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**BRITISH VS AMERICAN ENGLISH FOR UNIVERSITY STUDENTS  
TEACHING PURPOSES: THE CASE OF THIRD-YEAR EFL  
STUDENTS AT TLEMCCEN UNIVERSITY**

Dissertation Submitted to the Department of English as a Partial Fulfillment of  
The Requirements for the 'Master' Degree in Language Studies

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## ***DEDICATIONS***

Before all, all thanks and gratitude are owed to Allah, lord of the world, who helps and guides me to right path, and to whom I owed everything.

I am very pleased to dedicate the fruit of my efforts to: all persons who help me, especially dearest parents for being so comprehensible and helpful, to my husband for his continuous moral and material support

I dedicate to all those I know and love but I have not mentioned their names.

**SAFAA**

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## **List of Abbreviations and Acronyms**

A.D: After Date / Anno Domini

BBC: British Broadcasting Corporation

CNN: Cable News Network

EFL: English as Foreign Language

ESL: English as Second Language

G.A : General American

L.M.D: License , Master , Doctorate

R.P: Received Pronunciation.

ELT: English Language Teaching

UK: United Kingdom

USA: United State of America

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# **General Introduction**

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Finally, I hope that this paper will open the door for further scientific researches.

## **Abstract**

The English language enjoys a great importance not just as an international, but as a global language. Nowadays, it is becoming the indispensable key to the changing world of science. However, people may have little background knowledge about this language. For this purpose, this research work attempts to give a clear picture of English language and differences between British and American English.

The purpose of this work is addressed to Algerian EFL students' awareness and attitudes toward the differences between the linguistic aspects of British and American varieties. 27 EFL students at the University of Tlemcen were approached through interview and 7 teachers were asked to answer questionnaires. Thus, through a triangulated use of research instruments, the reader may find clear analysis of the differences between British and American English.

The current work is divided into three chapters. The first one exposed a general overview about both varieties of English. The second one tackled data gathering and analysis and the instrumentation process during data collection. The last chapter dealt with practical recommendations and suggested activities.



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## **General Introduction**

The wide use of English has made it an international language in diplomacy, international trade and tourism. Nowadays, English is more and more becoming the key to technology, science and communication.

The importance of knowing the differences between British and American English seems to be worth studying. Therefore, this research is based on the following Research questions:

- 1-At which level British and American varieties mainly differ?
- 2-Which of the two varieties is most used among our EFL students?
- 3-Is American English useful for British English Teaching purposes?

These three questions may lead to formulate the following hypotheses:

- 1-The differences may be at Phonology, Vocabulary, Grammar and Semantic level.
- 2-EFL learners may use American English rather than British English because of the expansion of American movies.
- 3-Raising awareness of the usefulness of American English as one of the main varieties in the world.

To support these hypotheses three chapters are suggested to study the differences, particularly at the level of phonology, vocabulary, grammar and semantics.

The first one exposes literature review with its main key-concepts and various notions which are related to language varieties.

The second chapter, is concerned with the practical and field work; It describes data collection, analysis and discussion of the main results.

The third chapter, on the other hand, discusses the main methods and some recommendations that can be useful for both British and American English and propose suggested activities in phonological, morphological within an inter-cultural context.

# **Chapter one : Language Varieties and Language Teaching**

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### 1.1. Introduction

Today, English is the dominant international language and the indispensable key to the changing world of science; however, the majority of EFL learners are unaware of the vast differences between British and American English. In this respect, this chapter is designed to enlighten the reader about these differences and briefly explain how these differences came about. It exposes the literature review with its main key concepts and different notions closely related to language varieties.

### 1.2. The Notion of Language

This section is mainly concerned with the idea of language variation and language varieties, through the aspect of dialect, register and even accent; and how this variation is associated with the pedagogical implications in an EFL teaching and learning context.

#### 1.2.1. The Concept of Language Varieties

Apparently, there are different varieties that refer to the different manifestations of language. These manifestations are generally represented in form of dialect, register and accent .

##### 1.2.1.1. Dialect

Many definitions have been suggested concerning the term *dialect*. Accordingly, dialect is a variety of a language distinguished from other varieties by features of phonology, grammar and vocabulary used by a group of speakers set off from others geographically or socially. In this respect, Trudgill (1992:29) claims that :

**Dialect is a variety of language which differs grammatically, phonologically, and lexically from other varieties, and which is associated with a particular geographically area and /or with a particular social class or group.**

### 1.2.1.2. Register

Register is also a language variety that is defined by the social situation in association with particular topics spoken by some speakers who belong to the same field. Suzanne Romain argue that:

**The concept of register is typically concerned with variation in language conditioned by users and involves considerations of the situation or context of use, the purpose, subject matter and content of the message and relation between participant.(2000 :21)**

### 1.2.1.3. Accent

It refers to the pronunciation of people when they speak. Every one has certain knowledge of phonetics and phonology. Every body speaks with an accent. A speaker's accent may relate to where he is from, like a London accent or an American accent. It may relate to the social background such as an upper-class accent or an RP accent. It may relate also to whether the speakers are native speakers or not.

## 1.2.2. Language and Education in Algeria

By the 1960s, Arabic has replaced French as the language of instruction at the primary level, later on, Arabic was standardized as the language of instruction in the secondary level, while French was still found in technical fields at many post-secondary institutions. Arabic; however, continues to be used in all sectors, at all levels and regarded as the language of instruction at the post-secondary level in most non-technical faculties.

Since the independence in 1962, the Algerian Education system was oriented and geared towards the training of colonial elite. Hence, during the creation of the ministry of Education one year after, many reforms and changes occurred.

English, on the other hand, widely spoken all over the world is taught from the middle school year because of its status as a language among the two global



## Chapter One: Language Teaching and Language Varieties

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lingua-francas, along with French. In this respect Crystal (1997:127) states that: “there has never been a language so widely spread or spoken by so many people as English”.

Since the end of the 70s to the early 90s, the Algerian government decided to implement and to teach English as a secondary foreign language. In 1993, the Ministry of Primary and Secondary Education made French and English as two common choices, pupils were required scientific knowledge and research. To pick up either French or English as the 1<sup>st</sup> mandatory foreign language, despite the fact that this later was regarded and promoted by the Ministry of Education.

Concerning English, the teaching of this language in Algeria is introduced in the first year of middle school and continues till the last year of secondary school, i.e., for seven years. The Algerian learner starts the task of learning English with an already existing started background knowledge of Arabic and French That is, after having started to learn Arabic for five year and French for three year. The time allotted to the teaching of English in the middle school does not exceed three hours per week. In the secondary school, English is part of the curriculum in all the streams scientific stream and literary stream (khaldi;2014:67)

In the context of both middle and secondary schools, ELT in Algeria has witnessed prominent developments and changes in terms of its roles, objectives, and syllabi. During the 1960’s, it was the grammar translation method that underlie the teaching of English in Algeria. The method put emphasis on developing accuracy rather than fluency. This was done through the pupils lexis and writing. Instruction in listening and speaking was neglected (khaldi; 2014:68)

The structure of the school system is made up and based on six years of primary school, three years of lower secondary education school and another three years of upper secondary education school  
Primary Education.

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By the 1990s, both English and French were introduced and taught from the beginning of the 2<sup>nd</sup> three-years cycle. This last, was the only foreign language taught at the primary level, in the eighth grade pupils are then asked to pick up either French or English as their second foreign language.

