



مجلة علمية فصلية محكمة

العدد العاشر - يناير - 2022 - السنة الثانية

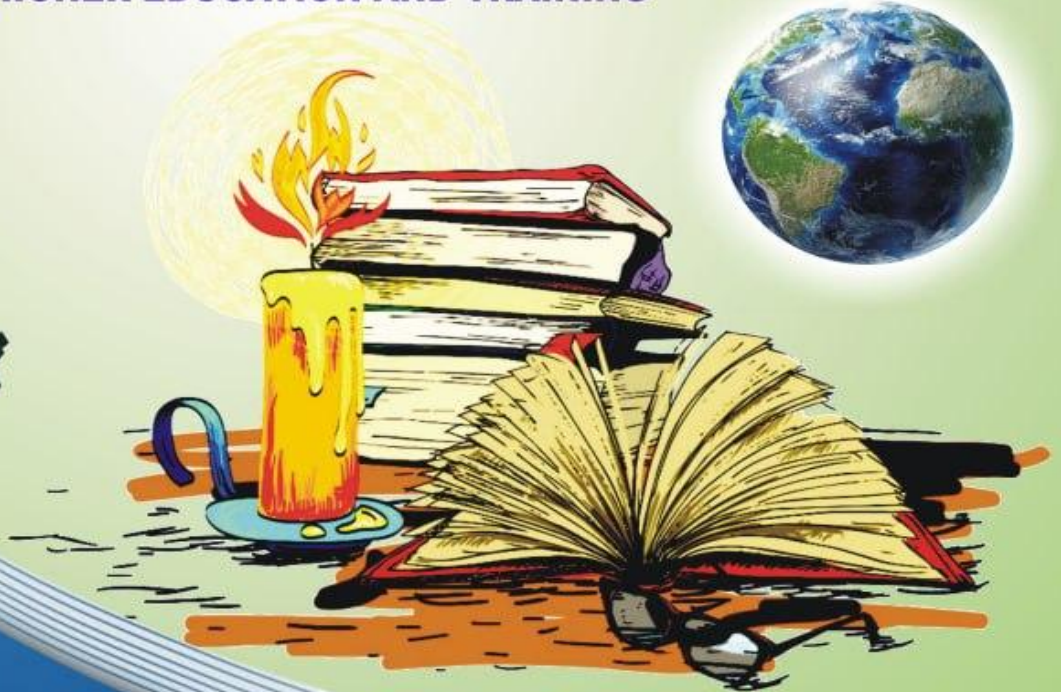
# المجلة الأمريكية الدولية للعلوم الإنسانية والاجتماعية

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للتعليم العالي والتدريب

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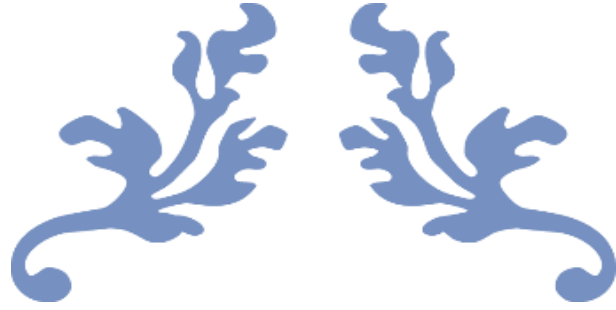
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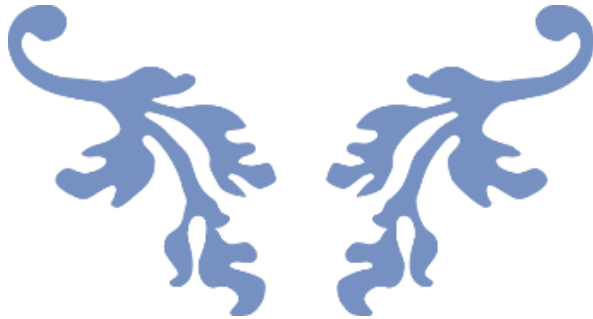
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## مقال العرو



بسم الله الرحمن الرحيم ، الحمد لله على فضله ونعمته ، والصلاة والسلام على رسوله الكريم وآله ، أما بعد

في العدد العاشر من المجلة الأمريكية الدولية للعلوم الإنسانية والاجتماعية ضمّ عددا من البحوث القيمة ذات المعيار العلمي العالي بما تحمله من قدرات معرفية وعلمية أسفرت عن أقلام باحثين لهم منزلتهم العلمية والعملية في حقول تخصصهم ؛ لذا سعت المجلة على أن تضمّ في عدد هذا العدد النوعي من البحوث ، وليس الكمي ، فالغاية هو طرح الأفكار العلمية المتميزة للعالم القارئ.

لذا دأبت هيئة التحرير على تطبيق معايير التقييم العلمية شأنها بذلك شأن المجالات الرصينة المثيلة في حقل التخصص والنشر العالمي ، فعرضت البحوث على محكمين لهم مكانتهم العلمية في فضاءهم العلمي ، ويعودون لجنسيات مختلفة ، ومن جامعات متباينة ، منها الجامعات الحكومية التي ترجع بمرجعيتها إلى بلدان العالم المختلفة ، فضلا عن الاستعانة بخبراء من جامعات خاصة اثبتوا بشكل علمي أنهم أهل للتحكيم واطلاق الحكم على علمية البحث المقدم للمجلة ، وصلاحيته للنشر.

