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**Investigating the Use of American English Inside Classrooms:
Case Study of Third Year EFL Students at Ibn Khaldoun University**

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In Partial Fulfillment for the Requirements for the Master's Degree in
Linguistics**

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Dedication

We dedicate this work to all those we love and hold dear

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First , We want to thank ALLAH the Most Gracious, the Most Merciful.

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Abstract

The English language is important and international language. However, students are exposed to all its varieties Australian, Canadian, South African but mainly British and American. Therefore, this research aims at investigating the use of American English instead of the British one. The case study for this research work are Algerian students. 50 third year EFL learners were chosen randomly. 10 of them were interviewed and a questionnaire was distributed on the remaining 40 students. The work is divided into three chapters. The first one discusses the historical background of the English language and the differences between British and American varieties. The second chapter explains the linguistic situation in Algeria and its educational system. The third chapter tackles the collected data and discusses the main results. This latter reveals that students are well aware of the differences between British and American varieties. Students have more tendencies towards British English. It is their preferred variety. However, in the same vein, most of them are under the influence of American Culture. As a result, most of them use a mixture of both varieties.

Key terms: American Variety, British Variety, EFL, differences between British and American varieties.

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List of Acronyms

USA: United States of America

UK : United Kingdom

UN: United Nations

EFL: English as Foreign Language

ELT: English Language Teaching

ESL: English as Second Language

AE/ AM: American English

BE/ BR: British English

GA : General American

RP : Received Pronunciation

BBC: British Broadcasting Corporation

TEFL : Teaching English as Foreign Language

General Introduction

English as a global language is the title for one of David's Crystal books. Nowadays, the English language is an important part in any curriculum. However, for its different varieties researchers had to investigate multiple topics. The two dominant varieties are British and American. And, naturally EFL students are always expected to learn one of them. This research aims at investigating the use of American English by EFL learners instead of British English. Therefore, this research is based on the following Research questions:

- 1-Are EFL students familiar with the differences between British and American varieties?
- 2-Is the American English the dominant and common variety that is used by EFL learners?
- 3-Which variety do EFL learners prefer and use?

Consequently, these questions may lead to formulate the following Hypotheses :

- 1-EFL learners are familiar with the differences and can distinguish between the two varieties.
- 2-EFL students speak a mixture of the two varieties British and American.
- 3-Students prefer the American variety and find it more suitable for their education.

In order to find answers and confirm these Hypotheses three Chapters are suggested to investigate the use of American English particularly the spoken form.

The first chapter include two sections. The first one consist of a historical background on the spread of the English language. It introduce how the English language was divided into many varieties. The second section introduce the differences between British and American in terms of pronunciation and vocabulary. And, it discuss briefly the results of similar previous studies.

The second chapter consist of two sections. First, the linguistic situation in Algeria and its educational system. Second, different activities and methods to guide both students and teacher to adopt and study one single variety.

The third chapter is concerned with data collection and methods of research .It analyze and discuss the main results.

As for the research limitations, we encounter different obstacles. First, the current political situation of our beloved country had affected the Algerian University. Thus, it was difficult to conduct research in a more suitable environment. In addition to that, we found difficulty in gathering enough sources and references to prepare the theoretical part of our research work.

CHAPTER ONE

The Differences between the British and American Accents

I.1. Introduction :

Nowadays, English is considered as a Global Language .There are different varieties of English such as Australian English, Indian English and so on. However, the two dominants ones are British and American English. This chapter will shed light on the spread of the English Language from Britain to the rest of the world. It will also discuss the differences between these two major varieties .

The British Council (2000) revealed that :

English is the dominant international language of the 21st century. It is spoken at a useful level by some 1.75 billion people – a quarter of the world’s population. As the language of communication, science, information technology, business, entertainment and diplomacy, it has increasingly become the operating system for the global conversation.(p.5)

I.2. The Global Spread of the English Language :

During the 5th century, three Germanic tribes : the Angles, the Saxons and the Jute invaded Britain. Before that the inhabitants spoke the Celtic Language. And with this invasion a new language started which is the English Language (Crystal,2003).

He states that :

English is now the dominant or official language in over 60 countries , and is represented in every continent and in the three major oceans: Atlantic ,Indian and Pacific. It is this spread of representation which makes the application of the term ‘World Language’ a reality. (Crystal,2003.p.106)

The English Language is considered the International Language. It reached this status due to different factors starting from the British Campaigns until the emergence of the United States of America (USA) as a dominant country. (Crystal,2003)

I.2.1. Contribution of British Imperialism in Spreading the English Language

I.2.1.1. English Language Spread in The New World

Jamestown is the first permanent settlement in the New World. It was founded in 1607 by the British Colonists. The period between 1607 and 1720 witnessed other colonies being established and new immigrants came from different parts of the British Isles. As a result, the different dialects and accents between all these different immigrants became a mixture. By 1890, the population exceeded 50 million spread across the continent and speaking with the same accent that is similar to nowadays American English. (Crystal,1995).

The immigration to this new Continent continued. It was identified as the First Great Immigration Stream between 1820 and 1889. People were primarily from the countries of western and northern Europe. The Second Great Immigration Stream was from 1890 till 1924. However, this time for people who primarily originated in the countries of southern and eastern Europe .And the Third Great Immigration Stream that started in 1945 and continued till nowadays for people that are from the countries of Latin America and Asia. All those different people had to speak one language which is English. Crystal (1995) described it as being a melting pot for all these linguistic differences.

I.2.1.2. English Language Spread in Canada

Canada was a French Colony. But, after Queen Anne's War in 1702 and the French and Indian War in 1754, it became an English one. As a result, thousands of French people were deported and they were replaced by new settlers from England, Ireland and Scotland. (Crystal, 1995)

1776 is the year of the Declaration of Independence. The United States of America was born and many British people known as "Loyalist Supporters" were unable to live in this new country. So, they migrated to Canada.(Crystal, 1995)

I.2.1.3.English Language Spread in Australia

Australia is another British Colony. The first settlement was established in what is now known as Sydney. Britain had to empty their prisons, thus, about 130000 prisoners were deported to this new place. By 1850, population increased due to new British settlers and by 1900, Australia was inhabited by nearly 4 million people. All the new settlers were from the British Isles. Thus, the new influential language is English .(Crystal, 1995)

I.2.1.4. English Language Spread in New Zealand

Australia was considered a perfect base to expand and spread the English language. It started with the Christian Missionary work in 1814. However, the first colony was established in 1840 after the treaty between the Maori Chiefs—native people and the British Crown. Consequently, the European immigration increased to reach 25000 by the year of 1850 and 750000 by 1900. New Zealand became a mixture of people that speak English with British accent. Others that wanted to keep their identity, they included New Zealand vocabulary. And, the Maori people that started using their own words in New Zealand English.(Crystal, 1995)

I.2.1.5. English Language Spread in Africa

I.2.1.5.1. English Language Spread in South Africa

The first official settlement was in 1820. The British Crown distributed the lands in the eastern Cape on approximately 5000 British. The English Language was declared the official language of the region in 1822. By the year 1850, other settlements were established. The year 1870 witnessed the immigrations of nearly half a Million settlers due to the discovery of gold and diamonds areas. There were many attempts to anglicize the African population. And since English was used in schools and administrations, it became a second language for African speakers. According to Crystal (1995) ‘many blacks see English as a means of achieving an international voice, and uniting themselves with other black communities’.

(100)

I.2.1.5.2. English Language Spread in West Africa

By the beginning of the 19th century, The English Language spread along the whole west African coast due to commerce and anti-slave-trade activities. (Crystal, 1995)

I.2.1.5.3. English Language Spread in East Africa

The main British Campaigns to this area started in the 1850s. Along other countries, Britain had different colonies. Five of these latter gave English an official status after they gained Independence in the 1960s. (Crystal, 1995)

I.2.1.6. English Language Spread in South Asia

India is considered as the third largest English-speaking country. Other countries that have English speakers are Bangladesh, Pakistan, Sri Lanka and Nepal. This variety of English is known as the South Asian English. The spread of English Language in South Asia is due to the British East India Company that was formed in 1600 and was a trading company. During the British presence between 1765 and 1947, the English Language was used in administrations and education. (Crystal, 1995)

I.2.2. Contribution of USA in Spreading the English Language

The USA was formed on July 14th 1776 when 13 British colonies declared their independence and separated from the British Empire. After WWII, only two dominant powers remained which were the USA and the Soviet Union. However, the latter was dissolved in 1991 leaving the USA the sole power. Its influence has reached all aspects of life. In economy, USA is now considered the largest economical power and holds a high status in most political organizations such as the UN. In entertainment, the USA has spawned a significant number of global musical influences. As well as, the industry of Movies and TV series produced nowadays by Hollywood. The English Language is the official language of USA and, As a result, it is now spreading on a Global Scale. It is reported that 45% of Web pages are written in English. Crystal (1995) claimed : ‘the Philippines became independent in 1946, but the influence of American English remains strong.’”(p.55)

I.3. The Differences between the British and American English

It is interesting to see the way that the English language has grown and changed. First, it was introduced to America by the British colonization between the 16th and 17th centuries, with time language spread to many other parts of the world, due to British trade and colonization elsewhere. With this latter and new locations, mingling with different cultures, played a major part in the forming of a new variety which we have come to know as American English. While there are certainly many more varieties of English, American English (AE) and British English (BE) are the two varieties that are taught in most English as Second Language/English as Foreign Language (ESL/EFL) programs. However, there are certainly preferences in use. One of the problems English language learners face is dealing with the differences between British and American English.

I.3.1. Pronunciation

A considerable number of divergences between BE and AE can be detected in the area of pronunciation which considers the main difficulties of EFL students. Therefore it is worth bearing in mind that phonologists have identified 16 modern dialect regions in England alone (with others in Ireland, Scotland and Wales) and 26 in the United States. The most important ones is Standard American English or GA (General American) and Standard British English or RP (Received Pronunciation).

I.3.1.1.vowels

The five vocalic letter in English alphabet (A, E, I, O, U) have usually two different kinds of pronunciation ‘‘short’’ and ‘‘long’’. The table below lists two kinds of pronunciation:

	A	E	I	O	U
Short vowel	/ æ /	/ e /	/ I /	/ ɒ /	/ ʌ /
Long vowel	/ eɪ /	/ i: /	/ aɪ /	/ əʊ /	/ ju: /

Table 1.1: Short and Long Vowels

Examples:

	A	E	I	O	U
Short vowel	Map	Pen	Stick	Clock	But
Long vowel	Name	Me	Time	Go	Mute

Table 1.2.: Examples on Short and Long Vowels

There are many differences at the level of vowels between British and American English. The most important differences between RP and GA vowels are in the sound:

- / ɒ / vs / a: /: Generally, RP has a slightly rounded / ɒ / in words like hot, stop, nod, where GA has an un-rounded / a: / sound.
- / ɒ / vs / ɔ: /: RP uses / ɒ / while GA uses / ɔ: / before the consonants / ŋ /, / f /, / s / and / θ /. This can be seen in words such as long, song, coffee.

