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**Mixing between American and British English in Academic Writing:**

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## **Dedications**

In memory of:

My grandparents and my late uncle who just passed away recently, who was excited to see me graduated, but unfortunately death took him away from us

To:

Our parents who support us whole period morally and even financially

The eternal source of love; mum,

The symbol of sacrifice and struggle; dad,

Our beloved brothers and sisters,

Our families and relatives and friends and everyone who was great support to us

We would like to dedicate this work for you and share it with everyone we know and we love.

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## **Abstract**

Today English language is the most dominant language in any fields. It has many features, most of the countries speaking it and they use it as module in their schools. One of these countries that see the importance of English is Algeria. English is taught as second foreign language in Algerian schools, many Algerian students choose English at the university rather than French language, and that is because they are exposed to English language more than French. Most English foreign language students they are not aware of the differences of the most important varieties of English, which is; British English and American English. They know there is a difference but only in pronunciation, not other than that. That is what makes them using both varieties in their academic writing thinking that is correct. The aim of this study is to indicate the differences between both varieties in order for third English foreign language students to know the difference and select one style in their academic writing, because it is not academic to use both styles. This research consists of two methods; teacher's questionnaire and student's interview, the results show that students do not aware of these differences and that could affect their academic writing. So it is always recommended to select one style.

**Key words:** English language, English foreign language students, British English, American English, Academic writing

## **List of Abbreviations and Acronyms**

**AD:** After Date/ anno Domino

**APA:** American Psychological Association

**BBC:** British Broadcasting Corporation

**EFL:** English as foreign language

**ESL:** English as a second language

**ESOL:** English for Speakers of other language

**GA:** General American

**GB:** Great Britain

**MBA:** Master of Business Administration

**MLA:** Modern Language Association

**RP:** Received Pronunciation

**UK:** United Kingdom

**UN:** United Nations

**USA:** united States of America

**WHO:** World Health Organization

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## General Introduction

Since humane birth, language has been part of it; it is the tool of communication between people. Language is the ability to produce and comprehend spoken and written words, there is also what it called signed language. Language is primarily spoken not written, but the development of writing medium and printing system has enchased the writing ability. Language is the key to human lives; it can eliminate the misunderstanding by using it as an instrument to transfer communication among people.

Language is an extraordinary gift of God .it is part what makes man fully human .In fact ,Aristotle said man is rational animal and what sets him apart ,what raises him above the animals , it is that he has the ability to reason ,and it is very clear that he cannot reason without language .

Language is considered as an important tool that helps to create cultural ties, friendships and relationships, for Whorf has noted that “language shapes thoughts and emotions, determining one’s perception of reality”, for the linguist Sapir “language is not only a vehicle for the expression of thoughts, perceptions, sentiments, and values characteristic of a community; it is also represents a fundamental expression of social identity”. It is a primary means of communication and interaction .It helps people to share and exchange ideas to and from any part of the world .In other words language is what made the growth of civilizations possible and define culture of any society.

Language is the knowledge, and knowledge is the key of success and people realizing their dreams, and you cannot realize your dreams unless you share your ideas with different people from different places, with different tongues, and in order to do that you have to learn another languages. Learning second language can helps you in your study, business, and making friends and gets you to know their culture, and many things. Learning second language helps in accepting different cultures which decrease racism and interact more with people. One of the most languages that everybody speaks and become international is the English language.

English is west Germanic language ,that was first spoken in early medieval England and eventually became global lingua franca ,it is named after the Angles one of the ancient Germanic people that migrated to the area of great Britain ,that later took their name England. Both names derive from [Angelia], a peninsula on the Baltic Sea.

It is easy to see just how important English is around the world .It enjoys a great importance not only as international language but also as global language. This global tongue is an essential key to change the world of business, science, diplomacy and tourism to name only few .to illustrate, 85percent of international organizations and world institutions, such as UN and WHO, use English as their working language .Furthermore, a great proportion of science is published in English .but English language of course has many popular varieties, the two most competitive varieties are doubtlessly British and American English. We needs to learn English language in order to communicate with people from countries all over the world, not only the USA or UK, since English is an international language, However, everyone have to be aware about the difference between these varieties at both written and oral level.

In Algeria for instance, more and more learners are dedicating time to studying English as foreign language ,but the majority of them are unaware of the vast difference between British and American English .We have noticed that Algerian EFL students do not make difference between British and American English and tend to use both modes .In this respect ,considering strong familiarity of this issue to English language learners and teachers ,the importance of knowing the difference between British and American English seems to be worth studying

### **Research Questions:**

This dissertation basically depends on the following research questions:

1. To what are third year EFL students aware of the written differences between American and British varieties of English?
2. Why do they mix between British and American English varieties in writing?
3. Which measures are to be taken to raise student's awareness of the British and American English varieties?

**Research Hypotheses:**

1. They only aware of the differences in term of pronunciation and spelling
2. Because they do not know each variety of English
3. Learn about each variety in many levels Vocabulary, Grammar, Spelling

**Research Aims:**

Although the topic is an interesting one, the relevant literature especially concerning the learner's awareness of the difference between varieties of English is not vast as expected. As a result, this study aims at enlightening the reader about the written differences between the two modes as well raising student's awareness of the importance of knowing those differences.

**Research Methodology:**

This current study is addressed to third year EFL students at Ibn Khaldoun university of Tiaret. It is based on both quantitative and qualitative analysis of the data gathered by the two main techniques used, that is questionnaire distributed to teachers and an interview for third year students.

**Research Process:**

Three chapters are suggested for the purposes of this study .The first is concerned with the main key concepts and various notions which are related to language varieties and linguistic situation in Algeria .The second chapter exposes the most important differences between British and American English. The last chapter describes data collection, analysis and discussion of the main results.

Doing this research was not easy; we face some difficulties especially with pandemic and corona virus. We could not make contact with supervisor face to face or doing interview with participants, we had to do an online interview. And with lockdown of universities, we could not check many sources or ask teachers and take their opinions. We had to distribute questionnaires in emails, and because we do not know all teachers emails, only few teachers were answered questionnaire. And even we did not getting contact with each other.

## Chapter One

### 1.1 Introduction:

Languages are living things and just like human being they go through the process of birth, growth, change and death. English language is one of the most worldwide languages is consider as international and global language, it is very essential to EFL students since it is the language of science and most used language. So in this following chapter we are going discuss three points: the definition of language and its varieties then moving on to the history of English language and why it is important, and the last one is the situation of English language in Algeria.

### 1.2. Definition of language:

General speaking, language is means of communication among humans, either speaking or writing through words. Another definition is system of conventional spoken, manual or written symbols by means of which human beings, as members of social group and participants in its culture express themselves.

#### 1.2.1. Definition of language according to some scholars and linguists:

Chomsky (1957) described a language “As a set of (finite or infinite) of sentences each finite in length and constructed out of finite elements” (para.6)

Sweet (n.d.) an English phonetician and language scholar stated “Language is expression of ideas by means of speech sounds combined into words, words into sentences, this combination answering to those ideas into thoughts.”(para.1.)

Block and Trager (n.d.) formulated the following definition: “A language is system of arbitrary vocal symbols by means of which a social group cooperates.”(para.2)

Sapir, 1921, stated that “Language is purely human and non-instinctive method of communication ideas emotions and desires by means of voluntary produced symbols.”(As cited in Berrabah, 2015, p.1)

In 2003, Halliday said that “A language is system of meaning \_semiotic meaning.”(As cited in Berrabah, 2015, p.1)

Waurdaugh 1972 stated that “A language is system of arbitrary vocal symbols used for human communication.”(As cited in Brrabah, 2015, p.1)

### **1.3. Definition of the term (language varieties):**

It refers different forms of language triggered by social factors. Language variety may change from region to region, from one social class to another, from one individual to individual and from situation to situation. This actual changes result in the varieties of language.

#### **1.3.1. Dialect:**

Many definition s suggested concerning the term dialect. Accordingly dialect is variety of language, a group of people differ from each other geographically socially at many levels; grammar, vocabulary and pronunciation. In this respect Trudgill (1992; 29) claims that: “Dialect is variety of language which differs grammatically phonologically lexically from other varieties and which associated with particular geographically area and/or with particular social group.”

#### **1.3.2. Register:**

It is a language variety that is defined by the situation in association with particular topics spoken by speakers who belong to the same field.

Romaine (2000; 21) argue that: “The concept of register is typically concerned with variation of language conditioned by users and involves consideration of the situation or context of use, the purpose, the subject matter and content of the message and relation between.

Crystal (1991, p 295.nd) defined register as “A variety of language defined according to its use in social situation e.g. a register of scientific, religious, formal English.”



### **1.3.3. Accent:**

It refers to the pronunciation of people when they speak. Everyone has certain knowledge of phonetics and phonology. Everybody speak with an accent, a speaker accent may relate where he is from, like a London accent or America accent, it may relate to the social background such as upper class accent or RP accent

### **1.3.4. Style**

#### **1.3.4.1. Different definitions of the term style:**

Style has been defined as the description and analysis of the variability forms of linguistic items in actual language use.

Style also refers to the set of techniques and types of language utilized by a writer to exhibit the unique personality and voice of their writing. It can be described as a combination of linguistics and literary criticism, because it scientifically studies language in the context of its function in literature.

The term style refers to the author in which uses language to create the mood and the meaning of the text. It varies from author to author and depends upon one`s syntax, word choice and the tone.

According to Crystal and Davy (1969) said that

Style may refer to some or all language habits of one person and when we talk about Shakespeare style or (styles).....or when we discuss the question disputed authorship .....more often, it refers in this way to the selection of language habits .The occasional linguistic idiosyncrasies which characterize an individual uniqueness.....style may refer to some or all language habits shared by a group of people at one time.as when we talk about the style of Augustan poets, the style old English (heroic) poetry, the style in which civil Service forms are written or styles of public speaking ( 9-10)

According to Hudson (1996:46)

Your dialect says who you are while your register says what you are doing

Style is the dress of thoughts; and let them be ever so just, if your style is Homely, coarse, and vulgar, they will appear to as much disadvantage, and be as ill received, as your person, though ever so well-proportioned, would if dressed in rags, dirt, and tatters.

According to (Coulthard 1985, p.46) said that

The concept of style may seem very close to that of register but there is a Crucial difference since register mainly defined and recognized by the topic and context specific lexis .....style however as the rules of alternative emphasize, are not mechanically connected to particular situation speakers may choose among style and their choice has social meaning .One of the most relatable ways of making people laugh is to adopt style in an appropriate particular context or message. Linguistic varieties are linked to the formality of the situation is called style.

“Style is related to dimension of formality.....style is often analyzed along a scale of formality, the level of formality is influenced by some factors like the various differences among the participants, topic, emotional involvement, etc.” (Holmes, 2001.10)

#### **1.4. Language vs. Dialect:**

A dialect is essentially a language that has not been awarded the prestigious title of a language. So what is the difference between a dialect and language?

Language is afforded more prestige than a dialect because it is given a title, a nation and canon of literature, that give it its elite status as language. Linguists tend to define a language as the standardized code used in spoken and written form. A language

is high codified formal, whereas dialect are spoken and less formal and low and it does not have grammatical rules.

Dialects can be defined as different varieties of the same language that have evolved over time and in different geographical locations. For example, Italian, French and Spanish were once dialects of the same language [Latin].

### **1.5. Dialect VS. Accent:**

The definition of accents and dialects used most often by people who work with language is that accents are just one part of a dialect. An accent refers to how people pronounce words, whereas a dialect is all-encompassing. A dialect includes the pronunciation, grammar and vocabulary that people use within a group

- An accent is the way a particular person or group of people sound. It the way somebody pronounce words, the musicality of their speech, etc.
- A dialect describes both people's accent and the grammatical features of the way that person talks.

