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Students' Awareness of the Segmental Phonology Differences Between Received Pronunciation and General American

A Case Study of Second Year Students at Mohammed Esseddik Ben Yahia University, Jijel

A Thesis Submitted in Partial Fulfillment of the Requirements for the Master Degree in Language Sciences

Submitted by: **Supervised by:**

Hayat BOUTCHABOU   Redouane NAILI

Roumaissa AMIOUR

Broad of examiners:

Chairperson	Chadia CHIOUKH	University Mohammed Esseddik Ben Yahia of Jijel
Supervisor	Redouan NAILI	University Mohammed Esseddik Ben Yahia of Jijel
Examiner	Zahia BOUCHAIR	University Mohammed Esseddik Ben Yahia of Jijel

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DEDICATION

In the Name of Allah, the Most Gracious, the Most Merciful. All the Praise is due to Allah alone, the Sustainer of all the Worlds

I dedicate this workto the most precious people to my heart; the ones who gave me strength and hope, who helped me so much and give me their financial and emotional supportmy dear **mother** and beloved **father**.

I dedicate this work, also, to my loved precious sisters, brothers, and nieces without forgetting my dearest friends.

Amiour Roumaissa

This work is dedicated especially to the persons who had always been proud of my continuous success; to my **parents**, for their love, care, and help to achieve my dreams.

I dedicate this work also to my brothers, my lovely sister, and to all my extended family.

A sincere word of acknowledgement is addressed to my brother Mohammed for his valuable assistance and encouragement.

Last but not the least, I dedicate this work to my dear friends Romaissa and Meryam who ignored my faults and encouraged me.

To all those who were there for me, I dedicate this humble work to you.

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I

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ABSTRACT

The present study aims to investigate the students' awareness of the segmental phonology differences between two of the most common standard and official varieties of English: Received Pronunciation (RP) and General American (GA). It also investigates whether students at the department of English at Mohammed Esseddik Ben Yehia stick to one reference accent, and whether inconsistencies and difficulties in pronunciation can be attributed partly to mingling unconsciously between RP and GA and to current instruction. Data are gathered through the use of a questionnaire administered to 10 teachers who have taught Oral Expression and Phonetics at the department of English, Mohammed Esseddik Ben Yahia, Jijel. Furthermore, a test was conducted with two groups of second year students at the same university. The results obtained from the teachers questionnaire and the students test demonstrate that not all students are fully aware of the segmental phonology features of RP and GA nor are they consistent in the use of a single accent in speech, due to lack of instruction and readings on the matter. Thus, the teachers need to provide systematic and explicit instruction on model accents.

List of Abbreviations and Symbols

Am E/ AE: American English

BBC: British Broadcasting Corporation

Br E/ BE: British English

CLT: Communicative Language Teaching

ESL: English as a Second Language

EFL: English as a Foreign Language

FL: Foreign Language

ICTs: Information and Communication Technologies

IPA: *The* International Phonetic Alphabet

GA: General American

L2: Second Language

N: Number

NNS: Non Native Speakers

NSs: Native Speakers

Q: Question

RP: Received Pronunciation

SAE: Standard American English

USA: United State of America

UK: United Kingdom

%: Percentage

The IPA phonetic symbols

Vowels

The vowel		Description	Examples
Short vowels	ə	Mid central unrounded vowel	An
	æ	Open front unrounded vowel	Pat
	ʌ	Open-mid central unrounded vowel	Cut
	e	Open-mid front unrounded vowel	Pet
	ʊ	Close back rounded vowel	Put
	ɒ	Open back rounded vowel	Hot
	ɪ	Close front unrounded vowel	Hit
Long vowels	ɑ:	Open back unrounded vowel	Car
	i:	Close front unrounded vowel	Heat
	ɜ:	Open-mid central unrounded vowel	Heard
	ɔ:	Open-mid back rounded vowel	Door
	u:	Close back rounded vowel	Food
Diphthongs	aɪ	Closing diphthongs gliding to /ɪ/	Eye
	ɔɪ		Boy
	eɪ		Play
	eə	Centering diphthongs gliding to /ə/	Air
	ɪə		Here
	ʊə		Pure
	oʊ	Closing diphthongs gliding to / ʊ/	Promotion
	aʊ		Now

Table 1.01. Description of Vowels Referring to the IPA Phonetic Symbols

Consonants

Consonants	Description	Examples
b	Voiced Bilabial Plosive consonant	Bear
d	Voiceless Bilabial Plosive consonant	Dear
f	Voiceless Labio-dental Fricative consonant	Fear
g	Voiced Velar Plosive consonant	Anger
h	Voiced Glottal Fricative consonant	Hunger
j	Voiced Palatal Approximant consonant	Yes
k	Voiceless Velar Plosive consonant	Keep
l	Voiced Alveolar Lateral consonant	Leap
m	Voiced Bilabial Nasal consonant	Moon
n	Voiced Alveolar Nasal consonant	Sin
ŋ	Voiced Velar Nasal consonant	Sing
p	Voiceless Bilabial Plosive consonant	Poor
r	Voiced Alveolar Approximant consonant	Room
s	Voiceless Alveolar Fricative consonant	Soon
t	Voiceless Alveolar Plosive consonant	Tool
ʃ	Voiceless Palato-alveolar Fricative consonant	Mention
tʃ	Voiceless Palato-alveolar Affricate consonant	Check
v	Voiced Labio-dental Fricative consonant	Vale
w	Voiced Bilabial Approximant consonant	Wale
z	Voiced Alveolar Fricative consonant	Zoo
θ	Voiceless Dental Fricative consonant	Thin
ð	Voiced Dental Fricative consonant	Then
ʒ	Voiced Palato-alveolar Fricative consonant	Vision
dʒ	Voiceless Palato-alveolar Affricate consonant	Large

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1. Statement of the Problem

With regard to English pronunciation, Standard British English and Standard American English are widely different especially in terms of segmental phonology features. The official and standard accent of English in the United Kingdom is known as 'Received Pronunciation' (RP) while the reference accent in the United States of America is referred to as 'General American' (GA). The two accent varieties in focus are often compared and contrasted, but not to suggest that one is superior or better; instead, there is a division of labour between the two varieties, with RP, also referred to as 'the BBC English', acting as the prestigious accent, owing to the fact that it is mostly identified with the educated people in England, and GA, known also as the North American English, acting as the powerful variety by virtue of being the variety of the economic, political and cultural superpower, which is the USA.

Generally speaking, the majority of students learning English as a second or foreign language are presented with either RP or GA as a model to copy. As far as the teaching of phonetics of English in Algeria is concerned, the official accent variety adopted in elementary, middle and secondary education is that of RP. It follows that preparation of future teachers should proceed along the same method at the university level. The provision for teaching RP at university Mohammed Esseddik Ben Yahia, Jijel, is not stringent though, and teachers exercise certain freedom in settling on the variety to teach or use in their teaching of respective modules, especially those that have a direct impact on pronunciation, namely, Phonetics and Oral Expression. Therefore, the need to come with a unified approach to teaching English, or at least notify students to the differences between the two varieties at the levels of lexis, grammar and pronunciation.

University students of English, nowadays, suffer no shortage of language input given the abundance of outlets in English, including books and e-documents, lectures, media and

social media for speaking and producing output. Amid this variety, different Englishes are being used, including RP and GA. This may lead the students to acquire and pick pronunciation features of both accents at the same time without being consciously aware that they are, in fact, using a hybrid accent. Lack of reference accent may be attributed to, among other things, to lack of systematic instruction into making comparisons and contrasts between these varieties; hence, students may not be consistent in following a model pronunciation.

2. Research Questions

To investigate the problem raised above, the department of English, at the University of Mohammed Esseddik Ben Yahia, Jijel,is selected as a context for conducting this research. The following research questions are posed to guide the inquiry:

1- Are students aware of the segmental phonology differences between RP and GA?

2- What reference accent is used by teachers and students, if any?

3- Are the inconsistencies in students' pronunciation, if any, due to mixing the RP and GA characteristics, or are they developmental errors in nature?

4- In case students are not consistent in the choice of a model accent, are they aware of their choice?

5- Do teachers impact on the students' choice of a single reference accent?

3. Purpose of the Study

The present research aims at investigating whether the students are fully aware of the segmental phonology differences between the RP and GA accents, and the reference accent they use or adopt as a model to follow, if any. While investigating this main topic, it is worthwhile to shed light on the nature of the common pronunciation errors made by the learners concerning the segmental phonology aspects of English. In other words, not adhering to a reference pronunciation may explain, partly, the confusion in students' pronunciation,

and even lead them to sound incomprehensible. Additionally, the study will collect data about students' and teacher preferences with regard to reference accent, which in itself has implications for teaching and learning.

4. Hypothesis of the study

In this research, it is hypothesized that students are not aware of the different pronunciation characteristics of RP and GA accents at the level of the phonemic system of each. This hypothesis can be divided into three sub-hypotheses:

- Students are not fully-aware of the segmental phonology differences between RP and GA.

- Students use a hybrid language instead of adopting just one reference accent.

- Instruction contributes to blurring the distinction between RP and GA.

5. Data Collection Procedures

The present research paper uses a case study research approach, and is conducted in Mohammed Seddik Ben Yahia University, Jijel, with teachers and second year students at the Department ofEnglish. It involves analysing data from two groups of students, with a total number of 36 subjects, and 10 teachers in charge of teaching the Oral Expression and Phonetics modules. To collect data from these participants, two research instruments are used, a questionnaire and a test. The questionnaire is designed for teachers and the test is directed to second year students of English.

6. Structure of the Study

This research includes two main chapters, in addition to a general introduction and a general conclusion. The first one is a theoretical chapter and the second is practical.

The first chapter is entitled 'Segmental Phonology Features of RP and GA'. It presents a review of some theoretical issues related to pronunciation including situating the

concept of accent with those of language and dialect. In addition, English variation and varieties are examined, determining the status and areas of use. Next, RP and GA grammatical, vocabulary, and spelling differences were illustrated. After this, pronunciation differences were explored with the focus on the segmental phonology features. This chapter was concluded by clarifying the terms 'phonological awareness', 'reference accent' and 'consistency in accent'. This chapter is mainly devoted to discuss the RP and GA segmental phonology features.

The second chapter is the core of this dissertation; it focuses on the field work undertaken. It includes the description of both research tools used and the sample selected. Next, the students test and the teachers questionnaire are described, analysed and interpreted separately. Finally the overall results are discussed by means of answering the questions raised and verifying the hypotheses advanced.

Chapter One

Segmental Phonology Features of RP and GA

Chapter One: Segmental Phonology Features of RP and GA

Introduction

English, like most other living languages, admits various dialects and accents. Foremost among these are RP and GA inasmuch as they are the most widely taught varieties in the fields of English as a Second Language (ESL) and English as a Foreign Language (EFL). The two versions of English (RP and GA) are the focus of this research paper which, in this first chapter, sets out by providing a definition of the terms 'language', 'dialect' and 'accent'. After that, it explores some of British and American dialects and accents, mentioning the status of each variety of English in the process. It, then, discusses some grammatical, vocabulary and spelling features of and differences between RP and GA. The latter are also described and distinguished in terms of segmental phonology features, involving consonant and vowel sounds, and the supra-segmental features of pronunciation, stress and intonation. At the end, the terms 'phonological awareness', 'reference accent', and 'consistency in accent' were introduced.

1. Defining Language, Dialect and Accent

The discussion of phonological features of RP and GA requires making clear the terms of 'language', 'dialect' and 'accent'.

1.1. Language

Language is a system of communication through which human beings express their ideas using the spoken sounds or the written symbols, which are combined into words, phrases, utterances or sentences. In this regard, Richard and Schmidt posit that language is "the system of human communication which consists of the structured arrangement of sounds (or their written representation) into larger units". (2002:283).According to this view, two main aspects are given to each language: a specific set of sounds or words and an inventory

of rules and patterns that relate sounds and, at a larger level, words to each other. Language, as Appel and Muysken (1987:11) point out, "is not only an instrument for communication of messages, but it is a means of identifying or distinguishing groups from others"(*in* Sylvia 1993).What is intended by the previous quote is that language is a way of identifying and distinguishing between people, and hence, a person or a group of people is identified as either Arab, French, or English.

1.2. Dialect:

Following Downes' definition of language as "… an aggregate of related dialects" (1984: 25) and Chambers and Trudgill's language as "… a collection of mutually intelligible dialects"(1980:3), dialects refer to the different varieties that exist within a particular language, and that can be understood by individuals who speak that language. Therefore, the terms 'language' and 'dialect' can be distinguished on the grounds of the principle of mutual intelligibility which states that, dialects are mutually intelligible while languages are not. Conversely, varieties which are spoken by different speakers should belong to the same language in order to be understood. This provision is clearly stated in the quote from Petyt below:

> One criterion which draws clear distinction between language and dialect is that of mutual intelligibility, that is, speakers are said to be using different dialects if they can understand each other in spite some differences in their speech. If two speakers cannot understand each other then they are speaking different languages. (*in*sylvia1980:13)

Different dialects are distinguished on the basis of differences in lexis, grammar, and phonological features. Furthermore, a dialect is the language variety used by people inhabiting a certain geographical area or belonging to a specified social group in terms of age, ethnicity, gender and socio-economic status. In this vein, Newmeyer states that in all human communities' individuals differ from each other in the way they speak. Some of those differences are associated with particular groups of people, sex, and developmental level,

social prestige, wealth, and power. For instance, women speak differently from men, and children differently from adults. (1988).

In summary, dialect is the term used to describe the grammatical and pronunciation features which are associated with particular geographical regions or social groups.

1.3. Accent

By contrast to a dialect, which is distinguishable in terms of grammatical and pronunciation features, an accent refers to pronunciation and phonetic traits only, and hence, the way a particular person or group of people use structured language to produce sounds. It is, following Matthews, "A variety of speech differing phonetically from other varieties: thus, as in ordinary usage, 'a Southern accent', 'Scottish accents'. Normally restricted by linguists to cases where the differences are at most in phonology"(2014:5).Accent is also personalized; "it represents a special way of articulating a certain language" (Trask *in* Rashid, 2011:60); it is something that distinguishes individuals in that it refers to the way a person sounds, or his/her way of speaking and pronouncing a particular language. Similar to dialect, an accent can be used to identify person's geographical place or cultural education background. Subscribing to the view that accent has to do with pronunciation only, Crystal explains that it is "the cumulative auditory effect of those features of pronunciation which identify where a person is from, regionally or socially" (2008:3).

2. Varieties of the English Language

Over its relatively short history of English, its speakers have developed a host of accents, many of which are named after the respective geographical places in which they are spoken, be it a region in a given country or a country. For example, people from Great Britain are said to speak the variety called British English whereas the Americans use American

English. Within the USA, one can distinguish between New York accent, London accent, Canadian accent, or Delhi accent.

English language has several accents that exist all over the world and the most well-known are: RP, welsh, Scottish, Canadian, GA, New York, Australian, South African, and Indian accent.

This variation in the English accents was the result of certain factors and circumstances which contribute to produce the current outcome. Among these variations, the British English represented by RP and Cockney and the American English ones by means of GA and New York accents will be covered.

2.1. Causes of Variety within English

One of the main reasons why English has several accents is because of language change. Moreover, the English language has changed and is prone to change over time. This phenomenon can be classified into two categories, first, sporadic change, so according to Millward and Hayes "The addition of a Vocabulary item to name a new product, for example, may be a sporadic change that has little impact on the rest of the lexicon… Even some phonological changes are sporadic." (2011:8). Second, systematic change as Millward and Hayes state "Systematic changes, as the term suggests, affect an entire system or subsystem of the language. An example is the tendency among many speakers of American English to move the stress of bisyllabic words from the second syllable to the first, as in *pólice*, *défense*, and *ínsurance*."(2011:9).The main factors that language change influenced by are: colonization, migration, and the development of information and communication technologies (ICTs).

In addition, language contact is considered to be a very important reason for having different accents. Language contact happens when two groups that are geographically closer,

but have different languages, interact with each other "Contact with other languages and other dialectal varieties of one language is a source of alternative pronunciations, grammatical structures, and vocabulary" (Gramley *in* Nordquist, 2017). Another reason why accent differs from one place to another is when people move from an area to another one which has different accent as Lewis points out:

> the movement of people also means the movement of languages from their original geographic locations to new locations and to new language ecologies. Where once users of the language may have been in contact with speakers of a specific set of other languages, in the new context, they are interacting with a very different configuration of speakers and their languages. (2015)

2.2. The British English Variations

The British English has several important accents that varied from one region to another in the United Kingdom, but the most well-known that will be mentioned in the following paragraphs are RP and Cockney.