- /ʌ / vs / ɜ: /: RP uses / ʌ / while GA uses / ɜ: / before the consonant /r /.This is found in words like courage, hurry, worry.
- / a: / vs / æ / : RP uses / a: / while GA uses / æ / before the consonants / f /, / s / , / θ / and before the endings -nce , -nch , -nd and -nt. This difference is found in words like dance, path and command.
- / əʊ / vs /aʊ /: RP uses /əʊ / while GA uses /aʊ / . This is found in words like boat , coat and note.(Abderrahim, 2015, p.12)

Words	GA	RP
Hot	Ha:t	hDt
Long	l ɔ: ŋ	lD ŋ
Hurry	h ɜ: r	h ʌr
Dance	d æns	da:ns
Boat	baʊt	bəʊt

Table 1.3.: Differences in Vowels Between GA and RP

I.3.1.2.consonants:

One of the most noticeable differences between English and American pronunciation is the treatment of the **r**. In RP; this sound has disappeared except before vowels. It is not heard when it occurs before another consonant or at the end of a word unless the next word begins with a vowel. The American **r**, on the other hand, is pronounced before vowels and consonants and also at the end of words. In phonetics, this phenomenon pronunciation of postvocalic **rs**- is known as rhoticity. BBC English is a non-rhotic accent i.e., this consonant occurs only before vowels. There is no such constraint on its distribution in General American, which is a rhotic accent, i.e., /r/ is pronounced everywhere (before a vowel, after a vowel, and in front of another consonant)

Word	GA	RP
Cry	/kraɪ/	/kraɪ/
Far	/fɑ:r/	/'fɑ:/
Fear	/fiər/	/fiə/

Table 1.4.: Pronunciation Differences of /r/

○ /ju:/ vs. /u:/

In General English words which are pronounced with /u:/ are pronounced with /ju:/ in British English

Words	AE	BE
Duty	/du:ti/	/dju:ti/
New	/nu: /	/nju:/
Tune	/tu:n/	/tju:n/

Table 1.5.: Pronunciation of /u/

○ /f/ to /z/ :

In some words, /s/ is pronounced /f/ in British English and /z/ in American English.

Word	AE	BE
Version	/'vɜ:rɜ:n/	/'vɜ:zɜ:n/
Asia	/'eɪzə/	/'eɪfə/

Table 1.6.: Pronunciation of /S/,from /f/ to /z/.

○ /s/ to /z/:

In some words, /s/ is pronounced /z/ in British English and in American English /s/.

Word	AE	BE
Blouse	blaʊs	"blaʊz
Erase	ɪ'reɪs	ɪ'reɪz

Table 1.7.: Pronunciation of /S/,from /s/ to /z/.

○ /ð/ vs /θ/ :

The pronunciation of /th/ in British English is more commonly slightly (voiced) than the American English pronunciation (voiceless).

Word	AE	BE
Booth	/bu:θ/	/bu:ð/
Toothboth	/'tu:θbu:θ	/'tu:ðbu:ð/

Table 1.8.: The Pronunciation of /th/ in AE and BE

Some long words ending in –ary-ery or ory are pronounced differently, most of the time these suffixes have a weak vowel in BE English but a strong one in AE eg:

Words	AE pronunociation	BE pronunociation
Secretary	/ˈsekɹətəri/	/ˈsekɹətɹi/
Monastery	/ˈmɑ:nəstəri /	/ˈmɒnəstəri/
Territory	/ˈterətɔ:ri /	/ˈterətəri/

Table 1.9.: The Difference in the Suffixes -ary, -ery, and ory

I.3.1.3.Diphthongs Differences

Diphthongs are a combination of two vowels or a vowel and a semivowel. They show few dissimilarities than the vowels do. The table below lists five sets of diphthongal varieties between British and American English:

In this part, five sets of diphthongal varieties between British and American English has been investigated including:

AE	BE
/ɪr/	/ɪə/
/oʊ/	/əʊ/
/eɪ/	/ɑ: /
/æ/	/eɪ/
/aɪ/	/ɪ/

Table 1.10.:Differences in Diphthongs between AE and BE

British English has 3 diphthongs ending in/ ɪə/, /eə/, /ʊə /. American English, on the other hand, has no separate phonemic diphthongs ending in /ə/. They are pronounced as sequence (ɪ + r), (e + r) and (ʊ + r) (Abderrahim, 2015, p.14)

Eg:

	AE	BE
Beard	b ɪr d	b ɪə d
Where	wɛr	wɛə
Pure	pjʊr	pjʊə

Other differences in pronunciation are less important, since they concern only individual words or small groups of words. The table below shows Pronunciation of particular words. These are words in which, d, t, or n (and sometimes s or l) are followed by u or ew in writing.

Words	AE	BE
Address	Ah-dress	a-dress
Apricot	a-pri-cot	ay-pri-cot
Asphalt	as-fault	as-felt
Ate	Ate	Et
Ballet	bal-ay	bal-ay
Caribbean	k'-rib-ean	kari-bee-an
Chimpanzee	chim-pan-zee	chimp-'n-zee
Cigarette	sig-a-ret	sig-a-ret
Composite	k'm-pos-it	kom-p'-zit
Detail	dee-tail	dee-tail
Figure	fig-yer	fig-ger
Frustrate	frus-trate	frus-trate
Garage	ga-rahzh	gar-ij
Interesting	in-ter-est-ing	in-trest-ing
Jaguar	jag-wah	jag-u-ahr
Laboratory	lab-ra-tor-ee	la-bor'-tree
Literally	lit-er-al-ee	lit-ral-ee
Omega	o-may-g'	o-m'-g'

Table1.11.: Pronunciation of Words in Both Varieties

Adopted from (Abderrahim,2015)

I.3.2. Spelling

I.3.2.1. America 'or' vs. British 'our'

Most GB words ending in –our, ending -or in the US. This difference is also apparent in derivatives.

AE	BE
Arbor	Arbour
Armory	Armoury
Behavior	Behaviour
Color	Colour
Favor	Favour
Favorite	Favourite
Honor	Honour
Humor	Humour
Labor	Labour
Neighbor	Neighbour
Parlor	Parlour
Valor	Valour
Vapor	Vapour
Vigor	Vigour
Odor	Ordour
Rigor	Rigour
Succor	Succour
Tumor	Tumour
Enamor	Enamour

Table 1.12. : 'or' vs 'our'

I.3.2.2.American ‘er’ vs British ‘re’

Most GB words ending in -re, usually deriving from French, ending -ter in the US.

This difference is also apparent in derivatives.

AE	BE
Center	Centre
fiber, fibre	Fibre
caliber, calibre	Calibre
Liter	Litre
Luster	Lustre
Meter	Metre
Miter,mitre	Mitre
Niter	Nitre
Philter ,philtre	Philtre
Specter,spectre	Spectre
Theater ,theatre	Theatre
Cider	Cidre
Centerfold	Centrefold
Saltpeter	Saltpetre

Table1.13.: ‘er’ vs ‘re’

I.3.2.3.American ize vs British ise

Many AE verbs ending in **-ize** correspond to BE verbs ending in **-ise**.

AE	BE
Apologize	Apologise, apologize
Capitalize	Capitalise, capitalize
Characterize	Characterise, characterize
Colonize	Colonise, colonise
Criticize	Criticise, criticize

Emphasize	Emphasise, emphasize
Equalize	Equalise, equalize
Categorize	Categorise ,categorize
Liberalize	Liberalise, lialize
Naturalize	Naturalise, naturalize
Organize	Organise, organize
Realize	Realise , realize

Table 1.14. : ‘ize’ vs ‘ise’

I.3.2.4. The AE e- vs BE oe-

In words of Greek origin, GB English has oe- where US English has e- or less commonly oe-. Similarly, words with an ae combination in GB English (orthopaedics, anaesthesia) are spelt without the **a** in US English.

AE	BE
Anemia	Anaemia
Anemic	Anaemic
Anesthetic	Anaesthtic
Edema	Oedema
Estrus	Oestrus
Fetal	Fœtal
Fetus	Doetus
Hemophilia	haemophilia
Hemorrhage	haemorrhage
Estrogen	Oestrogen
Fecal	Faecal
Cesarean	Caesarean

Table 1.15. : ‘e’ vs ‘oe’

I.3.2.5.American double consonant versus the British single consonants:

A certain number of disyllabic verbs stressed on the second syllable are written in British English with a single but in American English with -ll. This affects the spelling of derivatives.

AE	BE
appall, appal	Appal
fulfill, fulfil	Fulfil
install, instal	Instal
instill, instil	Instil
Skillful	Skilful
Enrollment	Enrolment
distill, distil	Distil

Table 1.16.:Double vs Single Consonants

I.3.2.6. American single consonant versus British double consonant before a suffix in unstressed syllables.

AE	BE
Traveled	Travelled
Traveler	Traveller
Labeled	Labelled
Focused	Focussed
Dialed	Dialled
Woolen	Woolen
Marvelous	Marvellous

Table 1.17.:Double vs Single Consonants Before a Suffix

Adopted from (Darragh,2000)

I.3.3. Vocabulary

The Americans and the British also have some words that differ from each other. There are different words for the same concept, or the same word has different meanings. The real number of technical vocabulary dissimilarities is somewhat longer. The table below lists some common words used differently:

AE	BE
Check cloakroom Check restaurant	Tag Bill
To check in To check out /hotel /	To book in To leave
Clipping /newspaper/	Cutting, clipping
Corporation	company
Downtown	Centre of the city
Dumb , stupid, silly	Stupid, silly
First floor	Ground floor
First name , given name	Christian name
Fix	Repair
Flashlight	Torch
French fries , French fried potatoes	Chips
Freshman	First year student
Game	Match , game
Garbage man	Dustman
Gas, gasoline	Petrol
Ground wire	Earth wire
Grounded	earthed
Hand-me-downs	Reach-me-downs
Highway patrolmen	Mobile police
High school , secondary school	Secondary school

Mail , post	Post
Mail-box	Letter-box
Mail car	Postal van
Mailman, postman	postman
Engine	Motor
Policeman, cop	Bobby, constable, policeman , cop
Potato chip	Crisp
Principal /school /	Headmaster
Public toilet , restroom	Public convenience
Publisher /newspaper/	Proprietor , publisher walk over
Recess /school/	Break
Schedule	Time-table
Section /of a city/	district
Senior	Fourth year student , finalist
Telegrapher	Telegraphist
Track /railroad/	Line , platform
Trillion	Billion
Truck	Lorry
Vacation , holidays	Holidays
Vacationer , tourist	Holiday maker , tourist , tripper
Water heater	Geyser
Weather bureau	Meteorological office
movie	film
storey	floor
soccer	football
two weeks	fortnight
purse	Handbag
Sweater	Jumper

Grades	Marks
Freeway	Motorway
Sidewalk	Pavement
Stove	Cooker
Pharmacist	Chemist
Guy , man , boy	Chap
cigarette or cigarette (in the US fag or faggot means homosexual man (rude) offensive)	cigarette; fag (slang)
bathtub, tub	Bath
cookie, cracker	Biscuit
Reservation	Booking
parking lot	car park

Table 1.18: Differences between American and British English

I.3.4. Grammatical Usage

I.3.4.1. irregular verbs

A number of verbs can be either regular or irregular in the past simple. However, in the US and GB the forms most commonly used are not the same. Where two forms are given following list, the first is the more commonly employed. It will be seen that in American English; the regular forms is usually preferred, and in British English the irregular.

Verbs	AE	BE
To burn	Burned, burnt	burnt , burnt
To dive	Dived, dove	dive
To dream	Dreamed, dreamt	dreamt, dreamed
To learn	Learned, learned	learnt
To smell	Smelled, smelt	smelt, smelled
To spill	Spilled, spilt	spilt, spilled
To spoil	Spoiled, spoilt	spoilt, spoiled

Table 1.19.: The Preferred Form of Verbs

The verb (fit, quit and wet) are regular in British English, but irregular in American.

AE

BE

Fit-fit-fit

fit-fitted-fitted

Quiet-quiet-quiet

quiet-quieted-quieted

Wet-wet-wet

wet-wetted-wetted

In American English, the past participle of get is either gotten or got, except in the structure have got, used as an alternative to have, which is the same as in British English

AE

BE

His tennis has gotten

his tennis has got

(or got) much better

much better

I've gotten to know

i've got to know him

him over the years

over the years

i've got a terrible headach

i've got a terrible headach

I.3.4.2. Tenses

In American English these two tenses are often interchangeable in conditions where only the present perfect can be used in British English. For instance, when an action in the past has a result now (as in the first example below), the present perfect is normally employed.

Other typical cases are with words like just, already, and yet, and with ever and never when referring to a period of time that continues until now.