### **1.6. Historical background of English language:**

The history of English is divided into three periods, usually called old English or (Anglo-Saxon), Middle English, and modern English. It started with migration of three Germanic tribes; the angels, the Saxons and the jutes, in the fifth century A.D these tribes crossed the North Sea from what today is Denmark and northern Germany. That time {Icicthe} inhabitants of Britain spoke a Celtic language. But most of the Celtic speakers were pushed west and north by the conqueror now refer to as Wales, Scotland and Ireland. The word England and English originated from old English word Engle-land means the land of Angles where they spoke English.

#### **1.6.1. Old English:**

The invading Germanic tribes spoke similar languages, which in Britain developed in what we called old English. Old English is of course different from what we know English today. E.g.: Native English speakers themselves find difficulty to understand old English; however, half of the most commonly used words today have old English roots.

### **1.6.2. Middle English:**

In 1066 new invaders called the Normans by the lead of William the conqueror the duke of Normandy (part of modern France) invaded England, they brought with them a kind of French, which became the language of the royal court, and the ruling and the business classes. For time there was kind of linguistic class division, where the lower class spoke English and the upper class spoke French. But in the 14<sup>th</sup> century English regain it place and become dominant one more else in Britain. But with new French words added, it was called Middle English it was used by poets like Chaucer, but still difficult to understand.

### **1.6.3. Modern English:**

#### **6.3.1. Early Modern English: [Shakespearean English]**

From the 15<sup>th</sup> century to the end of 17<sup>th</sup> century English language was going through changes due to the contact of other nations during wars. The English standard began to influence what was spoken and written in UK at that time. The end the 16<sup>th</sup> century and start of 17<sup>th</sup> century Shakespeare was the tongue of the country because of his famous plays, English language was undergoing changes, these changes was transmitted through Shakespeare's writings and playwrights, who found his ideas could not be expressed in current English, this why he adopted new words from other languages.

#### **1.6.3.2. Late Modern English:**

By the 19<sup>th</sup> century, the British Empire was arising covering the quarter of the earth's surface, and going through significant changes that had influence the English language and make it more expand. Another factor that contributed in expanding the language is the industrial revolution; it made English vocabulary vast, introducing new words that had never been used before, to describe technologies and inventions that necessitated specific terms.

### **1.7. American English:**

The use of English in the United States is a result of British colonization of the Americas. The first wave of English speaking settlers arrived in North America during the 17<sup>th</sup> century, followed by further migrations in the 18<sup>th</sup> and 19<sup>th</sup> centuries. During the

17<sup>th</sup> century, dialects from many regions of England existed in every American colony, allowing a process of extensive dialect mixture and leveling in which English varieties across the colonies became more homogenous compared with varieties in England.

English thus predominated in the colonies even by the end of the 17<sup>th</sup> century's first massive immigrations of non-English speakers from Europe and Africa, and firsthand descriptions of a fairly uniform American English became common after the mid-18<sup>th</sup> century. Since then, American English has developed into some new varieties, including regional dialects that, in some cases, show minor influence in the last two centuries from successive waves of immigrant speaker of diverse languages, primarily European languages.

American English varieties include many patterns of pronunciation, vocabulary, grammar, and particularly spelling that are unified nationwide but distinct from other English dialects around the world. Any American or Canadian accent perceived as free of noticeably local, ethnic, cultural markers is popularly called "General" or "Standard" American, a fairly uniform accent continuum native to certain regions of the U.S. and associated nationally with broadcast mass media and highly educated speech. However, historical and present linguistic evidence does not support the notion of there being one single "mainstream" American accent. The sound of American English continues to evolve, with some local accents disappearing, but several larger regional accents having emerged in the 20<sup>th</sup> century.

In 1995, Crystal argued that “American English ....is one more dialect of the world English, and it has exercised greater influence on world English than any other variety” (as cited in Abderrahim, 2015, P.10).

In 1977, Jankowaki wrote “American variety of English will, thus imply the language spoken in the U.S with its geographically, politically and economically conditioned characteristics” (as cited in Abderrahim, 2015, p.11).

Totti (2000) said that “American English is considered less educated, less cultural and less beautiful than British English” (p.1).

“But with its status in media, international business, computing and science, American English has gained as a world language” (Totti, 2002, p.245).

## 1.8. English as global language:

There is no official definition of (global) or (world) language, but it definitely refers to the language that is learned and spoken internationally, and is characterized not only by the number of its native and second language speaker, but also by its geographical distribution and its use in international organizations. A global language acts as [lingua franca] a common language that helps people from different regions to communicate.

English is considered a global language, with more than 350 million around the world speaking English as first language and more than 430 million speaking it as second language. The question is why English became global? The history shows that the language becomes global because of two reasons: political power of its native speakers and the economic power, like the case in USA and UK these two countries are very developed politically and economically. If the country is very developed for sure the language is also developed because the language is the identity of the country. And if you want to develop your country you need to develop it with your own language. We said earlier that English is global because of the political power of its native like USA, the United States of America is a powerful country at many levels and their development is what we made English language international, because we are influenced by them and their music, films, technologies and if you want to travel there you need to speak their language not your own language because the development of the country contributed in the development of the language.

According to Crystal (2003) he concluded that:

Language has no independent existence, living in some sort of mystical space apart from the people who speak it. Language exists only in the brains and mouths and ears and hands and eyes of its users. When they succeed, on the international stage, their language succeeds. When they fail, their language fails.....a language does not become a global language of its intrinsic structural properties, or because of the size of its vocabulary, or

because it has been a vehicle of a great literature in the past, or because it was once associated with a great culture or religion. These are all factors which can motivate someone to learn a language, of course, but none of them alone, or in combination, can ensure a language's world spread..... a language has traditionally become an international language for one chief reason: the power of its people, especially their political and military power. (11-12)

### **1.8.1. Why do we need English?**

Many of the best M.B.A programs are taught in English, so speaking it well can put you in a position to get the best training and credentials. Most of multilingual companies require a certain degree of English proficiency, in order to get a position with a top company. If your ambitions lie in science or medicine you cannot neglect English, much of technical terminology is based on English words, and if you want to know recent discoveries, you will read about them in journals published in English, no matter whether the scientist who wrote them is from Britain China or Sweden. English also opens doors to the academic world, English will give you opportunity to study abroad and travel around. At the end we can say English is so important, because it is the key of success

Crystal (2003) claims that: “the need for a global language is particularly appreciated by the international academic and business communities” (p.30.)

### **1.9. The situation of English in Algeria:**

The presence of English in the former French colony (Algeria) has been dramatically increasing. English has been taught in Algerian schools for many years as second foreign language, most of Algerian people cannot speak English properly, because of the old colonial French language, and how much has influence on the Algerian people, there are even some Algerians speak French better than the Arabic language. Most of Algerians used French words in every daily conversation, French language becomes part of our dialect, French language has been taught in Algeria schools as second language since the independence, and there are some Algerians who

consider French as their mother tongue instead of the official language Arabic. This is why Algeria is left behind in speaking English comparing to other African countries.

#### **1.10. The importance of English in Algerian universities:**

As we all know English is the key to communicate internationally, English has now a great importance in Algeria universities regarding to its status and its high position as global language and the language of science. English now become very interesting subject to learn it for the Algerian students since the major spreading of it in movies, music, and technologies. The Algerian students became very influenced by the culture of the west, and they know if they study abroad or communicate with foreign people they need to learn English because it is the lingua franca and the element of achievement and higher education.

Teaching English in Algerian universities has many benefits for the students; it helps the learners promote their self-learning and their critical thoughts, it also promote the learner's intellectual capacities of analyzing, evaluating and synthesizing, also it help the learner to exploit English documents in new situation at work, to encourage them to accept other's culture, to initiate the spirit of tolerance and broad-mindedness. Teaching English language is not only concerned with general goals but also universal, human and national values are promoted, students are expected to learn how to speak about their country and its cultural values in English in case they go abroad and ask them about their country, they will be able to present their country in perfect image. Also they are expected from them to be open to English universal and human values, which are essential elements of modernity and globalization. Learning English allows students to pursue further education or employment.

#### **1.11. Conclusion:**

To sum up all what we said before, we cannot communicate without languages, language is the instrument of contact among humans , it is very essential to human being we cannot live without communication because humans nature is social one and to do that we need language. And if we want go abroad and communicate with people we need a common language to understand each other, one of this languages that proved itself as international language, is the English language, thanks to its high status and the position that it has over the world, it is consider very important element of success in



many fields spatially education, since it is the language of science. Algeria as many countries began to see the importance of English, and learning English and study it as specific module in Algeria universities and making relationships with countries who speak English as mother tongue or second language will have benefits on the students and the country.

## Chapter two

### 2.1. Introduction:

Nowadays English is the dominant language in the world, and that is because of the importance that it has and the power of its native speakers has. English language is taught in many countries as first language or second language, for instance in Algeria is taught as second foreign language and it is a module in many Algerian universities, however most of EFL students does not make difference between two famous varieties of English, British English and American English and they tend to mix between the two in their speaking or academic writing. In this regards the following chapter indicates differences between British and American English.

### 2.2. British English VS American English:

There is an old saying that America and Britain are “two nations divided by a common language.” No one knows who said that, but it means that British English is different from American English at many levels which are:

#### 2.2.1. Pronunciation

The first task face EFL students when learning English is pronunciation, the most standard pronunciation of English is RP i.e. received pronunciation and also known BBC English , the second one is general American GA . The difference between the two can be summarized in the following sections:

##### 2.2.1.1. The letter \R\:

This is probably the most important difference. After the settlers arrived in America, these group of people spoke using what we called the roti speech, where the /R/ sound of words is pronounced, meanwhile the high class in the UK wanted to distinguish the way they spoke from the common masses by softening their pronunciation of the /R/ sound .British people only pronounce the letter R when it is followed by a vowel, American people they pronounce it always.

British	American
Sorry /Sɒrɪ/ Teacher/ti:tʃə/	Teacher/ti:tʃər/

**Table 2.1** pronunciation differences of /r/.

### 2.2.1.2. Final Schwa/ə/:

A final schwa is pronounced very weak in both British and American English, but if happens at the end of the speech (if the after schwa we pause or stop), then in British English is often opens and becomes a sound very similar to /ʌ/, but in American English it does not change.

British	American
Teacher /ti:tʃʌ/	Teacher /ti:tʃər/

**Table 2.2** pronunciation differences of /ə/.

(But in phonetic transcription we still use /ə/ /ti: tʃə/)

### 2.2.1.3. The vowel /ɒ/ as in (Sock):

In American English this vowel is more open than in British English so it sounds like the British vowel /ɒ/: /but short [similar to Spanish or Italian A], in British English this vowel sounds a little bit similar to the vowel /ɔ: / [a bit similar to Spanish or Italian o]

British	American
Fork /fɔrk/	Father /fɑfər/ Car /kɑr/

**Table 2.3:** pronunciation differences of /ɒ/

### 2.2.1.4. The vowel /ʌ/ (as in hut):

In American English this vowel is more closed than in British English ,so it sounds a bit like the British vowel /ɒ/[similar to Spanish or Italian O]

In British English this vowel sounds a bit similar to the American vowel /ɒ/[similar to Spanish and Italian A]

### 2.2.1.5. The vowel /æ/ (as in cat)

In British English, this sound is something between /e/ and /ʌ/, in American English this sound is usually longer and much more similar to /e/. In fact, in some parts of the USA, the main difference between /e/ and /æ/ is that the first one is short and the second one long, but the sound is almost the same. Also, in many parts this vowel is simply /e/, not a different sound.