2.2.1. Received Pronunciation

RP, the abbreviation for Received Pronunciation, is the Standard English for British people in UK. It is one of the many accents of standard speech in the English speaking world. RP is defined by Crystal as:

> The name given to the regionally neutral accent in British English, historically, deriving from the prestige speech of the Court and the public schools. The term indicates that its prestige is the result of social factors, not linguistic ones. RP is in no sense linguistically superior or inferior to other accents: but it is the accent (more accurately: a set of accents) which tends to be associated with the better-educated parts of society, and is the one most often cited as a norm for the description of British English. (2008:404)

Thus, RP is a neutral accent in that it is recognized as the norm for communicating formally and officially in Britain because it is unbiased to a particular region in the country, though sometimes identified with London and the Southeast of England. It is also the prestigious variety in Britain in that it represents the usual speech of educated people.

According to Romaine (1994) "…in Britain… those who are at the top of the social scale speak RP, an accent which does not betray the local origin of the speaker, only his or her social status" (p.71). 'The Queen's English', 'The Oxford English', and 'BBC English' and Posh accent are some other popular terms used to refer to RP.

The RP accent has some features that distinguish it from other accents such as the "*H* dropping", i.e. the avoidance of pronouncing the sound /h/. For example, the word 'behind' may be pronounced /bəˈaɪnd/. Moreover, RP speakers tend to drop the /g/ sound in the words end with –ing*,* and pronounce it as an alveolar rather than a velar nasal such as, *talking:*/ˈtɔ:kɪn/.one last example of RP distinguishing feature is the use of the long vowel /ɑ:/ for the vowels in the words 'start' and 'palm'.

2.2.2. Cockney

Cockney is considered as one of the most commonly known among the varieties of British English in modern days. It can be considered as a dialect because it has its own grammar, vocabulary, and some pronunciation features which make it unique. The term Cockney was first used in Middle English; it is a compound word that was created from two separate words which are: 'cock', which means rooster, and 'eye', which means *egg*. At some point, later on, the word has undergone some changes and became known as 'Cockney' (Oakley, 2013).

Cockney members are those who belong to the working class in London and, more specifically, the East End of London, as pointed out by Millward and Hayes:

> The term Cockney in its strictest usage refers to a native of the East End of London and more specifically to someone born within hearing of the bells of St. Mary-le-Bow, but we shall employ the term more loosely to refer to the working-class dialect of all of London and the immediately surrounding area. (2011:374)

Historically, the working class had very low level of or no education, given that they were poor and devised Cockney as a means to express solidarity. Accordingly, Davies states:

"Its origins are somewhat obscure, but it allowed workers to hold a private conversation within their ranks without the bosses knowing what they were talking about" (2005:237). In the past, Cockney was considered as an inferior dialect to the standard one RP, because it is the language of lower class, while RP is the language of upper well-educated class. Non-native speakers (NNSs) find the Cockney dialect very hard to be understood because of its unique features that distinguish it from other British dialects such as rhyming, slang, and the use of double negatives.

With regard to pronunciation features, in Cockney, the sounds/r/, /h/, and/t/are dropped, to cite few examples. First, because it is non-rhotic, the sound /r/ is dropped when it is pre-consonantal or final, as Millward and Hayes (2011:374) specify. Second, the sound/h/is usually dropped at the beginning of words; for example, 'house' becomes /aʊs/, and 'hammer' becomes /æmər/. And the third is the dropping of the sound/t/in word-final and its replacement with glottal stop /ʔ/.In addition to the aforementioned consonants, another pronunciation feature, called *TH* fronting, is worth mentioning. TH fronting involves replacing the dental fricatives /θ/ and /ð/ by the labio-dentals/f/and /v/, respectively. As far as vowels are concerned, as Millwardand Hayes state below, Cockney uses a very similar vowel system as that of RP, but with some differences:

> The vowel system of Cockney is isomorphic with that of
> RP; that is, it has the same set of vowel phonemes. The
> typical phonetic realizations of these vowels are, however,
> noticeably different. In particular, the vowels /i, e, u, o/ have
> a strongly centralized onset, so that the word *James*, for
> example, appears as [jʌɪmz]. (2011:374)

Considered inferior in the past, Cockney has evolved to become an appreciated variety, a part of the British culture that is learned and spoken in not only England, but also in other countries too.

2.3. The American English Variations

There are several recognizable accents in the American spoken language. GA and New York City accents are the most well-known. However, each one from these two varieties has its own characteristics that distinguish it from the other.

2.3.1. General American

General American or (GA) is the term coined by the American scholar George Philip Krapp who gave defined it as an American type of speech. GA, also known as the Standard American English (SAE), is considered as the ideal and official version of English that is used in most parts of the United States of America. More specifically, Carr (2013) explains:

> GA tends to be defined in terms of the geographical location, rather than the social class, of its speakers. The term 'GA' is an idealization over a group of accents whose speakers inhabit a vast proportion of the United States: it excludes Eastern accents such as the New York City accent, and Southern accents (such as that spoken in Texas). (p.64)

Trudgill and Hannah, for their part, defined GA as the "term which is quite widely used by American linguists to describe those American accents - the majority- which do not have marked regional north-eastern or southern characteristics" (2008:48). In the same sense, Wells defined this accent as "what is spoken by the majority of Americans, namely those who do not have a noticeable eastern or southern accent" (*in* brown, 2014:13)

One of the most important characteristics of GA is that it is not restricted to or associated with any geographical or social group; for this reason Léon indicated: "Nowadays, GA pronunciation is characterized by the fact that its speakers try to avoid any feature that shows regional or social features" (2012/2013:31)

Pronunciation in the USA, in contrast to the UK, is not considered as an important measure of social status, and this makes Americans focus on another language aspect, which is, as Algeo states: "perhaps because pronunciation is less important as a mark of social status

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in America than in Britain, American attitudes put greater stress on grammatical 'correctness'" (p.188). However, this does not mean that GA pronunciation does not have its own features which grant it more special privilege than the other English dialects.

Unlike RP, GA is characterized by rhoticity; it is firmly rhotic i.e., pronouncing the "r" sound in all positions. It also merges the vowels before /r/ as in 'current'/kʌr(ə)nt/and 'furry'/fɛri/ where the /ʌ/ and the /ɛ/ merge as /ɜ/,and other phonemes such as /ɛ/, /e/ and /æ/, which makes the words 'merry', 'marry', and 'Mary' have an identical pronunciation. In addition to rhoticity and the merger of certain vowels and phonemes, GA is characterized also by vowels' reduction, flapping, and yod-dropping after alveolar consonants. For stress and tone, the beginning of the utterance is spoken more loudly, then, the volume decreases towards the end with a hard tone and more emphasis on vowels than in RP.

2.3.2. New York City Accent

New York English is the accent that is spoken in New York City and the surrounding area. This regional accent, which is found primary in Brooklyn, is one of the most famous American English accents besides GA. The New York City English origins are diverse and the sources of many of its features are not recoverable. This accent evolved from an older English variety that encompassed much of the larger Middle Atlantic region; then, it evolved after the British took possession of Dutch colony, in 1664.

The pronunciation system of New York City English is known as 'the New York accent', and a few variations which are based on location and ethnicity are included within it. The New York accent is characterized by a nasal sound and certain other distinguishing features s such as: the shortening or lengthening of 'you' to 'yo' or 'youse', the dropping of r-endings particularly with –ar and keeping it dark as is car and bar, and the pronunciation of –are with rounded vowels in words like cart and hard to become like court and horde.

In summary for this section on British and American varieties of English are the most used varieties among both English native speakers (NSs), and foreign learners. In spite of that, these two varieties belong to the same language 'English', but still there are some people who state that British and American English are two separate languages. They owe their claim to the fact that both of them have specific features: accent (pronunciation, intonation, and stress), vocabulary (idioms, words, and expressions) and grammar (tenses). However, the majority of English speakers consider British and American varieties as two dialects of the same language. Dialect is the term used to describe the varieties which are different, but can be understood for those learners who belong to a particular language, for instance the case of Received Pronunciation (RP) and General American (GA). Kreidler states that "When people who have the same native language can understand one another and at the same time notice consistent differences in each other's speech, we say that they speak different dialects of the same language" (2002:2). Despite the above differences, RP and GA are related to each other; they are mutually intelligible.

3. The Status of English Varieties

British English emerges almost as equal status as that of American English, and these two varieties are the most used by foreign learners because they have superior status.

3.1. British English Status

RP was considered as an official accent in UK, and which was chosen to be official because of the features it carries which are beneficial for the country i.e. it is the one that should be followed as Crystal states "a language can be made the official language of a country, to be used as a medium of communication in such domains as government, the law courts, the media, and the educational system" (2003:4).

An accent variety can be an official language in two contexts: first, in the country where it is considered as a mother tongue; second, to be used as a model in another country to be taught for foreign learners. Whether to teach RP or GA or another dialect as a model in a given foreign country is controlled by several criteria including, "… the availability of teachers, partly by geographical location and political influence" (Broughton, 1980: 7). By geographical location is meant "The accent of the more proximate country where English is a native language has usually served as a pronunciation model" (Benkovà, 2013:13). The British English variety that is adopted by the NNSs' countries to be taught as second language (L2) or foreign language (FL) is mostly the RP model owing to the fact that it has the features that make the process of learning easier, and make the learner satisfied with the accent or the variety that he/she is going to acquire.

In this vein, Roach (1992) pointed out that RP, "… is the accent of English that is taught in schools and also functions as a model of pronunciation for English learners. It is believed to be the accent of educated people, especially those educated in private schools" (*in* koudelkova, 2012:14). Hence, one of the main important reasons why RP is used as a model in other countries is that RP has emerged as a prestigious accent i.e. the accent which is associated with the high social class and prestigious educational institutions, "RP was a product of the public schools system, and thus became associated with the aristocracy, prestigious (e.g. barrister, stockbroker, diplomat) and the prestigious universities of Oxford and Cambridge" Brown (1991:31). Similarly, Cambers (1999, p.1162) points out that "RP has come to be regarded as having most prestige with its associations of respectable social standing and good education".

The RP variety was chosen by Lord Reith, the first BBC general manager who advocated its use as the Standard English in UK and other countries. According to Janicki "standard British is the language spoken by BBC announcers, in terms of geographical

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location and social status- the language of the educated class of people." (1977:23). For that reason, RP is also called the BBC English according to Gimson (1994): "RP is also sometimes called "The BBC English", for it is the recommended form of pronunciation for BBC announcers, because this accent is most widely understood and there is no regional prejudice connected to it" (*in* Koudelkovà, 2012:14). The other two well-known names for RP are 'Queen's English' and 'Oxford English', "the accent may also be referred to as 'Queen's English' as the Queen speaks with an RP accent, 'Oxford English' because as the accent of educated people, it was naturally associated with prestigious universities" (Brown *in* Benkovà, 2013:12).

English is the language that has become the most widely taught FL in over 100 countries. Most of these countries have adopted the English language at the expense of other FLs that had been in place. For example, in the case of Algeria, English replaced the French language to be taught as an FL in 1996 (Crystal, 2003:5). "In a situation where the French language has lost much of its ground in the socio-cultural and educational environments . . . the introduction of English is being heralded as the magic solution to all possible ills – including economic, technological and educational ones" (Miliani, 2003:13). The Algerian educational system adopts the RP model in teaching EFL, in which the curriculum of the schools (primary, middle, and secondary) offers plans involving pronunciation, grammar, and vocabulary items represented in the RP model. The university curriculum in Algeria represents a continuity for that of previous education, and hence, the RP model is still followed, at least at the level of teaching Phonetics.

3.2. American English Status

Until the mid-twentieth century, the English language had been mostly associated with Br E as the official and prestigious dialect. However, nowadays, Am E is by far the most important and well-known variety. It has become the dominant accent due to culture and

business domination. Technology has assured its dominance on the scientific as well as the popular level which warrants the attention of journalists, politicians, and scholars.

The World War II was a turning point in the Am E language in that the rise of the USA as an industrial, political, and military superpower boosted and advanced it to the world as a dominant variety that exerts its influence through different media and outlets; among theses, Algeo (p.183) cites:

> …films, television, popular music, the Internet and the World Wide Web, air travel and control, commerce, scientific publications, economic and military assistance, and activities of the United States in world affairs, even when those activities are unpopular.

Also, GA status can be illustrated in how Schmitt (2011) described it; he said that GA accent:

> … is widely used in the media. Therefore, many people call it 'Network English'. Furthermore, in all places where English is taught as a foreign language and where American English is the standard model, GA is the accent procured. Compared with the status of RP in Britain, GA is not as correlated to the social class of people who speak this accent. In addition to that, GA is apparently not as delineated and marked off as RP what leads to more flexibility in GA."(*in* Sengül, 2015)

4. RP and GA Differences

To summarize differences between Br E and Am E Davies (2005) points out in the cover of his book that English speakers are in fact 'Divided by a Common Language'. When it comes to different accents that the English language has, such as RP and GA, there are three main criteria for classifying differences: systematic differences, realisational differences and distributional differences. In terms of systematic differences, two accents may have systems that contain a different number of phonemes. Using realisational differences makes clear that the same phonemes may have different allophones. Last, distributional differences

consider the fact that the same lexical item may have different phonemes in two different varieties (McMahon, 2002:93).

This section clarifies that RP is a social variety and GA is a regional one. Next, few of the so many respects in grammar, vocabulary and spelling in which differences between the two varieties abound are illustrated. The most relevant differences for this study concern pronunciation. The latter constitutes the focus of the rest of this chapter, especially as far as the segmental features of pronunciation are concerned.

4.1. Sociolect RP versus Regional GA

Dialects can be regional or social varieties of a language distinguished by grammar, vocabulary, and pronunciation. Hence, whereas RP categorized into a social dialect, GA is categorized as a regional one. According to Richard and Schmidt, a dialect can be:

> A variety of a language, spoken in one part of a country (regional dialect), or by people belonging to a particular social class (social dialect or SOCIOLECT), which is different in some words, grammar, and/or pronunciation from other forms of the same language. (2002:155)

RP as a social dialect means that it is spoken within a particular social group. It refers to the type of speech, pronunciation, and vocabulary used to communicate in the language with a specific social class or group within the greater society. According to Richard and Schmidt social dialect is "a variety of a language (a DIALECT) used by people belonging to a particular social class. The speakers of a sociolect usually share a similar socio-economic and/or educational background" (2002:493). Sociolect is the dialect that has a relation with social class and status. That is to say, it refers to the differences among people in terms of social prestige, wealth, and education. In other words, it is the speech that fits the community. Moreover, Agha specifies that "a sociolect is a set of linguistic features that mark the social provenance of speaker along any demographic dimension, such as class, profession, gender, or age" (2007:134). Hence, sociolect is a variety which is shaped by the social background of

the speaker. Upper class and youth language are examples of sociolect. The social dialect RP is reflected by certain factors such as occupation, education, age, and religion.

In contrast to RP, GA is a regional dialect that is spoken in particular geographical places in the USA, not including New York City. It is used by all people of all social classes or groups within that place. Biber defined the regional dialect 'GA' as the variety that is associated within a specific location (1995:2). GA, as a regional dialect cannot be easily influenced by the different external factors like: social class, religion, and gender.

4.2. Illustration of Grammatical, Vocabulary and Spelling Differences

There is a wide range of grammatical, vocabulary and spelling differences between Br E and Am E. These are illustrated below.

4.2.1. Grammatical Differences

Grammatical differences are exemplified here using some parts of speech, namely, verbs, adjectives and collective nouns.

4.2.1.1. Verbs, Auxiliaries and Modals

The table below shows instances of the grammatical differences between Br E and Am E in terms of verbs.

Br E Verbs	Am E Verbs
Bath	Bathe
Burgle	Burgle / Burglarize
Pressurize SO	Pressure SO
Slob	/
Workshop a play	Perform a play

Table01.03: Illustration of Verb Usage Differences between Br E and Am E

Some verbs are strictly used in either the Br E or Am E variety e.g. bath, pressurize, while some have a common use e.g. burgle, and others do not have their equivalent verbs in the opposite variety e.g. slob.

In forming the past simple, Br E tends to use the irregular –t forms in contrast to Am E which favors the regular or the unchanged irregular forms, as shown in Table1.02.

Verbs	Verbs in the past simple	
	Br E	Am E
Bet	Betted	Non occurring
Burn	Burnt	Burned
Learn	Learnt	Learned
Shine	Shone	Shined
Spell	Spelt	Spelled

Table01.04: Illustration of Past Tense Differences between Br E and Am E

In Br E, the modal 'shall' and the auxiliary 'will' and their contracted negative form are used to indicate future tense, in which 'shall' is used with the pronouns 'I' and 'we' only. By contrast, in Am E, 'will' is the only appropriate auxiliary used, as illustrated below:

Br E: Shall / will we workshop the Shakespeare play 'Hamlet'.