AE	BE
I've lost my keys. Have you seen them? Or I lost my keys. Did you see them	I've lost my keys. Have you seen them?
John isn't here. He's gone to the bank. or John isn't here. He went to the bank	John isn't here. He's gone to the bank.
I'm not hungry. I've just had breakfast. or I'm not hungry. I just had breakfast	I'm not hungry. I've just had breakfast.
You can't speak to him. He's already left. or You can't speak to him. He already le	You can't speak to him. He's already left.

Table 1.20.: Tenses in Both Varieties

I.3.4.3. Expressions with 'have' and 'take'.

In a small number of expressions, British English prefers have to US take.

AE	BE
All I want is to take (or have) a shower and go to bed.	All I want is to have a shower and go to bed
Why don't you take a bath now and then?	Why don't you have a bath now and then?

Table 1.21.: The Use of 'have' and 'take' in Both Varieties

I.3.4.4. Position of adverbs

Certain adverbs, known as mid-position adverbs (e.g. sometimes, always, never, often, definitely, certainly), are usually placed after auxiliary verbs and before other verbs.

However, when we wish to emphasize the auxiliary verb, we put most mid-position adverbs before it. In British English this second construction is always emphatic. In American English, however, the adverb is frequently placed before the auxiliary, even when there is no intent to emphasize.

AE	BE
She probably has arrived by now. (normal)	She has probably arrived by now. (normal) She probably has arrived by now. (emphatic)
It probably will lead to a vote, (normal)	It will probably lead to a vote, (normal)

Table 1.22.: The Position of Adverbs in Both Varieties

Adopted from (Abderrahim,2015)

I.4. Awareness of the Differences Between the British and American English

According to, Crystal (2003) :

The different dialects of British and American English provide the most familiar example. These two varieties diverged almost as soon as the first settlers arrived in America. By the time Noah Webster was writing his dictionaries, there were hundreds of words which were known in the USA but not in Britain, pronunciation had begun to diverge quite markedly, and spellings were in the process of change. Today, there are thousands of differences between British and American English.(p.142)

EFL Students in Algerian Universities have to be aware of these differences. In Biskra University, most students find difficulty in recognizing the British English from the American one. They use both varieties during their sessions, they are influenced by Media. As a result, they use a mixture of the two varieties. (Dassa,2017)

In the same vein, students from Tlemcen University mix between the two varieties. This latter is also used by the teachers. (Abderrahim,2015)

In both Universities, EFL students prefer to speak the British variety. Because, they consider it more prestigious. However, American English influence is stronger since it is used in all domains. (Abderrahim,2015)

I.5.Conclusion

In this chapter, we discuss a general idea about the historical background of the English Language. A simple explanation on how the English language branched out to so many varieties around the world. The second section in this chapter provides the differences between British and American variety. Finally, we conclude the chapter with the main findings of similar studies that were conducted in other Universities.

CHAPTER TWO

English and Education in Algeria

II.1.Introduction

This Chapter discuss different elements related to the Linguistic Situation in Algeria. First, it shed light on the most common used languages in the Algerian Society. Second, it speaks about the English Language and its status as a Lingua Franca .Then, It explains the Algerian Educational System with emphasis on ELT and its objectives. Finaly, since the topic's focus is on British and American variety, the last section Suggests different activities and methods to learn or teach British and American English.

II.2.Languages in Algeria :

Algeria is characterized by its rich and complex linguistic background. This latter makes Algeria a unique country for the number of languages taught and used in Education and Society. Arabic is the national language, however it is rarely used among people, instead they use Colloquial Arabic. French which is the colonial language is used in important fields such as Medicine ,Politics, Scientific domains and Administrations .It is considered a prestigious language specially by women. And, Berber including its various dialects. As for the English Language, it was implemented in the Education System due to its status as an International Language.

II.3.The Status of the English Language :

English is considered a dominant language. It is used all over the world. It is the language of Science, Technology ,Trade, Business, Transport and Tourism. In the same vein, in 2003 Cook states that "in recent years the growth of English has been further accelerated by starting expansion in the quantity and speed of international communication."(as cited in Kadi,2018,p.38).Teaching the English Language as a Foreign Language will soon if its not already a vital priority. Crystal states "English as a global language has proved itself to be taught and learned by people from across the world. In many countries English is usually taught as a second language and there is a big demand for knowledge to speak"(as cited in Kadi,2018,p.39)

Nowadays, English is the language of International Communication. There are nearly 400 Million native speakers of English and more than 400 Million speakers of English as a

Second Language. Recent statistics revealed that there are about 1.5 Billion speakers of English however only 350 Million are native speakers.

II.4. Algerian Educational System

Algeria suffered from the French Colonization for 130 years. During this period, France did everything in their power to erase the Algerian Identity and one of the important aspects is Language. So, it declared French the Official Language and allowed small minority study. After the independence in 1962, radical changes were needed in all domains most importantly in the field of education. The ministry of education was founded in 1963 and many schools and institutions were established making education free to all the Algerian kids. The Algerian Educational System witnessed different changes such as the Arabization Phase. Pupils in Algeria go through four main Cycles in their Education: Primary Education, Middle Education, Secondary Education and Higher Education.

II.4.1. Primary Education :

Children start their education journey from the age of six. They are taught in their native language Arabic. In the third year, they are introduced to French as the only Foreign Language. They spend five years in their primary schools and then they take the Sixth Grade Exam which is a national final examination that allows them to move to the middle school.

II.4.2. Middle Education

In the middle school learners study for four years. They deal with different fields and taught by several teachers. One of the new fields that pupils have to study is the English Language as the Second Foreign Language after French. In order to level up to the next phase which is the secondary school, pupils have to pass a fundamental examination which is the "Brevet d'Enseignement Moyen" (BEM).

II.4.3. Secondary Education

In the secondary school, students have to choose the domain that suits them better. Of course, their grades in the BEM have a great impact on that. In the first year, there are three main streams: Language and Social Studies, Sciences and Technology. In the second year, other streams are offered such as; Philosophy and Literature, Literature and Foreign Languages, Sciences, Mathematics, Economy and Management, Civil Technology, Chemistry..etc. Choosing any of these domains have to meet certain conditions such as

student's personal preference ,their teacher's opinion and first year results. In order to move to the next part which is the university, students have to pass the ‘Baccalaureate’. They will be tested in all the subjects of the third year.

II.4.4.Higher Education

The University of Algiers is considered the first high education institution in Algeria. It was founded in 1909.Students had to choose from a limited number of specialties such as ;Law, Medicine, Pharmacy ,and Sciences. This situation changed after the independence, many universities and institutes were established all over the country and the domains of study were expand.LMD (license-master-doctorate) is the current Algerian System of University Degrees. It is mainly based on the Canadian sample ;License for three years of study beyond the Baccalaureate, another two years after that gets you a Master degree, and another three years after the Master is the Doctorate degree.

II.4.5.Education Institutions

These institutions are available for all Algerians from all ages. It is an opportunity to get a specialized professional training programs in different fields such as Agriculture, Industry, Health ...etc. They are directed by the Ministry of Higher Education and Scientific Research or the Ministry of Professional Training and Education.

In addition, the Algerian Government established ‘Université de la Formation Continue’(UFC).It is another chance for non-baccalaureate holding students to get their ‘diplôme des Etudes Universitaire Appliquées’(DEUA)degree after three years of study.

II.5.English Language Teaching in Algeria

The English Language was introduced to the Algerian Schools during the French Colonization. It was implemented for first year learners of the intermediate cycle. After the independence the Algerian Government kept the English Language as a First Foreign Language. The first English Department was founded in 1964 in the university of Algiers. The English Language became a necessity in the Curriculum. As a result, TEFL institutes were established to provide specialized training for EFL teachers.

Nowadays, pupils start their first English Language Lecture in their first year at middle schools. They study it three or four times a week. And, they have two test and one exam per

trimester. It is obligatory subject for four years. Then, they pass to secondary school where they study English Language as before but it is more important for Literary Stream.

The English Language is taught as a separate Pedagogical Specialty at Universities. Students have to study it for three years to get their License Degree which enable them to become middle school teachers. They can study two more years after that to get their Master Degree. And, another three years at least to gain their Doctorate. Also, the English Language is an obligatory subject in other specialties such as Civil Engineering, Biology, Computing Science..etc.

The English Language is a key element for a nation such as Algeria to keep pace with the development. Therefore, the Algerian Ministry aims at perfecting the proficiency of Algerian learners and provide them with all the necessary tools to make them Autonomous learners that realize their Objectives.

II.6.The Objectives of ELT in Algeria

The English Language became the Second Foreign Language in Algeria after the 2002-2003 Educational Reform. This change occurred due to its status in the world as a Global Language. It is a Vital thing that ELT must be taught to all students at all levels and in all specialties. It has to be the bridge that would connect Algeria to the rest of the world. Therefore, ELT aiming at reaching certain objectives :

II.6.1.General Objectives

ELT is becoming-if it is not already- a necessity in all countries' Curriculum. It has various objectives towards Society, Politics, Economy and Culture.ELT represent the bridge that would connect the learners with the rest of the world. It gives them the ability to share information and collaborate with each other. In politics, the English Language is the official language in most political organizations such as the UN. Economically, English is the language of Global Business. It helps and create for individuals new opportunities at home and abroad. on a Cultural level ,ELT introduce learners to new cultures and open their minds.

II.6.2.Communicative Objectives

The first aim and the essential purpose behind learning a language is to communicate with people around the world .

II.6.3.Cultural Objectives

One of the main objectives of ELT in Algeria is to introduce the learners to new cultures. They need to get familiar with the Target Language's Culture and have more knowledge about it. Because, it is the first step towards learning a language.

II.6.4.Linguistics Objectives

Linguistics refers to everything that have a relationship with learning or studying a language. Therefore, ELT aims at improving the learners four skills : Speaking, Writing, Reading and Listening. Also, Autonomous Learning is considered a top priority ,so providing the students with the tools, skills and techniques to continue their learning is essential.

II.6.5.Methodological Objectives

ELT in Algeria aims at developing new methods for learning the language. But, there is nothing better than Autonomous Learning. Also, to provide students with different assignments that are similar to real-life situations.

II.7.The Meaning of Language Varieties

Apparently, there are different varieties that refer to the different Manifestations of Language. These latter are generally represented in form of Dialect, Register and Accent .

Clearly, there are diverse assortments that allude to the distinctive signs of language. These signs are for the most part spoken to in frame of Dialect, Register and Accent .

II.7.1.Accent

Accent is a manner of pronunciation peculiar to a particular individual, location, or nation. An accent may identify the locality in which its speakers reside (a geographical or regional accent), the socio-economic status of its speakers, their ethnicity, their caste or social class, their first language (when the language in which the accent is heard is not their native language), and so on. Accents typically differ in quality of voice, pronunciation of vowels and consonants, stress. Although grammar, semantics, vocabulary, and other language characteristics often vary concurrently with accent, the word accent refers specifically to the differences in pronunciation.