The six years of basic education, students are assessed on the results of their coursework and progression between grades is based on these results, the promotion to the third cycle is exclusively based on their performances during the sixth grade however, those who have an overall average below 50% are required to take make up classes or to re take the year

In the 3<sup>rd</sup> cycle, pupils are assessed on the basis of their successive grades and an average of 50% (10 out of 20) or more is required for upper stage. At the end of the ninth grade, pupils take the national basic certificate, those who are successful on the examination are awarded the Brevet d Enseignement Moyen (BEM) which will allow and give them the access to one of the three streams of the 1<sup>st</sup> year at the secondary education

### Secondary Education:

Secondary studies leading to the baccalaureate are three-years. In duration, in the first year, pupils are required to choose one of the tree-core curriculum: language and social studies; sciences and technology, in the second and third year of this cycle, they undertake further studies within the framework of either the general or technical baccalaureate streams

The main objective of the general streams is to prepare students for further studies; they are streamed according to their personal preferences; however, other criteria are taken into consideration which are:

- The opinion of the teachers and counselors
- The students BEM results
- The sum of their grades in the 9<sup>th</sup> grade
- The number of available seats in each specialization

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Higher Education:

Most of Algeria's universities are located in the northern coastal regions; 27 universities, 13 university centers, 6 national schools, 6 national institutes and 2 university annexes concerning the universities and university centers are administered and directed by the ministry of higher education and scientific research, specialized schools and institute, however, fall under the control of the ministry to which the specialization is the most closely related i.e., Ministry of health, agriculture, industry

National schools are highly selective and have the tendency to focus and be specialized in the theoretical and applied sciences, the student selection is based on their scientific baccalaureate examination score.

National institutes on the other hand, tend to offer specialized training programmes and grants the students the *diplôme de techniciensupérieur* (DUT) after two and a half year of studies

. Programs and degrees

Current system:

The specific degrees obtained from either universities or non- universities are awarded by the institution of higher education and determined by the field of study but not by the institutions

Students graduating from university tend to pursue a long-cycle programs, whereas, those graduating from non-university institutions typically do so from short-cycle programs and all awards are issues from the ministry of higher education and scientific research, with the association of the ministry which is closely related to the domain of studies

number of citizens after independence, particularly school children, for French, it was the language of instruction” The LMD reform:

The Algerian system of university degrees is currently under reforms with the traditional system and gradually replaced by the LMD reform, which is, modeled on the French structure in order to be more internationally compatible

This reform was introduced in 2004 by executive decree and based on the new French model: License, Master, Doctorate This new reform are being

undertaken as a pilot project at 10 Algerian universities in collaboration with a certain number of European Universities in which the degree framework is similar in structure adopted in Europe via the Bologna process

- The license: corresponding to three years of study beyond the baccalaureate
- The master: corresponding to two years of study beyond the license
- The doctorate: corresponding to three years of study beyond the license

The main objective beyond the implementation of the new system is to offer Algerian students more compatible university programs which are more compatible with those around the world. In addition to this, the reforms are aimed at increasing students flexibility in choosing and transferring courses and credits, making the system more effective increasing institutional autonomy and lifelong learning opportunities making them adequate to the needs and requirements of the labor market

The LMD reform can be summarized as follow:

This reform is based on the introduction of a unit and credit accumulation system, one credit is equal to a student workload of 20 to 25 hours, classes are grouped into modules (unités d'enseignement), and the assessment for each module is organized on a semester, rather than yearly; one semester of full-time study constitutes 30 credit hours.

### **1.3. Language Differences**

In the current days, English is divided into several varieties and Englishes, spoken in different parts of the world. Such as; Australian English, South African English, Indian English and so on. However, two varieties of English are considered to be the most influential and widespread of all; generally known as British English, mainly spoken on the territory of Great Britain, and American English, the variety spoken in the U.S.A.

### 1.3.1. British English Vs American English

The following titles of this part are essentially related to the emergence and historical development of both British and American English, as two related, and at the same time, distinctive linguistic varieties.

#### 1.3.1.1. A Historical Background

The present historical background attempts at showing how British and American English came to be different.

#### 1.3.1.2. British English

The English language started with the arrival of three Germanic tribes who invaded Britain during 5 century A.D. These tribes include the Angles, the Saxons and the Jute. At that time, the inhabitants of Britain spoke the Celtic language; however, most of Celtic speakers were pushed west and north by invaders mainly into what is now known as Wales, Scotland and Ireland (Crystal; 1995).

In the 17<sup>th</sup> century, there was a very important colonization of Britain, the colonization was followed by trade and by the establishment of settlers. English at that time, was not spoken by Americans, but then the British came there. In addition, English was used for administration, commerce and education either as the mother tongue or as a foreign or second language. The settlers from England and later from all over the British Isles founded communities which used English as their native language, not only at home and at work but also for government and law (Lingyu Qiu; 2011:6).

#### 1.3.1.3. American English

American English, on the other hand, is becoming one more dialect of the world English, and it has exercised greater influence on world English than any other variety (Crystal; 1995). American variety of English will, thus,

imply the language spoken in the U.S with its geographically , politically and economically conditioned characteristics ( Jankowaki ; 1977 ). But, the American English accents changed and influenced by the immigrations of the British and Germanic in the North America.

American English evolved even more when the first wave of immigrants came to the country from the British Isles. These immigrants are often called economic-immigrant, because they left the British Isles for economic reasons, to search for a new life in America (Wikipedia Contributions B; 2005). Until recently, “*American English was considered less educated , less cultured and less beautiful than British English*” (Totti; 2000:1), but with its status in media, international business, computing and science, American English has gained as a world language ( Totti ; 2002:245). Furthermore, American English is more accessible to a larger and, naturally, this has made American English more international

### **1.3.2. The Linguistic Aspects**

There are clearly many more varieties of English; British and American English are the two varieties that are taught in most EFL/ESL programs. Generally, it is agreed that no version is “correct”; however, there are certainly preferences in use. The major differences between British and American English can be summarized as follows:

#### **1.3.2.1. Pronunciation Level**

The main difficulties EFL students may often face when learning English is pronunciation which seems to be one element which remark foreign accent. The most important ones is standard pronunciation of British English which is known as Received Pronunciation ( RP ) and also called Oxford English or BBC English. The second one is General American (G.A ) which is the accent considered as standard in North America and as such, it is the pronunciation heard in most of American Films, Tv shows, series and national

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news. The differences between British and American pronunciation can be summarized in terms of levels as explained in the following section:

### A/ Vowels Differences

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

- /ɒ/ vs /ɑ:/: Generally, RP has a slightly rounded /ɒ/ in words like hot, stop, nod, where GA has an un-rounded /ɑ:/ sound.
- /ɒ/ vs /ɔ:/: RP uses /ɒ/ while GA uses /ɔ:/ before the consonants /ŋ/, /f/, /s/ and /θ/. This can be seen in words such as long, song, coffee.
- /ʌ/ vs /ɜ:/: RP uses /ʌ/ while GA uses /ɜ:/ before the consonant /r/. This is found in words like courage, hurry, worry.
- /ɑ:/ vs /æ/: RP uses /ɑ:/ while GA uses /æ/ before the consonants /f/, /s/, /θ/ and before the endings -nce, -nch, -nd and -nt. This difference is found in words like dance, path and command.
- /əʊ/ vs /aʊ/: RP uses /əʊ/ while GA uses /aʊ/. This is found in words like boat, coat and note.

Words	RP	GA
Hot	hɒt	Ha:t
Long	lɒŋ	lɔ:ŋ
Hurry	hʌrɪ	hɜ:rɪ
Dance	dɑ:ns	dæns
Boat	bəʊt	baʊt

### B/ Consonants Differences

BBC pronunciation and General American do not differ considerably in the consonantal systems. The two standard accents have the same consonant phonemes. The differences are based on their phonetic realization and their distribution. The most important difference between the consonants of the two accents concerns the distribution of /r/. BBC English is a non-rhotic accent, i.e., this consonant occurs only before vowels. There is no such constraint on its distribution in General American, which is a rhotic accent, i.e., /r/ is

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pronounced everywhere ( before a vowel, after a vowel, and in front of another consonant). this is explained in the following table:

Word	BBC Pronunciation	General American
Cry	/kraɪ/	/kraɪ/
Car	/kɑ:/	/kɑ:r/
Fear	/fɪə/	/fɪər/

**Table 1.2:** Pronunciation Differences of /r/.

On other hand, many speakers of General American do not pronounce /j/ in stressed syllable after the alveolar consonants /t, d, n/, eg:

Word	BBC Pronunciation	General American
Tune	/tju:n/	/tu:n/
Due	/dju:/	/du:/
Student	/'stju:dnt/	/'stu:dnt/