Am E: Will we perform the Shakespeare play 'Hamlet'?

For expressing a lack of obligation Americans tend to use the auxiliary verb do+ not + need, while Britons drop the auxiliary verb with the contraction of not, as follows:

Br E: They needn't attend the conference.

Am E: They do not need to attend the conference.

4.2.1.2. Adjectives

The formation of adjectives differs between Br E and Am E. For instance, Britons tend to form adjectives using nouns and the suffix –ed.

Nouns	Adjectives	
	Br E	**Am E**
Alarm	Alarmed	Protected with an alarm
Brand	Branded	Brand name
Flag	Flagged	Flag stone
Zip	Zipped	Provided with zipper

Table01.05.Illustration of Adjective Formation Differences between Br E and Am E

4.2.1.3. Collective Nouns

In the Br E variety collective nouns such as 'team', 'government', 'committee', 'class' and 'army', can be written with singular or plural verbs. However, such nouns usually take a singular verb in Am E:

Br E: The committee agree/agrees to perform all the responsibilities at the right time.

Am E: The committee agrees to perform all the responsibilities at the right time.

4.2.2. Vocabulary Differences

As a result of the colonists' need to name the unknown objects, they tended to either derive words from other languages (like Indian languages) or coin their own. Later on, and because of the material's exchange such as films and books in addition to the spread of media, as radio and TV, a list of American vocabulary words were used as a part of the British variety, which make it difficult to determine the originality of some vocabulary items i.e., whether they are British or American. This observation is made by Janicki who pens:

Vocabulary differences between Br Eng and Am Eng have to consider it in large part in terms of individual preferences. It seems almost impossible to draw a sharp distinction between exclusively used words, i.e. words assigned only in one variety, and preference words, i.e. words which occur in both varieties but are preferably used only in one. (1977:57)

Table01.04 below stands to illustrate few examples of vocabulary differencesbetween Br E and Am E.

Br E	Am E
Cotton wall	Absorbent cotton
Flat	Apartment
Behind	Back of /behind
Luggage	Baggage /luggage
Form	Blank/form
Debentures	Bonds
Ordinary shares	Common stock
Company	Corporation
Lift	Elevator
Peckish	Hungry
Crisps	Potato chips
Underground	Subway
Phone box	Phone booth
Queue	Line
Timetable	Schedule
Rubber	Eraser
Post	Mail

Table01.06: Differences in the Use of some Words between Br E and Am E

4.2.3. Spelling Differences

The British spelling system differs from the American one in certain areas. These differences occurred because Br E kept the same spelling of the borrowed words, while Am E adapted the best spelling that reflects the words' pronunciation.

	Br E	Am E
Words ending in –re	Center Theater/theatre Meter Saber/sabre	Centre Theatre Metre Sabre
Words ending in-our	Color Behavior Favor Honor Rumor	Colour Behaviour Favour Honour Rumour
Words ending in- ize or ise	Apologize Categorize Emphasize Symbolize	Apologise/apologize Categorise/ categorize Emphasise/ emphasize Symbolise/symbolize
Nouns ending with –ence	Defense License Offense Pretense	Defence Licence Offence Pretence

Table01.07.The main spelling differences between Br E and Am E

4.3. Pronunciation Differences

Pronunciation is a very important area that the learner should master in order to be able to communicate successfully with others. Pronunciation refers to the manner in which people produce words and sounds; it is the act or the manner of pronouncing phonemes, syllables, words, and phrases. According to Richards and Schmidt (2002) pronunciation is "the way a certain sound or sounds are produced. Unlike articulation which refers to the actual production of speech sounds in the mouth, pronunciation stresses more the way sounds are perceived by the hearer"(429). In English, the pronunciation of words is not always predictable; meaning that words which have similar spelling are not always pronounced in the same way as in the case of the words ending in –ough: 'cough'/kɒf/, 'through'/θruː/, and

'though'/ðəʊ/ . In English it very easy to distinguish between a Briton and American man when they speak because of their pronunciation or tune, but there are certain details that learners of English as an L2/FL need to know concerning the pronunciation differences between the two varieties. These concern both the segmental features of pronunciation, dealing with both the set and the manner in which consonant and vowel phonemes are pronounced, and which constitute the focus of this study, and supra-segmental features of pronunciation, concerned mainly with stress and intonation.

4.3.1. Segmental Phonology Features

By segment is meant "any discrete unit that can be identified, either physically or auditorily, in the stream of speech" (Crystal, 2003:408-09). Hence, the branch of phonology that deals with the analysis of speech in terms of consonant and vowel phonemes is called segmental phonology.

4.3.1.1. Description of Consonant Phonemes

Consonant are the speech sounds which are articulated with complete or partial closure of the vocal tract. In articulatory terms, consonants refer to the place and the manner of articulation. Consonants can be classified on three major dimensions: place of articulation, manner of articulation and voicing.

4.3.1.1.1. Place of Articulation

Place of articulation refers to the place where the sound is being made i.e. where the airflow constriction takes place.

Consonants are classified according to their place of articulation into: bilabial, labio-dental, dental, alveolar, palate-alveolar, palatal, velar and glottal as follows

- **Bilabial Consonants**

Bilabial sounds are made with the lips. In bilabial consonants, both the upper and the lower lips move or are in contact with each other. The bilabial phonemes of English are: /p/, /b/, /m/, /w/ representing the initial phonemes in each of the following words, respectively: 'pair', 'bet', 'memory', and 'warning'.

- **Labio-Dental Consonants**

Labio-dental consonants are produced when the lower lip is in contact with the upper teeth. Yule points out that "these are sounds formed with the upper teeth and the lower lip" (1985:28). Labio-dental consonant are: /f/ and /v/, the initial phonemes in 'fine' and 'vine'.

- **Dental Consonants**

In producing dental phonemes, the tip and the rims of the tongue make a light contact with the upper teeth. The dental consonants are: /θ/ and /ð/, such as in 'thief' and 'there'.

- **Alveolar Consonants**

In the alveolar consonants, the blade (or the tip and the blade) of the tongue touch or make a slight contact with the alveolar ridge. Alveolar consonants are: /t,/ /d/, /n/, /s/, /z/, /r/, and /l/, as in the beginning of the words: 'table', 'door', 'nine', 'sun', 'zipper', 'robe' and 'lake', respectively.

- **Palato-Alveolar Consonants**

In producing palato-alveolar consonants, the blade (or the tip and the blade of the tongue) articulates with the alveolar ridge, and at the same time, the front of the tongue is raised towards the hard palate. The palato-alveolar consonants are: /ʃ/, /ʒ/, /tʃ/, and /d̠ʒ/, as in the words: 'schedule' /ˈʃɛdjuːl/, vision /ˈvɪʒən/, chain /tʃeɪn/, and job /dʒɒb/.

- **Palatal Consonants**

In palatal sounds, there is a constriction between the front of the tongue and the hard palate. Palatal consonant is: /j/ as is yes /jes/.

- **Velar Consonants**

In velar consonants, phonemes are produced when there is a contact between the back of the tongue and soft palate. Velar consonants are: /k/ /g/ /ŋ/ e.g. anchor/æŋkər/, anger /æŋgə/, and sung/sʌŋ/.

- **Glottal Consonants**

Glottal consonants are produced when the opening between the vocal cords, or the glottis, is narrow enough to produce friction noise. The glottal consonant is: /h/ as in 'horse'.

4**.3.1.1.2. Manner of Articulation**

Manner of articulation refers to how the airflow is constricted; it is the way the airstream is affected as it flows from the lungs out of the mouth or the nose.

According to their manner of articulation Consonants are classified into: plosives, fricatives, affricates, nasals, laterals, and approximants.

- **Plosives**

Plosives are also called stops. They are consonants that are produced by stopping the airflow completely using the lips, teeth, or palate, followed by a sudden release of the breath.

There are six plosive consonants which are differing in their place of articulation: bilabial plosives: /p/, /b/, alveolar plosives: /t/, /d/ and velar plosives: /k/, /g/.

- **Fricatives**

According to Roach (2000) "fricatives are consonants with the characteristic that, when they are produced, air escapes through a small passage and makes a hissing sound" (48). Fricative consonants are: /p/, /v/, /ð/, /θ/, /s/, /z/, /ʃ/, and /ʒ/.

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- **Affricates**

These consonants are produced through combining two different sounds: stops and fricatives, "they begin as plosives and end as fricatives" Roach (2000:48). Affricates consonants are: /tʃ/ and /d͟ʒ/.

- **Nasals**

Nasal consonants differ from the previous consonants in that the air escapes through the nose instead of the mouth. There are three nasals in English: /m/, /n/, and /ŋ͟/.

- **Laterals**

Roach defines a lateral consonant as "one in which the passage of air through the mouth does not go in the usual way along the centre of the tongue; and the part of the roof of the mouth where contact is to be made… Because of this complete closure along the centre, the only way for the air to escape is along the sides of the tongue." (2000:61).

In English there only one lateral consonant: /l/.

- **Approximants**

"It is an articulation in which the articulators approach each other but do not get sufficiently close to each other to produce 'complete' consonants"(Roach, 2000:62). English approximant are: /w/, /r/and /j/.

In summary, the table below presents consonant phonemes in English, classified in terms of place and manner of articulation.

	Balabial	Labio-dental	Dentals	Alveolar	Palato-alveolar	Palatal	Velar	Glottal
Plosives	p b			t d			k g	
Fricatives		f v	θ ð	s z	ʃ ʒ			h
Affricates					tʃ dʒ			
Nasals	m			n			ŋ	
Lateral				l				
Approximants	w			r		j		

Table01.08.Theclassification of the English Consonants

4.3.1.1.3. Voicing

Voicing is the third dimension in terms of which consonants can be classified. It refers to the vocal cords vibration; when there is vibration in the vocal cords, consonants are considered to be voiced, and when there is no vibration of vocal cords, consonants are considered to be voiceless.

Table 01.06 below classifies English consonants in terms of manner of articulation and voice.

Manner of articulation	Voiced			voiceless	
Bilabial	b	m	w	p	
Labio-dental	v			f	
Dental	ð			θ	
Alveolar	d	z	n l	t	s
Palato-alveolar	ʒ	d̠ʒ	r	ʃ	tʃ
Velar	g	ŋ̠		k	
Glottal				h	

Table01.09.Voiced and voiceless consonants' classification

4.3.1.2. Differences in Consonant Allophones

Allophones are the phonetic variants of a single phoneme e.g. the aspirated /pʰ/ as in

pin and the unaspirated /p/ as in spin are considered as allophones of the phoneme /p/.

Allophones do not change the word meaning, they occur in different phonetic contexts.

4.3.1.2.1. Pronunciation of 'r'

The well-known difference between RP and GA is the pronunciation of the consonant

'r' which accounts for 'rhoticity'. A dialect is "rhotic" if the letter 'r' is pronounced in all

positions, and it is non-rhotic if /r/ is pronounced only when followed by a vowel, as Davies

(2005) states:

> One important way in which dialects of English often differ
> is in the pronunciation (or lack of pronunciation) of the
> consonant r. A dialect is called rhotic[roe-tik] if the r is
> pronounced before a consonant or at the end of a word.
> (This linguistic term is derived from the name of the Greek
> letter rho.) Similarly, a dialect is called non-rhoticwhen
> consonant r is not pronounced before a consonant or at the
> end of a word. (p.73)

RP is non-rhotic while GA is rhotic. A non-rhotic accent, also, known as the r-

dropping. Hence, in a monosyllabic word, for example, when the /r/ is in the middle position,

occurring after a vowel or preceding a consonant, and when it occurs at the end of a word, it is dropped in RP. In certain words such as mother and gather, "r" is pronounced when it is followed by a vowel e.g. love your mothe**r a**nd never less respect her. Also, in RP, or Br E generally, the "r" can be sounded as a non-syllabic vowel when it comes in an initial position with consonant function as in room and role, a fricative sound when it follows stop consonants /p/,/b/,/t/,/k/,/d/, and /g/ as in price and dry, or a flap consonant when it precedes /y/, /θ/ and /ð/as in merry and three. However, in GA, or Am E generally, "r" does not sound neither as a fricative sound nor as the flap intervocalic consonant. Table 1.08 illustrates this difference between RP and GA.

	Words	RP	GA
/r/ in the middle position	-learn -work	**-/l3:n/** **-/w3:k/**	**-/l3rn/** **-/w3rk/**
/r/ at the end position	-Car -Door	**-/ka: /** **-/dɔ:/**	**-/Ka:r/** **-/dɔ:r/**

Table01.010.Rhoticity in RP and GA accents

4.3.1.2.2. Pronunciation of 't'

In RP, the letter 't' is always pronounced as /t/ in all positions; whether it is at the beginning of the word, in the middle, or at the end.

However, in GA, /t/ is being dropped in the final position as in cut / kʌʔ /or, sometimes, changed to soft /d/ when it is in the middle position in a word, and this happens when it is either between two vowels as in Saturday/sæ(d)ədei/ˌor when it is between the consonant /r/ and a vowel, as Davies said "In the US, a *t*isusually pronounced with a sound like *d* when it comes within a word between vowels or after *r* and before a vowel. Hence *thirty, dirty,* and *fruity* may sound like *thirdy, dirdy,* and *fruidy"* (2005:75). Finally, /t/ is

sometimes dropped when it is after the nasal consonants /n/,/m/,and /ŋ/ as Darragh states "The *t* in American speech tends to disappear after nasal sounds like *m, n*, and *ng*. Thus, words like *dentist, twenty, understand, intercontinental* become *dennist, twenny, unnerstann, innerconninennal"* (2000:11).

4.3.1.2.3. Other Consonant Differences

- In RP, the voiceless palato-alveolar fricative /ʃ/ is used instead of the voiced palato-alveolar fricative /ʒ/ in words such as version, used in GA (/vɜːʃn/ vs. /vɜːrʒn/) and Asia (/eiʃə/ vs. /eiʒə/).

- The voiceless dental fricative /θ/ in RP is substituted with the voiced dental fricative /ð/ in GA as in the word 'booth' (/buːð/ vs. /buːθ/).

- In GA, the voiceless alveolar fricative /s/ replaces the voiced alveolar fricative consonant /z/ as in erase (/ɪreɪz/ vs. /ɪreɪs/).

- Referring to Longman and Oxford dictionaries, in RP, the voiceless alveolar fricative /s/ is used instead of the voiceless palato-alveolar fricative /ʃ/ that is used in GA. e.g. cassia (/kasiə/ vs. /kæʃə/).

The following table summarizes the previous consonant differences in pronunciation between RP and GA.

Br E (RP)	Am E (GA)
ʃ	ʒ
ð	θ
z	s
s	ʃ

Table01.11.Consonant allophones

4.3.1.3. Description of Vowel Phonemes

Vowels are sounds in which there is no obstruction to the flow of air as it passes from the larynx to the lips (Roach, 2000:10). Vowels are distinguished from consonants primarily by a less radical degree of constriction imposed by the lips and tongue on the flow of air through the mouth (2015).

Vowels are distinguished from each other according to the shape and the position of the tongue and the position of the lips. The former is determined by describing two things, the vertical distance between the upper surface of the tongue and the palate, classified into close or open, and the part of the tongue which is raised highest; it is front, center, or back. The latter, i.e. lips-position, are classified into rounded, spread, or neutral. Using different terms, Catford described this classification as the following: "Vowels or more precisely, the mouth shapes of vowels are specified in terms of three variables: vertical tongue-position (high-low), horizontal tongue-position (front-back), and lip-position (unrounded-rounded)" (1988: 124)

Furthermore, vowels can be classified into monophthongs and diphthongs. In what follows, these vowels and vowel differences between RP and GA will be described.

4.3.1.3.1. Monophthongs

Monophthongs are single vowels; they can be short or long. Description of differences between RP and GA in terms of monophthongs will proceed by supplying the vowel phonemes in RP and showing their counterparts in GA or the changes that should be applied to the vowels which are pronounced differently.

In RP, there are seven short vowels: /ɪ/ as in pin, /æ/ as in ban, /ʌ/ as in bunch, /e/ as in pen, /ɒ/ as in pot, /ʊ/ as in put, and /ə/ as in ago, and five long ones: /ɔ:/ as in law, /i:/ as in

sea, /uː/ as in two, /ɜː/ as in nurse, and /ɑː/ as in start. However, in GA, length is not considered as a distinctive feature, and for this reason, the length-mark can be omitted.

