects say they watch American movies almost every week, others (20% of the respondents) claim that they daily watch movies and series based on the British pronunciation, However, most of them do not like it too much, 34% of them look at American movies rarely and the others 16% every month at least one American movie.

The influence

Item 01: The most influential aid to students' pronunciation.

Table 27: The most influential aid to students 'pronunciation.

| Answer | Respondent | Percentage |
|-------------------|------------|------------|
| Films/Celebrities | 27 | 54% |
| Teachers/Adult | 15 | 30% |
| No answer | 08 | 16% |

*Figure 14:* The most influential aid to students 'pronunciation.

From the results attained from figure 14, we observe that there are too many aids that influence students' pronunciation ,54% of the respondents found that their English is more affected by movies and celebrities ,others 30% have a more face to face interaction including teachers, friends ,also there are almost 16% of the participants who did not answer .

Item02: The most English variety used in classrooms.

Table28 : The most English variety used in classrooms.

| Answer | Respondents | Percentage |
|----------|-------------|------------|
| American | 12 | 24% |
| British | 06 | 12% |
| Mixture | 19 | 38% |
| Other | 13 | 26% |

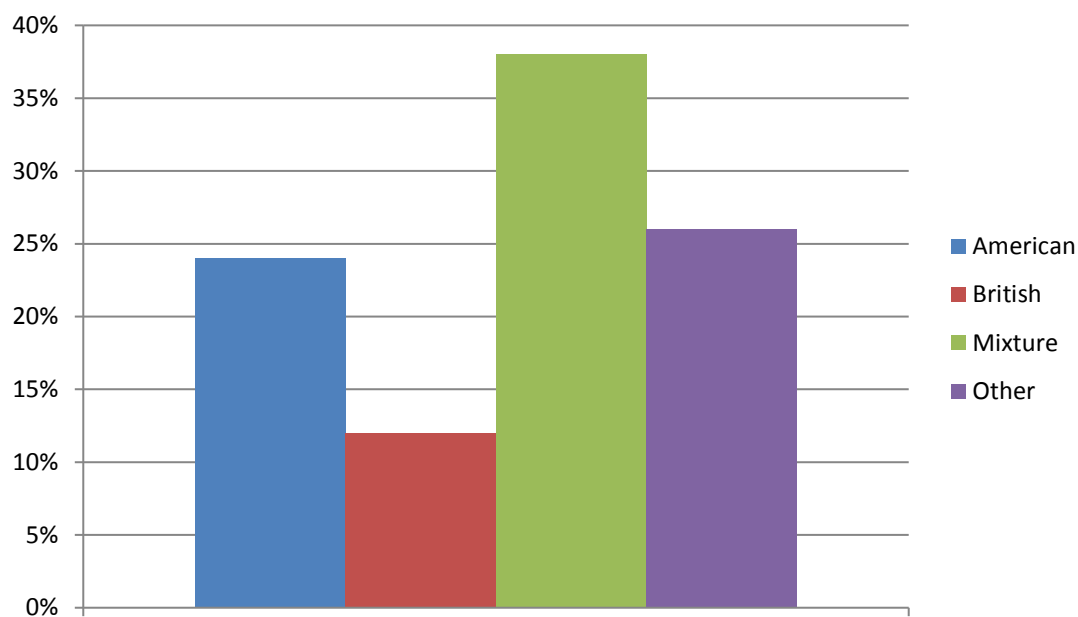


Figure15: The most English variety used in classrooms.

According to the results gained from table28, we recognize that there are different answers concerning the use of English varieties in classrooms; the majority (38%) stated that there is a mixture of both British and American English used in classrooms, in the other hands 24% said that the American English is the most utilized variety, However,12% of the respondents have chosen the British English .Meanwhile almost 26% of them claimed that the English used in classrooms are other variety including such as the Canadian and the Australian one .

Item03: The most variety that have superior status than the other BrE or AmE according to students.