II.7.2.Dialect

The term “Dialect” has been a point of interest of many researchers who tried to define and study it from different angles. Numerous definitions have been recommended concerning the term dialect. Accordingly, tongue may be an assortment of a dialect recognized from other varieties by highlights of Phonology, Language Structure and Lexicon utilized by a bunch of speakers set off from others topographically or socially. In this respect, Trudgill (1992) argue that ‘ ‘ Dialect is a variety of language which differs grammatically, phonologically, and lexically from other varieties, and which is associated with a particular geographically area and /or with a particular social class or group.’’(as cited in Abderrahim,2015,p.4)

II.7.3.Register

Register is additionally a dialect assortment that's characterized by the social circumstance in affiliation with specific points spoken by a few speakers who share the same field. Romain (2000) contend that :’’ the concept of register is typically concerned with variation in language conditioned by users and involves considerations of the situation or context of use, the purpose, subject matter and content of the message and relation between participant’’. (as cited in Abderrahim,2015,p.5)

II.8.Methods of Teaching/Learning American and British English

II.8.1. Methods of Teaching/Learning American English

II.8.1.1.The American Television:

It is called the Show Business. All these Movies and Series that have the ability to influence the Audience with its unique variety which is the American English. It is different than the British one in the manner of Vocabulary and Idiomatic Expressions. And, when you watch too much of American Television it becomes a new method to learn more about this variety and understand it better.(Abderrahim,2015)

II.8.1.2.Autonomous Learning :

If a person is self motivated, eager to learn a language. It is always beneficial to buy books about English grammar and get American’ Accent tapes to learn the language or the variety. (Abderrahim,2015)

II.8.1.3. Taking Online Classes:

Of the considerable number of methodologies of learning American English, getting English Sessions Online is one of the best ways. This can be since it goes about as an extension between emersion, classes and watching abstract works and movies that are in American English .Online tutoring has the following advantages:

-It is exceptionally cheap after you compare it to choices like remote emersion and physical classes.

-Not at all like emersion and classes, you get to select the time merely will have the classes.

-You get to have guide that instructs you how to articulate words and makes a difference you express words within the right way. (Abderrahim,2015)

II.8.2. Methods of Teaching/Learning British English

II.8.2.1.Lecture:

The Definition is in the Title. A one hour long session conducted in large classes where the teacher will introduce new concepts and explain different theories. (Abderrahim,2015)

II.8.2.2.Courses and Tutorials:

They are rather smaller lectures where learners are encouraged to discuss and talk about particular subjects. In addition to different presentations that they have to prepare and ideas to add. (Abderrahim,2015)

II.8.2.3.Practical Work:

Numerous courses in Law, the Arts and Sciences will incorporate viable workshops where you'll be able create your skills. Work place training ; a few courses will provide you with a viable involvement inside a working environment beneath the supervision of experienced staff. (Abderrahim,2015)

II.8.3. Teaching/Learning British and American English via the Intercultural Approach

The United State is a multicultural and multilingual notion. Americans have numerous distinctive traditions and values, The US culture has been affected intensely by European migrants and descendants of slaves from the African Continent. Additionally, there are four

countries make up the United Kingdom such as; Britain, Scotland, Wales and Northern Ireland. The English dialect isn't administered by a formal code. Individuals from around the world go to Britain to learn English, live and work. (Abderrahim,2015)

II.8.3.1. The United States of America Culture

The American people are widely known to be friendly and informal. They always address the people that they know by their first name. Besides work, Americans are always dressing casually. (Abderrahim,2015)

II.8.3.2. United Kingdom (UK) Culture

The UK culture differs from the American one, in which they seem to be more self-restrained people, but friendly and open-minded with strangers. It is allowed for them to call people by their first name after getting to know them. The British people prefer to stay at home and enjoy their time unlike Americans, that is why they have predictions all the time to receive guests 10-20 minutes after the dinner time begins. The use of language and lifestyle is another difference which makes the UK culture different from the American one, in which citizens of the large cities such as London use more formal language than the others in the countryside. (Abderrahim,2015)

II.8.4. Sample Classroom Activities

It has been thought that it would be wiser to propose the following activities in hope to be beneficial to the enhancement of both British and American English phonological and morphological learning.

II.8.4.1. Activities to Teach American English Phonology

1. State whether the vowels in the underlined positions are the same or different in the following words. In either case, state the phonetic description of the vowels, together with the phonetic symbols.

eg.,: keel – city same; /i/ high, front, tense
 Mess – mass different; /e /mid, front -/æ /low,front

(a) Primary – nutrition different; /a / mid, front, lax-/u/ high, back, round, tense.

Heal – electricity different; /i/ high, front, tense -/ ɪ / High, front, lax.

(b) Beau – aperture different; /o/ mid, back, round, tense / æ /low, front, lax.

(c) Exposure – coaster same; /o/ mid, back, round, tense.

(d) Explicable – explicate same; / ɪ / high, front, lax.

(e) Wave – irrigate same; /e/ mid, front, tense.

2.Create two minimal pairs with each given word in different word positions.

Initial	medial	final
Eg: /t/ tea: pea, sea	charter: charmer, charger	seat: seed,seal
/p/ pack: back, tack	mapping: matting, mashing	ape: ate,aim
/m/ mate: bait, hate	slimming: slipping, slitting	room: root,rouge
/s/ seek: leak, beak	leasing: leashing, leaping	class: clap,clam
/l/ lash: sash, gash	rolling: roping, roaming	coal: comb,cope
/f/ feel: peel, real	refined: remind, rewind	staff: stack,stab
/n/ knee: bee, fee	sneak: speak, sleek	bone: boat,bowl
/d/ dash: bash, cash	budding: butting, bumming	bed: bet,beg
/g/ gain: rain, pain	gain: rain, pain	wig: win,wit

Adopted from (Abderrahim,2015)

II.8.4.2.Activities to Teach American English Morphology

1. Make flash cards and ask your students to make as many real wordsare they can with these cards. Make sure that the cards contain several root words and multiple affixes.

A starter set of morphemes might includes:

Safe				
Like				
Plug				
Stop				

Adopted from (Abderrahim,2015)

II.8.4.3. Activities to Teach British Phonology

1. Find the phonetic symbol for the first sound in each of the following words:

- | | |
|-----------|--------------|
| a. Tough | f. knee |
| b. Kicked | h. hear |
| c. Loved | i. phonetics |
| d. Health | j. giant |
| e. Dog | k. one |

2. Put the following words into the corresponding columns:

- | | | |
|-------------|-----------|-----------------------------------|
| a. I | i: | ill-eel- kneel- nil- will- wheel- |
| Sit | seat | Field- bean- bin- sick_ ski. |

- b.** board-two- bored- call- do- Pot- through. caught- owe- coal- own Sore- brow- door- now :

ɔ:	U:	əʊ
-----------	-----------	----

3. Among the following words tick those which start with a nasal sound:

- a. Know
- b. Mother
- c. Another
- d. Power
- e. Tea
- f. Kill
- g. Look

- h.** Beer
- i.** Dear
- j.** Near

Adopted from (Abderrahim,2015)

II.8.4.4. Activities to Teach British English Morphology

1. Which of the following words may not deserve to be regarded as lexical items, and so may not need to be listed in a dictionary of modern English? Why?

- | | | | |
|--------------------|------------|-------------|------------|
| a. Break | breaking | breakable | breakage |
| Read | reading | readable | / |
| Punish | punishing | punishable | punishment |
| b. Conceive | / | conceivable | conception |
| Receive | receptive | receivable | reception |
| Perceive | perceptive | perceivable | perception |

2. Each of the following sentences contains an error made by a non-native speaker of English. In each, identify and correct the incorrect word.

- a.** I am very relax here.
- b.** I am very boring with this game.
- c.** I am very satisfactory with my life.
- d.** Some flowers are very attracting to some insert.
- e.** Many people have very strong believes.
- f.** My culture is very difference from yours.
- g.** His grades proof that he is a hard worker.

3. Identify the free morphemes in the following words:

Kissed, freedom, stronger, follow, goodness, talk active, teacher, actor.

Adopted from (Abderrahim,2015)

II.8.4.5. Activities of British and American Culture

1.Quizzes : we have found that tests are one of the more effective action sorts. Tests can be utilized to examine materials that you just have already instructed, but they are too valuable learning unused data. For illustration, see at the basic true/false test around Ireland underneath. With a partner , answer true or false to the following questions:

- Ireland is totally dark during the winter.
- There is little snow except in the mountains.
- The population of Ireland is less than that of Aichi prefecture.
- Ireland is about the same size as the island of Honshu.
- The United Kingdom includes the Republic of Ireland

2.Proverbs: The following is a list of proverbs that can be used for pronunciation exercises. Sounds are marked with boldface instead of being represented by phonetic symbols because the American and British symbols are different, and some symbols may be distorted on the internet

2.1.Vowels

- A friend in **need** is a friend **indeed**.
- Every **bullet** has its **billet**.
- A good wife and **health** is a man's best **wealth**. / East and **west**, home is **best**.
- A drowning man will **catch** at a straw.
- He **laughs** best who **laughs** last.
- He who has an **art** has everywhere a **part**.
- A little **pot** is soon **hot**. / A **spot** is most seen on the finest **cloth**.
- New **lords**, new **laws**. / **Walls** have ears.
- One man beats the **bush**, another man catches the bird.
- Well **begun** is half **done**.
- **Finders** keepers, losers **weepers**.
- Kind **words** are the music of the **world**. / The **early** bird catches the **worm**.
- **Haste** makes **waste**.
- Little **strokes** fell great **oaks**. / As you **sow** you shall **mow**.

- Good advice is beyond **price**. / Might makes **right**.
- An **ounce** of discretion is worth a **pound** of learning.
- No **joy** without **annoy**.
- Constant dripping **wears** away a stone.

2.2. Consonants

- **Penny** wise, **pound** foolish./ **Practice** makes **perfect**.
- There is nothing which has been **bitter** before **being** ripe.
- **Time** and **tide** wait for no man.
- A **bird** in **hand** is worth two in the **wood**. / Every **dog** has his **day**.
- **Care** killed the **cat**.
- A **good** name is better than a **golden** **girdle**.
- **Fair** feathers make **fair** **fowls**. / Birds of a **feather** **flock** together.
- Even the weariest **river** winds somewhere safe to sea.
- **Something** is better than **nothing**. / Birds of a **feather** **flock** together.
- Least said, soonest mended. / More haste, **less** **speed**.
- A **lazy** youth, a **lousy** age.
- No **sunshine** but hath some **shadow**. / Better be **sure** than **sorry**.
- Labor is often the father of **leisure**.
- Work has bitter **root** but sweet **fruit**.
- There is no **royal** **road** to learning.
- It is **hard** to be **high** and **humble**. / Do on the **hills** as you would do in the **hall**.
- Everybody has his **merits** and **faults**.
- No garden without its **weeds**.
- Do not count your **chickens** before they are **hatched**

Students could later be asked to interpret the meaning of the proverbs orally or in writing, which will lead the pronunciation activity naturally to a speaking or writing activity.

Adopted from (Abderrahim,2015)

3.Exposure to Englishes

The Objective is to increase students' awareness and comprehensive of different varieties of English.

Try to make a discussion among students about the accent and the English varieties, and if they could make a distinction between them, or even understand them. Then ask them about their attitude towards these differences and what do they really think about them.

Main activity: try to have students watching news, reports of two different countries, then ask them to write down what they have noticed about the pronunciation, and the difference in vocabulary. They have access to WiFi and can listen to the same news topic for instance, they can listen to broadcasting system in Australia as well as they can listen to the speech made by the president in England. Then the student will present a brief summary about the differences that they have found concerning vocabulary and pronunciation.

Follow-up discussion: ask the students about their experiences listening to the different varieties of English. Which did they find more difficult to understand? if they were speaking to people from that country, what could they do or say to help their comprehension?

Adopted from (Abderrahim,2015)

II.8.4.6.Activities to Teach British and American vocabulary

1. Decide whether the words are written in British or American English

1. Favourit: British English
2. Sales clerk: American English
3. Flash light: American English
4. Center: British English
5. Nappy: British English
6. Garbage can: American English
7. Pavement: British English

2. Aim: to compare British English and American English vocabulary.

a. Activity: students match British English words with their American English equivalents.

b. Organization: pair work or group work.

c. Preparation: make enough copies of the activity for each pair or group in your class.
Cut and mix up words.

d. What do I do:

1- put students into pairs or groups.

2- give a copy of the cut up activity to each pair or group.

3- students match the British English words with their American English equivalents.

4- students turn all the words face down and play a memory game:

student A turns over two words. If they match, student A keeps the words and tries again. If they don't match, play passes to students B when all the words have been taken, the student with the most words win.