**Table 1.3:** The Pronunciation of /j/.

Besides, the consonant /ʃ/ is pronounced as /ʒ/ in a number of words, eg:

Word	BBC Pronunciation	General American
Excursion	/ɪk'skɜ:ʃn/	/ɪk'skɜ:rʒn/
Version	/'vɜ:ʃn/	/'vɜ:rʒn/
Asia	/'eɪʃə/	/'eɪʒə/

**Table 1.4:** Pronunciation Change of /ʃ/ to /ʒ/.

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



Word	BBC Pronunciation	General American
Hostile	'hɒstaɪl	'hɑ:stɪl
Mobile	'məʊbaɪl	'moʊbɪl
Fragile	'frædʒɪl	frædʒɪl

**Table 1.5:** The Change of the Suffix “ile”

The suffixes “-ary, -ery, -ory, -mony” usually have a weak vowel in BBC Pronunciation but a strong one in GA, eg:

Word	BBC Pronunciation	General American
Dictionary	'dɪkʃənəri	'dɪkʃneri
Monastery	'mɒnəstəri	'mɑ:nəstəri
Territory	'terətəri	'terətɔ:ri

**Table 1.6:** The Change of Suffixes ary- ery- ory in BBC and GA Pronunciation.

### C/ Diphthongs Differences

BBC pronunciation has three diphthongs ending in /ə, eə, uə/ as in here, there, poor. General American has no separate phonemic diphthongs which end in /ə/. The vowels in the above three words are pronounced as sequences of I+r, e+r, and u+r, respectively. But /uə/ is often replaced by /ɔ:/ in BBC pronunciation.

For example	BBC Pronunciation	GA Pronunciation
Near	nɪə	nɪr
Beard	bɪəd	bɪrd
Care	keə	ker
Where	weə	wer
Pure	pjʊə	pjʊr

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Europe	jʊərəp	jʊrəp
Poor	pɔ:	pʊr

In BBC pronunciation 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 /.

For example	BBC Pronunciation	GA Pronunciation
No	n əʊ	n aʊ
Go	g əʊ	g aʊ
Note	n əʊt	n aʊt
Home	həʊm	haʊm
Don't	dəʊnt	daʊnt
Photo	fəʊtəʊ	faʊtaʊ

### 1.3.2.2. Vocabulary Level

British and American English have significantly different vocabulary and usage. There are different words for the same concept, or the same word has different meanings. More than a thousand words have different meanings or usages in British and American English. Here are some common words used differently:

English 	American English 
<b>British</b> autumn	fall (" <i>autumn</i> " is used, but only informal or poetic language)
aerial (radio/TV)	Antenna
- - mad	angry - mad - crazy
banger, sausage	Sausage
barrister/solicitor	attorney, lawyer

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Bath	bathtub, tub
bill (restaurant)	Check
Biscuit	cookie, cracker
block of flats	apartment house/building
Booking	Reservation
Boot	trunk( <i>of a car</i> )
Bonnet	hood( <i>of a car</i> )
braces ( <i>to hold up trousers</i> )	suspenders (men's)
Car	automobile, car
car park	parking lot
Caravan	Trailer
Chap	guy, man, boy
chemist's	Drugstore
Chemist	Pharmacist
chest of drawers	dresser/bureau
Chips	(French) fries
cigarette; fag( <i>slang</i> )	cigarette or cigaret( <i>in the US fag or faggot means homosexual man (rude, offensive)</i> )
Cinema	Movietheater
city centre	Downtown
class, form	- grade (school levels 1st - 12th) - class (top 4 levels 9th - 12th = freshman, sophomore, junior, senior)
Clothespeg	Clothespin
Crisps	potato chips
Crossroads	Intersection
Cooker	Stove
Cupboard	Closet
Curtains	Drapes

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curriculum vitae, CV	Resume
diary( <i>personal account</i> )	journal, diary
dressng gown	Robe
driving licence( <i>c for noun, s for verb</i> )	driver's license ( <i>s for noun or verb</i> )
dummy( <i>for babies</i> )	Pacifier
bath gown	bath robe
Engine	Motor
estate agent	Realtor
Film	Movie
fizzy drink	pop, soda, coke
flat ( <i>'apartment' is sometimes used in formal written documents</i> )	apartment
Flyover	overpass
Floor	storey
Football	soccer
Fortnight	two weeks
Foyer	lobby/foyer
full stop ( <i>punctuation</i> )	period
Fringe	bangs
Garden	yard
Gas	fossil fuel in gaseous state used to heat & cook
gaol, prison, jail	prison, jail, penitentiary, pokey
Grill	broil
Groundfloor	first floor
gear-lever	gear shift
Handbag	purse
hand brake	parking brake, emergency brake
headmaster, headmistress, headteacher	principal

high school, secondary school, comprehensive school	high school (junior high, senior high)
Holiday	vacation
hire (hire a car)	rent (rent a car)
hoover( <i>noun and verb</i> )	vacuum ( <i>noun and verb</i> ) vacuum cleaner ( <i>noun</i> )
jab( <i>injection</i> )	shot
Jelly	Jell-O, gelatin
Jam	jelly
Jumper	sweater
Ladybird	ladybug
Luggage	baggage, luggage
Lift	elevator
Lorry	truck
Maize	corn
mackintosh, raincoat	raincoat
Managingdirector	chiefexecutiveofficer (CEO)
Marks	grades
Motorway	freeway
Mince	choppedbeef
mobile phone	cell(ular) phone
Nappy	diaper
Pavement	sidewalk
- - filling station	petrol - gas, - gas station gasoline

**Table 1.7:** Differences between American and British English

Adapted from ( Maxwell; 2010)

### 1.3.2.3. Grammatical Level

This part will be dealing with grammar as a description of the structure of the English language taking into account the differences in the

## Chapter One: Language Teaching and Language Varieties

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usage of verbs, tenses, prepositions, adjectives and adverbs in both British and American English.

### A/ Verbs

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

English; the regular forms is usually preferred, and in British English the irregular.

US	GB
Burned , burnt	burnt , burned
Dived , dove	dive
Dreamed , dreamt	dreamt , dreamed
Learned	learned , learnt
Smelled , smelt	smelt , smelled
Spilled , spilt	spilt , spilled
Spoiled , spoite	spoite , spoiled

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

US	GB
Fit-fit-fit	fit-fitted-fitted
Quiet-quiet-quiet	quiet-quieted-quieted
Wet-wet-wet	wet-wetted-wetted

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

US	GB
His tennis has gotten (or got) much better	his tennis has got much better
I've gotten to know him over the years	i've got to know him over the years
i've got a terrible headach	i've got a terrible headach

### B/ Tenses

- Use of past simple and present perfect tenses.

In American English these two tenses are often interchangeable in conditions where only the present perfect can be used in British English. For instance, when an action in the past has a result now, the present perfect is normally emptied. Other typical cases are with words

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

### C/ Adjectives and Adverbs

British and American use of adjectives shows such of systematic variation between the two varieties. Most of the differences are as follow:

- British and American differ in their use of the suffix -ed to form adjectival modifiers from nominals. British uses certain forms that American does not, such as **booted**.
- The use of adjectival forms of certain place names as attributives of nouns is British. American English would have the place names themselves as noun adjuncts (California , India , Texas , Virginia ).
- Adjectives are freely and spontaneously formed by adding -ish to adjectives, nouns and a few other forms. Such as; cheapish, donnish, fastis ( Algeo; 2006:119).

## Chapter One: Language Teaching and Language Varieties

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British and American differ somewhat in form, frequency, and use of adverbs.

- Adverbs of frequency (generally, never, usually), like those of probability, tend to occur in medial position, after the first auxiliary, if there is one. However, with these also American has a higher tolerance for placement before the first auxiliary than does British: she usually is at work from nine to five versus she is usually at work from nine to five (Jahansson; 1979:200).
- The aphetic form **most** from **almost** has been used since the sixteenth century.
- Adverb of time-when typically occurs initially or at the end of its clause. For example:

**Last night/year:** a girl aged four was last night waiting for a life-saving liver transplant in a London hospital.

When an adverb of time or duration co-occurs with an adverb of place, the expected order is place + time/duration. The reverse order is exemplified by the following citation:

**Last home:** late home occurs in British texts a little more than one-third as often as home late but not all in American texts.