### 2.2.1.6. General vowel differences between GA and RP:

- /ɒ/ VS /ɑ:/ : **RP** has slightly rounded /ɒ/ in words like nod, stop, where **GA** has an unrounded /ɑ:/ sound
- /ɒ/ VS /ɑ:/ : **RP** uses /ɒ/ while **GA** uses /ɑ:/ before the consonants /ŋ/, /f/, /s/ and /θ/. This can be seen in words like coffee, long
- /ʌ/ VS /ɜ:/ : **RP** uses /ʌ/ while **GA** uses /ɜ:/ before the consonant /r/ like the word worry.
- /ə/ VS /æ/: **RP** uses /ə/ while **GA** uses /æ/ before the consonants /f/, /s/, /θ/ and before the endings nce, nch, nd, nt. This difference is found in words like dance, command.
- /əʊ/ VS /aʊ/: **RP** uses /əʊ/ while **GA** uses /aʊ/. We could find that in words like note, boat, and coat.

Words	RP	GA
Stop	Stɒp	Sta:p
Coffee	kɒfi	kə:fi
Worry	wʌri	wɜ:ri
Command	kəma:nd	kəmænd
Coat	kəʊt	kaʊt

**Table 2.4** vowel differences between **RP** and **GA**

### 2.2.1.7. Consonants Differences:

#### 2.2.1.7.1. The consonant /T/:

In British English, this consonant sounds /t/ in front of a vowel or between vowels. In American English it sounds /t/ in front of vowel, but it is flapped when it

goes between vowels, like a quick /t/ (we will use the special symbol /D/)[it sounds like the Spanish or Italian flapped R as in "cara"]

British	American
Tourist /tɔːrɪst/ Peter /piːtə/	/tɔːrɪst/ /piːDər/

**Table 2.5** pronunciation differences of /T/ sound

But in colloquial British English that may also happen. The difference is that the sound /D/ occurs only in colloquial British English, but in American English that is the only possibility when /T/ goes between vowels.

### 2.2.1.7.2. The consonant /U/:

In British English, the letter U sometimes sounds /ʌ/ in words like but, fun, must, and sometimes sounds /juː/ like tube, music, and stupid.

American people also pronounce this letter with /ʌ/ (but, fun, must), but for many of the words with /juː/, they use the vowel /uː/

British	American
Stupid /stjuːpɪd/	/stuːpɪd/

**Table 2.6:** the pronunciation of the letter /U/:

But this only happens with some words and not everywhere in America. Other words are pronounced with /juː/ like in British English (music, cute, you, etc.), and others maybe pronounced o with /juː/ or with /uː/, depending on the area or the speaker (new, Cuba, etc.)

### 2.2.1.7.3 Consonant differences in BBC and GA:

#### 2.2.1.7.3.1. The letter /j/

Many speakers of General American do not pronounce /j/ in stressed syllable after the alveolar consonants /t, d, n/

word	RP	GA
Tune	/tjuːn/	/tuːn/

Due	/dju: /	/du: /
Student	/stju:dnt/	/stu:dnt/

**Table 2.7** pronunciation of /j/

### 2.2.1.7.3.2. The letter /f/

The consonant /f/ is pronounced in GA as /z/ in a number of words, e.g.:

word	BBC pronunciation	GA
Excursion	/ik`skə:fn/	/ik`skə:rzn/
Version	/və:fn/	/və:rzn/
Asia	/eifə/	/eizə/

**Table 2.8** pronunciation changes /f/ to /z/

Moreover, there are other differences in terms of suffixes; the vowels in which are pronounced differently in the two standard accents. There is tendency for the “ile” suffix in hostile, fragile, and futile. To have a weak vowel or syllabic consonant and to be pronounced /əl/ or in /l/ in General American, e.g.:

word	RP	GA
Hostile	/hɒstail/	/hɑ:st,l/
Mobile	/məʊbail/	/moʊb,l/
Fragile	/frædʒil/	/frædʒ,l/

**Table 2.9** The change of the suffix “ile”

The suffixes “-ary, -ery, -ory, -mony” usually has a weak vowel in RP but strong one in GA, e.g.:

word	RP	GA
Dictionary	/dikʃənəri/	/dikʃənəri/
Monastery	/mɒnəstri/	/mɑ:nəstəri/
Territory	/terətəri/	/terətɔ:ri/

**Table 2.10** the changes of suffixes ary, ery ory in RP and GA pronunciation

### 2.2.1.8. Short / long vowels:

In British English all the vowels can be classified as short (/æ/ /e/ /ɒ/, etc.) or long (/u:/ /ɑ:/ /ɔ:/, etc.). In American English they are all the same in length, or the difference is much smaller than in Britain. The difference is usually made with a contrast between tense and non-tense pronunciation rather than long and short.

### 2.2.1.9. Diphthongs Differences:

RP has three diphthongs ending in /ə, eə, ʊə/ as in here, there, poor. GA has no separate phonemic diphthongs which end in /ə/. The vowels in the above three words are pronounced as sequences of i+r, and e+r, and ʊ+r, respective. But /ʊə/ is often replaced by/

Example	RP	GA
Near	niə	nir
Beard	biəd	bird
Care	keə	ker
Where	weə	wer
Pure	pjʊə	pjɔr
Europe	jʊərəp	jɔrəp
poor	pɔ:	pɔr

**Table 2.11** Diphthongs pronunciation differences

In RP the diphthong in words such as (no go don't) has a central starting point /əʊ/. In GA; the starting point of this diphthong varies a great deal, but is generally more back and rounded/aʊ/

Example	RP	GA
No	nəʊ	naʊ
Go	gəʊ	gaʊ

Note	nəʊt	naʊt
Home	həʊm	haʊm
Don't	dəʊnt	daʊnt
Photo	fəʊtəʊ	faʊtəʊ

**Table 2.12** pronunciation of /əʊ/ and /aʊ/

### 2.2.1.10. Stress and intonation:

Many verbs ending in –ate have this pattern:

- British English the last syllable is stressed
- American English the first syllable is stressed

In words like locate, donate, vibrate, migrate, translate, etc.

Two syllable verbs ending in-ate are stressed on the last syllable in both British and American English like: create, debate, elate, relate, orate, equate, negate.

Two syllable verbs ending in-ate are stressed on the first syllable in both British and American English like: mandate, probate.

#### **A. Suffixes : -ary, -ery,-ory ,-mony ,-ative,-bury,-berry:**

Where the syllables preceding the suffixes –ary,-ery,-ory,-mony or –ative is unstressed, American English pronounces the penultimate syllable with a full vowel sound: /-eri/ for -ary and –ery, /-ɔ: ri/ for ory, /-mɔ:ni/ for -mony and /-eitiv/-ative. British English reduces the vowel to a schwa or even elides it completely: /-əri/or /-ri/, /-məni/ and /-ətiv/-ative. E.g., the word military is American English /ˈmɪləteri/ and in British English /ˈmɪlətəri/, inventory is American English /ˈɪnvəntɔ:ri/ and British English /ˈɪnvəntəri/, testimony is American English /ˈtestɪmɔ:ni/ and British English /ˈtestɪməni/ and innovative is American English /ˈɪnoʊveitiv/or /ˈɪnəveitiv/ and British English /ˈɪnəvətɪv/(The elision is avoided in carefully enunciated speech especially with endings -rary,-rery,rory .)



Where the syllable preceding –ary, –ery, –ory, –mony or –ative is stressed, American English usually reduces the vowel: /-əri/, /məni/. Exceptions include library, primary, rosemary (pronouncing library as /ˈlaɪberi/ rather than /ˈlaɪbreri/ is stigmatized in the United States, for example as associated with African-American vernacular English, whereas in British English, /ˈlaɪbri/ is common in rapid or casual speech.)

The suffix –berry is pronounced by similar rules, except that in British English it may be full /-beri/ after an unstressed syllable, while in American English it is usually full in all cases. eg: strawberry, British English /ˈstrɔːbəri/, American English /ˈstrɔːberi/, and whortleberry: British /American English /ˈhwɔːrtəlberi/

The place name component –bury (e.g. Canterbury) has similar differences: American English a full vowel: /-beri/ where British English has a reduced one: /-bəri/

Formerly the British English and American English distinction for adjectives carried over corresponding adverbs ending –arily, –erily, –orily. However, nowadays some British English speakers adopt the American English practice of shifting the stress to the penultimate syllable: *militarily* is thus sometimes /mɪlɪˈterɪli/ rather than /ˈmɪlɪtəri/ and *necessarily* is in British English either /ˈnesəsəri/ or /nesəˈserɪ/.

### **B. Suffix –ile:**

Words ending in unstressed –ile derived from Latin adjectives ending –ilis are mostly pronounced with a full vowel in British /aɪl/ but a reduced vowel or syllabic L in American English /əl/

### **C. Suffix –ine:**

The suffix –ine, when unstressed, is pronounced sometimes /aɪn/ (e.g. *feline*), sometimes /iːn/ (e.g. *morphine*) and sometimes /ɪn/ (e.g. *medicine*). Some have variable pronunciation within British English or within American English, or between British English and American English. Generally, American English is more likely to favor /iːn/ or /ɪn/, and British English to favor /aɪn/.

British English /aɪn/, American English /iːn/: *carbine*, *Florentine*, *internecine*, *philistine*, *pristine*, *saline*, *serpentine*.

British English /aɪn/, American English /iːn/ or /ɪn/: *adamantine*

British English /ain/, American English /in/: uterine

British English /ain/, American English /in/, /ain/, /i: n/ crystalline, labyrinthine.

British English /i: n/, American English /ain/, /in/: strychnine.

#### **D. Prefix di-:**

The pronunciation of the vowel of the prefix di- in words such as dichotomy, digest(verb), dilate, dilemma, dilute, diverge, direct, etc. as well as their derivational forms vary between /ai/ and /i/ or /ə/ in both English and American English .

\*Another important difference is intonation. When we speak, our voice goes up and down. When English people speak, their voice can go very high and quite low. When American people speak their voice is quite flat, they do go up and down but not so much. So the effect is that British people sing a lot and American people sound much monotonous by comparison.

#### **2.2. 2.Vocabulary:**

British and American English have some words that differ from each other for the same concept or the same word has different meanings the table below lists some of the everyday objects that have different names, depending on what form of English you are using.

<b>British</b>	<b>American English</b>
trainers	Sneakers
Jumper / pullover	Sweater
waistcoat	Vest
braces	Suspenders
chips	French chips
crisps	Potato chips
biscuit	Cookie

Peckish	Hungry
Courgette	Zucchini
Aubergine	Eggplant
Jacket potato	Baked potato
Runner bean/string bean	String bean
Block of flats	Apartment building
flat	Apartment
Ground floor	First floor/ground floor

indicator	Blinker(turn signal)
Tyre	Tire
Takeaway(food prepared and cooked in restaurant and taken by the customer)	Takeout
Timetable	Schedule
Rubber	Eraser
Post	Mail
The plough	The big dipper
holiday	Vacation

autumn	Fall
High street	Main street
Lorry	Truck
Estate car	Station wagon

Lift	Elevator
Nappy	Diaper
Loo	Restroom (bathroom)
Telly	TV television
Dummy	Pacifier
Sweets	Candy
Candy floss	Cotton candy
Ice lolly	Popsicle
Treacle	Molasses
Torch	Flashlight
Mobile phone	Cell phone
rubbish	Garbage(trash)

Tap	Faucet
Wardrobe	Closet
Petrol	Gasoline
Cooker	Stove
Cinema	Movie theater
City center	Downtown
Handbag	Purse

Table 2.13 words differences in British and American in following tables:

**Table.2.13** words differences in British and American English.

### 2.2.3. Spelling:

British and American English have some spelling differences; they are presented in the following tables:

<b>British</b>	<b>American English</b>
aero plane	Airplane
cheque	Check
theatre	Theater
grey	Gray
odour	Odor
pyjamas	Pajamas
parlour	Parlor
programme	Program
apologise	Apologize
behaviour	Behavior
neighbour	Neighbor
favourite	Favorite
humour	Humor
rumour	Rumor
arbour	Arbor
colour	Color
enamoured	Enamored
aluminium	Aluminum
moustache	Mustache
speciality	specialty
mummy	Mommy

## **Tables.2.14** spelling differences in British and American English

This is some examples, of course there are many differences, for example the /t/ and /ed/ British English pronounced t and in American English pronounced d in words like :( burnt/ burned, dreamt/ dreamed, leapt/ leaped).