Table29: The variety that have superior status than the other BrE or AmE according to students.

| Answers | Respondents | Percentage |
|-------------------|-------------|------------|
| British | 20 | 40% |
| American | 16 | 32% |
| No answers | 14 | 28% |

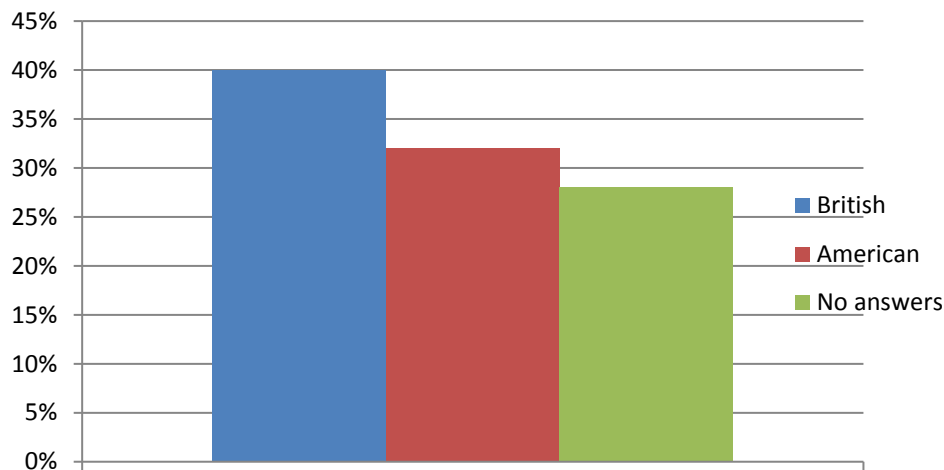


Figure16: The variety that have superior status than the other BrE or AmE according to students.

We can notice from the above table that (40%) of respondents claim that they strongly agree that the British English have a superior status than the American English. However, a percentage of students (32%) have answered the opposite. Besides, others (28%) have no answers.

Item4 :The most correct variety to be used according to students.

Table30: The most correct variety to be used according to students.

| Answers | Respondents | Percentage |
|------------------|-------------|------------|
| American | 11 | 22% |
| British | 34 | 68% |
| No answer | 5 | 10% |

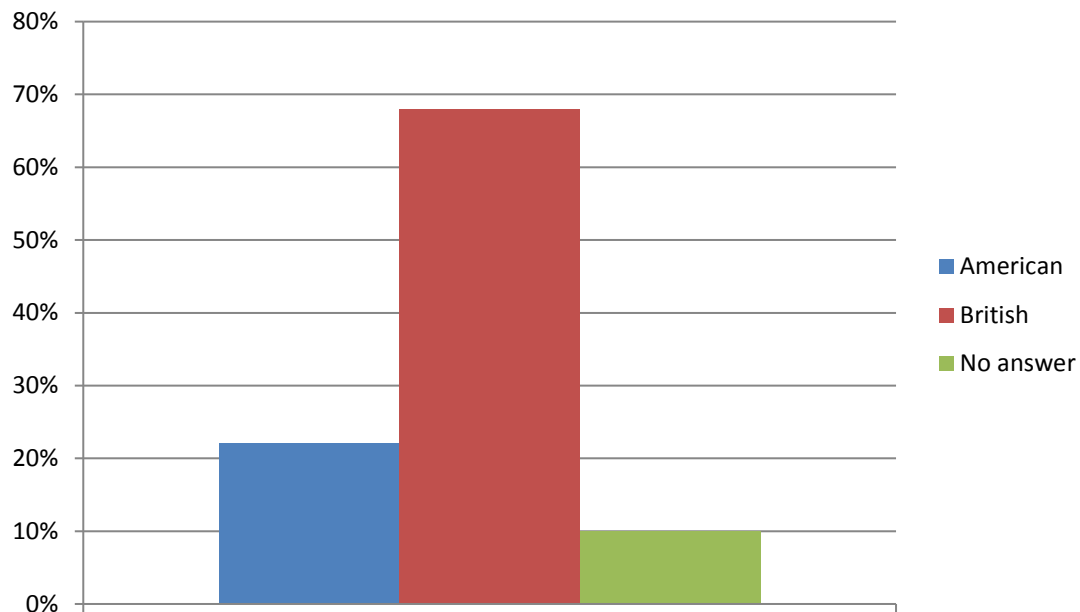


Figure17: The most correct variety to be used according to students.