For example: his missus would go on a vinegar trip if he was **late home** again.

- As a modifier of the subordinating conjunction since ever usually precedes: ever since. For example: he has a cottage near the church, and since ever anybody can remember he's been saying he has lived in it for eighty-seven years (Algeo; 2006:133).

### C/ Prepositions

The use of prepositions occasionally varies, especially in adverbial expressions. When a preposition is used in one variety of English but not in the other, this is signified by (-). Here are some well-known examples:



## Chapter One: Language Teaching and Language Varieties

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US	GB
It's twenty <b>of</b> twelve , I've got to go	It's twenty to twelve , I've got to go
What time is it? It's half <b>past</b> nine	What time is it? it's half (-) nine
His was different <b>From</b> or <b>than</b> mine	his was different <b>from</b> or <b>to</b> mine

### 1.3.2.4. Semantic Level

The human language consists of sounds that themselves do not have a meaning, but they can be combined with other sounds to create a word that has full meaning. According to, Jackcobson (1994) "*language without meaning is meaningless*". Mervill (2000) commented by saying "*surely all this is not without meaning*". Thus, semantics is the study that deals with meaning of words.

There are objects that have one name in American English, and a completely different one in British.

For example:

<u>American English</u>	<u>British English</u>
Car battery	accumulator
Cell phone	mobile phone
Gas	petrol
Garbage can	dustbin
Eggplant	aubergine
Trainers	seakers
To fire	to sack
Vacation	holiday
Candy	sweets

## Chapter One: Language Teaching and Language Varieties

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There are also cases when the same word is used in both varieties, but can have a completely different meaning. For example:

Football	<u>American English</u>	<u>British English</u>
	A game played with an egg shaped ball that the players can kick or throw.	a game played with a round ball that the players kick.

Adopted from (Treven ;1972:987).

### 1.4. Conclusion

British and American English have variants of English as a whole; the differences do not only affect the pronunciation; but also other levels like grammar, writing, semantics and lexics.

Thus, the first chapter spoke about the notion of language and illustrated language varieties. In addition to this, it discusses the historical development of British and American English and the differences between them at various levels.

## **Chapter Two : The Research Framework and Data Analysis**

2.1. Introduction

2.2. The Status of English in The Algerian Universities

2.3. Sampling and Tools of Research

2.3.1. Students' Profile

2.3.2. Teachers' Profile

2.4. Research Instrument

2.4.1. Students' Interview

2.4.2. Teachers' Questionnaire

2.5. Results and Discussion

2.6. Data Analysis

2.6.1. Students' Interview Analysis

2.6.2. Teachers' Questionnaire Analysis

2.7. Data Interpretation

2.8. Conclusion

### **2.1. Introduction**

The purpose of this chapter is to discuss the different types of data that were gathered from an interview and questionnaire as research tools. Thus, this first part will describe the target situation and the sample population in this case study.

### **2.2. The Status of English in The Algerian Universities**

The Ministry of Higher Education and Scientific Research started to apply the new « LMD » system in 2004 in the Algerian Universities. This new system comprises « License, Master and Doctorate degree » which is divided into three years for the License, two years for the Master and three years for the Doctorate degree.

This research is concerned with the third-year EFL students in English department, at Tlemcen University conducted during the academic year (2014-2015). The whole number of students in this department is 1588. First-year EFL students consists of 384 students split into 08 groups, Second-year English students are dispatched into 06 groups. At the third-year level, there are two specialties “ Literature and Civilization” And “Language studies”. In Language studies, there are 154 students, divided into 03 groups.

There are 70 teachers in charge of teaching English courses, 18 teachers have a doctorate degree, 34 are full-time teachers and 14 teachers are part-time teachers. This research; however, is held with third-year LMD students Language studies as described in the following section.

### **2.3. Sampling and Tools of Research**

Accordingly, sampling is the process of taking a subset of subjects that is representative of the entire population. The sample must have sufficient size to warrant statistical analysis. In this view, Smith (2004:84) posits that:

**A sample is the whole subset of the population, which is actually investigated by researcher and whose characteristics, were generalized to entire population. Sampling should also determine the best representation of the population, so as to allow for an accurate generalization of results.**

In the present work, it should be noted that the sample consists of 27 students and 07 teachers.

### **2.3.1. Students' Profile**

The sample selected is third-year EFL students Language studies who have an experience of more than eight years of studying English (middle school level, high school level, in addition to two years at University). The researcher has chosen a group including 27 students mixed between male and female.

### **2.3.2. Teachers' Profile**

Seven participants were selected from the department of English. Their teaching experience ranges from 04 to 25 years. Four of them have obtained their doctorate and three others have a magister degree in English. Five teachers are specialized in TEFL/Applied Linguistic/ESP; they are in charge of different modules such as; oral production, ICT, study skills, RM, psycholinguistics and cross-cultural studies. Two other teachers are specialized in TED and sociolinguistics, they teach writing, TED, phonetics, phonology, sociolinguistics and oral expression.

## **2.4. Research Instruments**

In the current study, two main sources of data collection are used, that is a questionnaire distributed to teachers and an interview for third-year students. The variety of these two data collection tools helps to better understand the case study, in addition, of involving the main actors: teachers and learners.

### 2.4.1. Students' Interview

It is generally recognized that the interview has a significant importance to obtain valuable data. Hence, an interview made of some structured questions. Moreover, this process helps us explain and interpret learners' answers which provide us with the necessary results.

Individual interviews were conducted with EFL learners. They were randomly chosen from third-year students to avoid biased choice. The interview contains 08 questions, administered to 27 third-year EFL learners. These questions aim at knowing if EFL learners are aware about the differences between British and American English or not.

### 2.4.2. Teachers' Questionnaire

On the other hand, teachers' questionnaire contains two Rubrics, the first one is about teachers' teaching experience, speciality and the modules they are in charge of. The second; however, inquired the following objectives:

- To know how British and American English came to be different.
- To know if the teachers are familiar with the differences between British and American English or not.
- To state the differences between British and American English.
- To state which variety their learners find easier to understand in language learning.
- To state which variety they used to teach their students.
- To know if American English is useful for ELT purposes.

### 2.5. Result and discussion

In this second part of this chapter, it is intended to concentrate on the analysis of the data collected from the research instrument, that the

researcher made use of. This will also lead to interpret, and discuss the results obtained.

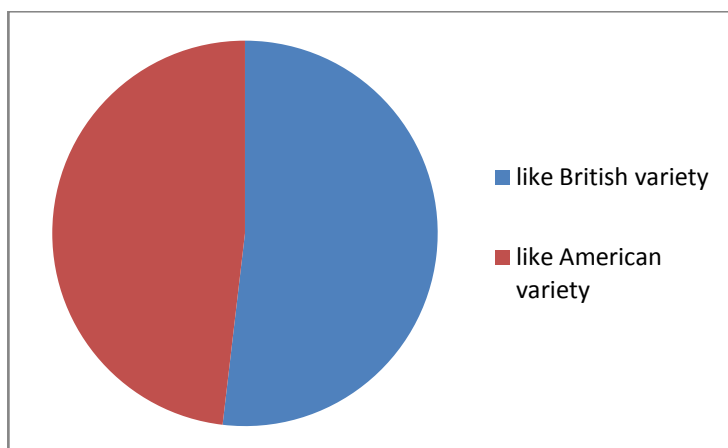
### **2.6. Data Analysis**

The informants provided different answers concerning the use of language. consequently, this part will analyze the questionnaire administered to teachers and the interview processed with students.

#### **2.6.1. Students' Interview Analysis**

It is a semi-structured interview based on self evaluation. i.e., some questions required just some answers in few words and others needed more details and clarification. That is why, learners were given opportunity to speak freely. This was supposed mainly to help shy students with difficulties of expression to feel more relief and confidente.