Another difference word that ends with: ence, ell, ise, l, oque in British VS ense, ell, ise, l, og in American English in words like:( defence, cancelled, organise, fulfil, analogue) VS (defense, canceled, organize, fulfill, analog)

### **2.2.4. Grammar:**

Aside from spelling and vocabulary, these are some grammar differences between British and American English.

#### **2.2.4.1. Collective nouns:**

Collective nouns are used to refer to a group of individuals.

In American English, collective nouns are singular. For example, staff refers to a group of employees; band refers to a group of musicians; team refers to a group of athletes. American would say, “The band is good.”

But in British English, collective nouns can be singular or plural. You might hear someone from Britain say “The team are playing tonight.” or “The team is playing tonight”.

#### **2.2.4.2. Auxiliary verbs:**

Another grammar difference between American and British English relates to auxiliary verbs. Auxiliary verbs, also known as helping verbs, are verbs that help form a grammatical function. They “help” the main verb by adding information about time, modality and voice.

For example the auxiliary verb “Shall”, British people sometimes use shall to express the future e.g.: “I shall go home now.” Americans know what “Shall” mean, but they rarely, use it in conversation. It seems very formal. They would probably use “I will go home now.”

In question form, a British might say “Shall we go now?” while an American would say “Should we go now.”

We can say that British people are likely to use formal speech, such as “Shall”, whereas Americans favor more informal “will” or “Should”.

#### **2.2.4.3. Past tense verb:**

There is small difference with past forms of irregular verbs. The past tense of the verb (learn) in American English is learned. British English has the option of learned or learnt, the same rule applied to dreamed and dreamt, burned and burnt, leaned and leant.

Americans tend to use the –Ed ending; British tend to use the –t ending.

In the past participle form, Americans tend to use the –en ending for some irregular verbs. For example, an American might say, “I have never gotten caught.” Whereas a British would say, “I have never got caught.” Americans use both ‘got’ and ‘gotten’ the past participle, British people only use got.

#### **2.2.4.4. Present perfect:**

Present perfect is used to describe an event that occurred in the past. The difference between American English and British English is that American English has two ways to describe something that happened in the past; present perfect and simple past, while in British English, there is only present perfect. For example:

##### **A. British English:**

- I have just had lunch
- I have already seen that film
- Have you finished your homework yet?

##### **B. American English:**

- I just had lunch or I have just had lunch.
- I have already seen that film or I already saw the film.
- Have you finished your homework yet? Or did you finish your homework yet?

\*Another difference is that Americans people use “have” and “have got”, but British people use only “have got” when indicating possession. For example:

- **British English:**

Have you got a car?

He has not got any friends.

She has got beautiful new home.

- **American English:**

Do you have a car?

He does not have any friends.

She has beautiful new home or she has got a beautiful new home.

#### **2.1.4.5. Adjectives VS. Adverbs:**

In American English greater tendency to use adjectives rather than adverbs, which mainly refers to the speech and informal writing

British and American they have distinguishing way when it comes to the use of adjectives, for instance, the use of suffix –ed to form adjectival modifiers from nominal. British use certain forms that American does not such “booted”.

They differ also in form, frequency and use of adverbs.

Adverbs of frequency (never, generally, always), like those of probability, at tend to occur in medial position, after the first auxiliary if there is one,

However, American he place before the first auxiliary e.g.: she always is at work from nine to five, however, the British would say: she is always at work from nine to five. (Johnson: 1979, 200)

#### **2.2.4.6. Tag questions:**

A tag question is a grammatical form that turns a statement into a question. For example, “The movie was good, wasn’t?” or “your do not like him, do you?”



The tag includes a pronoun and its matching form of the verb to be, to have or do. Tag questions encourage people to respond and agree with the speaker. The difference is that Americans use tag questions, too, but less often than British.

#### **2.2.4.7. Word order:**

The difference in British and American word order is quite striking. In British English the use of will you give it to me? For common will you give it to me? Or will you give me it? Is possible even the inversion of Monday last, which impossible in American English. In business letters for example, the Americans choose the close “Sincerely yours” while the British use “Yours sincerely”.

#### **2.2.4.7.1. Dates:**

In the UK, dates are usually written differently in the short (numerical) form .valentine’s day 2015, for example, it is 14/2/15, with the day preceding the month. On the contrary in American English it is written 2/14/15.

British refer to the day/month / year structure, while the Americans prefer to write in the style of month/day/ year.

#### **2.2.4.8. Prepositions and Articles:**

These very small words, can easily show the difference between British and American English

##### **❖ American English**

She goes to **the** university

She comes home **on** the weekend

She is **on** the team

##### **❖ British English**

She goes to university

She comes home **at** the weekend

She is **in** the team

The use of prepositions varies also in adverbial expressions. When a preposition is used only in one variety of English, but not in the other, this is signified by (-), these following examples indicate that:

<b>US</b>	<b>GB</b>
It is twenty <b>of</b> twelve,	it is twenty <b>to</b> twelve, and I have
I have got to go	got to go
What time is it?	What time is it?
It is half <b>past</b> nine	it is half (-) nine
He was different	he was different <b>from</b> or <b>to</b> mine
<b>From</b> or <b>than</b> mine	

#### **2.2.4.9. Punctuation:**

The most common form of differing punctuation is seen through titles. In American English titles such as Dr., Mrs., Mr., Ms., are spelled with use of a period, while it is not the case for the British version, the period will be omitted.

### **2.3. Academic writing:**

Is any writing done to fulfill a requirement of a college or university, it is also used for publications that are read by teachers and researchers or presented at conferences. Basically it is formal writing that done in academic setting.

#### **2.3.1. Characteristics of Academic Writing:**

##### **2.3.1.1. Clear and limited and focus:**

The focus of an academic paper and the argument or research question is established early by the thesis statement. Every paragraph and sentence of the paper connects back to that primary focus. While the paper may include background or contextual information, all content serves the purpose of supporting the thesis statement.

##### **2.3.1.2. Logical structure:**

All academic writing follows a logical, straightforward structure. In its simplest form, academic writing includes an introduction, body paragraphs, and a conclusion. The introduction provides background information, arranges the scope and direction of the essay, and states the thesis. The body paragraph support the thesis statement, with each body paragraph elaborating on one supporting point. The conclusion refers back to the thesis, summarizes the main points, and highlights the implications of the paper's findings. Each sentence and paragraph logically connects to the next in order to present clear argument.

#### **2.3.1.3. Evidence-based arguments:**

Academic writing requires well-informed arguments. Statements must be supported by evidence, whether from scholarly sources (as in a research paper), results of a study or experiment, or quotations from a primary text (as in literary analysis essay) the use of evidence gives credibility to an argument.

#### **2.3.1.4. Impersonal tone:**

The goal of academic writing is to convey a logical argument from an objective standpoint. Academic writing avoids emotional inflammatory or otherwise biased language. Whether you personally agree or disagree with an idea, it must be presented accurately and objectively in your paper,

#### **2.3.2. The importance of Thesis Statement:**

If you writing an essay then your colleague ask you what is about and what is its point, you should be able to respond clearly and concisely in a single sentence. That single sentence is your thesis statement.

The thesis statement, found at the end of the first paragraph, is a one-sentence summarize of your essay's main idea. It presents an overarching argument and may also identify the main support points for the argument. In essence, the thesis statement is a road map, telling the reader where the paper is going and how it will get there.

The thesis statement plays an important role in the writing process. Once you have thesis statement you established a clear focus paper. Frequently referring back to that thesis statement will prevent you from straying off-topic during the drafting phase. Of course, the thesis statement can (and should) be revised to reflect changes in the

content or direction of the paper. Its ultimate goal, after all, is to capture the main ideas of your paper with clarity and specificity.

### **2.3.3. Academic writing structure:**

An academic paper has three distinct sections: the introduction, body and conclusion.

#### **2.3.3.1. Introduction:**

In the introduction you must grab the reader's attention and identify the thesis of the paper, you can do this by starting with:

- Several questions
- A quote from a famous work or person
- Some interesting facts or information
- A definition of an important term related to the work

#### **2.3.3.2. Body:**

This is the main part of the work and the paragraphs must be clearly written and be arranged in a logical order, like chronologically or in order of importance. Each initial sentence links the preceding paragraph and the whole section flows smoothly.

#### **2.3.3.3. Conclusion:**

In the conclusion, you are emphasizing the thesis and summarize all main points. The conclusion consists of one paragraph which shows the final conclusion to the reader.

### **2.3.4. Common mistakes to avoid:**

Academic writers from every field face similar challenges during the writing process. To improve our academic writing, here are these common mistakes that we should avoid:

#### **2.3.4.1. Wordiness**

The goal of academic writing is to convey complex ideas in clear, concise manner, do not muddy the meaning of your argument by using confusing language. If

you find yourself writing a sentence over 25 words long, try to divide it into two or three separate sentences for improved readability.

#### **2.3.4.2. A vague or missing thesis statement:**

The thesis statement is the single most important sentence in the paper. The thesis statement must be clear, and each body paragraph needs to tie into that thesis.

#### **2.3.4.3. Informal language:**

Academic writing is formal in tone and should not include slang, idioms, or conversational language.

#### **2.3.4.4. Description without analysis:**

Instead of repeating ideas or arguments from material sources, analyze those arguments and explain how they relate to your point.

#### **2.3.4.5. Not citing sources:**

Always cite your sources in your writing process, using one style manual (MLA, APA or Chicago Manual of style, depending on the outset of the project). Any ideas that are not ours need to be cited, whether they are paraphrased or quoted directly, to avoid plagiarism.

#### **2.3.5. Steps of the writing process:**

To make a good piece of writing, good writers follow several steps instead of putting words together to make sentences when they write, here are these steps:

##### **A) Pre-writing:**

**Step One:** select topic before we start writing

**Step Two:** gather ideas, when you have topic, think about what you will write topic.

**Step Three:** organize; decide which of the ideas you want to use them and where, organize your ideas which idea you want to talk about first and then the next and then the last one.

##### **B) Drafting:**

**Step Four:** write all your ideas whether there were wrong or right, write whatever comes to your mind, related to your topic.

### **C) Reviewing and revising:**

#### **Step five:**

In this step, the researcher must review his structure and his content, check what he has written. Read his writing silently to his self or out loud to a friend. See if he can add information or omit some ideas if they are unnecessary. See if he can get someone's opinion. Getting a reader's opinion is good way to know if your writing is clear and effective.