Apartment/ flat

Garbage/ rubbish

Candy/sweet

Cookie/biscuit

Elevator/lift

Yard/garden

Pants/trousers

Gas/petrol

Truck/Corry

Adopted from (Abderrahim,2015)

3. Match the British English words with their American English equivalent in the box.

- | | |
|-------------------|---------------|
| 1- Pavement | vacation |
| 2- Holiday | movie theater |
| 3- Bill | elevator |
| 4- Cinema | yard |
| 5- Lift | zip code |
| 6- Garden | faucet |
| 7- Postcode | store |
| 8- Tap | tux |
| 9- Shop | check |
| 10- Dinner jacket | sidewalk |

Answers:

- 1- Pavement: sidewalk
- 2- Holiday: vacation
- 3- Bill: check
- 4- Cinema: movie theater
- 5- Lift: elevator
- 6- Garden: yard
- 7- Postcode: zip code
- 8- Tap: faucet
- 9- Shop: store
- 10- Dinner jacket: tux

Adopted from (Abderrahim,2015)

II.9.Conclusion

In this chapter, we discuss the linguistic situation in Algeria and the most common used languages of its society. Then, we moved to the educational system and the objectives of ELT in Algeria. Finally, the chapter provides different methods and activities that would guide EFL students to learn British and American variety.

CHAPTER THREE

Analysis of the Students' Questionnaire and interview

III.1.Introduction

The purpose of this chapter is to analyze the findings and answer the basic questions of this Research Paper. Two main methods were used as Research Tools. An Interview and a Questionnaire were addressed to third year EFL learners at Ibn Khaldoun University.

III.2.Population and Sample

III.2.1. Third Year EFL Students Profile

Fifty participants were randomly selected from third year EFL students at Ibn Khaldoun University. They have studied the English Language for at least eight years starting from middle schools until now. And most of them are well aware of the different varieties of the English language particularly British and American.

III.3.Research Instruments

Valid data and sufficient information are crucial for any research. Therefore, two main methods of data collection are used. An interview was conducted with ten students and a questionnaire was distributed to Fourty remaining third year EFL students .

III.3.1.Students' Interview

The interview is widely considered as one of the main methods to collect valid data. It provides an appropriate atmosphere to have direct answers and gives the ability to interpret them and obtain necessary results.

The interview is formed with the necessary questions. It was conducted with participants individually. It contains eight basic open-ended questions aim at revealing which English variety they use and prefer.

III.3.2.Students' Questionnaire

The Questionnaire is another important method to collect data. It contains eleven basic questions. It is designed to check students' knowledge about the different varieties of the English language, particularly the British and American varieties. Also, it aims at revealing

students preference when it comes to which accent they want to use and be taught with. It consist of open questions to have them answer freely and closed questions with specific choices such as their the accent they prefer.

III.4.Data Analysis

This section will contain the analysis of both the interview and questionnaire. Answers were different and interesting at the same time.

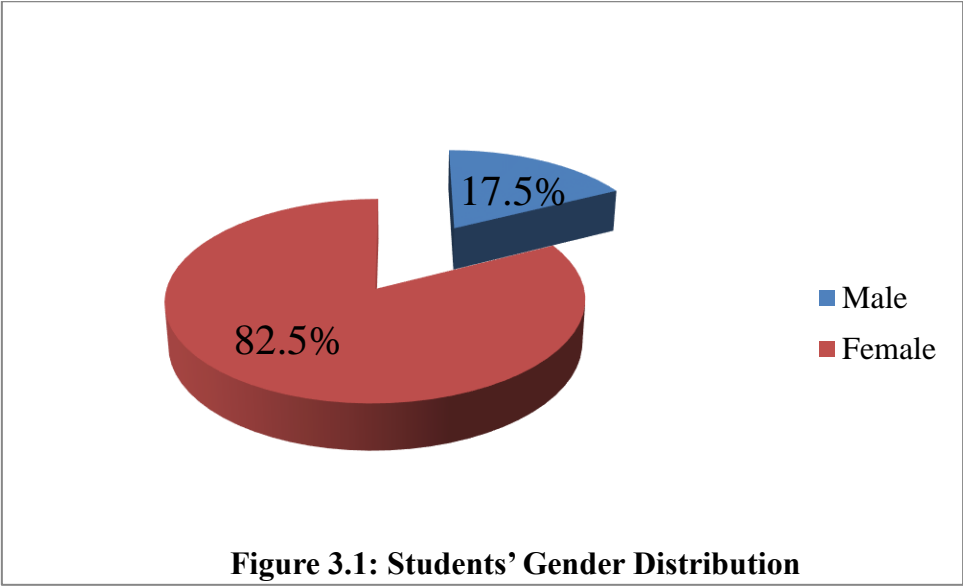
III.4.1. Students’ Questionnaire Analysis

Item 01 :Gender Distribution

Fourty Students were given this questionnaire. The majority 33(82.5%)Students are Females and Seven (17.5%)students are Males. This is a simple demonstration to indicate that Females have more tendencies towards foreign languages specially English. The results are shown in the following table and pie-chart :

Gender	Number	Percentage
Male	07	17.5%
Female	33	82.5%
Total	40	100%

Table 3.1:Students’ Gender Distribution



Item 02:Which Language do you use daily?

This question was added to investigate whether or not the students are practicing the English Language outside of Classrooms. Out of Forty,32(80%) students participants reported negatively. Thirty(75%) of them use their mother tongue-the Arabic language- and Two(5%) of them use the French language. However, Eight(20%)participants use the English language. They reported that they use it in social platforms such as facebook and when discussing different topics with friends and colleagues either at University, Compass or home. the results are demonstrated in the following table and pie-chart:

Languages	Users	Percentages
Arabic	30	75%
English	8	20%
French	2	5%
Total	40	100%

Table 3.2:Language Used on a Daily Basis

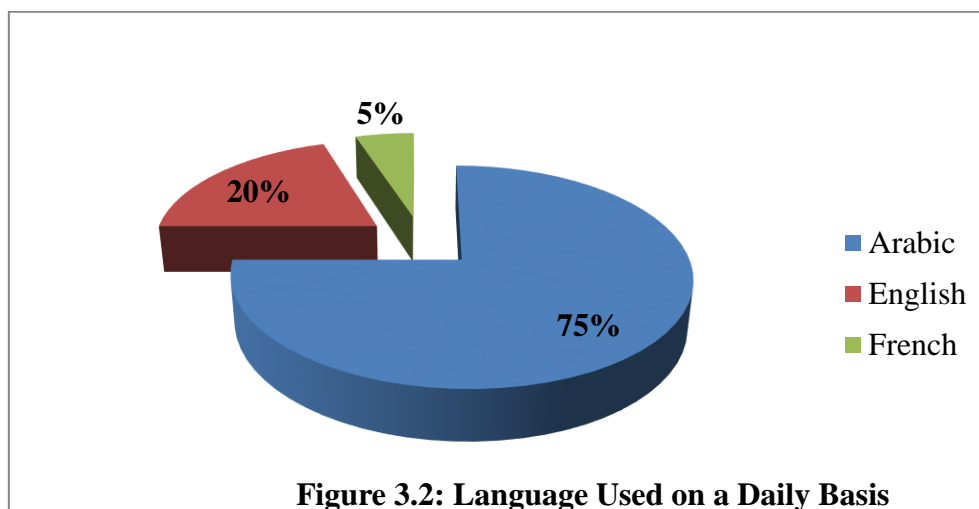


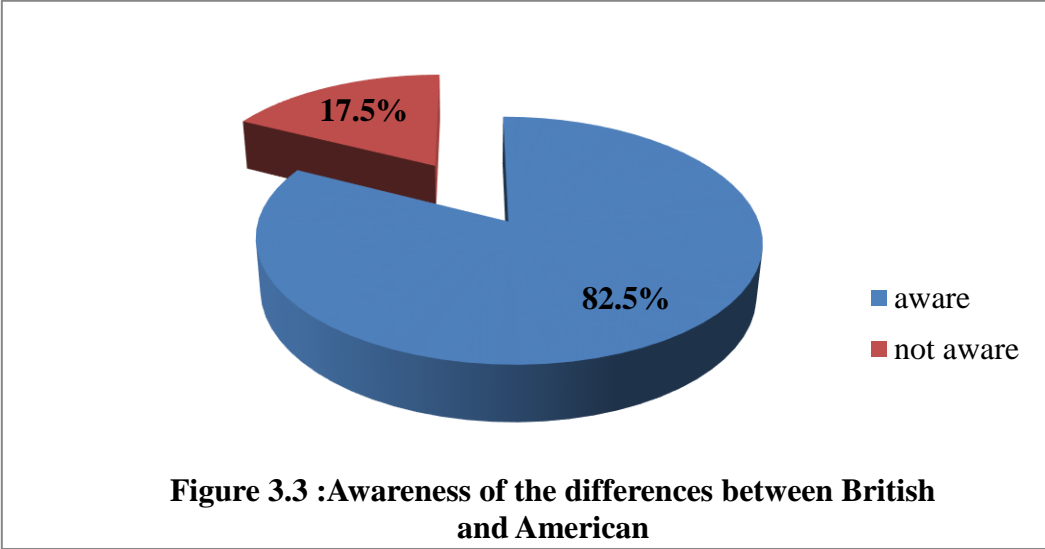
Figure 3.2: Language Used on a Daily Basis

Item 03:- Are you familiar with the differences between British and American English? If yes, mention some of them.

-Can you differentiate between British and American English? If yes, How?

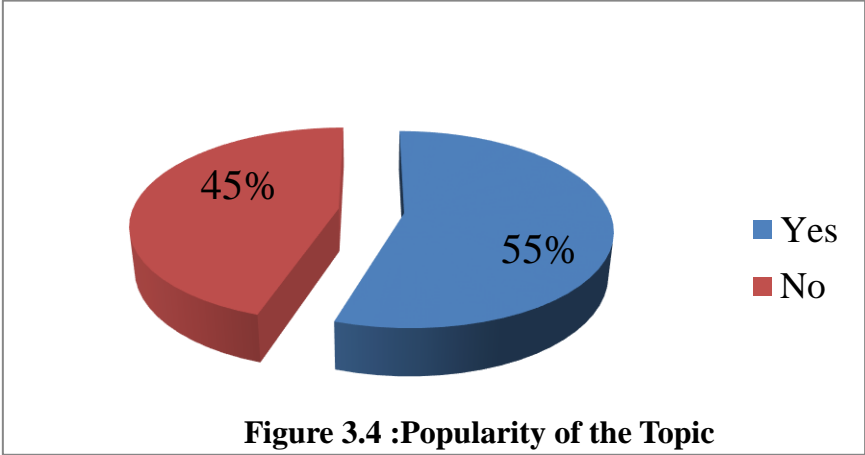
Two faces of the same coin. Two questions for the same purpose. To extract as much information as possible.33(82.5%)participants answered positively. They are aware of the differences between British and American variety. They mentioned difference in

pronunciation, way of talking, stress, vocabulary, spelling and grammar. Some of them talked about the rhotic /r/ for Americans and non-rhotic for British. They said that American speakers talk fast and use informal language. Whereas, British people speak formally and use the glottal stop. The remaining seven students were not aware of the differences. The results are presented on the following pie-chart :



Item 04 :Is this a popular topic that is often discussed inside your classrooms?

22(55%)participants revealed that this is a popular topic inside their classrooms. It is often discussed in Oral expression sessions since students are required to present and talk. Also, teachers talk about it one they spell the same words in both varieties such as color/colour. And, eighteen(45%)participants said that it is not a popular topic and teachers rarely discuss it. The results are presented on the following pie-chart :



Item 05 : Which Variety do you understand better?