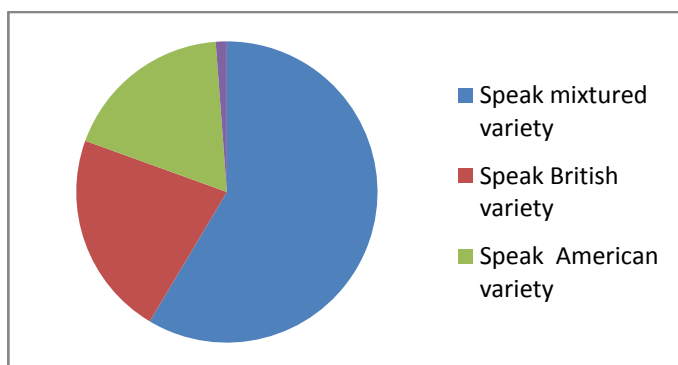
Yet, each question of the interview has a specific purpose. The first question for example, asks students about their preferred variety. This question is planned to make them answer the other questions overtly. In this respect, the results show that 51.85% of students prefer the British variety because they find it more formal and “prestigious”, more standard, original, comprehensive and has good intonation. Also, they can understand it better than the American English. However, 48.14% like the American variety. They claim the American variety is easier to understand and it is more practical than the British English. In addition to that, they feel more familiar with the American English. Also, they add that the American variety is the language that is used in movies and daily invention . This can be shown in the following pie-chart:



**Pie-Chart 2.1:** Students' Tendency towards British and American English.

The following question gives us a general idea about the differences between British and American English. It aims to know if EFL students are aware of and able to differentiate between the two varieties. Thus, the majority of students mentioned that they can notice the difference from the pronunciation such as; rhotic and non-rhotic accent, also the flap 't' and vowels. Some others added the glottal stop and in writing, they said that American English is fast whereas British English is more slow.

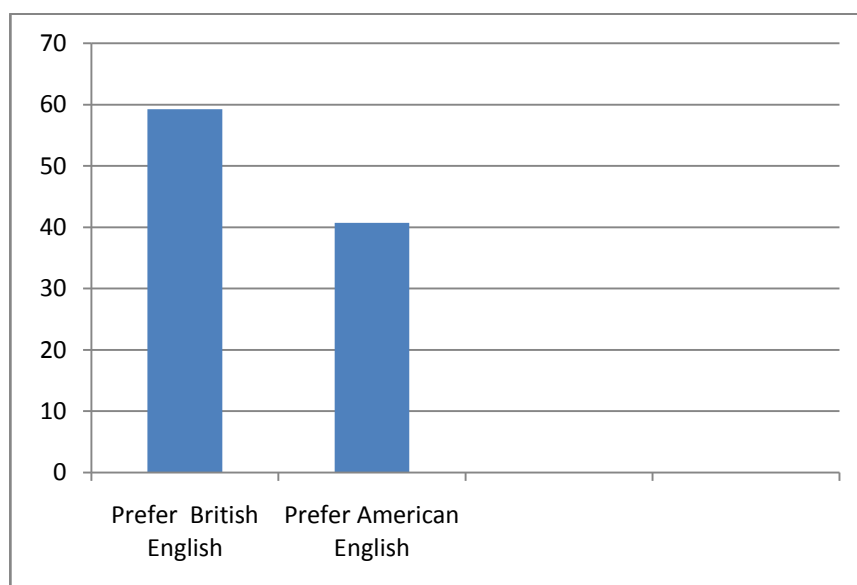
The third question was planned to know which variety is used among third-year students. In this question 59.25% of students speak a mixture variety. Only 06 of them speak British variety with a percentage of 22.22% and 18.51% speak American English. This is clearly shown below:



**Pie-Chart 2.2:** The Variety Spoken by The Students

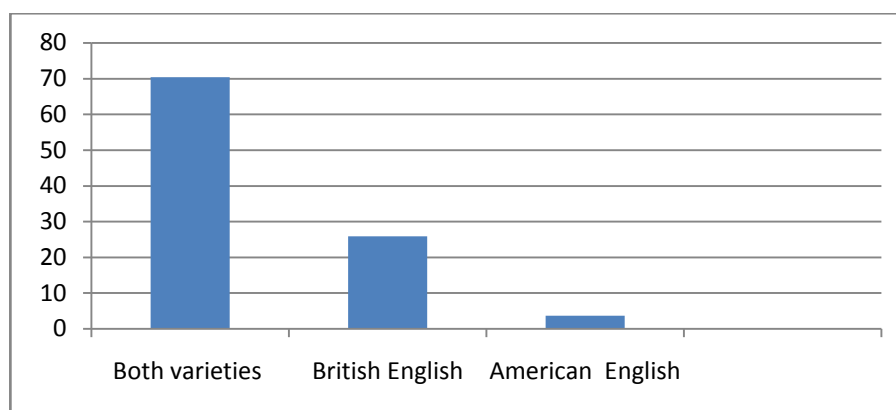


Question number four asked the students if they prefer to be taught in British or in American English. Hence, 59.25% prefer to be taught in British English. They said that British English is an academic, formal language they can understand it better than American English. However, 40.74% prefer to be taught in American English to well master their accent. Also, they find American English easier to understand. It is explained in the following bar-graph as follows:



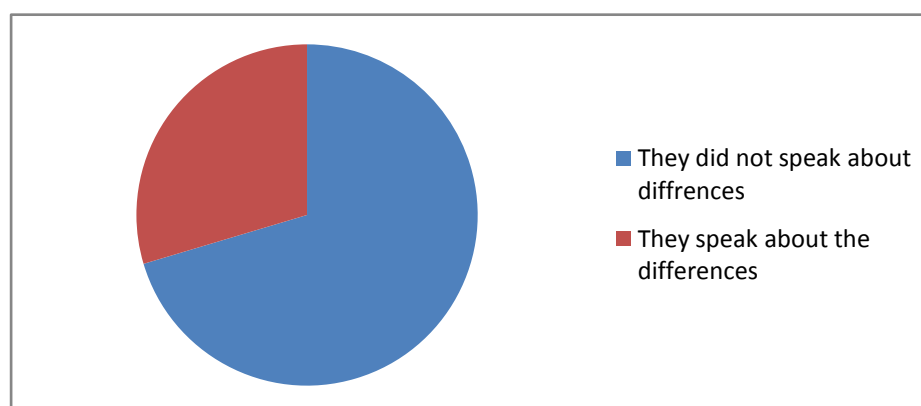
**Bar-Graph2.1:** The Variety Preferred by Students in EFL Teaching

Question number five inquired about the variety used by teachers at class. So, 70.37% of students said that the majority of teachers use both varieties. Whereas 25.92% of students said that their teachers use British English. Only one student said that his teachers use American English with the percentage of 3.75%. This is clearly shown in the following bar-graph:



**Bar-Graph 2.2:** The Variety Used by Teachers at Class

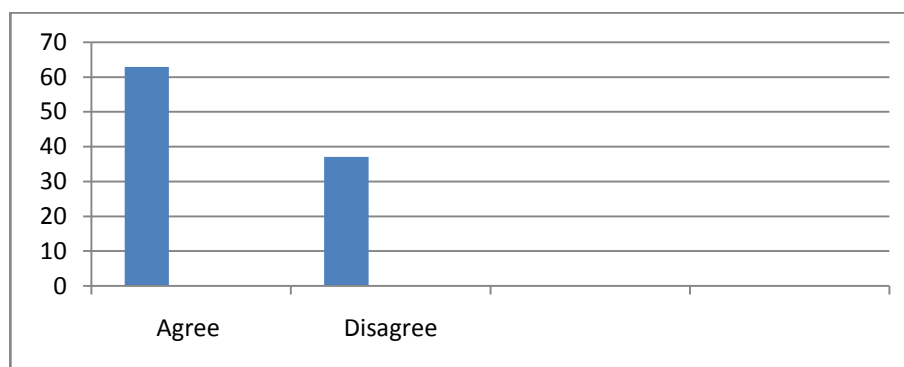
Question number six asked the students if they speak about the differences between British and American English in class. In this respect, the majority of students said that they do not speak about these differences so frequently. However, some of the students answered positively. This can be presented in the following pie-chart:



**Pie-chart 2.3:** The Use of British and American Varieties in The EFL Classroom.

In the seventh question, it has been noticed that some active students know that the differences between British and American English affect all the levels such as pronunciation, vocabulary, grammar and semantics because these student have a good background knowledge about the world Englishes and they did research about this topic too. Whereas some others know only about few levels: they mentioned just the pronunciation and vocabulary level.