The diagram below shows the vowel quadrilateral, on which the positions of monophthongs are identified.
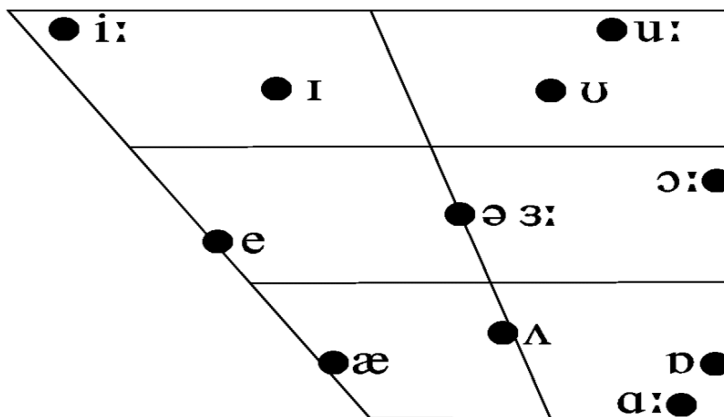
Figure1.01.Chart of IPA Monophthongs.

In RP, vowels such as /ɪ, ɒ, e, ʊ/ or/æ/ are called "the pure monophthongs" because they do not change in quality in contrast to the GA accent where some of these vowels change their quality slightly and others are lengthened (as the case of /ɒ/and /æ/).

-   **Changes of /ɒ/**

The back rounded vowel /ɒ/ is found only in RP; in GA, this /ɒ/ changes to either the back open vowel /ɑː/ in words such as bottle /bɑːtl/ or pocket /pɑːkət/ in which a plosive follows, or to the long back vowel /ɔː/ if it is followed by any other consonant e.g. across /əkrɔːs/, gone /gɔːn/.

In a few cases, /ɒ/ can change to /oʊ/ in GA, as in compost (/kɒmpɒst/ vs. /kɑːmpoʊst/), or to /ʌ/ as in the words: want/wʌnt/, what /wʌt/, and was /wʌz/.

- **Changes of /æ/**

In RP, the short front close vowel /æ/ is changed to the long back close vowel /ɑː/ when it comes before the sounds /s, f, θ/ as in 'pass' /pɑːs/, 'calf' /kɑːf/, and 'path' /pɑːθ/ or when it is followed by some other consonant sounds:/ns, mpl/ e.g., 'dance' /dɑːns/, 'sample' /sɑːmpl/. However, these changes are not applied before other consonants such as nap /næp/,hat /hæt/, and mad /mæd/.

- **Changes of /ʌ/**

The central close vowel /ʌ/occurs in both RP and GA. However, in some words in GA, the central vowel /ɜ/ is used instead of /ʌ/ as in hurry (/hʌri/ vs. /hɜri/), and currency (/kʌrənsi/ vs. /kɜrənsi/.

- **Changes of /juː/**

In some cases, both RP and GA omit the sound /j/ when it comes before /uː/. This change or omission is called "yod-dropping". Yod-dropping takes place when it happens after /tʃ/ as in chew /tʃuː/, /dʒ/ as in Jew /dʒuː/, and /r/ as in rude /ruːd/. In GA, yod-dropping is applied when it comes after the sounds /t/ as in student (/stjuːdənt/ vs. /stuːdənt/), /d/ as in duty (/djuːti/ vs. /duːti/), and /n/ as in new (/njuː/ vs. /nuː/).

4.3.1.3.2 Diphthongs

Diphthongs are combinations of two vowels in which there are different starting and ending sounds. According to Roach diphthongs are "sounds which consist of a movement or glide from one vowel to another". (p.21). There are eight diphthongs in RP but, only five in GA.

RP diphthongs are: /eɪ, aɪ, ɔɪ, əʊ, aʊ, ɪə, eə, ʊə/.

GA diphthongs are: /eɪ, aɪ, ɔɪ, əʊ, aʊ/.

The main difference is that the centering diphthongs are found only in RP; in GA, there would be a vowel followed by /r/ where there is a centring diphthong in RP; for example, here (/hɪə/ Vs /hɪr/), near (/nɪə/ Vs /nɪr/), and cure (/kjʊə/ Vs /kjʊr/).

In GA, the RP diphthong /əʊ/ changes to /oʊ/ i.e. the starting sound /ə/ is changed to /o/ in which there is a more jaw drop than in RP, and the second part of the diphthong remains the same e.g., know (/nəʊ / vs. /noʊ/), go (/gəʊ/ vs. /goʊ/).

4.3.2. Supra-segmental Features of Pronunciation

Speech features, such as stress, pitch and tone, which are accompanied or added over consonants and vowels, are known as "supra-segmental features". They are not limited to only a single sound but instead, they are often extended over syllables, words or even phrases and sentences. Among those different features, Stress and intonation are the ones which get our attention in this dissertation.

4.3.2.1. Stress

Stress refers to the emphasis that is given to a phonetic segment or syllable. According to Crystal stress is "a term used in phonetics to refer to the degree of force used in producing a syllable. The usual distinction is between stressed and unstressed syllables, the former being more prominent than the latter" (2008:454). The stressed syllables can be shown for one time or more in a word, in which one of them is considered as the primary stress and some of the others are secondary stress. In a word, the syllable which receives most stress has primary stress, and the one which have less stress than the primary syllable have secondary stress, while syllables which have neither primary nor secondary stress are unstressed syllables. Stressed syllables can contain full vowels as well as diphthongs while unstressed syllables contain reduced vowels (Jensen, 1993:77).

Native speakers of English are spontaneously aware that in each word certain syllables, and specially one syllable, will be more prominent than the others. These more prominent syllables are stressed, and stress is a culminative property featured by a number of phonetic factors which work together for distinguishing the stressed syllable from the unstressed ones. The three main factors that characterize the stressed syllable from the unstressed one are loudness, length, and pitch. First, loudness means that the unstressed syllables are heard louder than the unstressed syllables, because they are produced strongly with remarkable degree of intensity. Second, length implies that the stressed syllables will be the ones that are made longer, and take greater duration. Third, as far as pitch is concerned, as McMahon points out "the vowels of stressed syllables are produced with higher fundamental frequency; that is, the vocal folds vibrate more quickly, and this is heard as higher pitch" (2002:118). Hence, the stressed syllables have a relation with the vibration of vocal folds, and the higher notes of pitch. The stress notation can be represented, particularly in dictionaries, as follows "We can informally represent primary stress by placing a superscript diacritic (ˈ) immediately before the start of the appropriate syllable, and secondary stress by using the subscript diacritic (ˌ), leaving any unstressed syllables without a diacritic" (Carr, 2013:165).

In both RP and GA, the meaning of the word may change if the place of the stress changed. Thus, in some words when the stress is on the first syllable it will be considered as a noun, but if the stress is on the second syllable the word will be considered as a verb. Nonetheless, one of the main noticeable differences in pronunciation between RP and GA is stress. The stress differences summarized in the following points:

a. With regard to some which are borrowed words from French, RP places stress on initial syllables, while GA applies it towards the final syllables.

Borrowed words	RP	GA
Café	/'kæf.eɪ/	/.kæ'feɪ/
Detail	/'di:teɪl/	/dɪ'teɪl/
Adult	/'æd.əlt/	/ ə'dʌlt/

Table1.12.Examples of Stress-Placement Differences between RP and GA

b. With regard to two syllable verbs which end with -ate, RP stresses the last syllable, but GA, puts stress on the first syllable, for instance: 'locate', 'rotate', 'translate', and 'vibrate'.

c. In RP the word-final sequences: -ary, -ory, -mony and -berry are unstressed. By contrast, in GA, these sequences receive secondary stress, for example: 'military', 'introductory', 'testimony' and 'blackberry'.

4.3.2.2 Intonation

Intonation refers to the way in which the voice rises and falls, or it is as Crystal states: "a term used in the study of suprasegmental phonology, referring to the distinctive use patterns of pitch, or melody" (2008:252). There are three main intonation patterns that are related to a particular type of sentences: rising, falling, and level. In both varieties of English, RP and GA, rising intonation occurs at the end of the utterance in questions requiring yes or no answers as in the example: 'are you ready?'; while falling intonation is used, first, in Wh-Questions such as, 'where are you from?', second, in giving orders such as, 'change your seat!' and, last, in a statement such as, 'I am doing my home work'. The third kind of intonation is level and it refers to the incomplete intonation pattern.

According to Janicki, the differences between RP and GA in term of intonation is that "BE employs different intonation modifications with rises and falls within a sentence much more frequent than in AE. American intonation is generally more level, i.e. lacking the mentioned rises and falls" (1977:45)

5. Phonological Awareness of Reference Accents Features:

In line with the topic explored in this study, awareness of segmental phonology features, the concept of awareness as it relates to the sound system should be explored, though only in brief for the fact that it seems quite self-explanatory. What is more, the term reference accent should be defined, also in brief, and shown that it means essentially to be consistent in dialect choice.

5.1. Phonological Awareness

Phonological awareness refers the learner's capacity to hear and manipulate the sounds and the words of a given language. In other words, phonological awareness is a skill that allows learners to recognize and work with the sounds of oral language, "Phonological awareness refers to the explicit understanding of the sound structure of language, including the awareness that words are composed of syllables and phonemes" (Catts, 1991).Additionally, the terms is used to describe "The ability to hear and manipulate the sounds in spoken words, and the understanding that spoken words and syllables are made up of sequences of speech sounds" (Yopp, 1992). Phonological awareness is composed of a group of skills, but the most progressing one is the 'Phonemic Awareness', which is defined by Johnson as, that skill which "lets kids tune into individual sounds (phonemes) in a word. It includes the ability to separate a word into the sounds that make it up and to blend single sounds into words. It also involves the ability to add, subtract or substitute new sounds in words." (n.d.)

The two terms 'Phonological Awareness' and 'Phonemic Awareness' are used interchangeably, but there is a slight distinction that should be illustrated. Phonological awareness is often used as the umbrella term including phonemic awareness; it manipulates a large part of spoken language while phonemic awareness is narrower and a subcategory of

the previous one. In this regard, Geiger (2017) explains: "Phonemic awareness and phonological awareness are often used interchangeably, but they are not the same thing. Phonemic awareness is one *component* of phonological awareness, and a very important one."(Geiger, 2017)

5.2. Reference Accent

The term reference accent is used throughout this research paper. British English and American English are two major dialects of English which are considered as reference models. Moreover, one has to bear in mind that these models are not really, as assumed, based on features like better intelligibility, but often only on the prestige associated with them. The reference accent for British English is known as Received Pronunciation; it is also referred to as BBC English. The term was originally coined by Daniel Jones and it was supposed to reflect the speech of students attending public schools. RP is an accent that keeps on changing and shows a high degree of variability. However, it is an accent that is spoken by about 3-4% of British population. GA is the reference accent for American English and it is to some extent based on the speech of the more prestigious New England states. However, GA can be defined as an accent with few or no particularly strong regional features. (Weisser, 2013)

5.3. Consistency in Accent Choice in Second and Foreign Languages

When talking about consistency, the learners need to pick up one variety and stick to it, the one that they select is really a matter of the target audience rather than the personal preference of the students, because it will serve them best than being inconsistent. Also, consistency in accent can be taken as important aspect in learning English as a second or foreign language as it's lend an image of competence. Consistency in accent is usually appreciated because when the learners pronounce the words consistently this will be sounds

more natural to the audience. Zhang and Galletta mentioned that "consistency of accent over time is critical . . . for people . . . If an interaction partner's voiced changed . . . , the speaker would surely be perceived as odd and untrustworthy." (2015:380). Being inconsistent is a sign of undeveloped character, if the students' accent are weaving all over the road; it means that they need to put more practice time in to nail down their character.

Conclusion

Throughout this chapter, we have focused on the two varieties of English, British and American, in addition to explaining that within each variety several other sub-varieties can be found. First, we provided an explanation of the hierarchical relationship between the terms, language, dialect and accent, and shows that the latter two are often confused, but can be used interchangeably. The status given to different varieties of English, especially those of RP and GA is explored, concluding that the two are prestigious varieties, but RP is more so because it is identified with the educated and high social classes, whereas RP is neutral to class and geography. Furthermore, we dealt with the differences between RP and GA in terms of, grammar, vocabulary, pronunciation with emphasis on the segmental phonology features. Being aware of the features of the accent one is speaking is important because it shows that the person is educated about the matter, and can be confident in showing them to the students who are confused.

Chapter Two

Field Work

Chapter Two: Field Work

Introduction

The present chapter is devoted to the practical work which investigates the students' awareness of RP and GA the pronunciation differences. It aims to describe the procedures followed in collecting data, present, analyse and discuss the findings of the investigation. The latter consists in administering a students' test, which was conducted with second year L.M.D students of English at Mohammed Seddik Ben Yahia University, Jijel, and a questionnaire for oral expression and phonetics' teachers at the same university. The objective of this investigation is to test the student awareness of between Received Pronunciation (RP) and General American (GA).

1. Data Collection Procedures

Since the aim of our research is to investigate the students' awareness of the pronunciation differences between RP and GA, two main tools were considered suitable: a test for students and questionnaire for teachers. First, the testis adopted to measure the students' actual ability at distinguishing between RP and GA by carrying out listening activities, pronunciation and transcription. Had a questionnaire been used, students would have been tempted to express their preferences. Second, the questionnaire which was addressed to the teachers of Oral Expression and phonetics aims to gain insights from teachers about the model pronunciation students are using or trying to use, or if they mix the two varieties of RP and GA.

2. Population and Sampling

The population targeted by the study is that of second year students at the department of English, university of Mohammed Seddik Ben Yahia, Jijel. The sample, which was selected randomly from this population, consists of two groups 36 students. Our selection of

Population is based on the fact that second year students received specific instruction about the pronunciation aspect of English for about two years of studying the modules of Oral Expression and Phonetics. At least in phonetics, students are taught the mechanics of articulation, transcription, phonemes of English, and segmental as well as supra-segmental of pronunciation that are related to RP.

In addition, a sample of teachers was requested to answer a questionnaire; these teachersare either second year oral expressions and phonetics' teachers, or have a previous experience in teaching these subjects.

3. The Test

3.1. Description and Administration of the Test

The aim of the test is to examine the students' awareness of the pronunciation differences; this test is made up of four exercises.

The first exercise emphasizes both written and oral skills. This exercise is made up of two parts: Part A and Part B. In Part A, students are asked to write the phonetic transcription of six given words, and then in Part B, students are asked to pronounce those words. Students took turns at uttering the words, and at the same time, they were aware that they were tape-recorded. The second exercise consists of six words; with each being transcribed phonetically in two versions, RP and GA, and student have to distinguish between the two. In exercise three, students listened to an audio which contains 10 words and at the same time they have to determine whether they are pronounced in RP or GA. In last exercise, students listened to five scripts in which they have to determine the speaker with the RP accent, GA accent, or other unidentified accent. These scripts varied in length from29 seconds39 seconds.

3.2. Analysis of Test Results

Exercise 01:

Part A: write the phonetic transcription for the following list of words

1- Again   /……………. /   4- Vase   /…………...… /

2- Either   /...............…... /   5- Version /…………...… /

3- Tomato /…………...... /   6- Warm /……..….……. /

As a first step in analysing results for Exercise 01, students' transcriptions are presented and discussed in terms of their correctness, then; the second step sheds light on the reference accent that is used by the students.