Item5: Students' Attitudes towards the influence of the Br and Am mixture on their level.

From the figure above we notice that the mixture of both British and American English affect students' level positively and negatively, students' answers reveal that the majority of students ,almost 72% claim that combining the two varieties in one form, influence their speaking ,writing skills negatively, in the other hand,20% of the respondents said that this mixture have a great benefit on improving their levels

Table31: Students' Attitudes towards the influence of the Br and Am mixture on their level.

| Answers | Respondents | Percentage |
|------------|-------------|------------|
| Positive | 10 | 20% |
| Negative | 36 | 72% |
| No answers | 04 | 08% |

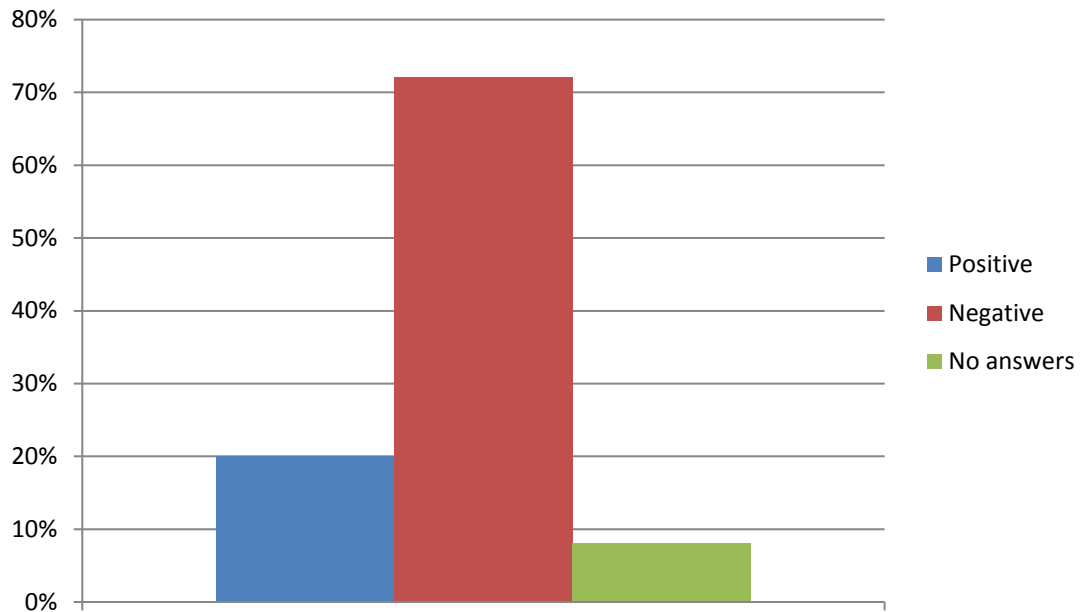


Figure18:Students' Attitudes towards the influence of the Br and Am mixture on their level.

Differences

Item 1:Students' familiarity with the differences of British and American English.