Twenty (50%) participants reported that they understand the British Variety better. They find it easy, prestigious and academic. Whereas, nineteen(47.5%)participants said otherwise, that they find American variety easy to understand. And, only One student(2.5%) said that he/she understand them both. The results are shown in the following table and pie-chart:

Variety	Number	Percentages
British	20	50%
American	19	47.5%
Both	1	2.5%
Total	40	100%

Table 3.3 :The Understood Variety

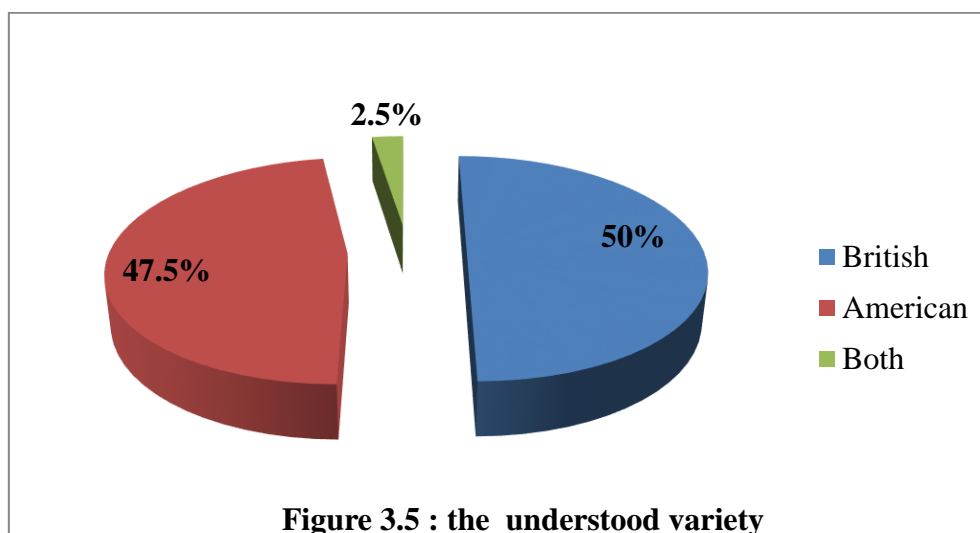


Figure 3.5 : the understood variety

Item 06 : Which Accent do you often speak inside classrooms?

Out of forty participants, eighteen(45%)of them reported that they use a mixture between British and American English. Whereas, thirteen(32.5%) students speak the British Accent. And, Nine(22.5%) students speak the American Accent. We find that the majority speak a mixture of both varieties for two obvious reasons. The first one is that the British English is considered more academic and formal. And, it is the variety that we are supposed to use because it is a part of the Curriculum. The second reason is the existing influence of the American culture and Mass Media. The results are demonstrated in the following table and pie-chart :

Accent	Number	Percentage
British	13	32.5%
American	9	22.5%
Mixture	18	45.5%
Total	40	100%

Table 3.4 : Accent Spoken by Students

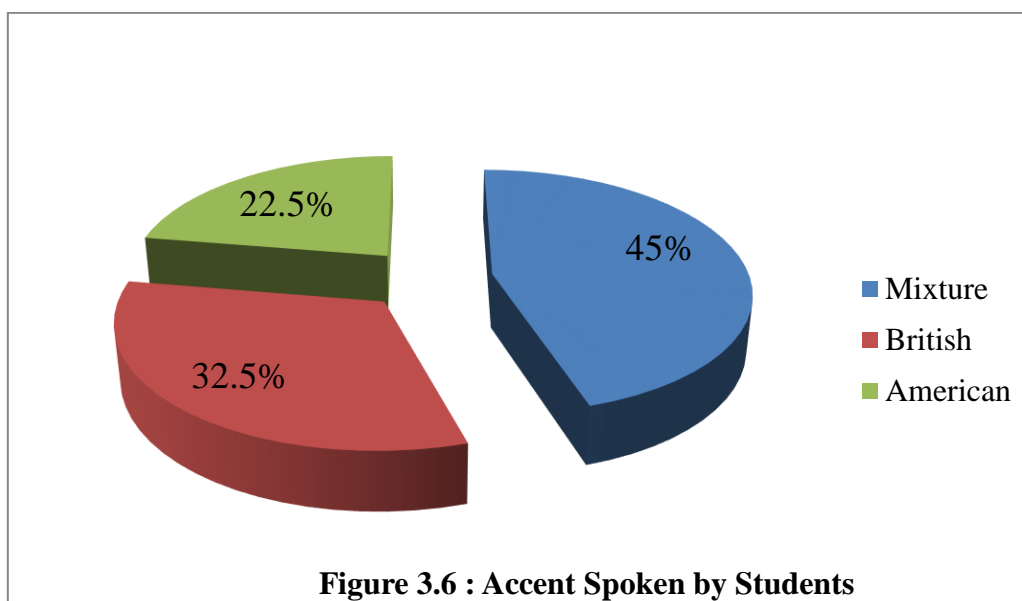


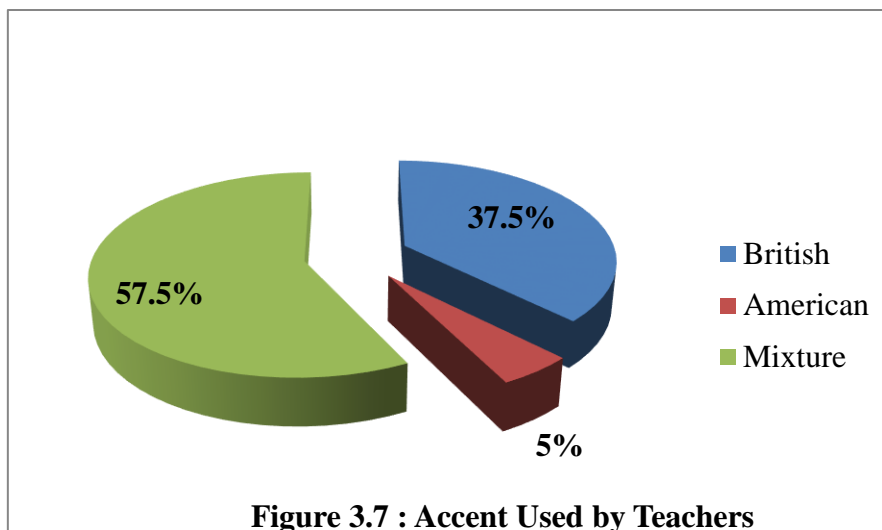
Figure 3.6 : Accent Spoken by Students

Item 07 : Which Accent is used by your teachers?

23(57.5%) students reported that their teachers use a mixture of both varieties while teaching. Whereas, 15(37.5%) participants said that their teachers use the British accent. And, only Two students said that the American variety is the one used by the teachers. The majority revealed that teachers are using a mixture of both varieties. Which can influence learners to follow the same steps. So, as teachers they have to use one variety in their lectures. The results are presented in the following table and pie-chart:

Accent	Number	Percentage
British	15	37.5%
American	02	5%
Mixture	23	57.5%
Total	40	100%

Table 3.5 : Accent Used by Teachers

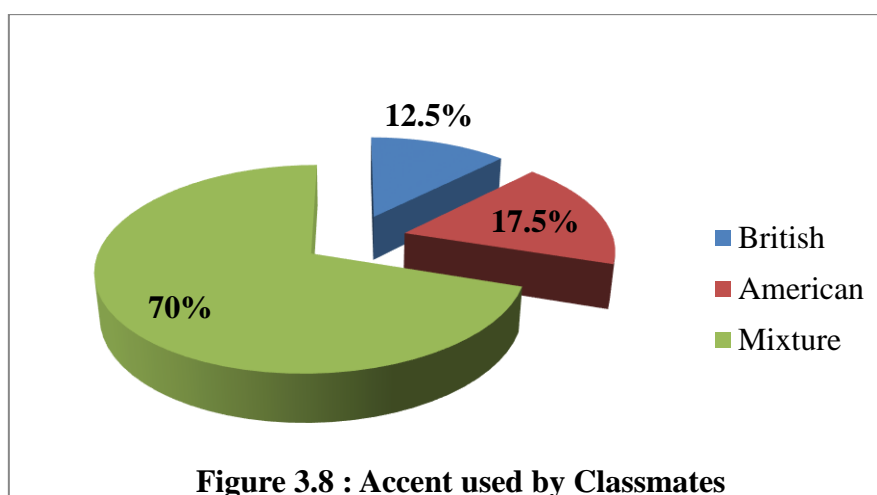


Item 08: Which Accent is used by your Classmates?

Out of Forty participants, 28 (70%) of them revealed that their classmates use a mixture of both varieties. Whereas, Seven (17.5%) of them said that their colleagues speak American Accent. And, five (12.5%) students said that their classmates speak British Accent. Here, a repeated pattern is noticeable which is the majority of students and teachers use a mixture of both varieties. The results are shown in the following table and pie-chart:

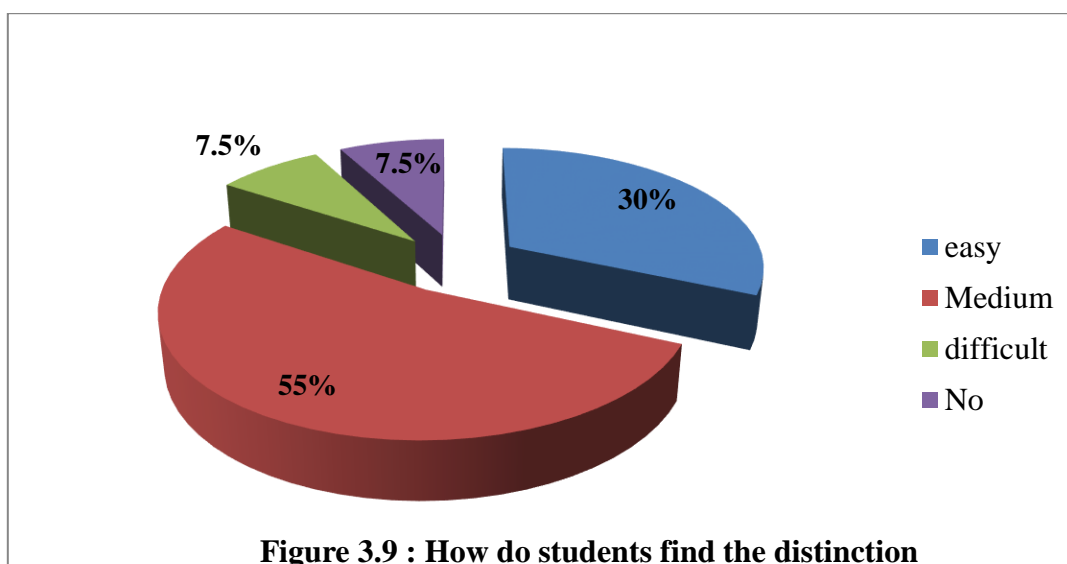
Accent	Number	Percentage
British	5	12.5%
American	7	17.5%
Mixture	28	70%
Total	40	100%

Table 3.6 : Accent Used by Classmates



Item 09: If you have listened to a passage of English speech, could you distinguish whether it is British or American? How do you find this distinction?