-   **Step 01: Categorisation of Students' Transcriptions in Terms of Correctness:**

	Correct		Wrong		No answer		Total	
Words	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
1-	08	22.22	28	77.78	00	00	36	100
2-	11	30.56	24	66.66	01	02.78	36	100
3-	02	05.56	34	94.44	00	00	36	100
4-	15	41.67	21	58.33	00	00	36	100
5-	06	16.67	29	80.55	01	02.78	36	100
6-	15	41.67	21	58.33	00	00	36	100
Total	**57**	158.35	**157**	436.09	**02**	05.56	**216**	600
Mean	**9.5**	26.38	**26.17**	72.70	**0.33**	0.92	**36**	100

Table2.01: Categories of Students' Answers in Phonetic Transcription
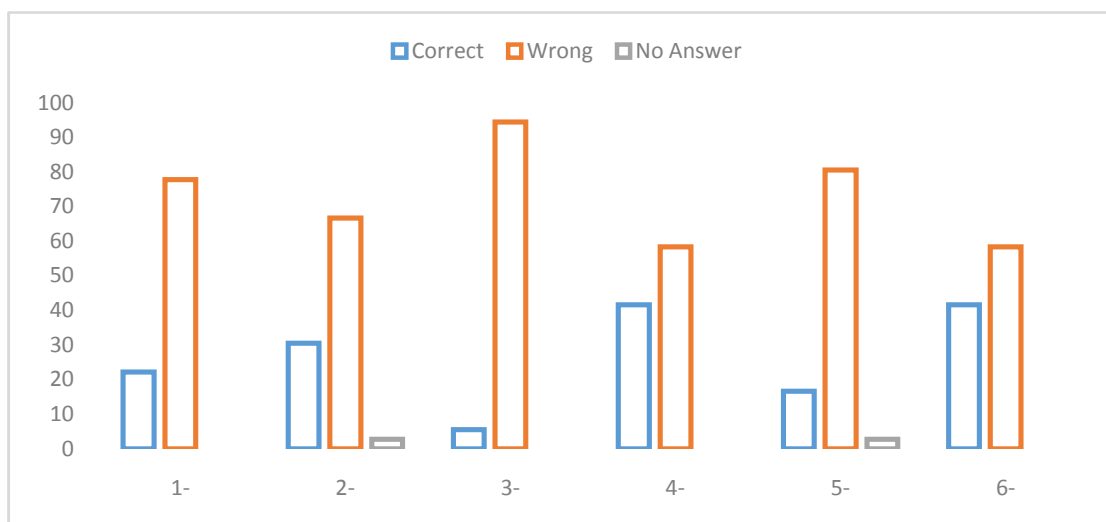
Figure2.01: Percentage of Students' Correct and Wrong Phonetic Transcriptions

In analysis of the table and the figure above, it can be seen that the rate of failure in transcribing the six words is very high, standing at 72.70% (26 students) while the percentage of students supplying correct transcriptions is about 10 representing 26.38% of the students, with words 4- and 6- being the ones that proved easiest for students to transcribe. The results taken for each word from the six given, and the type of the common mistakes made are shown below:

1- Again: the correct answers concerning this word represent 22.22% of the whole responses only. The analysis of students' responses revealed that nearly all mistakes were in the second vowel; instead of writing /eɪ/ in RP or /ɛ/ in GA, students used either/ə/ or /æ/.

2- Either: Two thirds of the students failed to transcribe this word, and most of the mistakes were the result of mistaken first vowel; the use of /eɪ/ instead of /aɪ/ in RP or /i:/ in GA. In addition, one student did not transcribe the word.

3- Tomato: out of 36 students, only 2 students have got the right transcription, making this word the most problematic in the list. Vowels in this word were almost all problematic.

4- Vase: along with item 6-(warm), this word has the highest number of correct answers (15). Where mistakes were made, the students were not able to recognize the appropriate symbol /ɑː/ (RP) or /eɪ/ (GA), in contrary they used either /aɪ/ or /əɪ/.

5- Version: except for (6) students who got the right answers, the vast majority of the answers (29) were incorrect added to (1) student who supplied no answer. The mistakes made by the students were in both the first vowel, transcribed as /ə/ instead of /ɜː/, and the consonant 's', transcribed as /dʒ/ instead of /ʒ/.

6- Warm: almost half the sample (15) got the answer right, and the common mistakes made were in the vowel /ɔː/, reduced by students to short vowel /ɒ/.

- **Step 2: Categorisation of Students' Transcriptions in Terms of Reference Accent Used**

Words	Reference Accent						Total	
	RP		GA		RP and GA			
	N	%	N	%	N	%	N	%
1-	05	62.5	03	37.5	00	00	08	100
2-	07	63.64	02	18.18	02	18.18	11	100
3-	01	50	00	00	01	50	02	100
4-	02	13.33	03	20	10	66.67	15	100
5-	03	50	01	16.67	02	33.33	06	100
6-	09	60	01	6.67	05	33.33	15	100
Total	27	299.47	10	99.02	20	201.51	57	600
Mean	4.5	47.37	1.67	17.54	03.33	35.09	9.5	100

Table2.02: The Classification of Students' Answers in Terms of RP and GA
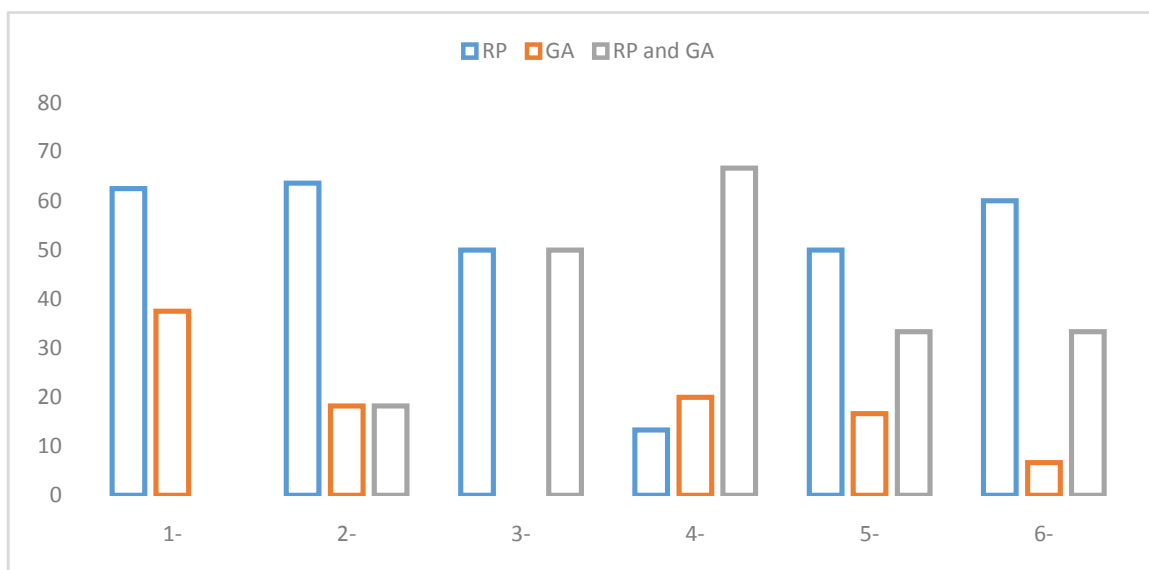
Figure 2.02:Percentage of Students' RP and GA Transcriptions

As it is clearly noticed, in the table and the figure above, the rate of the students who adopted the RP as a reference accent is almost half 47.37% while the proportion of the students who mixed between RP and GA is 35.09%.

From the data provided, the first observation that we can make is that the proportion of the students using RP as a reference accent is almost the same in the following words: again (62.50%), either (63.64%), and warm (60%). The second observation is that in both words: tomato and version, the same students' percentage (50%) had a preference to use the RP accent rather than GA. Once more, the respondents' who mixed both varieties (RP and GA) in transcribing the words 'version' and 'warm' was the same (33.33%).

As for of the organization of the ideas, we have noticed that, in all the given six words, the use of GA as a reference accent was less than the considerable proportion.

Part B: Read the words in the list above out-loud.

Similarly to what has been done in Part A, Two steps are going to be followed. The first step consists in presenting and discussing results in terms of their correctness, and the second analyses the reference accent that is used by the students in pronouncing the words.

- **Step 01: Categorisation of Students' Pronunciations in Terms of Correctness:**

Words	Correct pronunciation		Wrong pronunciation		Total	
	N	%	N	%	N	%
1-	35	97.22	01	02.78	36	100
2-	25	69.44	11	30.55	36	100
3-	30	83.33	06	16.67	36	100
4-	33	91.67	03	08.33	36	100
5-	31	86.11	05	13.89	36	100
6-	36	100	00	00	36	100
Total	**190**	527.77	**26**	72.23	**216**	600
Mean	**31.67**	87.96	**04.33**	12.04	**36**	100

Table 2.03: Students' Correct and Wrong Pronunciation of Words in Exercise 01
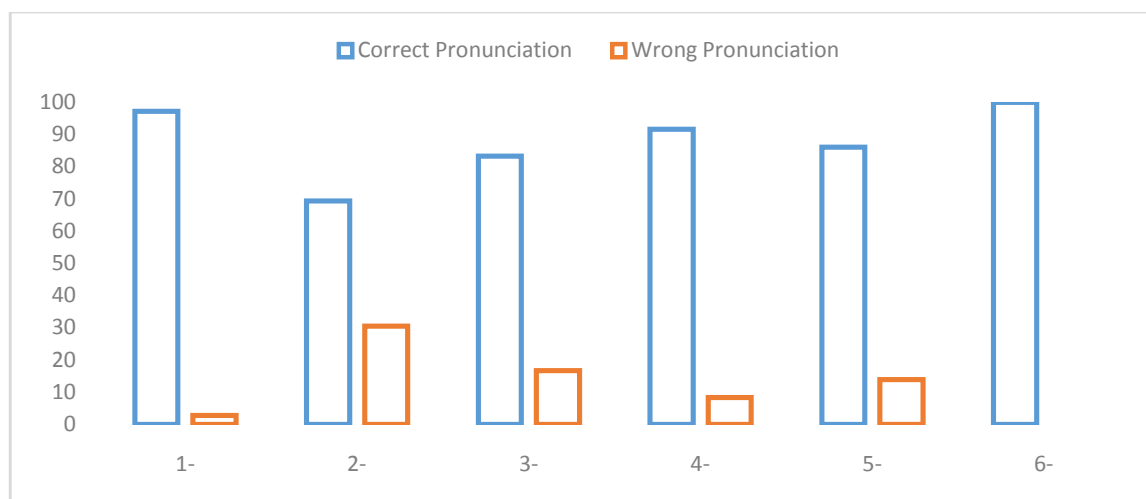
Figure 2.03: Percentage of Students' Correct and Wrong Pronunciations of Words in Exercise 01

The pronunciation of the six words given by the respondents, as shown in table 2.03 and figure 2.03, allow the conclusion that the great majority 87.96% of the students pronounce these words correctly, with words 1-6 being proved the ones that are easiest for students to be pronounce.

Step 2: Categorisation of Students' Pronunciations in Terms of Reference Accent Used

Words	RP		GA		RP and GA		Total	
	N	%	N	%	N	%	N	%
1-	06	17.14	29	82.86	00	00	35	100
2-	13	52	10	40	02	08	25	100
3-	11	36.67	19	63.33	00	00	30	100
4-	01	03.03	09	27.27	23	69.70	33	100
5-	03	09.68	21	67.74	07	22.58	31	100
6-	14	38.89	19	52.78	03	08.33	36	100
Total	**48**	157.41	**107**	333.98	**35**	108.61	**190**	600
Mean	**08**	26.24	**17.83**	55.66	**5.83**	18.10	/	100

Table 2.04: Classification of Students' Pronunciations in Terms of RP and GA
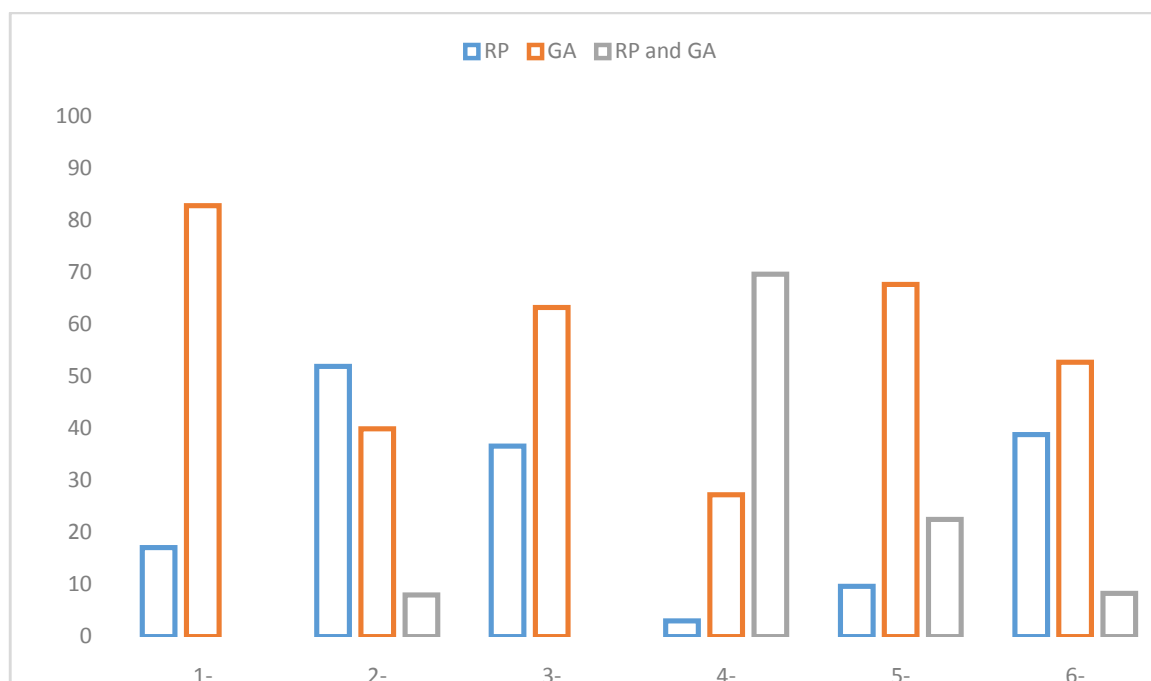
Figure 2.04: Percentage of Students' RP and GA Pronunciations

As table 2.04 and figure 2.04 indicates, the highest rate of the respondents 55.66% pronounced the six words with a GA accent, and it can be seen that the first word was the easiest one to pronounce for most students. Therefore, the remaining proportion was distributed unequally between RP with the ratio of 26.24%, and mixture of both with the ratio of 18.10%.

What we notice here from the data provided in the table above is the following:

1. Again: the highest percentage of the pronunciation provided by the respondents for this word goes to GA (80.55 %). The rest (17.14%) use RP. There is no mixing between the two varieties.

2. Either: except for two students who represent the ratio of those who got a hybrid accent, the rest of students are divided approximately with the same proportion among, RP (52%) and GA (40).

3. Tomato: a considerable number of students (19) decided on the right pronunciation choosing the GA accent with percentage of (63.33%), the other ratio (36.67%) was represents students who pronounced it with an RP accent.

4. Vase: in this word it comes into view that the great majority of the students (23) which is translated to (69.70%) mixed the two accents (RP and GA) in pronouncing this word.

5. Version: the pronunciation given by the respondents to this word as show in table (21) indicates that the highest rate (67.74%) goes to the GA accent. While the remaining proportion was divided among RP (09.68%) and RP and GA (22.58%).

6. Warm: the accents used are split unequally between RP (38.89%), and GA (52.78%). The three (3) students left, who represent the proportion of (08.33%), mixed the two accents in pronouncing this word.

Exercise02: look to the transcription of the given words. Determine which one is RP (Received Pronunciation) and which is GA (General American).

1. Advertisement /ədˈvɜːtɪsmənt/ ⇨ ☐ /ædvərˈtaɪzmənt/ ⇨ ☐
2. Civilization /sɪvələˈzeɪʃn/ ⇨ ☐ /sɪvəlaɪˈzeɪʃn/ ⇨ ☐
3. Fear /fɪr/ ⇨ ☐ /fɪə/ ⇨ ☐
4. No /nəʊ/ ⇨ ☐ /noʊ/ ⇨ ☐
5. Progress /ˈprɑːgres/ ⇨ ☐ /ˈprəʊgres/ ⇨ ☐
6. Was /wɒz/ ⇨ ☐ /wʌz/ ⇨ ☐

Words	Correct Identification		Wrong Identification		No Answer		Total	
	N	%	N	%	N	%	N	%
1.	29	80.56	07	19.44	00	00	36	100
2.	26	72.22	09	25	01	02.78	36	100
3.	30	83.33	06	16.67	00	00	36	100
4.	22	61.11	13	36.11	01	02.78	36	100
5.	23	63.89	13	36.11	00	00	36	100
6.	21	58.33	15	41.67	00	00	36	100
Total	**151**	419.44	**63**	175	**02**	05.56	**216**	600
Mean	**25.17**	69.91	**10.5**	29.17	**0.33**	0.93	**36**	100

Table 2.05:Students' Identification of RP and GA Word Transcriptions

Figure 2.05:Percentage of Students' Identifying RP and GA Word Transcriptions

The results yielded in the table and the figure above show that a considerable number of the participants 69.91% answered correctly. The results show that the third word 'fear' is the one which gained the highest proportion of correct answers.

To gain deeper insights into the answers generated in this exercise, the students' responses are classified in table2.14 that interpreted to figure2.04:

1. Advertisement: concerning this word, 80.56% of respondents have selected the correct accent represented by the transcription given while only 19.40% could not do this, and this shows that the majority of the students are familiar with the pronunciation of this word.

2. Civilization: the right answers concerning this word represent 72.22% of the whole responses while, the wrong answers stood for 25% and there is one participant didn't respond.

3. Fear: 30 subjects out of 36 representing 83.33% answered correctly; whereas only 06 subjects representing 16.67% gave false answers. This reflects that most of the

students can distinguish the pronunciation of this word; whether it is pronounced in RP or GA.