The last question aims at knowing if American English can be useful to students in language learning. In this regard, the majority of students agree and find this idea helpful. Few students disagree. They said that they hate the American civilization and they do not think that is useful for their learning. This might be presented as follows:



**Bar-Graph 2.3:** Students' Attitudes towards The Usefulness of American English in EFL Learning.

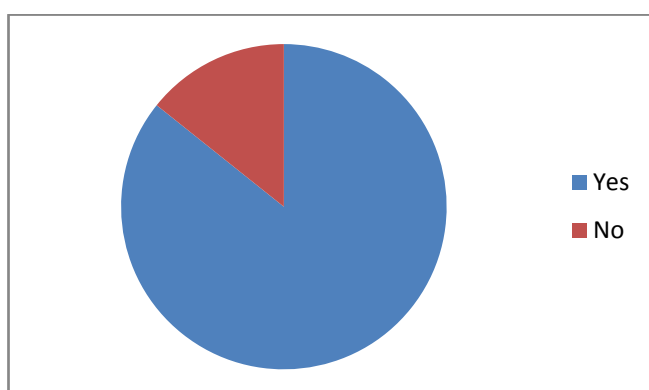
### 2.6.2. Teachers' Questionnaire Analysis

The researcher constructed a questionnaire to be administered to seven 07 teachers. Each question of this questionnaire had a specific purpose. The first one was set to know how British and American English came to be different. Thus, different points of view were suggested. Three teachers said that the difference came in terms of different levels such as: pronunciation, vocabulary, and grammar. Furthermore, the culture since it has a great impact in the language too. Two teachers said the source language is eventually the British one; where the American variety started to be different due to historical, social, geographical and identity factors which have influenced use and usage of the English language as a whole. Moreover, two other teachers said that through the independence of United States from UK, the Americans tried to Americanize everything in a different way for UK.

The second question asked them if they are familiar with the differences between British and American English or not. So, the majority of teachers said “yes” and they gave various explanations, for example:

- The most striking differences occur at the level of pronunciation, vocabulary, grammar, semantics and spelling.
- I am an ESP teacher, most of the articles are published in American English. My accent is more American than British, I am in charge of oral production modules and from time to time I use American videos, recordings...ect
- I do use American English rather than British.

Only one of the teachers said “no”, This is clearly shown in the following pie-chart:

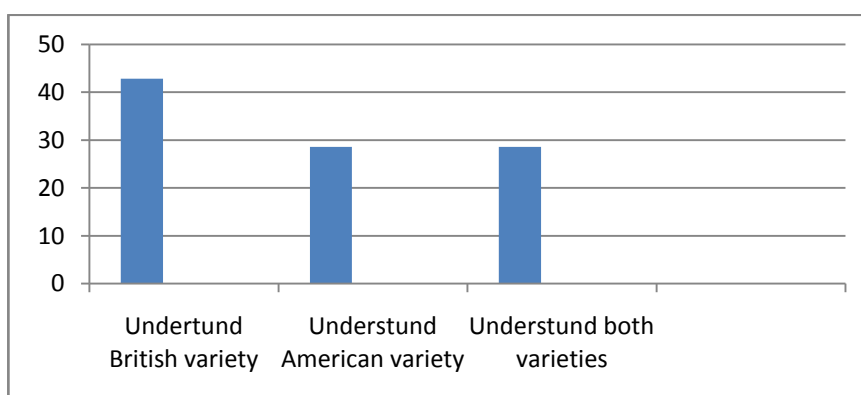


**Pie-Chart 2.4:** Teachers’ Awareness of the Differences between British and American English.

The following question was planned to know how the teachers can differentiate between the two varieties. The majority said that they can differentiate between them in terms of accent, spelling, vocabulary, idiomatic expression and so on. The others claimed that these varieties are obviously in mutual intelligibility, unless some slight differences which normally do not constitute a hardship for learners and users of the language. Moreover, they can differentiate between the two from their experience.

In the fourth question, it was aimed to know from the teachers the easiest variety in relation to their students understanding in language learning. Some teachers said that their students understand British variety because it is the standard language and easier to understand, this is the variety to which they have mainly been exposed from their first years in their former education (secondary, middle school).

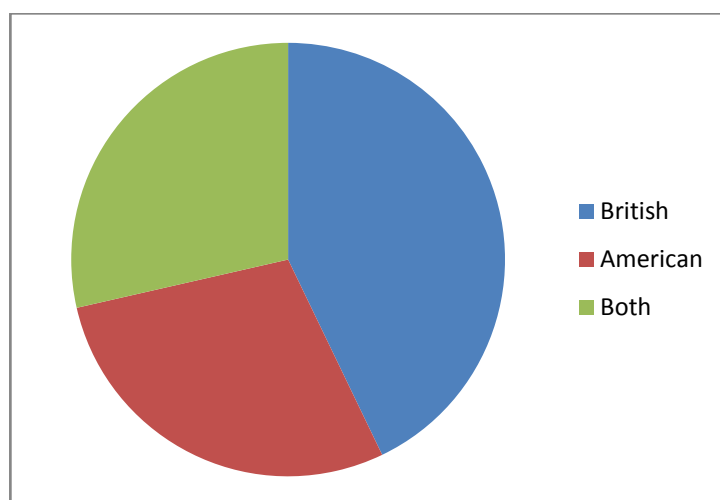
Some others considered that their students understand American variety more than British one because the world around them speaks American English. In contrast, of the teachers said that their students used both of them depending on the level of the students. Some attitudes of them watch a lot of TV shows, music in American English. While others prefer the British accent and culture. As be shown in the following Bar-Graph:



**Bar-Graph 2.4:** Students' Understandability of British and American Varieties according to EFL teachers.

Question number five aimed to know the variety used to teach their students. Three teachers use the British variety because it is an official decision by the government with the percentage of 42.85% . And 28.57% of them use American variety. They said that they are familiar with and it sounds interesting and funny. Thus, 28.57% used both varieties. they said that

preferably in university level, any teacher should initiate his learners in knowing both varieties, because of their co-existence in daily practices. Also, to make them aware of the importance of grasping all “the Englishes” in order to be able to use them in every situation. Like the internet conferences, job interview in their everyday life. The following Pie-Chart shows this difference:



**Pie-Chart2.5:** The Variety Used in Language Teaching

The last question asked the teachers if American English is useful for ELT purposes. In this respect, all the teachers agree and accept this idea. They advocated:

- Since the world is changing and it is becoming wider, so students should be open-minded and agree to use all sorts of social network.
- The language of USA, is the language of culture and technology.
- American scholars have contributed a lot in the literature of ELT.

### 2.7. Data Interpretation

The results of students' interview demonstrate that the majority of students prefer British English while it seems that most of them speak a mixture of English varieties; meanwhile, their teachers use a mixture of the

two in teaching. With regard to the teachers' way in using both varieties in instruction, most students, however, have a tendency towards being taught through British English. Thus, the differences between British and American English was remarkable at many levels, such as ; pronunciation, vocabulary, grammar, and semantics. This is what was eventually suggested in the first hypothesis.

The results also show that American English is believed to be useful to students to learn the English language. The majority of them accept this idea that the American English is likely to be useful and beneficial in their learning process. This result may confirm the third hypothesis that is raising awareness of the usefulness of American English as one of the main varieties in the world. Hence, one may conclude from teachers' questionnaire that the majority of the teachers are familiar with the differences between British and American English and they can differentiate between them through several aspects. These results may also answer the first hypothesis. Although the American English has a great influence in media, international trade and tourism as it was claimed in the second hypothesis, the majority of the teachers stated that their students used British English in language learning.