Out of Forty participants, 22 (55%) find it somehow difficult (medium) to distinguish between British and American variety. They revealed that in terms of vocabulary and grammar. It is complicated to state whether the words are considered British or American such as Holiday/Vacation. And, 12 (30%) find it easy to recognize both accents. But, they focus on pronunciation which is an obvious aspect. On the other hand, three (7.5%) students found it difficult and hard to tell. And, another three participants can not distinguish between the two varieties. The results are presented in the following pie-chart :

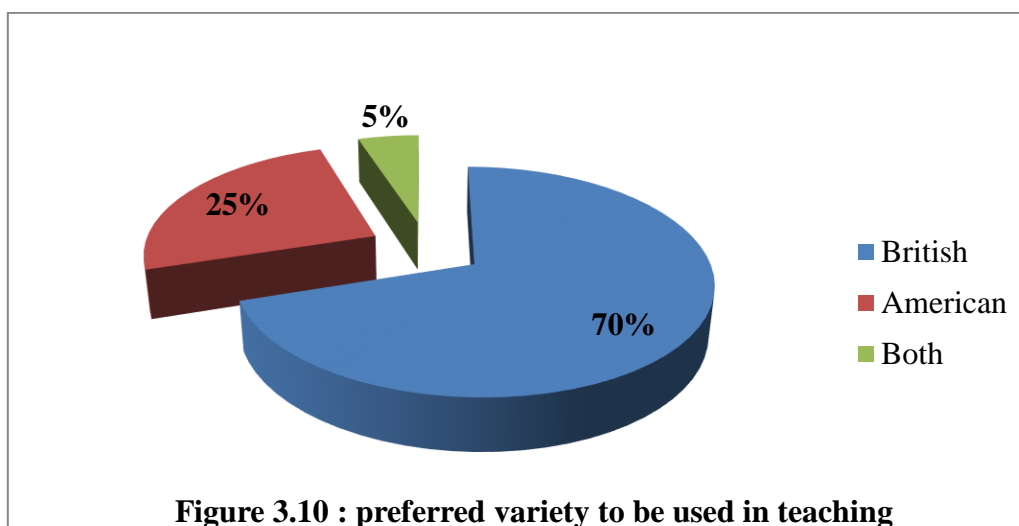


Item 10 : Do you prefer to be taught in British or in American English ?Why?

28 (70%) participants demonstrate that they prefer to be taught in British English. They find it easy to understand. They consider it a more formal academic language. They are attracted by its beautiful pronunciation and style. Whereas, Ten (25%) students prefer to be taught in American English. They, also understand it better. They say that it is a popular and international language. It facilitates learning the English language with its simple pronunciation. The remaining two participants said that it is not a priority and they prefer to be taught in any or both varieties. The results are presented in the following table and pie-chart:

Variety	Numbers	Percentage
British	28	70%
American	10	25%
Both	2	5%
Total	40	100%

Table 3.7 : Preferred Variety to be Used in Teaching

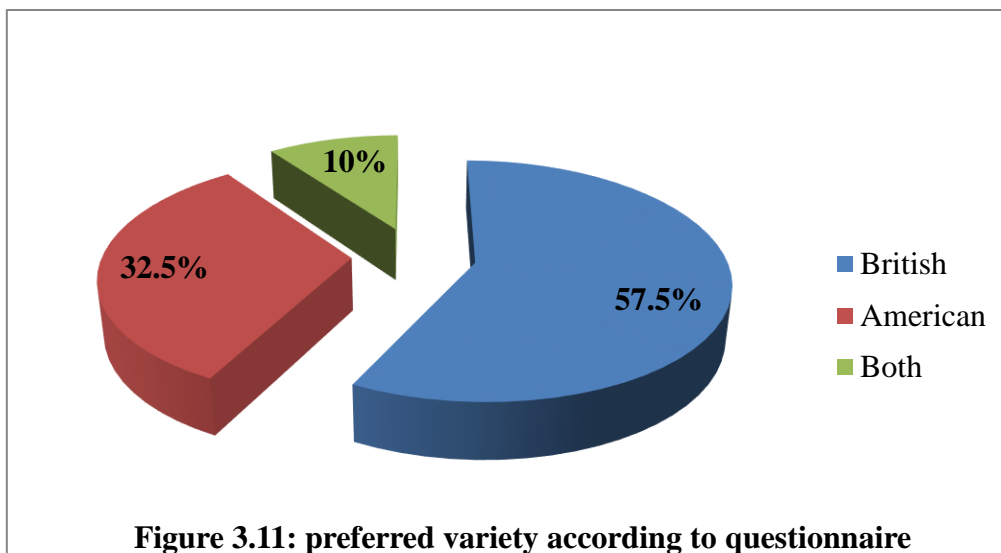


Item 11 : Which variety do you prefer, personally ?Why?

Out of Forty participants, 23 (57.5%) of them prefer the British variety. They value its unique and beautiful pronunciation. They see it as a perfect example of an academic and prestigious language. For them, it is formal and meaningful than any other variety. However, Thirteen (32.5%) students prefer the American variety. They find it easy and simple. It is a popular and international language. The remaining four (10%) participants prefer both varieties for the same reasons listed above. The results are presented in the following table and pie-chart:

Variety	Numbers	Percentage
British	23	57.5%
American	13	32.5%
Both	4	10%
Total	40	100%

Table 3.8 :Preferred Variety



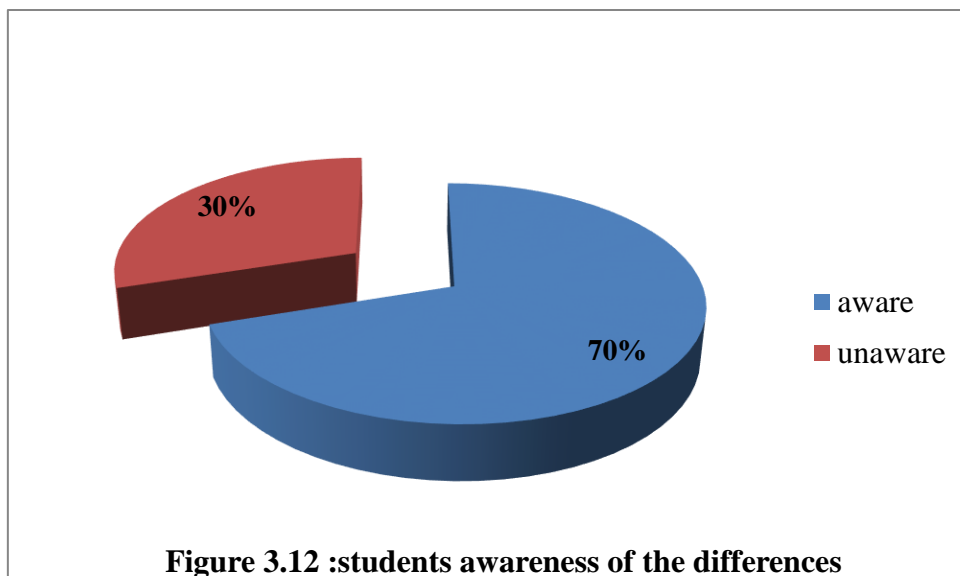
III.4.2.Students' Interview Analysis

Item 01:what do you know about the English varieties in general?

All ten participants had an idea about the different varieties of the English Language. Particularly, the two dominant ones British and American. Most of students were familiar with other varieties such as Australian and Canadian except for two students that were unaware of such Accents exist.

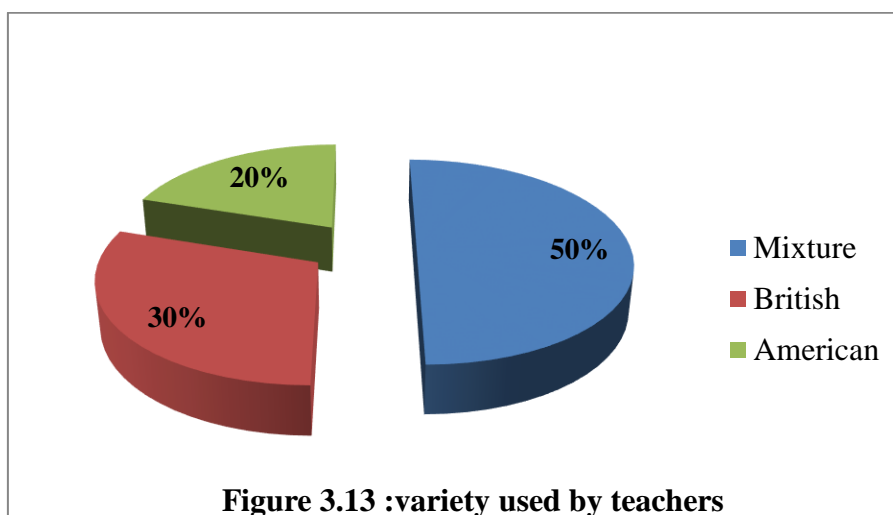
Item 02: Are you familiar with the differences between the British and American variety?/if yes mention some of them.

One it comes to knowing the differences between British and American variety.70% of students are familiar with the differences. They talked about the different pronunciations of the /t/ and /r/ sounds. Also, they discussed differences in spelling such as colour/color and vocabulary.However,30% of them emphasized on pronunciation alone. Which indicate their lack on knowledge about the rest of the differences. the results are presented in the following pie-chart :



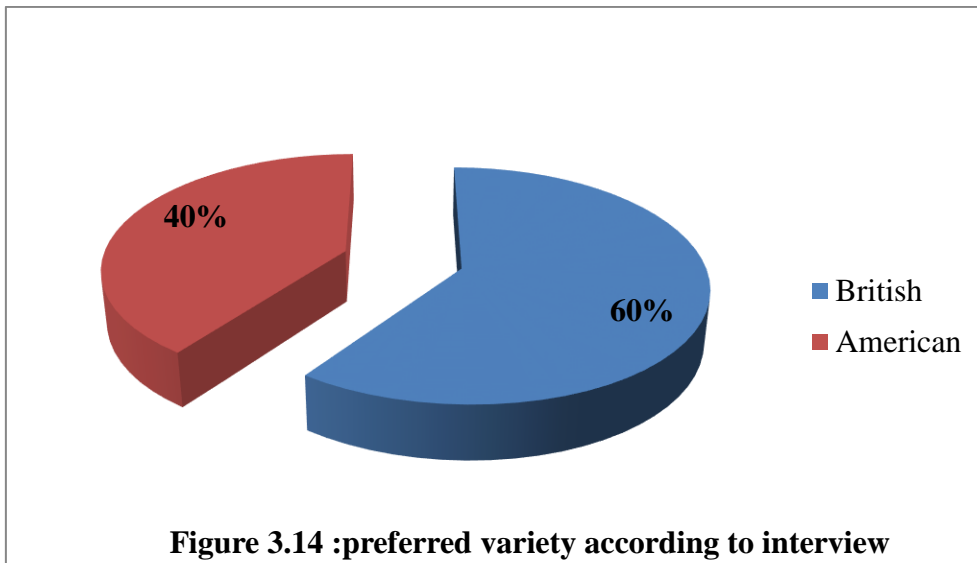
Item03: During the time you spend at University which variety was used by your teachers?

50% of participants said that their teachers use a mixture of both varieties. Whereas, 30% of students revealed that their teachers use British English. And, 20% of participants said that the variety used by teachers is the American English. The results are shown in the following pie-chart :



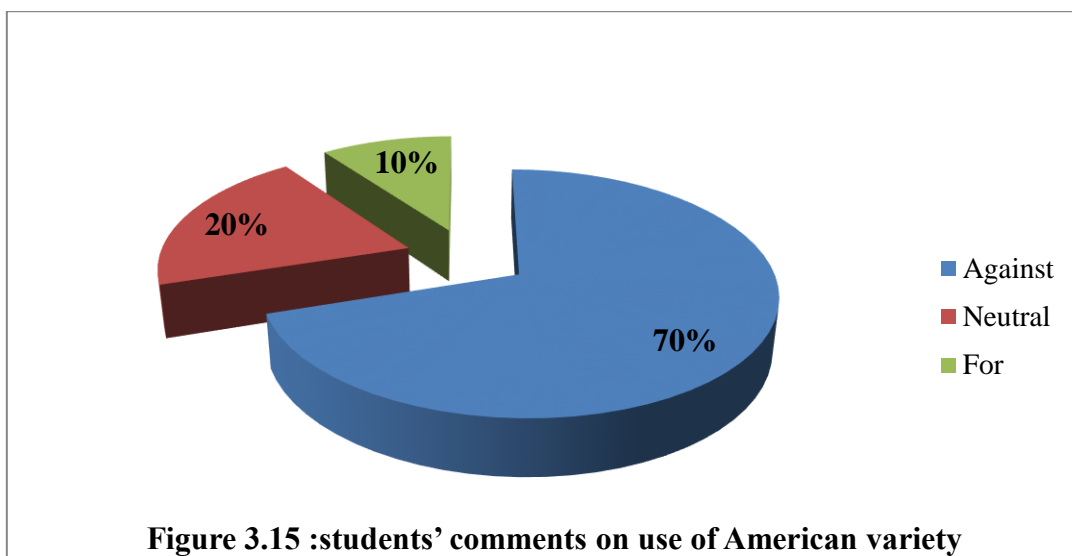
Item04: Which variety do you prefer?