Table32: Students' familiarity with the differences of British and American English.

| Answers | Respondents | Percentage |
|--------------|-------------|------------|
| Familiar | 27 | 54% |
| Not Familiar | 16 | 32% |
| No answers | 07 | 14% |

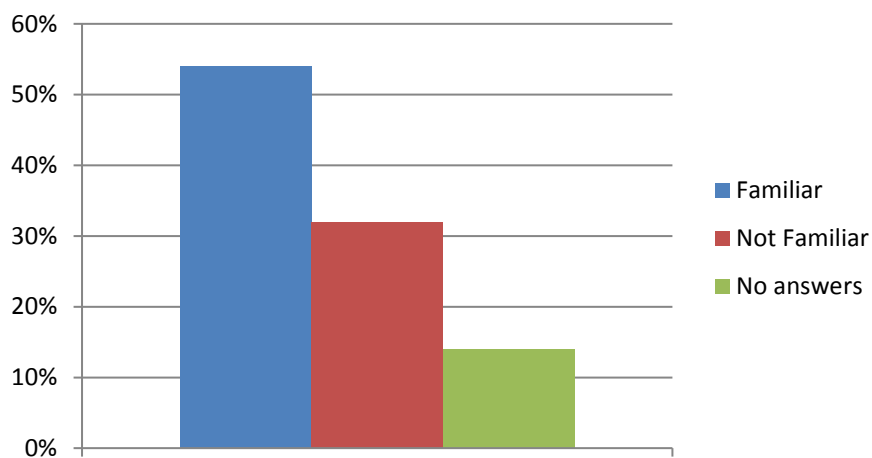


Figure19:Students' familiarity with the differences of British and American English.

The following question was intended to identify how students are familiar with the differences of British and American English. The majority (54%) said that they are familiar and know how to differentiate between them in terms of accent, spelling, and vocabulary, idiomatic expression and so on. The others 32% denote that they cannot differentiate these varieties. Moreover, 14% did not answer, and have chosen to skip this question, the reason for that perhaps they cannot differentiate between the two varieties or simply they do not have a clear idea about it.

Item 2: How students can differentiate between BrE and AmE.

Table33: Where students can differentiate between BrE and AmE.

| Answers | Respondents | Percentage |
|----------------------|-------------|------------|
| Pronunciation | 33 | 66% |
| Spelling | 4 | 8% |
| Vocabulary | 13 | 26% |

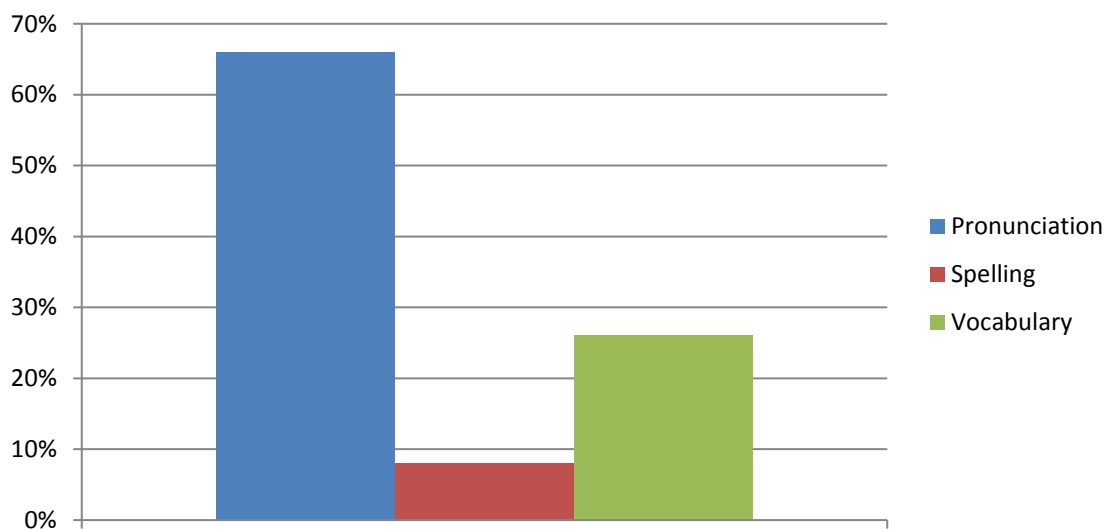


Figure20: Where students can differentiate between BrE and AmE.