4. No: 61.11% of respondents got the correct answers while the rest of subjects representing 36.11% decided on the wrong answers. There is only one student who didn't answer. What we have noticed here is that even though this word is common use between all the students, one third of them still cannot determine which pronunciation is RP and which one is GA.

5. Progress: the answers provided by the respondents were 23 representing 63.89%, correct, and 13 representing 36.11%, wrong.

6. Was: surprisingly, the correct answers concerning this word were only 58.33%, and this is not a high percentage if we take into consideration that this word is commonly used daily by the students.

Exercise03: listen to the following words. Are they pronounced in RP or in GA?

1- Adult	☐	6- Chance	☐
2- Advertisement	☐	7- Laugh	☐
3- Pure	☐	8- Bottom	☐
4- Garage	☐	9- Organization	☐
5- Globalization	☐	10- Agile	☐

Words	Correct answers		Wrong answers		No answer		Total	
	N	%	N	%	N	%	N	%
1.	22	61.11	14	38.89	00	00	36	100
2.	21	58.33	15	41.67	00	00	36	100
3.	23	63.89	13	36.11	00	00	36	100
4.	24	66.67	12	33.33	00	00	36	100
5.	27	75	09	25	00	00	36	100
6.	20	55.56	16	44.44	00	00	36	100
7.	32	88.89	04	11.11	00	00	36	100
8.	31	86.11	05	13.89	00	00	36	100
9.	26	72.22	10	27.78	00	00	36	100
10.	13	36.11	21	58.33	02	05.56	36	100
Total	**239**	663.89	**119**	330.55	**02**	05.56	**360**	1000
Mean	**23.9**	66.39	**11.90**	33.06	**0.20**	0.56	**36**	100

Table 2.06: Students' Identification of RP and GA Word Pronunciations
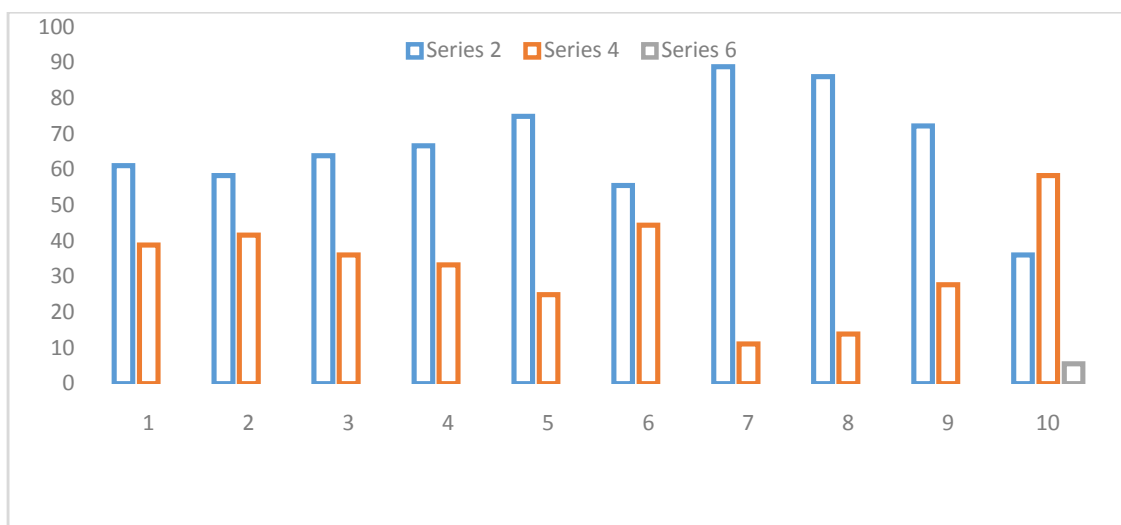
Figure 2.06: Percentage of Students' Identifying RP and GA Word Pronunciations

The table and figure above show that 66.39% of the subjects supplied correct answers. Concerning the correct words supplied, the given items can be divided into three main groups according to the evaluation of how high the number of correct answers is. Firstly, the words 1-2-3-4- and 6- are confined between the two ratios 55.56% and 66.67%. Next, the proportions from 72.22% to 88.89% include the words 5-7-8-9-. Finally, the last word, 10-, was the only item that gained less than average percentage of correctness 36.11%.

Exercise04: listen to the following speakers then determine which accent they use (RP, GA, or other).

Script 1: ☐
Script 2: ☐
Script 3: ☐
Script 4: ☐
Script 5: ☐

Script	Correct		Wrong		No Answer		Total	
	N	%	N	%	N	%	N	%
Script 1	30	83.33	06	16.67	00	00	36	100
Script 2	26	72.22	09	25	01	02.78	36	100
Script 3	11	30.56	24	66.66	01	02.78	36	100
Script 4	24	66.67	12	33.33	00	00	36	100
Script 5	18	50	17	47.22	01	02.78	36	100
Total	**109**	302.78	**68**	188.88	**03**	08.34	**180**	500
Mean	**21.8**	60.56	**13.6**	37.78	**0.6**	1.67	**36**	100

Table 2.07: Students' Identification of Accents in Scripts
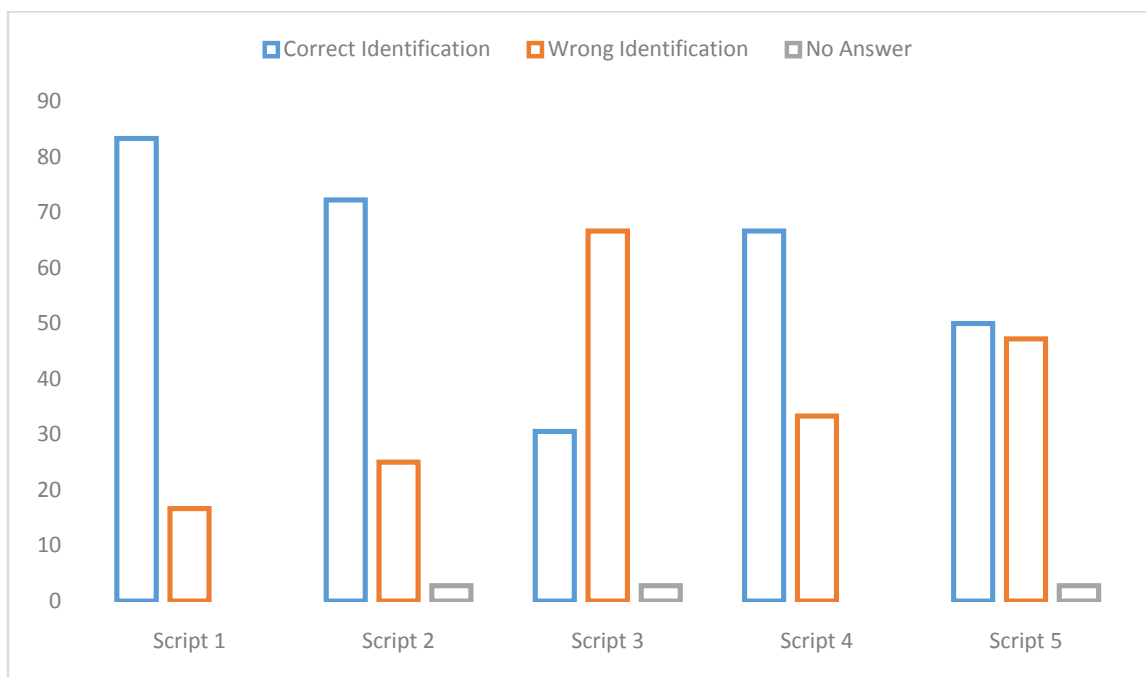
Figure 2.07: Percentage of Students Identifying the Accents in Scripts

In light of the results indicated in table 2.07 and the figure below it, more than half the students, with a proportion of 60.56 % decided on the correct answers. To be more precise, thirty (30) respondents guessed the right answer concerning the first script, while the rest (6) did not. In the second script, the vast majority (26) of the students responded correctly, while in the following script, it was the opposite, in which the most of them (25) answered incorrectly. In the fourth script, more than half (24) of the whole participants found the right answer while, the remaining subjects (12) failed in doing so. The results of the last script showed that half (18) of the students gave the correct answer, and the other half (18) gave the wrong one.

3.3. Interpretation and Discussion of Test Results

This test was conducted to assess the students' awareness of the pronunciation differences between the RP and GA accents. In the first exercise, students were asked to transcribe the words phonetically then, pronounce them. Concerning the transcription of the words, the vast majority of the responses were wrong. Furthermore, and as the analysis of the

results has shown, there were common phonetic symbols that participants were not acquainted with such as, the use of /eɪ/ instead of /aɪ/in 'either'. Moreover, results show that students used RP mostly, in addition to a high rate of mixing between the two accents. However, the contrary was done in pronouncing these words where most used GA and not RP as a referential accent. In the second exercise, even though students were given the transcription of both RP and GA, not all of them responded correctly and this is case for exercises 03 and 04, in which they were presented with audios to listen to instead of reading transcriptions.

In general, regarding the first three exercises, the rate of correct answers was higher than that of wrong ones, but the latter constitutes a notable percentage. It was revealed, also, that not the same students got right answers in all the exercises; students tended to provide correct answers in one exercise and responded wrongly in others. From what is said, we conclude that students don't adopt a specific accent; instead, they are mixing between the RP and GA pronunciations.

4. The Teacher Questionnaire

4.1. Description and Administration of the Questionnaire

The questionnaire was given to ten (10) teachers of Oral Expression and Phonetics at the department of English at Mohammed Seddik Ben Yahia University, Jijel. Our selection of the target population was based on the consideration that by virtue of teaching Oral Expression and Phonetics, participant teachers will give us appropriate data, more than the other teachers would, since they focus on the pronunciation while teaching these modules.

The questionnaire was handed directly to teachers on 11th of May 2017, and all of them handed back their questionnaire. Some teachers were very cooperative in that they

answered the copies in the same day they received it, while the others took more time in answering this questionnaire.

The teacher's questionnaire is made up of fifteen (15) questions that classified under five (5) sections, each focusing on particular aspect related directly or indirectly to our research. This questionnaire encompasses three types of questions: first, there are numeric questions, such questions about the background information of the teachers i.e. their work experience and the degree (s) held. Second, there are closed-ended questions that require the teachers to answer by "yes" or "no" or to choose from a set of options; this type of questions are dominant in our questionnaire. Finally, the questionnaire contains open-ended questions, and in this type, teachers are required to give their own opinion about the subject under study.

Section One: General Information (Q1-Q2)

This section involves two questions about the background information of the sample. The aim of the first question (Q1) is to get information about the degree (s) that the teachers hold. In the second question (Q2), we asked about the teachers' experience; in other words, the subject(s) that they have taught throughout their career at the university.

Section Two: Teacher's Reference Accent (Q3-Q6)

This section is intended to collect information about the teachers' reference accent(s). In (Q3) we asked the teachers about the accent that they adopt while teaching, and in the following one (Q4), we wanted them to supply the reasons behind their choices. In (Q5), we sought to know whether teachers consider themselves as models for pronouncing English or not. The last question in this section, (Q6), examines the teachers' confidence in distinguishing RP and GA segmental phonology features.

Section Three: Teachability and Importance of Pronunciation (Q7-Q9)

The aim of this section is to obtain information from teachers about the importance of pronunciation in the teaching process. The teachers were asked if they agree that having a good level of pronunciation is a prerequisite for learning English in (Q7), while in the following one (Q8) they were asked about the aspect(s) of the English language that seem(s) the most important to be taught. (Q9) is designed to get teachers' opinion about whether pronunciation of English easily lends itself to teaching.

Section Four: Students' Pronunciation (Q10-Q14)

This section is composed of questions seeking information about the students' pronunciation. Teachers are asked about the model that their learners adopt, and the four following ones are about the pronunciation errors that students usually make andthe difficulties they face, and the source of those problematic areas.

Section Five: Further Suggestions (Q15)

In the last section, we have only one question in which we asked teachers for any other suggestions or recommendations concerning the teaching and the learning of a reference accent and the segmental phonology differences between RP and GA.

4.2. Analysis of Questionnaire Results

Section One: General Information

Q1. Highest Degree held:

a. **Doctorate**

b. **Magister**

c. **Master**

d. **License**

Degree held	N	%
a.	00	00
b.	06	60
c.	03	30
d.	01	10
Total	10	100

Table 2.08: Teachers' Academic Degrees

A quick glance at this table will reveal that almost all teachers 60% hold a magister degree, 30% of them have master degree, and only one teacher representing 10% holdsa license degree.

Q2. Specify in the table below the subjects that you have taught throughout your career at university.

Subjects	N	%
a. Oral Expression (O.E)	02	20
b. O.E+ Phonetics+ Others	03	30
c. O.E+ Others	05	50
Total	10	100

Table 2.09: Subjects Taught by Teachers

This question spots light on the modules that teachers have taught, are teaching or have been teaching throughout their career. The first observation that we can make is that all the ten (10) participants have taught Oral Expression, while a considerable number of them (8) have been teaching other modules besides Oral Expression, and only three participants (30%) have taught the phonetics module.

Section Two: Teacher's Reference Accent

Q3. What accent do you adopt while teaching?

    a. **Received Pronunciation (RP)** ☐

    b. **General American (GA)** ☐

    c. **Mixture of both RP and GA** ☐

    d. **Others, please specify:**

…………………………………………………………………………………..

…………………………………………………………………………………

Reference accent	N	%
a.	06	60
b.	02	20
c.	02	20
Total	10	100

Table 2.10: Teachers' Reference Accent in Teaching

When asked which accent they adopt while teaching, the biggest number the teachers questioned said that it is the RP accent with a percentage of (60%); two other teachers picked the GA accent with the ratio of (20%), and an equal number of teachers (02) report using a hybrid accent.

Q4. What is the reason behind your selection of accent?

    a. **It is the accent you received as part of your education.** ☐

    b. **Personal choice based on your own personal training.** ☐

    c. **It is the compulsory accent you want students to learn.** ☐

    d. **It is the prestigious variety.** ☐

    e. **It the most widespread variety.** ☐

    f. **It is the most comprehensible to students.** ☐

    g. **Others, please specify:**

…………………………………………………………………………………

…………………………………………………………………………………

Options	N	%
a.	01	10
b.	02	20
a.+ b.	01	10
a.+ c.	01	10
a.+ d.	01	10
a.+ f.	02	20
a.+ b.+ c.+ d.	01	10
b.+ c.+ e.	01	10
Total	10	100

Table 2.11: Teachers' Reasons for Accent Selection

There are different views for the reasons why the teachers select their reference accent. Almost all teachers picked up more than one option. First in rank a. or 'the accent received as part of your education' is the one chosen by teachers as reference with 70% of their choices [(a:01)+ (a+b:01)+ (a+c:01)+ (a+d:01)+ (a+f:02)+ (a+b+c+d:01) = 07 teachers]. Second, is b. representing ones' own personal training that led to accent selection with the proportion of 50% [(b:02)+ (a+b:01)+ (a+b+c+d:01)+ (b+c+e:01) = 05 teachers]. In addition to this, it can be noticed that the same percentage (10%) is shared among the following options and combinations of options: (a), (a+ b+ c+ d), (a+ b), (a+ c), (a+ d), and (b+ c+ e). All in all, it can be said that the major reasons for accent choice are education and personal choice.

Q5. Do you consider yourself a model for pronouncing English?

a. **I strongly agree**

b. **I agree**

c. **Neutral**

d. **I disagree**

e. I strongly disagree

Options	N	%
b.	03	30
c.	06	60
d.	01	10
Total	10	100

Table 2.12: Teachers' Self-Estimation of their Pronunciation Mastery

Subject here are questioned whether they consider themselves as a model for pronouncing English. The results obtained show that the teachers who chose to be neutral represent more than half of the whole answers (60%) while only one teacher disagrees with the fact that he/she can be regarded as a model to imitate in pronunciation. The rest (30%) respondents agree on the fact that they are good enough to be taken as models for pronouncing English.

Q6. How confident are you in distinguishing RP and GA segmental phonology characteristics?

a. **Very confident**
b. **Confident**
c. **Not very confident**
d. **Not confident at all**

Options	N	%
a.	01	10
b.	09	90
Total	10	100

Table 2.13: Teachers' Confidence in Distinguishing between RP and GA

The items that are shown in Table 2.13 above reflect that the great majority (90%) of responses go to option b. representing teachers being confident in telling the features of RP and GA apart. Only one teacher was very confident about his/her ability to distinguish between RP and GA characteristics. To conclude, almost all teachers are confident in differentiating between the features of the two accents.