As a result, the questionnaire revealed that all teachers agree and accept to use American English in ELT. This answer was suggested in the third hypothesis of the research problematics.

### **2.8. Conclusion**

To sum up, one may say that this second chapter, included the presentation of pedagogical and human sources for data collection. The presentation, explained the context and selected group that the researcher dealt with in order to provide us with much information and details possible. Also, it analyzed the result gathered and interpret the findings to hopefully answer the research questions selected at onset of this study.



# **Chapter three : Change and Innovation**

## 3.1. Introduction

## 3.2. Suggested Methods of Teaching/ Learning British and American English

### 3.2.1. Methods of Teaching/Learning American English

### 3.2.2. Methods of Teaching/Learning British English

## 3.3. Teaching/Learning British and American English via the Intercultural Approach

## 3.4. Sample Classroom Activities

### 3.4.1. Activities to Teach American English Phonology

### 3.4.2. Activities to Teach American English Morphology

### 3.4.3. Activities to Teach British Phonology

### 3.4.4. Activities to Teach British English Morphology

### 3.4.5. Activities of British and American Culture

### 3.4.6. Morph-syntactic Activities

### 3.4.7. Activities to Teach British and American vocabulary

## 3.5. Conclusion

### **3.1. Introduction**

This chapter is devoted to expose and discuss the usefulness of the differences between British and American English in EFL classroom. The researcher suggest activities in addition to some recommendations which we consider as quite pertinent and relevant to our problematic.

### **3.2. Suggested Methods of Teaching/ Learning British and American**

#### **English**

Based on Richard el al.(1992, p.228)assumption, where he considered that a method, in language teaching, is a “ a way of teaching a language which is based on systematic principles and procedures”. While Prablu (1990, p.162) observes that a method is “ a set of activities to be carried out in the classroom and to the theory, belief, or plausible concept that informs those activities”.

#### **3.2.1. Methods of Teaching/Learning American English**

- Watching TV shows, movies and magazines:

The beauty of the American variety of English normally lies in accent, which differs greatly from the Queen’s English, the vocabulary and the different idiomatic expressions and figurative use of language. These are all things that can be learned when you watch a lot of American television shows. The accent my seem a little strange at first; however, when you do it repeatedly and continuously, you will start understanding the language.

- Self Instruction:

This is another viable way of learning English. This method involves buying books about English grammar and usage and getting tapes that teach the pronunciation of the words. This method is great because you get to decide the time when you are free to learn.

- Taking online classes:

-Of all the methods of learning American English, getting English tutors online is one of the best ways. This is because it acts as a bridge between immersion, classes and watching literatures and movies that are in American English Online tutoring has the following main advantages:

-It is very cheap when you compare it to options like foreign immersion and physical classes.

-Unlike immersion and classes, you get to choose the time that you will have the classes.

-You get to have tutor that teaches you how to pronounce words and helps you articulate words in the right way.

Adapted from [www.support.acadsoc.com](http://www.support.acadsoc.com)

### **3.2.2. Methods of Teaching/Learning British English**

- Lecture:

These large classes usually last for one hour. A Lecturer or tutor will guide you through the subject and introduce you to new concepts and theories

- Seminars and Tutorials:

In these small classes, tutors will encourage you to debate and discuss a specific topic or piece of work. You will often be asked to prepare presentations and ideas for the session.

- Practical Work:

Many courses in law, the arts and sciences will include practical workshops where you can develop your practical skills.

Work place training; some courses will give you a practical experience within a working environment under the supervision of experienced

staff. “Sandwich” courses include a full year’s work placement in full-time employment as part of the course.

Adopted from [www.study london.ac.uk](http://www.study london.ac.uk)

### **3.3. Teaching/Learning British and American English via the**

#### **Intercultural Approach**

The United state is a multicultural and multilingual nation. Americans have many different traditions and values, The US culture has been influenced heavily by European immigrants and descendants of slaves from the African continent. Moreover, there are four countries make up the United kingdom such as; England, Scotland, Wales and Northern Ireland. The English language is not governed by a formal code. People from around the world go to England to learn English, live and work.

#### **❖ American (US) Culture**

-Americans use a lot of slang and idiomatic expressions. Sometimes it is difficult for non-native speakers to learn the expressions, but after hearing them frequently they will learn what they mean.

- Most Americans dress casually outside of work. Jeans and sweatshirts are very popular. Business casual attire is acceptable in most offices.

- Most Americans are friendly and informal. It is common for people address others who they know well by a first name only.

#### **❖ United Kingdom (UK) culture**

- British people are reserved, but friendly and helpful to foreigners. It is okay address people there by their first name after you get to know them and they invite you to do so.

- Many English people enjoy entertaining in their homes. They expect guests to arrive 10-20 minutes after the start time. Generally dinner conversation is not about work.

- The resident of larger cities like London dress more formally than the resident of the countryside. Men and women love to wear, jeans, wools and tweeds to casual gatherings.

Adapted from <https://www.eslpartyland.com>

### 3.4. Sample Classroom Activities

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

#### 3.4.1. Activities to Teach American English Phonology

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

eg.,: keel – city

same; /i/ high, front, tense

Mess – mass

different; / / mid, front -/æ /low, front.

(a) Primary – nutrition

different; / / mid, front, lax-/u/ high, back, round, tense.

Heal – electricity

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

(b) Beau – aperture

different; /o/ mid, back, round, tense / æ /low, front, lax.

(c) Exposure – coaster

same; /o/ mid, back, round, tense.

(d) Explicable – explicate

same; / ɪ / high, front, lax.

(e) Wave – irrigate

same; /e/ mid, front, tense.

1.Circle the words that:

a/ start with a fricative

Foreign, theater, tidings, hospital, cassette, shroud.

b/ have an approximant

winter, university, captive, ripe, little, mute

c/ contain a back vowel

putter, boost, roast, fraud, matter, hospital.

d/ end in an alveolar

went, atom, rigor, column, multiple.

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

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

Adopted from (Yavas; 2011).

### 3.4.2. Activities to Teach American English Morphology

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

A starter set of morphemes might includes:

- En-                                -ous
- Courage                           -ing
- -ment                                dear
- Trust                                 fold
- -y                                      humbb

2. Classroom based activity (activity time approximately 20 minutes)

The classroom setting in the class would represent an opportunity to work in groups with immediate human feedback. Taking the same example of “unladylike” the activity would play as follows.

- Each student in the class would represent a root of the word, prefix or suffix
- Each student would have a listening of prefixes and suffixes to use as a reference.
- The sentence is written on the board by a teacher or student
- e.g.: the young girl’s behavior was unladylike

A student would write the word on the board in morphological units.

- For eg: un lady like
- Each student representing the word and give the meaning of each segment.
- Student in the classroom would respond if the analysis and definition were correct.
- Points given.

## 3. Skill Practice- prefix Review

Dis -	Do the negative or opposite, exclude, absent of, not	Dislike/disown
No n-	Not	Nonreturnable/nonfiction
Re-	To do gain	Replay/rewind
Un-	Not, giving negative opposite meaning	Unseen/ unfelt

Instructions: make as many real words as possible by adding the prefixes dis-, non-, re-, or un- to the beginning of the words.

Base word	Dis-	Non-	Re-	Un-
Read				
Use				
Agree				
Safe				
Like				
Plug				
Stop				

Adopted from (Yavas; 2011).

## 3.4.3. Activities to Teach British Phonology

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

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



2. Put the following words into the corresponding columns:

a. I i: ill-eel- kneel- nil- will- wheel-

Field- bean- bin- sick\_ ski.

Sit

seat

b. : D U: board-two- bored- call- do-

Pot- through.

Call

c. : caught- owe- coal- own

Sore- brow- door- now.

Sore

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

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

- i. Dear
- j. Near

Adopted from( Yavas; 2011).