The following question was planned to know how the students can differentiate between the two varieties. The majority (66%) said that they can differentiate between them in terms of pronunciation. The others (26%) claimed that these varieties are obviously seen in

vocabulary, some slight differences which normally do not constitute a hardship for learners and users of the language. Moreover, 8% of the respondents can differentiate between the two in spelling forms.

Item 3: The regional accents of Great Britain that students know.

Table34: The regional accents of Great Britain that students know.

| Answers | Respondents | Percentage |
|------------|-------------|------------|
| Scottish | 7 | 14% |
| Irish | 8 | 16% |
| Welsh | 4 | 08% |
| No answers | 31 | 62% |

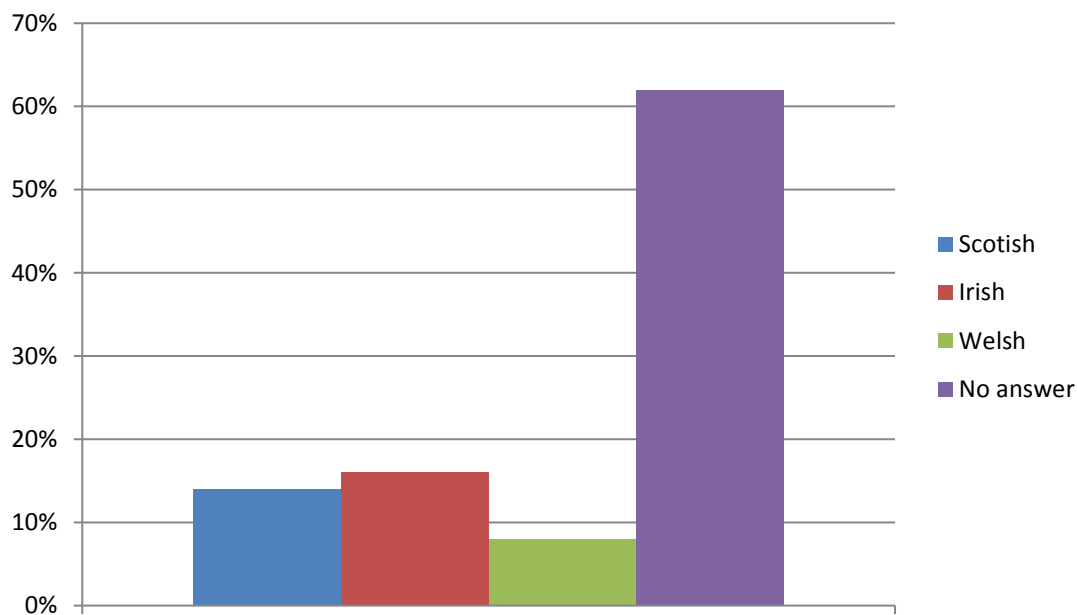


Figure 21: The regional accents of Great Britain that students know.

Summary of the findings from Students' Questionnaire

The analysis of students' questionnaire allowed drawing these conclusions:

- Second year students seem to be motivated to use British English rather than the American English.

- They are highly aware about the importance of accents in developing their oral proficiency, meanwhile they have demonstrated a negative attitude towards the mixture used in classrooms because it made them confused in using English and differentiating the two varieties.
- The major influence on students' pronunciation is TVs, and networks.
- The majority of students are not aware about the difference between BrE and AmE.
- A great number of students have a limited knowledge about the regional dialects and accents of the United Kingdom.

Teachers' Questionnaire Analyses

Section One: Background Information

Item 1: Teachers' degree

This question was asked because teachers' degree has an important role in the efficiency of our research, teachers' answers reveal that two doctors have a doctorate degree while the others has magister/Master degree; this means that they are qualified enough in teaching English as a foreign language.

Item 2: Teaching experience

This question intends to examine whether teachers' experience affects their attitudes concerning the British and the American English, one teacher has been teaching ESP for about 15 years, and two of them has been teaching Applied linguistics and Sociolinguistics for less than 10 years, while the other teacher has been instructing for less than five years; this implies that they have enough experience in teaching English language.