Section Three: Teachability and Importance of Pronunciation

Q7. Do you agree that having a good level of pronunciation is a prerequisite for learning English?

a. I strongly agree
b. I agree
c. Neutral
d. I disagree
e. I strongly disagree

Options	N	%
a.	02	20
b.	04	40
c.	03	30
d.	01	10
Total	10	100

Table 2.14: The Teachers' Views on the Importance of Pronunciation

The table above shows that 60% of the teachers indicate that they strongly agree or agree with the idea that having a good level of pronunciation is a necessity and a prior condition for learning English, while 30% of teachers preferred option c.; the remaining teacher (10%) disagrees with the said idea. This means that teachers are aware of and think highly of pronunciation in learning English.

Q8. Which aspect of the English language is the most elementary to be taught?

a. **Grammar** ☐

b. **Vocabulary** ☐

c. **Syntax** ☐

d. **Pronunciation** ☐

e. **All of the above** ☐

f. **Others, please specify:**

………………………………………………………………………………………………

………………………………………………………………………………………………

Options	N	%
b.	01	10
e. (=a+ b+ c+ d)	05	50
b+d	02	20
a+b+d	01	10
a+f	01	10
Total	10	100

Table 2.15: The Basic English Aspect(s)for Teaching

The aim of question 8 is to explore the teachers' views about the elementary aspects of English to be taught. It is worthy to note that half the participants of our sample thought that all the given language aspects are essential in the teaching and learning processes.In terms of single aspects, b. ranks first by a ratio of 90% [(b:01)+ (e:05)+ (b+ d:02)+ (a+ b+ d:01)= 09 teachers]. Next, d. comes in the second rank standing at 80% [(e:05)+ (b+ d:02)+ (a+b+d:01)= 08 teachers]. To conclude, we can say that teachers give equal focus to all aspects of language, but that the greatest majority of teachers think that vocabulary and pronunciationare the most elementary aspects to be taught.

Q9. Does pronunciation of English easily lends itself to teaching?

a. Yes

b. No

Options	N	%
a.	05	50
b.	03	30
No answer	02	20
Total	10	100

Table 2.16: Teachability of English Pronunciation

In response to the ninth question, half of the respondents said that the English pronunciation easily lends itself to teaching. However, 03 teachers representing (30%) did not agree with this question and decided on option 'No'. The other (2) teachers did not get the meaning of this question or just did not select any option. In general, the majority of teachers saw that pronunciation easily lends itself to teaching.

Q10. Generally speaking, which reference pronunciation accent is adopted by your students?

a. RP

b. GA

c. Mixture of both RP and GA

d. Others, please specify:

………………………………………………………………………………………

………………………………………………………………………………………

Options	N	%
a.	02	20
b.	02	20
c.	05	50
a+c	01	10
Total	10	100

Table 2.17: Teachers' Views on Students' Reference Accent

This question intended to get teachers' views about the model accent that is used by their students. As shown in table (2.17), most teachers, 60% [(c:05)+ (a+c:01)= 06 teachers] think students are using a hybrid accent of RP and GA. Furthermore, 30% of the subjects decided on option a. or the use of RP as a reference accent [(a:02)+ (a+c:01)= 03 teachers]. These results reflect that the majority of the students are using the hybrid language instead of adopting any specific accent.

Q11. In comparison with errors made in other language aspects, pronunciation errors made by your students are:
   a. more frequent
   b. the same in rate
   c. less frequent
   d. not sure
   e. Others, please specify:

   ……………………………………………………………………………………
   ……………………………………………………………………………………

Options	N	%
a.	04	40
b.	02	20
c.	04	40
Total	10	100

Table 2.18: Comparative Frequency of Students' Pronunciation Errors to other Language Aspects

The table above summarizes the pronunciation errors made by students in comparison with other language aspects. Teachers hold mixed opinions and judgement about comparative pronunciation error frequencies; out of ten teachers, four stated that those errors are more frequent against the same number (04) saying that they are less frequent, while the remaining two teachers gave pronunciation errors the same frequency as other errors.

Q12. What is the nature of most common pronunciation errors that your students make?

a. **Consonants and vowels**
b. **Intonation**
c. **Stress**
d. **Others, please specify:**

………………………………………………………………………………………
………………………………………………………………………………………

Options	N	%
a.	03	30
b+ c	04	40
a+ b+ c	03	30
Total	10	100

Table 2.19: The Nature Students' Most Committed Pronunciation Errors

This question sheds light on the most common pronunciation errors that are made by students. First in rank are options b. and c. with 70% for each and corresponding to intonation

and stress [(b+c:04)+ (a+b+c:03)= 07 teachers]. Next in rank is the option a. represented by percentage 60% [(a:03)+ (a+b+c:03)= 06 teachers]. These results allude to the fact that intonation and stress are considered the ones where the most common pronunciation errors are made by learners.

Q13. According to you, pronunciationerrors made by the learners may be the result of:

a. **Lack of theoretical knowledge**
b. **Lack of practice**
c. **The interference of other languages**
d. **Imitating non-native speaker's models**
e. **Picking up and using features of different accents at once**
f. **All of the above**
g. **Others, please specify:**

…………………………………………………………………………………………

…………………………………………………………………………………………

Options	N	%
f. (a+b+c+d+e)	03	30
a+ b+ e	01	10
a+ c+ d	01	10
b+ c+ d+ e	01	10
a+ c	02	20
a+ c+ e	01	10
b+ c+ e	01	10
Total	10	100

Table 2.20: Possible Reasons behind Learners' Pronunciation Errors

This question aims at finding the reasons behind the learners' pronunciation errors. As revealed in the table above; (30%) of participants think that all the suggestions may be possible reasons. However, in terms of single reasons, the option c. came in the first place with a ratio of 90% ;[(f:03)+ (a+c+d:01)+ (b+c+d+e:01)+ (a+c:02)+ (b+c+e:01)+

(a+c+e:01)= 09 teachers], followed by the option a. standing at 80%; [(f:03)+ (a+b+e:01)+ (a+c+d:01)+ (a+c:02)+ (a+c+e:01)= 08 teachers]. As a result, it can be said that the interference of other languages is the main reason for the learners' pronunciation errors and lack of theoretical knowledge.

Q14. Tick the appropriate cell that matches the sound usually pronounced by your students. If neither are relevant, specify the sound in the 'Others' cell.

Letter/ Phoneme	Accent Adopted				Others
	RP		GA		
1. Postvocalic /r/ As in learn.	Not pronounced after a vowel, before a consonant and at the end of words		/r/		
2. The phoneme /t/	/t/ in all positions or /ʔ/ before consonants or in final positions		- /t/ in initial positions - /d/ a "flap" between vowel sounds or between vowel and /l/ /r/ silent after /n/ - Hard /n/ before /n/ - /ʔ/ in the final position		
3. The letter "s" As in *version*	/ʃ/		/ʒ/		
4. The letter "s" As in *erase.*	/z/		/s/		
5. The letters "th" as on *booth*	/ð/		/θ/		
6. "a" followed by a plosive as in *bottle.*	/ɒ/		/ɑ:/		
7. The letter "a" as in *what.*	/ɒ/		/ʌ/		
8. "a" before /s, f, θ/as in *class.*	/ɑ:/		/æ/		
9. The letter "o" as in *across.*	/ɒ/		/ɔ:/		
10. The letter "o" as in *compost.*	/ɒ/		/oʊ/		
11. The letter "o" as in *go & know*.	/əʊ/		/oʊ/		
12. The letter "u" as in *hurry.*	/ʌ/		/ɜ/		
13. "u" after /t/, /d/ & /n/ as in *student.*	/ju:/		/u:/		

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14. Words containing centering diphthongs and triphthongs as in *here.*	Pronounce the last centering vowel /ə/.	the last centering vowel /ə/ is pronounced as /r/.		

For question 14, represented by the table above, there are fourteen segmental phonology features that teachers have to decide on regarding the pronunciation commonly followed by students. Each of the fourteen features will be dealt with separately below

1. Postvocalic /r/ as in 'learn':

RP		GA		Others		No answer		Total	
N	%	N	%	N	%	N	%	N	%
04	40	03	30	01	10	02	20	10	100

Table 2.21: The Students' Reference Accent in Pronouncing Postvocalic/r/

A considerable number of teachers (04 out of 10) said that their students adopt the RP accent in pronouncing postvocalic /r/, here as silent 'r' or as part of the preceding long vowel, while the rest of the teachers were divided almost equally among GA with (10%), others with (10%), no answers with (20%).

2. The phoneme /t/:

RP		GA		RP & GA		No answer		Total	
N	%	N	%	N	%	N	%	N	%
02	20	03	30	01	10	04	40	10	100

Table 2.22: The Students' Reference Accent in Pronouncing the Phoneme /t/

With regard to the /t/ phoneme, four (04) teachers out of ten (10) preferred to not answer by leaving the boxes blank, three (03) of them opt the GA accent to be the most one used by their students, and two (02) teachers think that students pronounce it as in RP.

3. **The letter "s" as in version:**

RP		GA		No answer		Total	
N	%	N	%	N	%	N	%
05	50	04	40	01	10	10	100

Table 2.23: The Students' Reference Accent in Pronouncing the Letter 's' in 'Version'

Half of the participants (50%) chose the RP as the reference accent that is used by students, while (40%) of them picked up the GA accent. Only one teacher did not provide an answer.

4. **The letter 's' in 'erase':**

RP		GA		RP & GA		No answer		Total	
N	%	N	%	N	%	N	%	N	%
07	70	01	10	01	10	01	10	10	100

Table 2.24: The Students' Reference Accent in Pronouncing the Letter 's' in 'Erase'

In the case of the letter 's' in the verb 'erase', the vast majority (70%) of the respondents stated that students follow the RP model in pronouncing this letter.

5. **The letter 'th' as in 'booth':**

RP		GA		RP & GA		Others		No answer		Total	
N	%	N	%	N	%	N	%	N	%	N	%
04	0	04	40	00	00	01	10	01	10	10	100

Table 2.25: The Students' Reference Accent in Pronouncing the Letter 'th' in 'booth'

In this word, both options of RP and GA shared the same proportion (40%) in students' pronunciations. Only one teacher mentioned the fourth option, others, without specifying which accent is adopted.

6. 'a' followed by plosives as in 'bottle':

RP		GA		No answer		Total	
N	**%**	**N**	**%**	**N**	**%**	**N**	**%**
06	60	01	10	03	30	10	100

Table 2.26: The Students' Reference Accent in Pronouncingthe Letter 'a' in 'bottle'

A large number of teachers decided on the first option, RP, to be the ones used by students, with a percentage of 60% of students, while a significant number of teachers, three of them, provided no answer.

7. The letter 'a' as in 'what':

RP		GA		No answer		Total	
N	**%**	**N**	**%**	**N**	**%**	**N**	**%**
07	70	02	20	01	10	10	100

Table 2.27: The Students' Reference Accent in Pronouncingthe Letter 'a' in 'what'

In this case, it is noticed that the vast proportion 70% goes to the students' use of RP as a reference accent.

8. The letter 'a' before / s, f, θ/:

RP		GA		No answer		Total	
N	**%**	**N**	**%**	**N**	**%**	**N**	**%**
03	30	04	40	03	30	10	100

Table 2.28: The Students' Reference Accent in Pronouncing the Letter 'a' before /s, f, θ/

40% of the subjects stated that their students adopt GA pronunciation exceeding by 10% those who selected the RP accent and those who did not respond at all.

9. The letter 'o' as in 'across':

RP		GA		No answer		Total	
N	**%**	**N**	**%**	**N**	**%**	**N**	**%**
08	80	01	10	01	10	10	100

Table 2.29: The Students' Reference Accent in Pronouncing the Letter 'o' in 'across'

The most significant result here is that a great majority of teachers, with a percentage of 80%, decided on the use of RP as a reference accent by their students.

10. The letter 'o' as in 'compost':

RP		GA		RP & GA		No answer		Total	
N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
03	30	04	40	01	10	02	20	10	100

Table 2.30: The Students' Reference Accent in Pronouncing the Letter 'o' in 'compost'

As it is shown in the above table, the highest percentage, 40%, goes to the adoption of GA accent, and the next proportion, 30%, belongs to the use of RP. Only one participant reported students mixing both accents.

11. The letter 'o' as in 'go':

RP		GA		RP & GA		No answer		Total	
N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
05	50	02	20	01	10	02	20	10	100

Table 2.31: The Students' Reference Accent in Pronouncing the Letter 'o' in 'go'

Half of the subjects 50% picked up the use of RP as a reference accent among their students; the rest proportion was distributed between the use of GA, 20%, RP and G, 10%, and no answer, 20%.

12. The letter 'u' as in 'hurry':

RP		GA		RP & GA		No answer		Total	
N	%	N	%	N	%	N	%	N	%
06	60	01	10	01	10	02	20	10	100

Table 2.32: The Students' Reference Accent in Pronouncing the Letter 'u' in 'hurry'

More than half the teachers i.e., 60% of them chose RP as reference accent used by their students. One teacher stated that his learners adopt GA and another one said that his own mix both of them.

13. The letter 'u' after /t, d, n/ as in 'student':

RP		RP & GA		No answer		Total	
N	%	N	%	N	%	N	%
07	70	01	10	02	20	10	100

Table 2.33: The Students' Reference Accent in Pronouncing the Letter 'u' after /t, d, n/

With regard to the letter 'u' in this case, a high percentage of teachers 70% said that their learners pronounce it using the RP accent. Two participants left the boxes blank, and one teacher said that students use a mixture of RP and GA in pronouncing it.

14. Words containing centring diphthongs and triphthongs as in 'here':

RP		GA		RP & GA		Others		No answer		Total	
N	%	N	%	N	%	N	%	N	%	N	%
04	40	03	30	01	10	01	10	01	10	10	100

Table 2.34: The Students' Reference Accent in Pronouncing Centring Diphthongs and Triphthongs

According to the above table, 40% of the participants selected the use of RP as a reference accent, 30% took the side of GA, and the same proportion, 10%, is shared between the accents mixture, others and no answer.

In summary of all the results obtained for question 14, the table below is used to calculate the tendencies observed by teachers in their students' pronunciations with regard to the model accent adopted.

Features	Accent Adopted								No answer		Total	
	RP		GA		RP+ GA		Others					
	N	%	N	%	N	%	N	%	N	%	N	%
01	04	40	03	30	00	00	01	10	02	20	10	100
02	02	20	03	30	01	10	00	00	04	40	10	100
03	05	50	04	40	00	00	00	00	01	10	10	100
04	07	70	01	10	01	10	00	00	01	10	10	100
05	04	40	04	40	00	00	01	10	01	10	10	100
06	06	60	01	10	00	00	00	00	03	30	10	100
07	07	70	02	20	00	00	00	00	01	10	10	100
08	03	30	04	40	00	00	00	00	03	30	10	100
09	08	80	01	10	00	00	00	00	01	10	10	100
10	03	30	04	40	01	10	00	00	02	20	10	100
11	05	50	02	20	01	10	00	00	02	20	10	100
12	06	60	01	10	01	10	00	00	02	20	10	100
13	07	70	00	00	01	10	00	00	02	20	10	100
14	04	40	03	30	01	10	01	10	01	10	10	100
Total	71	710	33	330	07	70	03	30	26	260	140	1400
Mean	5.07	50.71	2.36	23.57	0.5	05	0.21	2.14	1.86	18.57	10	100

Table 2.35: Summary Reference of Students' Accent in Pronouncing Segmental Features

As it is noticed in the table above, more than half of the teachers 50.71% claimed that their students adopt the RP accent in pronouncing the segmental phonology features of

English, while 23.57% stated that students follow the GA accent. A very small percentage, only 05%, said that their learners do not use a pure pronunciation instead they mix both varieties, RP and GA. Hence, it can be said that, though half the students tend to follow the RP model taught at the Phonetics and Oral Expression courses, the other half are either still unaware of the segmental phonology differences between RP and GA; they mix their both features or they do not adopt each of them, wrong answers.

Section Five: Further Suggestions

Q15. Please, feel free to add any suggestions or recommendations regarding the teaching and learning of a reference accent and the segmental phonology differences between RP and GA.

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The suggestions of teachers about the reference accent that is used in the teaching/ learning process and the segmental phonology differences concerning between RP and GA were quite different. In addition, half the subjects gave their comments and recommendations while the other half did not. Some teachers suggested the use of aids and the audio-visual materials with a new syllabus design that summarizes the differences between RP and GA. One teacher recommended the use of the laboratory during teaching the phonetic module in order to get better results concerning the improvement of the learners' pronunciation. The last participant, proposed the application of a choice between the reference accent to study –RP, GA or other in universities– to give students the chance to choose their favourable accent and then distribute students into groups according to the model of pronunciation selected.