### **D) Rewriting**

#### **Step Six:**

Revise the structure and the content. Use those ideas from step five to rewrite the text, making improvements to the structure and content, explain something more clearly, add more details, omit some unnecessary ideas, we can make some modifications, for example, changing the organization of some ideas so the text will be more logical [ We can call step five and six editing]. After writing the text, we need to read it again to check the spelling and grammar mistakes, and the words that we have chosen to use. Make final correction, to see if we correct all errors that we discovered in steps five and six, make any changes and now our text is finished.

### **2.3.6. Skills that is required for academic writing:**

At some point in our academic career, we will need to write an academic paper, whether it is report, an essay, a dissertation or a thesis. When time comes to write that paper, we may feel stress about writing it properly and on time, especially if we struggled with writing papers in the past. That is why writing an academic paper needs specific skills to help us improve our writing and reduce the stress.

#### **2.3.6.1. Time management:**

Whether the deadline is one week, one month or one year, time management when we write an academic paper is vital. Academic writing involves many steps, and we have to make sure that each step will have enough time; we do not have to rush

through the end of the process. We make sure we allocate sufficient time for the research, outlining, writing and editing to avoid late nights or sloppy work.

#### **2.3.6.2. Research:**

For some types of academic writing, such as academic reports, dissertations and theses, all these need research. If we want to improve our academic writing skills we need to learn how to research about sources that are trustworthy and how to access those sources and what kind of information we want to save from those sources. If we do not know how to find reliable information, we start from the library or we can ask instructors, and determine which style guide (APA, MLA) they prefer and search about that guide.

#### **2.3.6.3. Developing an argument:**

When we write academic paper we need to have a clear idea of our thesis statement, which is the important one we are trying to convey. To write a good piece of paper, we need to spend time thinking about the points we want to write and how to convince the audience that our arguments is valid. Usually, we can do so by relying on the research that we conducted in our study to support our statements.

#### **2.3.6.4. Knowing your audience:**

Academic papers are generally read by professors or those who are in the academic community or field. Individuals with strong academic skills always consider who they are writing for. As you write think who will read your paper and make your arguments based on those readers.

#### **2.3.6.5. Organization:**

Organizing the information in our paper is necessary to build a compelling, well written document. Most types of academic papers follow similar structure (e.g. dissertations include an introduction, background information, methods, results, discussion and conclusion) organization of your information helps to avoid repetition. In addition, keep your notes organized while you are conducting the research helps you reduce the amount of the stress you feel.

#### **2.3.6.6. Writing clearly and consistently:**

After conducting a research, developing a valid argument, organizing the time well, and determine the audience who they are going to read our paper, we need to make sure that our writing is clearly and directly to improve our academic writing skills. Academic writing requires a formal tone and proper grammar. And keep our writing straightforward and clear and does not include information that is not necessary, just to support our argument.

#### **2.3.6.7. Using correct grammar, punctuation and spelling:**

The importance of using correct punctuation, grammar and spelling cannot be exaggerated. Although you might have a perfectly good, scientifically arguments, if your audience cannot read your paper because the grammar is atrocious, they will not pay attention to it.

#### **2.3.7. Some elements you should consider in the academic writing:**

- **Planning:**

Before start writing the paper, you should make a plan; so it will be organized and analytical.

- **Outline:**

A proper outline is must for academic writing. An outline will not only help the writer to formulate his thoughts, but will sometime make him aware of certain relationships between topics, and determine the pertinent information to be included in his paper.

- **Tone :**

A formal tone is used. You do not use slang words, jargon or many clichés.

- **Language:**

The language of academic writing needs to be clear and words need to be chosen for their precision.

- **Point of view:**



The point of view in the third person, as the focus of academic writing is to educate on the facts, not support an opinion.

- **Approach:**

Deductive reasoning is a big part of academic writing as your readers have to follow the path that brought you to your conclusion.

### **2.3.8. Examples of academic writing:**

Academic writing comes on many forms; the following are the most common:

#### **2.3.8.1. Literary analysis:**

A literary analysis essay examines, evaluates, and makes an argument about a literary work. As its name suggests, a literary analysis essay goes beyond summarization. It focuses on specific characteristic, theme, or motif.

#### **2.3.8.2. Research paper:**

A research paper uses external information to support a thesis or make an argument. Research papers are written in all disciplines and may be evaluative, analytical, or critical in nature. Common research sources include data, primary sources (e.g. historical records) and secondary sources (e.g. peer-reviewed scholarly articles). Writing a research paper involves synthesizing this external information with student or researcher's own ideas.

#### **2.3.8.3. Dissertation:**

A dissertation (or a thesis) is document that is written to obtaining an advanced degree at a college or university presented by students and read by professors and teachers.

### **2.3.9. Types of Academic writing:**

There are four main types of academic writing, which are: descriptive, analytical, persuasive and critical. Each type has specific language and features and

purposes. In many academic texts you will need to use more than one type. For example, in dissertations:

1. Student use critical writing in literature review, to show where there is a gap in the existing research.
2. The methods section will be mostly descriptive, to summarize the methods used to collect data and analyze information
3. The results part is also descriptive and analytical as they report on the data they collected.
4. The discussion part is more analytical, as you relate the findings back to the research, and proposing interpretations concerning those findings.

#### **2.3.9.1. Descriptive:**

It is the simplest type of academic writing. Its purpose is to provide facts or information, for example, summary of an article, a report of the results of an experiment.

The kinds of instructions for a purely descriptive assignments include: `identify`, `report`, `record`, summarize` and `define`.

#### **2.3.9.2. Analytical:**

At the university level, most academic writing it is not purely descriptive, it is also analytical. Analytical writing includes descriptive writing, but also requires you to re-organize the facts and information you describe into categories, groups, parts, types.

Sometimes these categories are already part of the discipline, while in other cases you will create them specifically for your text. If you are comparing two theories, you might divide your comparison into several parts, for example: how each theory deals with social context, with language learning, and how each theory can be used in practice.

The kinds of instructions for an analytical assignment include: `analyze`, `compare`, `contrast`, `relate`, and examine`.

To make you're writing more analytical:

- Spend plenty of time planning. Brainstorm the ideas, and try different ways of grouping them, according to patterns, parts, similarities and differences. You could use tree diagrams, tables, etc.
- Create names for the categories you find, e.g., advantages and disadvantages.
- Build each paragraph around one of the analytical categories.
- Make the structure of your paper clear to your reader, by using topic sentences and clear introduction.

### **2.3.9.3. Persuasive:**

In most academic writing, you are required to go at least one step further than analytical writing, to persuasive writing. Persuasive writing has all the features of analytical writing (that is, information plus re-organizing the information) with the addition of the writer's point of view. Most essays are persuasive, and there is a persuasive element at least in the discussion and conclusion of a research article.

Points of view in academic writing can include an argument, recommendation, and interpretation of findings or evaluation of the work of others. In persuasive writing, each claim you make needs to be supported by evidence, for example, a reference to research findings or published sources.

The kinds of instructions of assignment include: `argue`, `evaluate`, `discuss`.

\*To help reach your own point of view on the facts, here are some steps:

- Read some other researcher's points of view on the topic, and who do you feel is the most convincing?
- Look for patterns in the data or references. Where is the evidence strongest?
- List several interpretations. What are the real-life implications of each one? Which ones are likely to be most useful or beneficial?
- Discuss the facts and ideas with someone else, and see if you agree with them or not.

\*To develop your argument:

- List the different reasons for your point of view.

- Think about the different types and sources of evidence which you can use to support your point of view.
- Consider different ways that your point of view is similar to, and different from, the points of view of other researchers.
- Look for various ways to divide your point of view into parts. For example, disadvantages of the kids using internet, damaging their brain.

\*To present an argument, make sure:

- Your text develops a coherent argument where the entire individual claims work together to support your overall point of view.
- Your reasoning for each claim is clear to the reader.
- Your assumptions are valid.
- You have evidence for every claim you make.
- You use evidence that is convincing and relevant.

#### **2.3.9.4. Critical:**

Is an advanced writing, is common for research. It has all features of persuasive with the added feature of at least one other point of view. While persuasive writing requires you to have your own point of view on an issue or topic, critical writing requires you to consider at least two points of view, including your own. For example, you may explain a researcher's interpretation or argument then give your own alternative interpretation.

Examples of critical writing assignments include a critique of a journal article, or literature review that identifies the strengths and weaknesses of existing research. The kinds of instructions for critical writing include: `critique`, `debate`, `disagree` and `evaluate`

You need to:

1. Accurately summarize all or part of the work. This could include identifying the main interpretations, assumptions or methodology.
2. Have an opinion about the work. Appropriate types of opinion could include indicating some problems with it, proposing an alternative

approach that would be better, and/or defending the work against the critiques of others.

3. Provide evidence for your point of view. Depending on the specific assignment and the discipline, different types of evidence may be appropriate, such as logical reasoning, reference to authoritative sources and/or research data.

Critical writing requires strong writing skills. You need to thoroughly understand the topic and the issues. You need to develop an essay structure and paragraph structure that allows you to analyze different interpretations and develop your own argument, supported by evidence.

#### **2.4. The purpose of correct grammar for academic writing:**

Grammar for academic writing provides a selective overview of the key areas of English grammar that you need to master, in order to express yourself correctly and appropriately in academic writing. Those areas include the basic distinctions of meaning in the verb tense system, the use of modal verbs to express degrees of certainty and commitment, and alternative ways of grouping and ordering written information to highlight the flow of your argument. If you do not know the basics of grammar, your text will be meaningless, if you are not sure which tense you should use or which preposition you should put or the right verb. If you put the wrong tense or wrong preposition or the verb, the reader may understand you differently and not the exact point that you want to transmit; and that is why knowing the right basics of grammar is very important, especially if you are writing academically.

#### **2.5. Conclusion:**

English has many dialects, but the most commonly taught in ESL/ ESOL/EFL courses are British and American English. British English and American English are totally different varieties in terms of pronunciation, spelling, grammar, vocabulary. And this chapter indicates that. But sadly most of EFL students they do not know that, and always used to mix between two styles, if it is in pronunciation it is fine, but when it comes to the academic writing it is informal . And to write academically there is certain steps to follow.

## **Chapter three**

### **3.1. Introduction:**

The last chapter is the bridge between theoretical framework and the practical side. This chapter summarize all what we said but in real-life. The purpose of this chapter is to discuss the reason why do Algerian EFL students mix between British and American English? And seek for answers, in order to do that, we use two different research methods; teacher questionnaire and students interview, and we going to discuss and analyze the findings and the results gathered from this tools, but before we do that we are going to describe the sample population [participants], and the setting.

### **3.2. Research design:**

#### **3.2.1. Description of the sample:**

This research is concerned with third EFL students at Tiaret University, section English conducted during the academic year (2019-2020). The whole number of students in this department is 1500. Third year EFL students are split into 6 groups, 15 students are participant of this study.

There are 25 teachers in the department of English, 10 teachers are participants of this research. In this research, we applied two methods quantitative and qualitative; teachers' questionnaire and students' interview.

#### **3.3.1. Teachers' Questionnaire:**

It divided into two rubrics; the first one is about teaching experience, specialty, and module in charge of. The second one is inquired the following aims:

- To know that there is difference between American and British English
- The reason why students mix between British and American English
- Is it appropriate for the students to use both American and British English in academic writing or not
- How we can differentiate between the British and American English

#### **3.3.2. Students' interview:**

It distributed to third year EFL students, 60 students are participated in this interview, but only 10 have respond 5 males and 5 females. The object of this interview is to find out if the students are aware of British and American English differences and if they faced any difficulties writing academically (do they know the steps and the structure of academic writing) and more importantly which variety of English they use in their academic writing.