60% of students said that they prefer the British variety. They consider it a prestigious language with beautiful pronunciation that indicate academic achievements. On the other hand, 40% of participants prefer the American English. They state that it is more dominant than any other language or variety. The results are demonstrated in the following pie-chart :



Item 05: How can you comment on the use of American Accent by some teachers ,where we are obliged to learn British?

70% of participants state that teachers have to focus more on their methods of teaching. They said that they are under the influence of their teachers and most likely will follow their steps. Therefore, an important aspect such as which Accent to use is crucial. However, 20% of students said that it is a normal thing for them as long as the teacher is explaining the lessons. And, 10% only one student supported the idea .The results are presented in the following pie-chart:

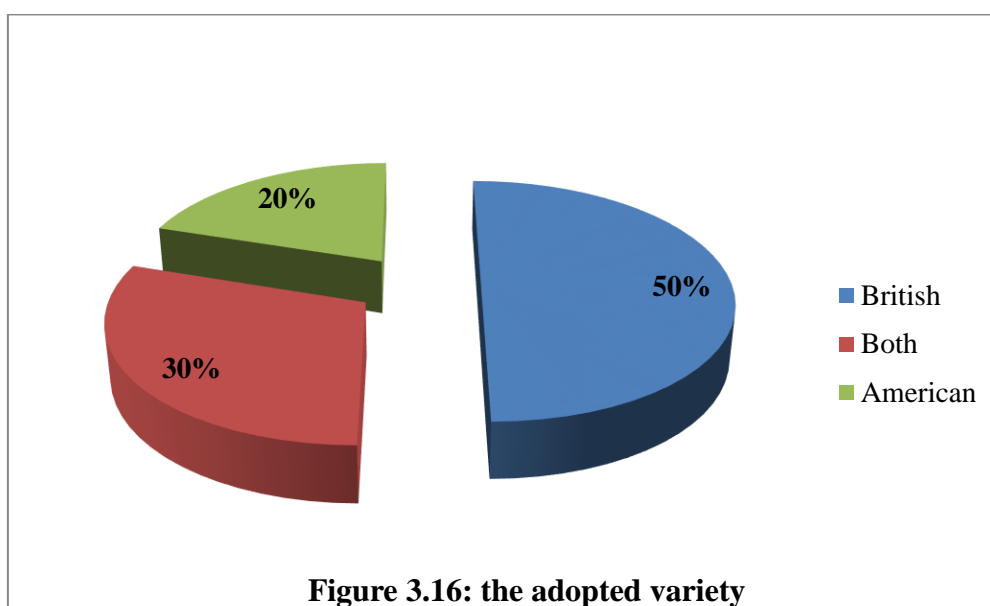


Item06: How can you distinguish between American and British accent while listening?

All participants emphasized on the obvious aspects. They said that each of American and British have its own unique pronunciation and vocabulary. They talked about how Americans always speak fast and informally and their indifference about the words they choose. Unlike, British people that choose their words carefully .

Item 07: Which variety you are willing to adopt once you become a teacher ?

50% of participants state that they will use the British variety. They said that since it is a part from the Curriculum ,it is better to adopt it and familiarize students with it.However,30% of participants revealed that they will use the suitable one for their students. So, if their students understand the American English better so be it.And,20% of participants said that they will use the American variety. Their argument was that it is the language of the future and these new generations will already be under the western influence. Results are demonstrated in the following pie-chart:



Item 08 : The most used vocabulary.

This question was added to investigate which vocabulary is used the most. Essentially, participants were given 14 different common words in British and their equivalent in American variety such as BR mad/AM crazy. The results shown that students use a mixture of both varieties. The words are :

BR barrister/AM attorney - BR booking/AM reservation - BR chips/ AM fries -
BR cinema/AM movies - BR crossroads/AM intersection - BR curtains/AM drapes-
BR c.v/AM resume - BR engine/AM motor - BR flat/AM apartment - BR football/AM soccer
- BR head master/AM principle - BR holiday/AM vacation - BR lift/AM elevator - BR
marks/AM grades. And the most used words are :

American	British
Attorney	Cinema
Reservation	Crossroads
Fries	Curtains
Apartement	c.v
Principle	Engine
Vacation	Football
Elevator	Holiday
Crazy	Marks

Table 3.9 :Most Used Words

III.5.Data Interpretation

This Chapter consists of the data collection and the main results from students' interview and questionnaire. We found that most students are well aware of the differences between British and American variety in terms of Vocabulary, Spelling, Grammar and specially pronunciation. This answers our first research question and confirm the hypothesis that students are familiar with the differences.

The results also answer the second question which is whether or not the American variety is the dominant one. On the contrary, most students prefer the British Variety. They clearly

prove their point that they want to master it. But, we found that they use a mixture of both varieties. On the one hand, they are captivated by the beauty of the British variety. And, on the other hand, they are under the influence of the American Culture. Results also shown that teachers use a mixture of both varieties as well. This could be another factor that led students to follow the same steps. This result may confirm the second hypothesis. As for the third question which variety do students prefer more. Results clearly indicate that students have more tendencies towards British Variety.

III.6.Conclusion

This chapter explains the methodology, participants and research tools. It presents the obtained information and provides data interpretation .

General Conclusion

This research work aimed to investigate the use of American English by EFL students. It emphasizes on the differences between the British and American variety in terms of pronunciation and vocabulary.

This work consist of three chapters. The first chapter introduced a brief historical background on the English language and the differences between British and American variety. The second chapter explains the linguistics situation in Algeria and its educational system. And, it introduce multiple activities and methods to guide teachers and students to stick to one variety. The third chapter discuss the methodology and data collection and interpretation.

The results reveals that most students have more tendencies towards the British English. Therefore, it contradicts the third Hypothesis. They find it more prestigious and academic. However, they use a mixture of both varieties due to the American influence which confirms the second hypothesis. Eventually, extra research and investigation can be conducted in other areas of research within the same topic.

As for the recommendations, Results show that many teachers use a mixture of both varieties as well. This could be another factor that led students to follow the same steps. Therefore, teachers have to stick to one variety and give more attention to this topic inside the classrooms.

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Appendix 'A'

Students' Questionnaire

Dear Students

We invite you to be a part of this research and contribute in collecting Data regarding our topic''The Use of Spoken American English Inside Classrooms.Please,try to answer all the questions

Gender : Male Female

1- which Language do you use daily ?

English French Arabic

When and where :.....
.....

2- Are you familiar with the differences between British and American English ? if yes,mention some of them

.....
.....

3- Can you differentiate between British and American English ?

Yes/No

If yes,How ?

.....
.....

4- Is this a popular topic that is often discussed inside your classroom ?

.....
.....

5- Which variety do you understand better ?

American British

6- Which Accent do you often speak inside classrooms ?

American British mixture

7- Which Accent is used by your teachers ?

American British mixture

8- Which Accent is used by your classmates ?
American British mixture

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

- If it is No,
why?.....
.....
- If it is yes, how do you find this distinction?

Easy difficult medium

➤ Answer these questions according to your personal opinions.

10- Do you prefer to be taught in British English or in American English?why ?

.....
.....

11- Which variety do you prefer ? Why ?

.....
.....

Any additional information or personal opinion about the topic :.....
.....

Thank you for your contribution and help.

Appendix 'B'

Students' Interview

Dear Students

This interview aims at gathering data regarding your use of American English. In addition to that, it tests your knowledge about the differences between British and American varieties. So, please to answer the following questions:

- what do you know about the English varieties in general?
- Are you familiar with the differences between the British and American varieties?/if yes mention some of them.
- During the time you spend at University which variety was used by your teachers?
- Which variety do you prefer?
- How can you comment on the use of American Accent by some teachers, where we are obliged to learn British?
- How can you distinguish between American and British accent while listening?
- Which variety you are willing to adopt once you become a teacher ?
- Which of the following words do you use the most :
BR barrister/AM attorney - BR booking/AM reservation - BR chips/ AM fries -
BR cinema/AM movies - BR crossroads/AM intersection - BR curtains/AM drapes-
BR c.v/AM resume - BR engine/AM motor - BR flat/AM apartment - BR
football/AM soccer - BR head master/AM principle - BR holiday/AM vacation - BR
lift/AM elevator - BR marks/AM grades

Thank you for your help

ملخص

تعتبر اللغة الإنجليزية لغة مهمة و عالمية, و نظرا لانفتاح الطلبة على مختلف تشكيلاتها و تنوع لهجاتها, ارتأينا في بحثنا إلى استقصاء استعمال اللكنة الأمريكية على حساب اللكنة البريطانية, من طرف طلبة سنة ثالثة لغات بجامعة ابن خلدون. يركز البحث على عينة من الطلبة حوالي 50 طالب تم اختيارهم عشوائيا, 40 منهم شاركوا في ملاء الاستجواب, و أجريت حوارات مسجلة مع 10 الباقون. قسم العمل إلى ثلاثة فصول, حيث يناقش الفصل الأول تاريخ و أصول اللغة الإنجليزية و الاختلافات الموجودة بين اللكنة الأمريكية و البريطانية. أما بالنسبة للفصل الثاني فهو يشرح تعدد اللغات الموجود بالجزائر, بالإضافة إلى سيرورة النظام التربوي بها. فيما يخص الفصل الثالث فهو يتناول مناقشة المعلومات التي جمعت خلال البحث و أهم النتائج المتحصل عليها. بينت هذه الأخيرة, بان الطلبة واعون بالاختلاف الموجود بين اللكنة الأمريكية و البريطانية, كما وضحت ميول الطلبة إلى اللكنة البريطانية و اعتبارها المفضلة لديهم على حساب الأمريكية منها. بالرغم من ذلك, و في نفس الخضم, لاحظنا من خلال النتائج تأثير الكثير من الطلبة بالثقافة الأمريكية مما يدفع إلى استعمال اللكنة البريطانية بمزيج من الأمريكية منها.

الكلمات المفتاحية : اللكنة الأمريكية , اللكنة البريطانية , الإنجليزية كلغة أجنبية , الاختلافات الموجودة بين اللكنة الأمريكية و البريطانية

Résumé

L'anglais est une langue importante et universelle. En raison de l'ouverture des étudiants de leurs différentes formations et dialectes, nous avons examiné dans notre recherche l'utilisation des Accents Américains aux dépens de l'Accent Britannique par les étudiants de troisième année de l'université Ibn Khaldoun. La recherche est basée sur un échantillon d'environ 50 étudiants sélectionnés au hasard, dont 40 ont pris part à un Questionnaire et des Interviews ont eu lieu avec les 10 autres. La section de travail est divisée en trois chapitres : le premier de l'histoire et d'origines de la langue anglaise et des différences entre les Accents Américain et Britannique. Quant au deuxième chapitre, il explique la multiplicité des langues en Algérie, en plus du processus du système éducatif. Le troisième chapitre traite les discussions des informations recueillies. Ce dernier a montré que les étudiants étaient conscients de la différence entre l'Accent Américain et l'Accent Britannique, ainsi que la tendance des étudiants à accentuer l'Accent Britannique et à considérer leur dialecte préféré aux dépens de l'Accent Américain.

Cependant, dans le même contexte, nous avons constaté à travers les résultats que de nombreux étudiants ont été influencés par la Culture Américaine, ce qui les a poussés à utiliser l'Accent Britannique avec un mélange de l'Accent Américain.

Mots Clés : Accent Américain , Accent Britannique , EFL , Les Différences Entre les Accents Américain et Britannique