4.3. Interpretation and Discussion of Questionnaire Results

As it is noticed from the analysis of the teacher questionnaire data, the majority of teachers being questioned were the ones who have taught Oral Expression, Phonetics or both of them which make their responses highly reliable to this study. The analysis of the teachers' questionnaire has revealed that:

1. A considerable number of teachers in the University of Mohammed Seddik Ben Yahia,Jijel, adopt the RP accent while teaching.

2. Approximately all teachers are very confident in distinguishing the characteristics of both varieties (RP and GA).

3. Most teachers state that pronunciation and the other aspects of language; grammar, vocabulary, and syntax, have the same importance in the processes of teaching and learning.

4. The pronunciation of English is an aspect that lends itself for teaching, as stated by half the teachers questioned.

5. Half the teachers think that their students are using mixture of both RP and GA in pronunciation, and nearly the same number stated that their students adopt the RP pronunciation. This gave us two possibilities: either the items used in Q.14 are not representative enough for teachers to decide on the accent adopted by their students or that teachers did not pay attention to their students' reference accent, and that led them to contradictory conclusions.

6. Teachers mentioned segmental features of pronunciation are not that problematic for students as the supra-segmental features of intonation are.

5. Overall Analysis of Results

During the learning/teaching process, learners, and even teachers, may face certain difficulties in all aspects of language especially pronunciation; they commit errors and show inconsistencies regarding the segmental phonology features of RP and GA.

1. The Reference Accent Used by Teachers and Students

a. **Teachers:** the teachers' adopted accent while teaching is to a large extent (60%) that of RP, used by them as a reference accent.

b. **Students:** referring to the teachers' questionnaire, the resultsshow that 60% of students used a mixture both RP and GA instead of adopting any reference accent. The same result is proved by the students' test findings.

2. The Reason behind the Students' Pronunciation Inconsistencies:

The results showed that 60% of participants think that students are using a hybrid accent instead of adopting any specific one which led to certain inconsistencies regarding their pronunciation. Also, these results can be confirmed by the students' test findings in which exercise 01 revealed that 35.04% of the subjects mix between the RP and GA characteristics. To sum up, the reason of the inconsistencies in the students' pronunciation can be due to their mixture of both RP and GA features.

3. The Students' Awareness and Consistency in Accent Choice

The findings obtained from the students' test particularly from exercise 2 and 3 show that not all students are aware of their choice since they were not consistent in selecting a model accent. More particularly, 29.17% of the participants failed to determine the right version, RP and GA, for the six given words that were phonetically transcribed. In addition, 33.06% of students were not able to guess which accent in used in pronouncing each word from the ten given ones.

4. The Potential Impact of Teachers on their Students' Choice of a Reference Accent, if any.

According to the questionnaire results which are shown in Q.3, a big proportion of teachers 60% use RP as a reference accent during their teaching process while only 20% adopt GA and 20% adopt a hybrid version of English. However, the results obtained from the test are very different; more than the average percentage of subjects 55.66% pronounced the given words using the GA accent while the rest of students were divided between those adopting RP, 26.24%, and those mixing both RP and GA, 18.10%. If teachers are divided by the type of accent they adopt, there is no homogeneity in terms of the accent taught, students are expected to be divided too. They may be confused as to which one to use and adopt. Thus, they will follow the models of some teachers, or as the results here indicate, be inclined to and influenced by the powerful variety.

5. Students' Awareness of the Segmental Phonology Differences between RP and GA.

The analysis of the results gained from the students test implies that they are not fully aware of the segmental phonology differences between RP and GA. Instead, they mix both varieties as it was shown in the first exercise, where students were asked to transcribe words, and as a result, the learners used both versions RP and GA in transcribing the given words such as, vase; instead of writing /veɪs/ or /vɑːz/ they wrote /veɪz/. The same student sometimes uses different reference accents for transcribing the words given. What is most noticeable in the first exercise given to students is the fact that 47.37% used RP as a reference for transcription, 17.54% used GA and 35.09% used a hybrid system for transcription.

Conclusion

This chapter is concerned with getting real data about students' awareness of the segmental phonology of RP and GA. The information was gathered through two steps. The

first step is a test which was distributed to a sample consists of two groups with a total number of 36 students. The second step is the pilot work questionnaire which was administered to a small number of teachers (10). The immediate conclusion that can be made after the analysis and the evaluation of the test and the teacher questionnaire is that learners are not able to choose one variety and stick to it, because they lack the ability of differentiating the characteristics of RP and GA. Contrary to students, teachers are able to distinguish the features of the two varieties successfully since almost all of them adopt one variety while teaching. Accordingly, one may assert that students have a great difficulty in dealing with the different characteristics of RP and GA, and instead of following one variety they mix the two. Hence, there is an urgent need to work on the area of differences between RP and GA for both teachers in their daily practices in the classroom and students in their learning process

GENERAL CONCLUSION

1. Putting it Altogether

The present study was conducted to investigate and check out the students' awareness of the pronunciation differences between the RP and GA accents. This dissertation is split up into two (2) chapters: one theoretical and the other analytical. The first chapter is the one dealing with theory. In it, we have reviewed key terms related to our theme such as language, dialect, and accent. Then, the notions of accent variations, their status, and differences, with the emphasis on the segmental phonology features were explored. At the end, the aspects 'phonological awareness', 'reference accent', and 'consistency in accent' were clarified. The second chapter was focused on the practical side; we varied between a student test and a teacher questionnaire in order to get significant findings. This chapter was devoted to present the results obtained from both research tools. The participants' answers reinforced and supported the idea developed in our dissertation background; they reveal that students, of groups we were working with, don't adopt any specific accent or pronunciation. Furthermore, when considering the students' answers again, it was noticed that they use a hybrid language; they are not fully-aware of the segmental phonology features of RP and GA.

2. Pedagogical Recommendations

On the issue of raising the students' awareness about the segmental phonology differences between RP and GA, some insights have been gained from this study may be helpful to both teachers and learners of EFL.

The variety that is adopted by the Algerian educational system to be taught in our universities is the RP accent. However, our research in the University of Mohammed Esseddik Ben Yahia, Jijel proves different results. Thus, the result obtained from data revealed that both varieties RP and GA are used in the teaching/ learning process. To deal with this problem, we recommend that all teachers should start to use the same variety, RP,

while teaching, or in case of using both varieties they should supply the learners with the different characteristic of each one. Additionally, teachers have to provide more time and focus more on teaching modules that improve their learners' pronunciation and help them to raise their awareness concerning this issue. Concerning the participants' role, the use of teaching methodologies that enhance the students' pronunciation skills, such as the communicative language teaching approach (CLT) is recommended during the teaching process, and for learners, they have to work more on improving their pronunciation skills, read about and practise pronunciation as well as analyse differences between sound systems in language, dialects and accents.

3. Limitations of the Study

During the preparation of this research we encountered many difficulties. The first limitation is time constraints; since there was no enough time to use different or more tools we reduced the number of tools to involve only a students' test and a teachers' questionnaire. The number of students and teachers was also relatively small because it covers only 36 students and 10 teachers. Furthermore, in the same view, time restriction, we overlook the question concerning the teachers' systematic address for the segmental phonology differences of both RP and GA during teaching the modules of Phonetics and Oral Expression. This gives our results different dimensions than the ones that were expected.

The second limitation lies within the tools themselves that are used. Concerning the questionnaire, it was not given full attention by teachers; thus, they did not answer all the questions that were given; instead, they left the boxes blank, and others did not even hand back their copies.

4. Suggestions for Further Research

A number of suggestions for future research are possibly warranted:

- A further study can be conducted by selecting a single aspect of segmental phonology features using a classroom observation as a research tool. To get into details, a researcher can choose the postvocalic /r/, and study its different allophones in both RP and GA.

- Collect data about specific pronunciation aspects using audio records, then analyze big corpuses to get clearer findings

- Few studies are carried out about differences between RP and GA in terms of supra-segmental features, rhythm, stress and intonation.

- This dissertation can be used as a starting point for deeper studies concerning the area of vocabulary differences between the Br E and Am E.

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APPENDICES

Appendix A

Student N°: …

Test Examines the Students' Awareness of the Pronunciation Differences

Exercise 01:write the phonetic transcription for the following list of words and then pronounce them.

1- Again   /……………/   4- Vase   /……………..… /

2- Either   /……….…….. /   5- Version /…………..… /

3- Tomato /…………..... /   6- Warm   /…….…….…… /

Exercise 02:look to the transcription of the given words. Determine which one is RP (Received Pronunciation) and which is GA (General American).

1- Advertisement   /ədˈvɜːtɪsmənt/ ⇨ [ ]   /ædvərˈtaɪzmənt/ ⇨ [ ]

2- Civilization   /sɪvələˈzeɪʃn/ ⇨ [ ]   /sɪvəlaɪˈzeɪʃn/ ⇨ [ ]

3- Fear   /fɪr//fɪə/ ⇨ [ ]   ⇨ [ ]

4- No   /nəʊ//noʊ/ ⇨ [ ]   ⇨ [ ]

5- Progress   /ˈprɑːgres/ ⇨ [ ]   /ˈprəʊgres/ ⇨ [ ]

6- Was   /wɒz//wʌz/ ⇨ [ ]   ⇨ [ ]

Exercise 03: listen to the following words. Are they pronounced in RP or in GA?

1- Adult.   [ ]   6- Chance.   [ ]

2- Advertisement.   [ ]   7- Laugh.   [ ]

3- Pure.   [ ]   8- Bottom.   [ ]

4- Garage.   [ ]   9- Organization.   [ ]

5- Globalization.   [ ]   10- Agile.   [ ]

Exercise 04:listen to the following speakers then determine which accent they use (RP, GA, or other).

Script 1: [ ]
Script 2: [ ]

Script 3: ☐

Script 4: ☐

Script 5: ☐

Teacher Questionnaire

Dear teachers,

This questionnaire is part of a research work which aims to investigate the students' awareness of the segmental phonology differences between RP and GA. We will be thankful for having your time to share your experience and ideas with us.

You are kindly requested to answer the following questions by ticking the appropriate box(es) and filling in the blanks whenever you see it necessary. Your help is greatly needed to complete this research.

Thank you in advance.

Section one: General Information

1. Highest Degree held:
   e. Doctorate
   f. Magister
   g. Master
   h. License
2. Specify in the table below the subjects that you have taught throughout your career at university.

Subjects
1- …………………………..
2- ………………………….
3- ………………………….
4- ………………………….
5- ………………………….
6- ………………………….
7- ………………………….
8- ………………………….
9- ………………………….

Section Two: Teacher's Reference Accent

3. What accent do you adopt while teaching?

    e. Received Pronunciation (RP) ☐

    f. General American (GA) ☐

    g. Mixture of both RP and GA ☐

    h. Others, please specify:

    ………………………………………………………………………………………

    ………………………………………………………………………………………

4. What is the reason behind your selection of accent?

    h. It is the accent you received as part of your education. ☐

    i. Personal choice based on your own personal training. ☐

    j. It is the compulsory accent you want students to learn. ☐

    k. It is the prestigious variety. ☐

    l. It the most widespread variety. ☐

    m. It is the most comprehensible to students. ☐

    n. Others, please specify:

    ………………………………………………………………………………………

    ………………………………………………………………………………………

5. Do you consider yourself a model for pronouncing English?

    f. I strongly agree ☐

    g. I agree ☐

    h. Neutral ☐

    i. I disagree ☐

    j. I strongly disagree ☐

6. How confident are you in distinguishing RP and GA segmental phonology

   characteristics?

    e. Very confident ☐

    f. Confident ☐

    g. Not very confident ☐

    h. Not confident at all ☐

Section three: Teachability and Importance of Pronunciation

7. Do you agree that having a good level of pronunciation is a prerequisite for learning English?

   a. I strongly agree ☐

   b. I agree ☐

   c. Neutral ☐

   d. I disagree ☐

   e. I strongly disagree ☐

8. Which aspect of the English language is the most elementary to be taught?

   g. Grammar ☐

   h. Vocabulary ☐

   i. Syntax ☐

   j. Pronunciation ☐

   k. All of the above ☐

   l. Others, please specify:

   ………………………………………………………………………………………

   ………………………………………………………………………………………

9. Does pronunciation of English easily lends itself to teaching?

   a. Yes

   b. No

Section Four: Students' Pronunciation

10. Generally speaking, which reference pronunciation accent is adopted by your students?

    a. RP ☐

    b. GA ☐

    c. Mixture of both RP and GA ☐

    d. Others, please specify:

    ………………………………………………………………………………………

    ………………………………………………………………………………………

11. In comparison with errors made in other language aspects, pronunciation errors made

by your students are:

f. more frequent ☐

g. The same in rate ☐

h. less frequent ☐

i. Not sure ☐

j. Others, please specify:

……………………………………………………………………………………….

……………………………………………………………………………………

12. What is the nature of most common pronunciation errors that your students make?

e. Consonants and vowels ☐

f. Intonation ☐

g. Stress ☐

h. Others, please specify:

……………………………………………………………………………………….

……………………………………………………………………………………

13. According to you, pronunciation errors made by the learners may be the result of:
   h. Lack of theoretical knowledge ☐
   i. Lack of practice ☐
   j. The interference of other languages ☐
   k. Imitating non-native speaker's models ☐
   l. Picking up and using features of different accents at once ☐
   m. All of the above ☐
   n. Others, please specify:

………………………………………………………………...

....

14. Tick the appropriate cell that matches the sound usually pronounced by your students. If neither are relevant, specify the sound in the 'Others' cell.

Letter/ Phoneme	The pronounced sound				
	RP		GA		Others
1. The postvocalic 'r'.	Not pronounced before a consonant and at the end of words		/r/		
2. The phoneme/t/	/t/ in all positions or /?/ before consonants or in final positions		- /t/ in initial positions - /d/ a "flap" between vowel sounds or between vowel and /l/ /r/ silent after /n/ - Hard /n/ before /n/ - /?/ in the final position		
3. The letter "s" As in *version*	/ʃ/		/ʒ/		
4. The letter "s" As in *erase.*	/z/		/s/		
5. The letters "th" as on *booth*	/ð/		/θ/		
6. "a" followed by a plosive as in *bottle.*	/ɒ/		/ɑ:/		
7. The letter "a" as in *what.*	/ɒ/		/ʌ/		
8. "a" before /s, f, θ/as in *class.*	/ɑ:/		/æ/		
9. The letter "o" as in *across.*	/ɒ/		/ɔ:/		
10. The letter "o" as in *compost.*	/ɒ/		/oʊ/		
11. The letter "o" as in *go & know.*	/əʊ/		/oʊ/		
12. The letter "u" as in *hurry.*	/ʌ/		/ʒ/		
13. "u" after /t/, /d/& /n/ as in *student.*	/ju:/		/u:/		
14. Words containing centering diphthongs and triphthongs as in *here.*	Pronounce the last centering vowel /ə/.		The last centering vowel /ə/is pronounced as /r/.		

Section Five: Further Suggestions

15. Please, feel free to add any suggestions or recommendations regarding the teaching

    and learning of a reference accent and the segmental phonology differences between

    RP and GA.

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                                        Thank you for your insights and effort.

Résumé

Le but de la présente étude est d'étudier et de jeter la lumière sur la prise de conscience par les étudiants en différences de phonologie segmentaire du et de GA. L'objectif est donc de déterminer si les étudiants sont pleinement conscients de ces différences ou non.

Les données recueillies à travers un questionnaire administré à 10 enseignants qui ont enseigné l'expression orale et la phonétique au département d'anglais, université de Mohammed Seddik Ben Yahia-Jijel. En outre, nous avons effectué un test avec deux groupes d'étudiants de deuxième année à la même université

Les résultats obtenus à partir du questionnaire des enseignants et du test des élèves démontrent que les étudiants ne sont pas totalement conscients des caractéristiques de phonologie segmentaire de RP et de GA.Ainsi, ils utilisent la caractéristique des deux variétés qui reflètent l'incohérence dans leur accent

ملخص

تهدف هذه الاطروحة الى دراسة مدى وعي الطلاب بالفروقات و الاختلافات بين المقاطع الصوتية لكل من اللهجتين البريطانية و الامريكية. حيث تمت عملية تجميع البيانات عن طريق استبيان كان موجها لعشر اساتذة في اختصاص التعبير الشفهي وعلم الصوتيات في اللغة الانجليزية بجامعة محمد الصديق بن يحيى-جيجل و اختبار اجري مع مجموعتين من طلاب السنة الثانية دوي التخصص نفسه في نفس الجامعة. اثبتت النتائج المستخلصة ان اغلبية الطلاب ليسوا على دراية تامة بخصائص و ميزات كل لهجة من اللهجات السابق ذكرها مما ادى بهم الى استعمال كلا اللهجتين في الوقت نفسه.