### 3.4. Data Analysis:

#### 3.4.1. Teachers' Questionnaire Analysis:

This questionnaire is distributed to 10 teachers, it contains 8 questions, and each question of this questionnaire has specific purpose.

#### **Question 1: what is the difference between British and American English?**

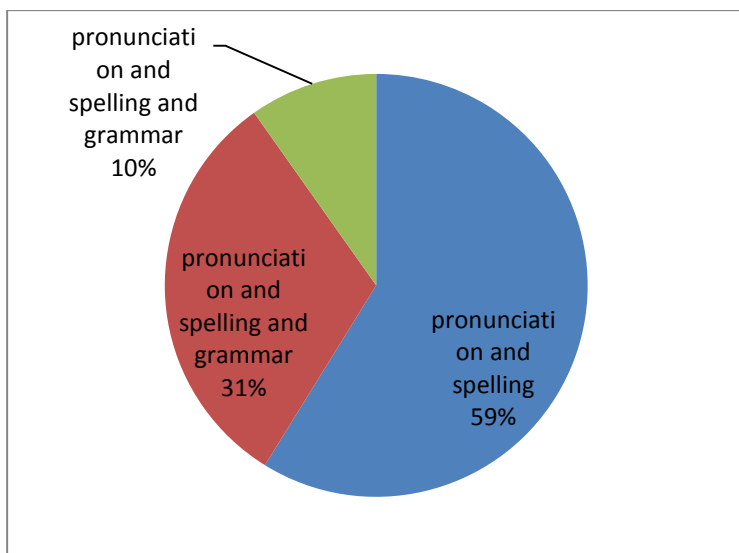
This question is asked to know what the differences between British and American English?

Well 6 of the teachers said spelling and pronunciation, 3 of them said spelling and pronunciation there is syntactic difference, 1 teacher said vocabulary, pronunciation, and spelling.

Based on their answers it is clear the most difference is pronunciation and spelling.

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
Pronunciation/ spelling	6	59%
Pronunciation/ spelling and syntactic differences	3	31%
Pronunciation/ spelling and vocabulary	1	10%

**Table 3.1** the difference between British and American English



**Pie chart 3.1** the differences between British and American English

**Question 2 : What is the reasons behind students mixing between British and American English?**

1. Illiterate of pronunciation
2. Unknowing grammar differences
3. Illiterate of spelling differences
4. Unknowing vocabulary differences

Another answer.....

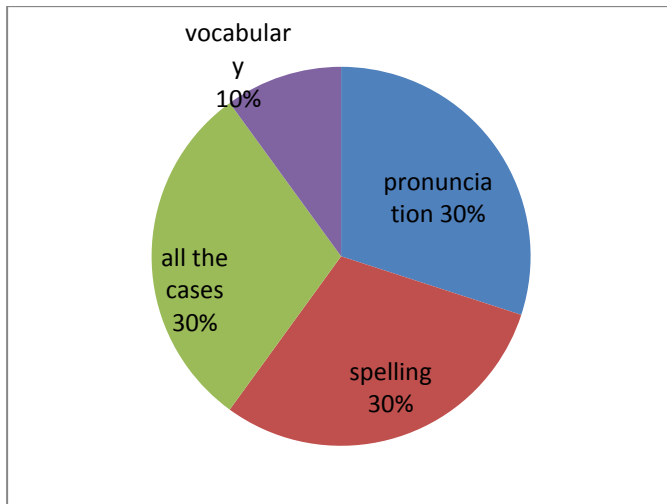
The purpose of this question is to find out if students are aware of the difference between British and American English.

3 teachers answer the illiterate of pronunciation, 3 teachers said other answers which is the unaware of all this differences, 3 teachers said illiterate of spelling differences, 1 teacher said unknowing vocabulary differences

Options	1	2	3	Other answer
Number	3	3	1	3
percentage	30%	30%	1%	30%

**Table 3.2** The reasons of mixing students between British and American English





**Pie chart 3.2.** The reasons of mixing between British and American English

**Question 3: How can you differentiate between British and American English?**

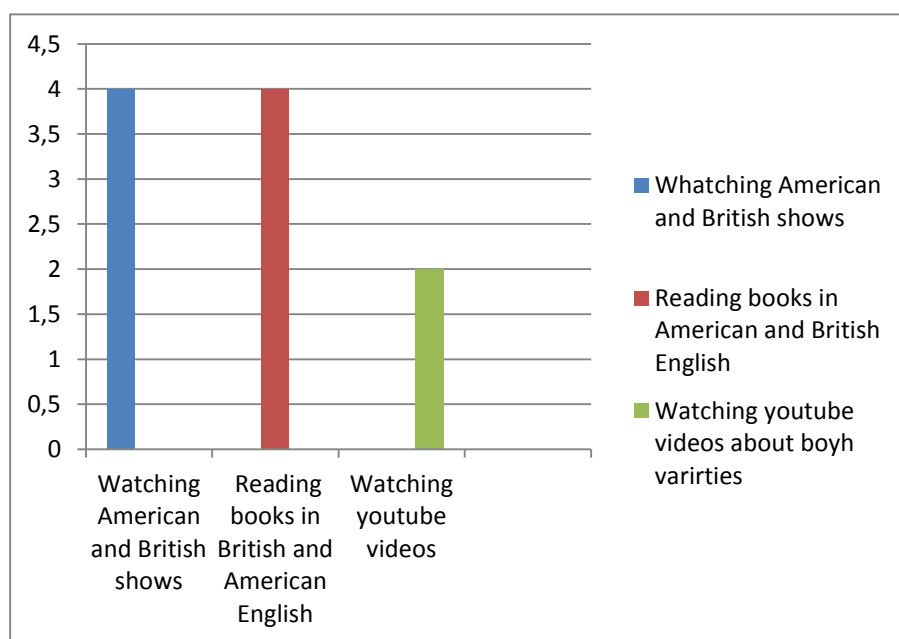
1. Watching American and British Shows
2. Reading books in British and American English
3. Watching youtube videos about both varieties

The Purpose of this question is a way to distinguish between both varieties.

Based on their answers they provide indicate, 4 teachers select option number 1, 4 of them select option number 2 and 2 teacher select number 3

<b>Options</b>	1	2	3
<b>Number</b>	4	4	2
<b>Percentage</b>			

**Table 3.3.** the ways of distinguishing between British and American English



**Histogram 3.3.** ways of distinguishing between British and American English

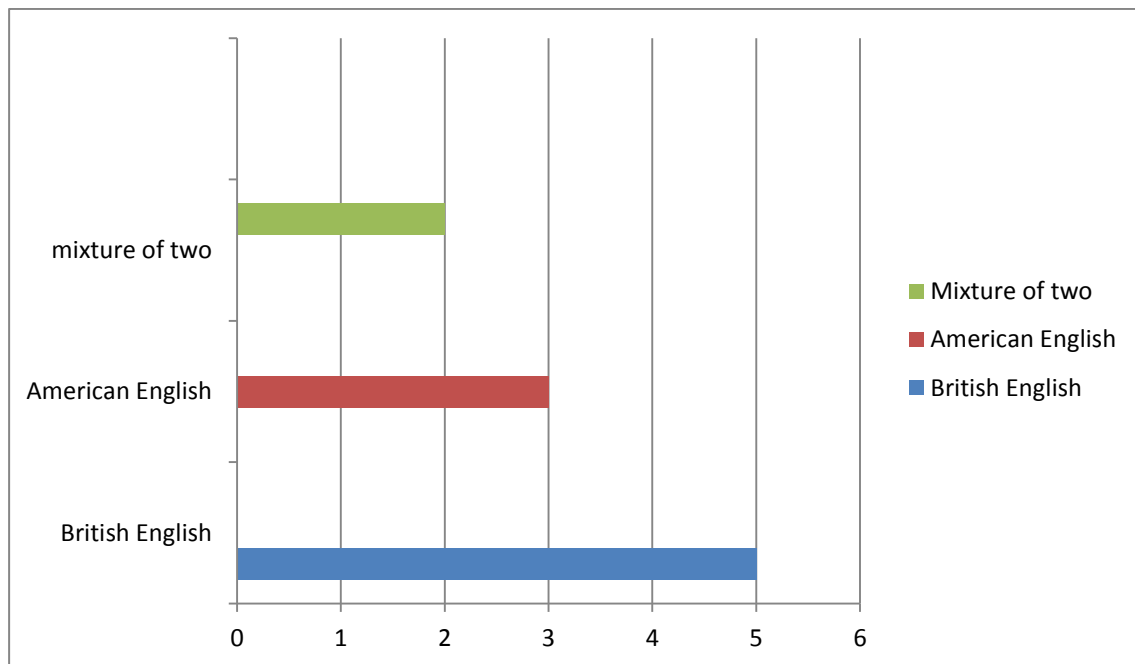
**Question 4: Which variety do you prefer to use in your teaching method? And why?**

1. British English
2. American English
3. Mixture of two

This question is set to find out is it right to use both varieties of same language when you speak, is it American English or British English. based on their answees they give, 5 teahers said they prefer British English because it is the standard language, 3 teachers said they use the American English is easier for the students to undrstand , 2 teachers said mixture of two, so the students will be able to know both varieties.

<b>Option</b>	1	2	3
<b>Number</b>	5	3	2
<b>Percentage</b>	50%	50%	20%

**Table 3.4.** Teachers preferable variety of English



**Bar-graph 3.4.** Teachers preferable variety of English

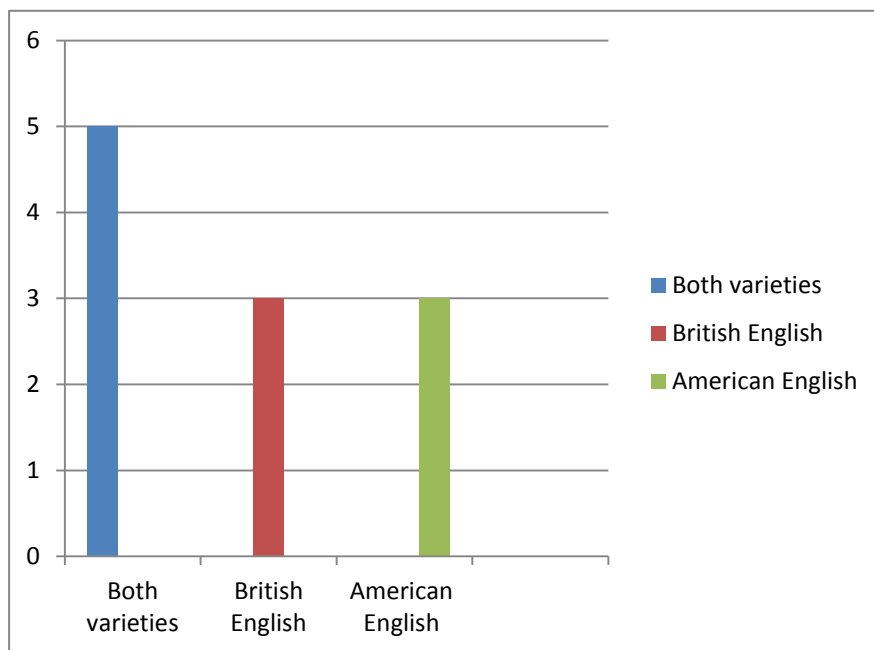
**Question 5: Which variety does your students use in their academic writing?**

1. British English
2. American English
3. Mixture of two

The purpose of this question is to find out whether the students know the difference between British and American English. Based on their answers they provide. 8 teachers said they use both varieties, 1 teacher said the American English, 1 teacher said British English.