Item 3: Teachers' Speciality

This question reveals that teachers have different specialties, these specialties including Sociolinguistics, Applied linguistics and ESP (English for specific purposes), also the Science of language.

Section Two: Teachers' Attitudes towards the British and American English.**Item 1: The English accent Teachers use.**

The reason why this question was asked is to see which accent teachers' use, Teachers answers were different, 60% of them choose to speak with the British accent, meanwhile, 40% of the respondents choose to speak with a mixture of both accents.

Item 2: The accent used in classrooms.

According to the research findings, we notice that 100% of the teachers use the British accent while teaching EFL learners at Chadli Bendjedid University.

Item 3: Teachers' attitudes towards the most appropriate variety.

From the obtained results we found that 100% of the teachers agree that the British English is the most appropriate variety, because it is the academic one.

Item 4: Teachers' Attitudes about the most easier and understandable variety in language learning.

According to the research findings, we observed that 60% of the respondents have stated that the British English is the most easier to understand variety, while 40% have chosen the American English as the easier one.

Item 5: Teachers' familiarity with the differences between British and American English.

From the results, 100 % of the teachers said that they are familiar with the differences between BrE and AmE.

Item 6: Teachers interaction with native speakers.

According to the results 100% of the teachers were interacted with native speakers from several nationalities.

Item 7: The impact of different material on teachers' speaking variety.

From the results 60% of the teachers were influenced by personal preference, media, and textbooks while 40% of them were influenced by Travel and other factors.

Item 8: The variety of English teachers use in writing.

The majority of the respondents almost 80% use the British English; however 20% use a mixture of both British and American English.

Item 9: The influence of different material on teachers' writing skill.

The whole numbers of the respondents agree that there are various materials that influence their writing skill, including books, textbooks as long with personal preference and training.

Item 10: teachers' familiarity with the differences between BrE and AmE.

According to the obtained results 80% of the teachers are somehow familiar with the differences between the British English and the American English. However, 20% of them are very familiar.

Item 11: Teachers' Choice to talk about the differences of both varieties.

The majority of the respondents 100% talk with their student about the differences of both BrE and AmE.

Item12: Teachers' Choice to allow their students to mix both varieties.

From the research findings 60% of the respondents allow their students to mix between Br and Am English while 40% of them refuse the mixing of the two.

Item13: The preferable variety teachers want their students to use.

Almost 100% of the respondents choose the British English as the preferred variety.

Item14: Teachers' Attitude about the variety of English that should be used in the Algerian educational system

From the result findings, 60% of the respondents have chosen the British English to be used in the Algerian Educational system, 40% of them agree that both varieties should be supported in the Algerian Educational System.

Item 15: Teachers Attitudes towards using British or American English strictly.

The majority of the respondents almost 60% agree that the teaching of English as a foreign language should be strict to one variety .meanwhile 40% of them have chosen to teach both varieties.

Item 16: Teachers' Attitude about teaching accents at Chadli Bendjedid University.

Almost 100% of the teachers claim that teaching accents at Chadli Bendjedid university ,will be held only by the decision of the ministry of higher Education.

Summary of the findings from Teachers' Questions

On the basis of the analysis of teachers' questionnaire, these facts have revealed:

- English teachers at Chadli Benjedid University have the qualification and enough experience to present a model of British English and American English as well.
- Teachers showed a great concern about the British English rather than the American English.
- Teachers agree that the British English is the academic variety which should be used more in language classrooms.
- There is no fixed program to be followed in teaching a specific variety yet.
- According to teachers the British English is the easiest to understand in language learning.
- Teachers have a great knowledge about the differences of British and American English.
- Teachers at Chadli Bendjedid University allow their students to use a mixture of British and American English inside the classrooms.
- The most important fact discovered through the analyses of teachers' questionnaire is that British English is the most preferred and appropriate variety to be used in classrooms.