#### 3.4.4. Activities to Teach British English Morphology

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

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

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

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

3. Identify the free morphemes in the following words:

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

Adopted from (Yavas; 2011).

### 3.4.5. Activities of British and American Culture

**1.Quizzes:** we have found that quizzes are one of the more successful activity types. Quizzes can be used to test materials that you have previously taught, but they are also useful in learning new information. For example, look at the simple true/false quiz about Ireland below. With a partner, answer true or false to the following questions:

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

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

#### Vowels

---

- A friend in **need** is a friend **indeed**.
- Every **bullet** has its **billet**.
- A good wife and **health** is a man's best **wealth**. / East and west, home is **best**.
- A drowning man will **catch** at a straw.
- He **laughs** best who **laughs last**.
- He who has an **art** has everywhere a **part**.
- A little **pot** is soon **hot**. / A **spot** is most seen on the finest **cloth**.
- New **lords**, new **laws**. / **Walls** have ears.

- One man beats the **bush**, another man catches the bird.
- Well begun is half done.
- Finders keepers, losers weepers.
- Kind words are the music of the world. / The **early** bird catches the **worm**.
- Haste makes waste.
- Little strokes fell great **oaks**. / As you **sow** you shall **mow**.
- Good advice is beyond price. / **Might** makes **right**.
- An **ounce** of discretion is worth a **pound** of learning.
- No **joy** without **annoy**.
- Constant dripping **wears** away a stone.

### Consonants

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

- Every **J**ack has his **J**ill.
- **T**ry before you **t**rust.
- Better be **d**runk than **d**rowned.
- A **m**iss is as good as a **m**ile. / **M**any a little **m**akes a **m**ickle.
- A stitch **i**n time saves **n**ine.
- **S**eeing is believ**i**ng. / Every**t**hing must have a beginning**g**.
- **L**ook before you **l**eap. / A cracked bell can never sound well**l**.
- **W**illful waste makes woeful want. / **W**here there is a **w**ill, there is a **w**ay.

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

Adapted from The Internet TESL Journal, Vol. V, No. 3, March 1999

<http://iteslj.org/>

### **1.Exposure to Englishes**

**Level:** high-intermediate to advanced

**Objective:** to increase students' awareness and comprehensive of different varieties of English.

**Materials:** computers with internet access and software that can play media programs such as windows media player.

**Warm-up:** elicit discussion about different types of English. Ask students if they have ever noticed or been exposed to different varieties of English. Could they hear a difference? Could they understand the different varieties? What do they think about different varieties? How did the varieties make them feel?

**Main activity:** put students in pairs or small groups. Assign two countries to each group. Then have students watch news reports from their assigned

countries via the internet. The students can listen to each report several times, noting down vocabulary and pronunciation differences between the reports. Students can listen to two reports on the same topic, such as a report on speech by the US president from the BBC in England and a similar report from a news broadcasting system in Australia; or students can listen to news reports on two completely different topics. The main point is to note in general terms the differences in vocabulary and pronunciation in the two reports. Students will then present a brief synopsis of the news reports to the class. They should present the content of the report as well as the differences that they found in the varieties of English.

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

Adopted from (Thomas S.C. Farrel *et al*,2009).

### 3.4.6. Morph-syntactic Activities

➤ Five multiple choice questions

1) Two independent clauses are joined by a conjunctions(John like her but she didn't like him)

- Complex sentence
- Compound sentence
- Copula verbs

2) Internal activity or gradual change in people or things (thinking, growing, learning, hating)

- Copula verbs
- Process verbs
- Action verbs
- State verbs

- 3) A group of words that are structurally related (e.g., big boy- good dog)
  - Verb phrase
  - Noun phrase
  - Phrase
  - Clause
- 4) For-and-nor-but-or-yet-so
  - Action verbs
  - Coordinating conjunctions FUNBOYS
  - Process verbs
  - Compound sentence
- 5) Express a static or unchanging condition (that tree is old. The building stands next to the tree)
  - Action verbs
  - Process verbs
  - State verbs
  - Copula verbs

Adapted from <https://quizlet.com>

### 3.4.7. Activities to Teach British and American vocabulary

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

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

Adopted from [www.englisch-hilfen.de](http://www.englisch-hilfen.de)

#### II. **Aim:** to compare British English and American English vocabulary.

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

**Organization:** pair work or group work.

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

**What do I do:**

- 1- put students into pairs or groups.
- 2- give a copy of the cut up activity to each pair or group.
- 3- students match the British English words with their American English equivalents.
- 4- students turn all the words face down and play a memory game: student A turns over two words. If they match, student A keeps the words and tries again. If they don't match, play passes to students B when all the words have been taken, the student with the most words win.

Apartment/ flat  
 Garbage/ rubbish  
 Candy/sweet  
 Cookie/biscuit  
 Elevator/lift  
 Yard/garden  
 Pants/trousers  
 Gas/petrol  
 Truck/Truck

Adopted from [www.google.com](http://www.google.com)

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

- |             |               |
|-------------|---------------|
| 1- Pavement | vacation      |
| 2- Holiday  | movie theater |
| 3- Bill     | elevator      |
| 4- Cinema   | yard          |
| 5- Lift     | zip code      |
| 6- Garden   | faucet        |



7- Postcode	store
8- Tap	tux
9- Shop	check
10-Dinner jacket	sidewalk

**Answers:**

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

Adapted from [www.fiesta-esl.com](http://www.fiesta-esl.com)

### 3.5. Conclusion

This final chapter discussed the different methods that can help EFL students in their learning process in addition to suggested activities in phonological, morphological and intercultural context.

## **General Conclusion**

# **Bibliography**



## **General Conclusion**

This study attempted to shed light on the differences between British and American English that are known in many levels such as; in phonology, vocabulary, grammar and semantics.

This work consisted of three Chapters: the first one, presented general overview about both varieties with its main concepts and different notions which are related to language varieties. The second one, described data collection, analysis and discussion of the main results. And the third one, exposed different methods for teaching/learning British and American English in addition to suggested activities in phonological, morphological and intercultural context.

According to the research questions, results reveal that EFL students used British English in language learning while their teachers used a mix of the two varieties in teaching. Moreover, the majority of students accepted the idea that the American English is likely to be beneficial in their learning process and all teachers agreed to use it in ELT.

Eventually, beyond the limitations of this research work, other areas of research within the same topic still need further research and investigation. Therefore, At which other sociolinguistic aspects English Language difference may contribute to its teaching? This question may open the door for extra research.

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**Appendix 'A'**

**Teachers' Questionnaire**

Dear teacher,

This questionnaire attempts to collect data about the differences between British and American English. You are, therefore, kindly requested to answer the following questions:

**Rubric 1 :**

Teaching experience :

Specialty :

Modules in charge of :

**Rubric 2 :**

1. According to your own experience, how British and American English came to be different ?

.....  
.....  
.....  
.....  
.....  
.....

2. Are you familiar with the differences between British and American English ?

Yes

No

If yes, how ?

.....  
.....  
.....  
.....

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

.....  
.....  
.....  
.....

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

British English

American English

Why?.....  
.....  
.....

5. Which variety do you use to teach your students?

British English  American English  A mix of the two

Why?.....  
.....  
.....  
.....

6. Do you think that American English is useful for ELT purposes?

.....  
.....  
.....  
.....

Thank you for your assistance

## **Appendix 'B'**

### **Students' Interview**

Dear student,

This interview attempts to collect data about your learning of English as a foreign language at ABOU-BAKR-BELKAID University. It aims at knowing the differences between British and American English. I would be grateful to you if you answer the following questions:

- Which variety do you prefer, British or American English?why?
- How can you differentiate between British and American English?
- Which variety do you speak?  
British English / American English / A mix of the two
- Do you prefer to be taught in British English or in American English?why?
- Do your teachers use British or American English at class?
- Do you talk about the differences between British and American English in class?  
Yes / No
- At which level do you most notice the differences between British and American English?
- Do you think that American English can be useful to you to learn the English language?

Thank you