Option	Number	Percentage
British English	1	10%
American English	1	10%
Both varieties	8	80%

**Table 3.5** The use English variety in academic writing among students



**Histogram 3.5:** The use of English varieties among students

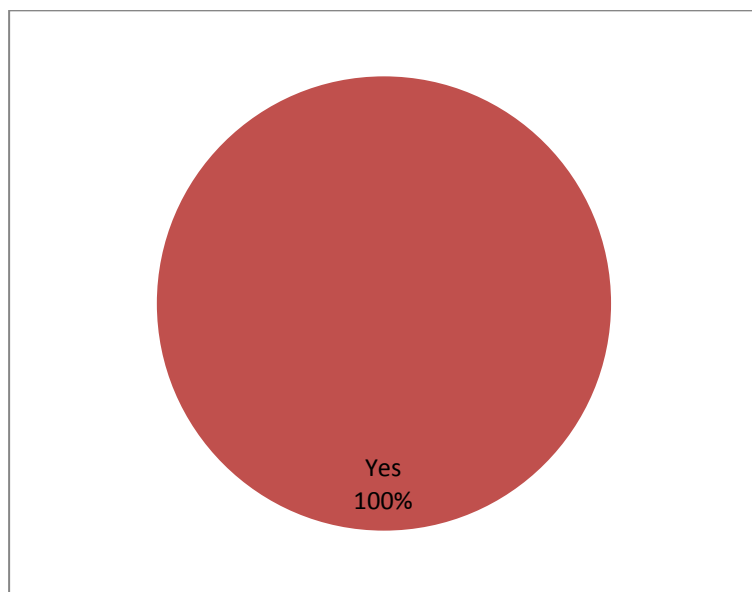
**Question 6: Does mixing between British and American English affect students' writing ability? If yes how?**

1. Yes
2. No

Based on their answers majority said yes. Because it is not academic to use both varieties of the same language in the academic writing. The purpose of this question is to find out it is academic to use both varieties of the same language.

Option	Number	Percentage
Yes	10	100%

**Table 3.6: The effects of mixing English varieties on students writing ability**



**Pie chart 3.6.:** the effects of using both British and American English on student's academic writing

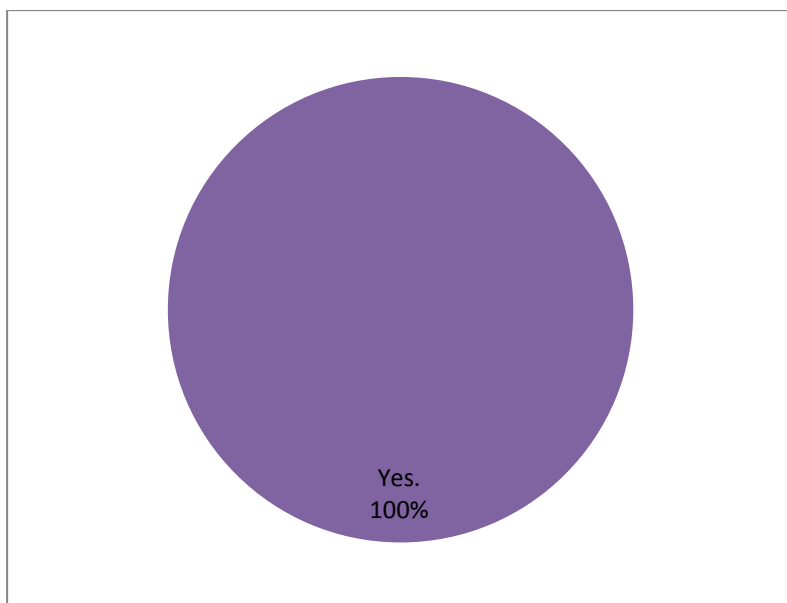
**Question 7: Is it inappropriate for students to use British and American English in their academic writing or it does not matter? If yes, why?**

1. Yes
2. No

All teachers have said yes, because it is not preferable because it is not formal and little bit confusing for the reader.

Option	Number	Percentage
1	10	100%

**Table 3.7:** the inappropriateness to use both varieties of English in academic writing among student



**Pie Chart 3.7.:** The consequences of using both English varieties in academic writing

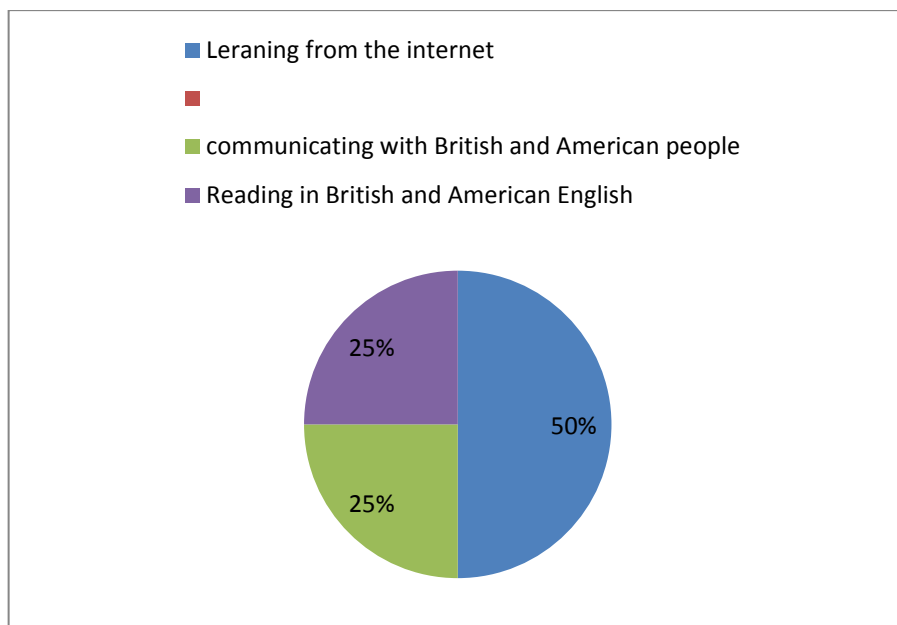
**The last question is what are the ways to distinguish between British and American English?**

1. Studying vowel differences
2. Learning from the internet
3. Communicate with British and American English
4. Reading books, magazines in American and British English

The purpose of asking this question is to find out a solution in order students can make a difference between English varieties. 3 teachers select number 3, 4 teachers select number 1 and 3 teachers select number 2

<b>Option</b>	1	2	3
<b>Number</b>	4	3	3
<b>Percentage</b>	50%	25%	25%

**Table 3.8:** The solutions to distinguish between British and American English



**Pie chart 3.8:** The solutions to distinguish between British and American English

### 3.4.1. Students' Interview Analysis:

The purpose of the interview is to get qualitative data, when you ask the interviewees face to face, they cannot run from the answer and if they lie you can tell that by their faces.

The following interview is for third year EFL students. It seeks to answer eight questions:

**Question 1: are you aware of the differences between British and American English?**

**Student1:** Yes, they differ in pronunciation

**Student 2:** Of course

**Student 3:** Yes, of course both of them differ in pronunciation and spelling

**Student 4:** they differ in terms of writing and pronunciation

**Student 5:** I know only that the pronunciation is different

**Student 6:** I heard my teachers saying that they differ in many levels other than pronunciation

**Student 7:** I guess the way of speaking

**Student 8:** speaking and probably writing

**Student 9:** i think only the pronunciation

**Student 10:** Yes, I think there not the same in many terms not only pronunciation, but also in writing and vocabulary. There are some words they mean something in USA, but they have different meaning in UK

**Comment1:** asking students this question is way to find out if they are familiar with the differences of both varieties. The answers they have provide show that 5 of the students they know a difference only in terms of pronunciation , 3 of them in terms of spelling and pronunciation, and 2 of the students , they know differences in many levels, other than pronunciation and spelling.

**Question 2: Do you think there is difference between them or are the same?**

**Student 1:** They are different, like i said earlier in pronunciation

**Student 2:** There is difference between them

**Student 3:** Yes, there is difference in speaking and writing

**Student 4:** There not the same in way of talking and spelling

**Student 5:** No, there not the same

**Student 6:** No there not the same they differ in many things

**Student 7:** Yes, I do believe there is difference

**Student 8:** Yes, there is a difference

**Student 9:** Probably in pronunciation there not the same



**Student 10:** Yes, they differ from each other in many levels

**Comment 2:** the main reason of asking this question is to know the students if they know there is difference between both varieties or not. the answer they give is indicates all of them they know that they are totally different.

**Question 3: What is your favorite variety to speak? British English / American English? And why?**

**Student 1:** American English, because is way easier than British English

**Student 2:** American English, because I love their way of talking

**Student 3:** I prefer British English, because it seems better than the American English

**Student 4:** I prefer American English, because I'm used to watch American movies

**Student 5:** My favorite variety is American English, because I don't know speak in British English

**Student 6:** I prefer American English, because British English is very difficult to speak

**Student 7:** I love the accent of British people, so I would love to speak it

**Student 8:** I speak the British variety, because is more standard then the American English

**Student 9:** I speak in American accent, because it is more relax then the British accent

**Student 10:** I think British English is much harder to speak, even for the Americans themselves they cannot speak it. So I speak the American English

**Comment 3:** The purpose of this question is a way to know what their favorite variety is. And the most one they speak. Their answers show they are equals, 5 students prefer American English and British English

**Question 4: Which variety you prefer to use in your essay, American English / British English?**

**Student1:** American English

**Student 2:** American English

**Student 3:** British English

**Student 4:** I use both varieties

**Student 5:** Sometimes I mix between them, because sometimes I do not know how the words are written in both varieties

**Student 6:** It depends sometimes British English, sometimes American English

**Student 7:** I use them both

**Student 8:** British English

**Student 9:** American English

**Student 10:** well, I am not going lie to you when it comes to writing I used them both

**Comment 4:** The goal of this question is to find out whether the students mix between two varieties of English (American and British) in their essay, and the results was 3 uses the America English and others tend to use both varieties, and British English is used by on 2 students.

**Question 5: Do you know the basic rules of Academic Writing?**

**Student1:** The basic rules of academic writing. No, I do not think so

**Student 2:** I know the structure; introduction, body and conclusion

**Student 3:** It should be formal writing

**Student 4:** I know only that the language should not be informal

**Student 5:** I know only the grammar rules should be right

**Student 6:** Yes I know, in terms of grammar and the choice of words, other than that I do not know

**Student 7:** Yes, I am aware of the rules

**Student 8:** all I know is there is an introduction, body, and conclusion. That's all

**Student 9:** If you mean the rules of academic writing by vocabulary, that's all I know

**Student 10:** I know only that we should follow a structure

**Comment 5:** The purpose of this question is way to figure out if students know exactly what do we mean by the academic writing and its rules. Well based on their answers, most of them they do not know the all the rules of academic writing, only 1 student do.

**Question 6: what are the difficulties that you have faced in Academic Writing?**

**Student 1:** Writing a good introduction

**Student 2:** The choice of words

**Student 3:** Grammar rules

**Student 4:** The introduction and the conclusion parts

**Student 5:** Not knowing what to write and what should not write

**Student 6:** probably grammar and vocabulary

**Student7:** Mixing between British and American English

**Student 8:** The introduction

**Student 9:** Not writing the right words and the teachers may understand my point differently from what exactly i mean.