Conclusion

This study aims at investigating the attitudes of Chadli Bendjedid students of English as a foreign language ,towards British and American accents and dialects .In this respect, the questionnaire was given to second year students ,and after having analyzed the data collected concerning their responses we reached the following conclusions ;

First, second year students have a positive attitude towards the British English ,they are highly motivated to learn and speak the British English rather than the American one ,However, they are not satisfied with the use of the mixture between the two

variety. They denote that they have difficulties in differentiating the British and the American English, especially in writing.

Secondly, they have a good background about the differences and they stated that there are spelling, pronunciation and vocabulary differences.

Thirdly, teachers have a positive attitude towards the use of British English, and from their answers it is the preferred variety that should be used rather than the American English.

Chapter Five

Discussion

Introduction

This chapter includes a discussion of the results obtained from this study in relation to the proposed hypotheses and to previous theories and studies. It then moves to introducing the pedagogical implications drawn from the present research. The chapter ends with some suggestions and recommendations for future research directions.

Discussion of the Hypotheses

The analysis of the findings from both teachers and students' questionnaires demonstrate the following hypotheses:

Hypothesis One

Both teachers and students mix between British and American features that lead to a negative attitude towards these varieties.

From the findings we discovered that both Teachers and Students mix between the two varieties, besides to that a negative attitude arose towards this assortment .

Hypothesis Two

The majority of students prefer the American English more than the British. The second hypothesis denotes that the majority of English learners prefer the American English rather than the British English, the reason been for setting this hypothesis is that the American English is the most known variety in social networks, and most of students use it in sort of communication, However, From students answers, what was an expected was that most of them do not prefer the American English and they have declared that the main target pronunciation model to follow is the British one.

Hypothesis Three

By differentiating BrE and AmE accents, learners will be able to understand more and their challenges and attitudes will change.

The results showed that differentiating British English and American English will facilitate the language learning process and give students the ability to reform correct English without mixing features from variety with another, students' attitude will change to a better form and boost their capacities.

The Relationship of the Results to Previous Theory and Research.

Comparable results were initiated by other researchers, like Abderrahim Safaa (2015), who conducted research on British vs. American English for University Students, The findings of her work were similar to those of the present study in that she also found out that EFL students used British English in language learning while their teachers and classmates used a mix of the two varieties in teaching. Moreover, the majority of students accepted the idea that the British English is likely to be beneficial in their learning process and all teachers agreed to use it in ELT.

Ann Kristin Alftberg (2009) conducted a research about British or American English, Attitudes, Awareness and Usage, and H. Douglas Sewell (2005), conducted Teaching Implications of Students' Attitudes to Differing English Accents ,Both studies have a similar results ,concerning the preferred variety to students and how that can affect their attitudes.

Implications for Practice

The usage of both varieties lead to a negative attitude as along with some difficulties and challenges that hinder students' ability to receive and perceive the language correctly , by differentiating British and American English ,students will be able to use an understandable language with native speakers and they will be capable of :

- Differentiate between the British and the American English, in terms of vocabulary, Spelling, pronunciation and grammar.
- Enhance EFL confidence and they will be free in choosing the suitable variety to follow.
- Create a fun and enjoyable learning environment.
- Increase students' awareness of the most apparent differences between British and American English, in both vocabulary and pronunciation.
- Promote discrimination which is based on accents.
- Expressing their selves in more than one way.
- Bring the target language and culture world into the classroom.

Suggestions for Future Research

Here are some suggestions for future research directions:

This chapter was conducted with homogenous sample that include second year EFL students of Chadli Benjedid University in ElTaref.

- Algerian future researchers are recommended to choose a bigger sample of participants.
- Other studies should be performed on teaching accents or planning a specific curriculum in which a specific accent is introduced.