**Student 10:** Vocabulary

**Comment 6:** The purpose of this question is to find out what are the parts of academic writing students found a difficulty. The answers they have provide shows that 4 students they have problem with vocabulary, 3 student with introduction , 2 students with grammar rules and 1 student he cannot make difference between which words are British English and which one are belong to the American English

**Question 7: Do you often mix between British and American English in your essay?**

**Student 1:** Yes I do

**Student 2:** I'm not supposed to do that but sometimes I do not know how words are written in British English

**Student 3:** yes I do

**Student 4:** sometimes

**Student 6:** Only if i do not know how words are written either in British or American English

**Student 7:** I do, yes

**Student 8:** yes all the time

**Student 9:** I try not to

**Student 10:** No

**Comment 7:** The purpose of this question is to know if the students if they use both American English and British English in their essay or not. based on the answers they provide all of them do except 1 student.

**The last question: Do you think that using both varieties of the same language is academic?**

**Student 1:** I do not know

**Student 2:** Maybe

**Student 3:** I do not think so, but sometimes we do not have choice

**Student 4:** I really do not know

**Student 5:** maybe, maybe not

**Student 6:** Who Knows!

**Student 7:** No

**Student 8:** I do not see problem with that

**Student 9:** I have no idea

**Student 10:** I do not think so, because teachers always say to us to stick with one variety

**Comment 8:** The last question was asked to find out if the students know that mixing between varieties of the same language not academic. Based on the answers they provide all of them do not know; only 1 student does.

### **3.5. Discussion of the findings and the results:**

The results of teacher's questionnaire, indicate that British and American English are totally different varieties of the same language at many levels [pronunciation, vocabulary, spelling, grammar], students tend to use both varieties in their academic writing because they do not know to distinguish between them, and it is not appropriate if they use both British and American English in their academic writings cause it is not formal and confusing for the reader, because we said that they differ from each other in terms of spelling and your text will be meaningless, the academic writing requires only one variety. The best solution to distinguish between these two varieties according to the majority of the teachers is learning from the internet.

Concerning the student's interview the results indicate that most of the students they know the difference between British and American English only at the level of

pronunciation, some of them in terms of spelling, but other differences like vocabulary and grammar, they are not aware of it, and that is what makes their writing incomprehensible for the teacher. Also the results demonstrate that most of the students they are not familiar with the rules of academic writing what to write and what to avoid , they are just writing for the sake of writing. Concerning which varieties of English they use in their writings, most of them use both British and American English thinking it is fine and correct, some them prefer the American English, and the British English is used by the least. As for the difficulties they faced in academic writing; most of them they have problems with writing an introduction, the rules of grammar and the choice of words.

### **3.6. Conclusion:**

To sum up, American and British English are totally different varieties of the same language, each variety has her own characteristics, and what proves that, is the practical side of this research, the purpose of this practical research is to find out the main differences between British and American English, and if the students are aware of these difference or not, and if using two varieties of the same language in their academic writing affects their writing ability.

## General Conclusion

Learning English today has many benefits, Algeria on the other hand is exposed to English, regarding to the importance of this language. English in Algeria become more important than French language. Most of Algerian students choose English as their specialty in the university; they know if they want to develop themselves they need to learn English, because it is the global language. English than any other languages is the dominant one, in TV, songs, science, everything. And that is because of the power of its native speakers like U.S.A and U.K., what language international is the political and economic power of its country. English has many dialects and varieties, but the common one is the British and American English. As we said earlier English has great importance at the Algerian universities, but unfortunately most of EFL students they do not know the difference between the two common varieties of English; British English and American English. They know there is difference but only in term of pronunciation, but there not exposed to other differences. And unfortunately this lack of awareness appear on their academic papers, most of them they use both varieties and this wrong; as the academic paper never use both varieties of the same language because it is not formal, stick to one variety .

And this is the reason of doing this research, the aim of this study is to highlight the key differences of British and American English, not only at the level of we pronunciation, but in terms of vocabulary, grammar, and the most important one is spelling, specially we are dealing with academic writing. The conducted study shows many differences Between British and American English. But the main question is the EFL students are aware of these differences, and if they use both varieties in their academic writing, does that affect their writing ability. Well the results indicate most student they do not know this differences. And they tend to use both styles. Using two styles of same language in writing does not affect the student's ability of writing. Yet in academic paper, yes because it not only informal and non-academic , but if student mix styles the reader may notice and that is bad , if they are noticing stuff like that ; that means they are paying attention to how you are writing rather than what you are writing. And they will not give full mark, even if your work is well done.

In other words, you are distracting the reader. You probably do not want that. You want them to focus on what you are saying. No matter what your study is good and your research is well conducted; if you mix between styles your research will be meaningless. So it is always recommended using one style.

Plus the content, the style plays an important role in the writing, we cannot deny that.

This research is consisted of three parts the first part is an overview of the English language and the role that plays in Algerian education, the second part is the differences between British and American English, and the purpose of correct grammar in academic writing. The third part is the practical side, this part is the most important one, because it proves our arguments and what we are saying in this research and give solutions to our issue. It consists of two research tools; questionnaire for the teachers and an interview for students, and the main findings and results of these tools.

According to the results, majority of students use mixture of American and British English in their writing, and they do not know the steps of academic writing and what are the skills required for academic writing. Concerning the teachers the most important difference is the pronunciation and spelling. Their students also use mixture of English varieties. The best solution to be aware of the difference between British and American English is learning from the internet. Most teachers preferred using British English in their teaching method, because it is the most standard language.

The purpose of this study is to prove, why third year EFL students mix between the styles, and give solutions in order to not do that, it is not that issue to mix styles, but in academic writing yes, it is always preferable to use one style. This research is done to fulfill that and in order for students to use only one variety of English, they must be aware at least one variety and stick to it when it comes to writing academically; whether it is American or British.

Eventually, the British and the American English may share some similarities, but still they differ from each other. If you are trying to learn English, try to choose one variety and stick with it, because it is going to be hard and confusing at the beginning if you try to learn both of them. Both of them are respected varieties, wherever you go, you will have someone who understands, whether it is British or American accent.



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## Appendix A

### Teacher's Questionnaire

#### Dear teachers

This questionnaire attempts to collect data about the use of British and American English in Academic writing among students. You are kindly requested to answer the following questions.

#### Rubric1:

Teaching experience:

Specialty:

Module in charge of:

#### Rubric2:

1. According to your teaching experience, is there any difference between British and American English?

.....  
.....

2. What is the reason behind students mixing between British and American English?

1. Illiterate of pronunciation differences
2. Unknowing grammar differences
3. Unknowing spelling differences
4. Illiterate of vocabulary differences

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

1. Watching TV shows in both accents and notice the pronunciation
2. Reading books in American and British English
3. Watching YouTube videos about the difference between American and British English

Other answer.....

4. Which variety you prefer to use in your teaching method?

British English  American English  Both varieties

And why?.....

5. Which variety, do your students use in their academic writing?

British English  American English  Both varieties

6. Does mixing between British and American English affect student's writing ability?

Yes  No

If yes, how?.....

7. is it appropriate for students to use both British and American English in their academic writing or it does not matter?

Yes  No

If yes, why?.....

8. In your opinion what is the best way to distinguish between British and American English?

1. Studying vowels differences

2. Learning from the internet

3. Communicate with British and American people

4. Reading in British and American English (books, magazines, novels)

Other answer.....

**Appendix B**  
**Student's interview**

**Dear students**

This interview attempts to collect data about the difference between British and American English in academic writing. The aim of this interview is to know whether you are familiar with difference of British and American English. To do that you are kindly requested to answer the following questions. Thank you in advance

1. Are you aware of the differences between British and American English?
2. Do you think there is difference between them or are the same?
3. What is your favorite variety to speak British or American English?
4. Which variety you prefer to use in your writings? British English / American English
5. Do you know the basic rules of academic writing?
6. What are the difficulties that you have faced in your academic writing?
7. Do you often mix between British and American English in your essay?
8. Do you think that using both varieties of the same language, academic? If it yes explain, and if it is no explain to

## ملخص

أصبحت اللغة الإنجليزية في يومنا هذا اهم لغة في عدة مجالات و لديها عدة خصائص. أغلبية البلدان تتحدث اللغة الإنجليزية و يستعملونها كمادة في مدارسهم ، واحد من هاته البلدان هي الجزائر، التي أصبحت هي الأخرى ترى أهمية اللغة الإنجليزية ، اللغة الإنجليزية في المدارس الجزائرية تدرس كمادة أجنبية ثانية، أكثرية الطلاب الجزائريون عندما يلتحقون بالجامعة الجزائرية يفضلون اللغة الإنجليزية على الفرنسية وذلك بسبب إنتشار الواسع للغة الإنجليزية التي أصبحت اللغة المهيمنة.معظم طلاب اللغة الأجنبية الإنجليزية لا يفرقون بين اللهجة البريطانية و اللهجة الأمريكية ،قد يلاحظون الفرق في طريقة الكلام فقط ،أما فروقات اخرى لا يعلمون بها ، وهذا ما دفعنا لدراسة هذا الموضوع ،لأن رأينا معظم طلابنا يستعملون كلتا اللهجتين في مقالاتهم ظناً منهم هذا يجوز ولكن هذا خطأ.فالهدف من هذه الدراسة هي توعية هؤلاء الطلاب بالإختلافات الموجودة بين اللهجة البريطانية و اللهجة الأمريكية ليس على مستوى النطق فقط بل عدة ميادين ،لأنها مهمة و يحتاجونها في كتاباتهم الأكاديمية ،فالكتابة الأكاديمية لا تقبل وجود لهجتين مختلفتين من نفس اللغة ، فهذا لا يعتبر صحيحا أو أكاديميا ، ولفعل ذلك أستعملنا وسيلتي بحث: أولهما هو إستبيان قَدَم للأساتذة ، و ثاني وسيلة هي مقابلة مع طلاب اللغة الإنجليزية ثالثة ليسانس بجامعة ابن خلدون تيارت ، ولقد كانت النتيجة أن هناك إختلافات أخرى بين اللهجتين و الطلاب ليسوا على علم بها ،و لا يعلمون حتى قواعد الكتابة الأكاديمية ، وأغلبيتهم يستعملون اللهجة البريطانية و اللهجة الأمريكية في كتاباتهم ،لهذا دائما ما ينصح به هو إستعمال أسلوب واحد في الكتابة.

## Résumé

Aujourd'hui, la langue anglaise est la langue la plus dominante dans tous les domaines. Il a de nombreuses fonctionnalités, la plupart des pays qui le parlent et ils l'utilisent comme module dans leurs écoles. L'un de ces pays qui voient l'importance de l'anglais est l'Algérie. L'anglais est enseigné comme deuxième langue étrangère dans les écoles algériennes, de nombreux étudiants algériens choisissent l'anglais à l'université plutôt que la langue française, et c'est parce qu'ils sont exposés à la langue anglaise plus que Français. La plupart des étudiants de l'EFL ne sont pas conscients des différences entre les variétés les plus importantes d'anglais, qui est; Anglais britannique et anglais américain. Ils savent qu'il y a une différence, mais seulement dans la prononciation, pas autre que cela. C'est ce qui les fait utiliser les deux variétés dans leur pensée d'écriture académique qui est correcte. Le but de cette étude est d'indiquer les différences entre les deux variétés afin que les étudiants tiers EFL de connaître la différence et de choisir un style dans leur écriture académique, parce qu'il n'est pas académique, et pour faire ça ont utilisé deux moyens de recherche ;un questionnaire pour les professeurs et interview pour les étudiants troisième années anglais licence ,et les résultats indique que les étudiants ne sait pas les différences entre anglais britannique et anglais américain , il ne sait même pas les règles de l'écriture académique. C'est pour ça c'est conseiller de sélectionner quelle une seule style d'écriture.

**Les Mots Clés:** La langue Anglais, variété, Anglais Britannique, Anglais Américaine, L'écriture Académique.