Conclusion

This chapter dealt with the discussion of the hypotheses. The results validated the first and the Third hypotheses, which predicted that both teachers and students use a mixture between the two varieties; British and American and that by differentiating the two, learners will not have difficulties in understanding, besides in this research we found that students prefer the British English rather than the American English because of the academic status that British English has in the Teaching of English as a second and as a foreign language

. These findings were similar to those of other scholars and researchers. After that, the chapter introduced some advantages of using one variety rather than mixing both to enhance EFL learners' speaking proficiency. These advantages stand as the pedagogical implications derived from the present research. At the end of the chapter, the researchers provided some recommendations for future research directions and suggestions for EFL teachers and students when using one variety.

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Appendix 'A'

The student's Questionnaire

Dear students

We are conducting a survey to investigate the perception of EFL student's towards the British and the American regional accents, we are requesting your help in answering the following questions, and your response will be beneficial. It would be appreciated if you could convey your views by answering some questions a direct answer, and putting cross (x) in front of the right choice in others.

Section 1: Student's Background Information

Please place a (x) in the box that corresponds to your answer.

1. Gender: -Male. - Female.

2. Age :

-Why did you choose to study English?

1-Personal 2- Imposed

Section two:

1.Student's point of view / attitudes about / towards BrE – AmE.

1. What first come to your mind when you hear the phrase British English?

.....

2. What first come to your mind when you hear the phrase American English?

.....

3. What do you think of English accent used in classrooms ?

.....

4. If you have to live in an English country which would it be?

.....

5.What could say about the practice of teachers using a mixture of BrE – AmE?

.....

6. According to you, which variety do you find easier to understand in your language learning process?

British English

American English

Why?.....

2. The choice of variety

1. What English accent do you speak?

a-American b-British c-Mixture d-Other

2. Which variety do you prefer? Why.

.....

3. Have you ever had a teacher who speaks British English ?

a-Yes b-No

4. Is it a conscious choice to speak that variety? a-Yes b-No

5. Have you ever had a teacher who did not accept your variety of English? Yes b-No

6. Would like your teacher to speak the same variety as you?

a-Yes b- No

Doesn't matter why?.....

7. How Do you watch British films or series?

- Every day -Every week -Every month

- More rarely

8. How do you watch American films or series ?

Every day Every Week Every month

More rarely

3. The influence

1. What do you think influences your pronunciation the most (grade from 1 – 6 where one is the biggest influence) Film / TV, Music, Friends, celebrities, Adults, Teachers ?

.....

2. What is the most variety is used in your classroom?

.....
3. Do you consider any of these varieties having superior status than the other BrE – AmE?

.....
.....

4. Do you consider any of these varieties being more correct to use, AmE – BrE? Why?

.....
.....

5. Do you think that the mixture of English accent used in classrooms influences your level?

.....

Differences

1. Are you familiar with the differences between American and British accents ?

Yes No

2. How can you differentiate between British and American English?

.....
.....

3. What are the regional dialects and accents of Great Britain do you know ?

.....
.....

Thank you for your valuable time

7. The variety you speak is the result of?

- a. Media (TV, internet, etc.) b. Travel c. Training d. Former teachers e. Personal preference f. Textbooks g. Other.....

8. Which variety of English do you write?

- a. British English b. American English c. A mix of the two d. I don't know e. Other.....

9. The variety you write is the result of?

- a. Media (TV, internet, etc.) b. Travel c. Training d. Former teachers e. Personal preference f. Textbooks g. Other.....

10. How familiar are you with the differences between British and American English?

- a. Very familiar b. Somehow familiar
c. Not really familiar d. Not familiar at all

11. Do you talk to your students about these differences?

- a. Yes b. No

12. Do you allow your students to mix British and American English in class?

- a. Yes b. No

13. If yes, is it in:

- a. Speech b. Writing c. Both

14. Which variety do you prefer your students to use?

- a. British English b. American English c. It doesn't matter d. Other

15. In your opinion, which variety of English should the Algerian educational system support?

- a. British English b. American English c. Both d. Other

Please justify:

.....

16. What is your opinion on the teaching of strictly British or American English?

.....

17. Do you think that teaching accents in Chadli Bendjedid university will be held soon?.....