حرصت هيئة التحرير على عرض البحث المقدم من لدن كاتب البحث على محكمين اثنين ، وتقديمه لهما ، بتوقيتات زمنية محددة ، فإن اتفق المحكمان على صلاحية البحث ، تم تحويله إلى مرحلة التنضيد والنشر ، بعد التأكد من دقة تطبيق تعليمات النشر الخاصة بالمجلة . وإن اختلف المحكمان في التقييم المطلق على البحث المقدم ، حول البحث لمحكم ثالث ، فإن قبله ، تم تحويله للمرحلة الثانية التنضيد والنشر ، وإن رفضه ، عندئذ يرفع البحث من قائمة البحوث المعدة للنشر.

لم يختلف منهج هيئة التحرير في آلية قبول البحوث ، وعدّها للنشر عن غيرها من المجالات العلمية ؛ لأن الرصانة العلمية هو هدفها الذي تسعى للوصول إليه ، واعتمدت نظاما دقيقا في استقبال البحوث ، وتقديمها للمقومين ، وأشعار الباحثين بقبول النشر ، وفقا لأمر إداري يصدر عن المجلة ، يعد مستندا في صحة نشر البحث في المجلة ، مع تثبيت العدد الذي نشر فيه مذيلا بإمضاء رئيس التحرير.

احتوى هذا العدد في طياته مجموعة من البحوث تحمل موضوعات متنوعة ، ذات الطابع الإنساني والاجتماعي ، ضمن تخصص المجلة ، وكل الأفكار التي طرحت تحمل الروى العلمية وأبعادها ، والنظرية التي يؤمن بها أصحاب تلك الأفكار ، لذلك كانت المجلة دقيقة ؛ لأجل عرض تلك الأفكار من دون التدخل فيها ، مع متابعة كونها لا تؤدي إلى خلق الفوضى العلمية ، أو تحريض للعنف ، أو للتطرف العلمي والمجتمعي.

وأخيرا .. نتقدم بكل العرفان والمزدان بأريج الورد لكل الجهود العلمية والفنية والإدارية التي ساعدت ، وتضافرت لأجل أن يصدر هذا العدد ... الاحترام الممتد بالشكر .

هيئة تحرير المجلة

5/1/2022 المغرب

الملاحظة القانونية

البحوث المنشورة في المجلة لا تعبر عن وجهة نظر المجلة ، بل عن رأي كاتبها.

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## The Effect of the Differences between American and British English in Pronunciation and Spelling on EFL Students:

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### Abstract

English language has many varieties as it is spread around the world, the main varieties of English language are British and American English and there are clear differences between them. The study aimed to categorize the differences between American and British English in Pronunciation and Spelling, and show the differences in spelling and phonetic system and how these differences affect on Secondary School students. The study adopted the descriptive analytical method. A questionnaire is used for collecting data analyzed by the statistical package for social sails (SPSS) program. The study found that: there is a lack of awareness among secondary school students about the differences between American and British English in Pronunciation and Spelling as a result of: the Sudanese Syllabus do not give students sufficient background to study English language variation, the necessity of using new teaching methods to expose students to wide range of varieties; so students need to be aware of the differences between American and British English in Pronunciation and Spelling. The study recommended that: teaching the main English Language varieties should be taught in early level (basic level), teachers should use authentic recorded conversations, and authentic written scripts should be used in introducing spelling and pronunciation differences.

**Key Words:** Varieties, British English, Spelling, Pronunciation.

أثر الاختلافات بين اللغة الانجليزية الأمريكية و البريطانية في النطق و الهجاء علي طلاب اللغة الإنجليزية كلغة أجنبية:

أ.م.د. الجيلي محبوب احمد فضل الملا

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### الملخص

لغة الانجليزية عدة أنواع حيث تنتشر في جميع أنحاء العالم و الأنواع الرئيسية هي الانجليزية الأمريكية والانجليزية البريطانية, وهناك اختلافات واضحة بينهما. هدفت الدراسة تصنيف الاختلافات بين اللغة الانجليزية الأمريكية والانجليزية البريطانية في النطق و الهجاء, إظهار الاختلاف في النظام الإملائي والصوتي بينهما وكيف تؤثر هذه الاختلافات علي طلاب المرحلة الثانوية. اتبعت الدراسة المنهج التحليلي الوصفي. تم جمع البيانات عن طريق الاستبانة, تم تحليل البيانات بواسطة برنامج الحزم الإحصائية للعلوم الاجتماعية (SPSS) توصلت الدراسة الى عدة نتائج أهمها: ان هنالك نقص في المعرفة بالاختلافات بين اللغة الإنجليزية الأمريكية والبريطانية في النطق و الهجاء نتيجةً لأن مناهج اللغة الانجليزية كلغة أجنبية لا تعطي للطلاب خلفية كافية لدراسة الاختلافات اللغوية في النطق و الهجاء, ضرورة استخدام الوسائل التعليمية الحديثة التي تعرض للطلاب مجموعة واسعة من الاختلافات في اللغة الانجليزية. أوصت الدراسة بالآتي: ينبغي تدريس التباينات في اللغة الإنجليزية للطلاب في مراحل مبكرة (مرحلة الأساس), كما ينبغي علي المدرسين استخدام المحادثات المسجلة الأصلية والنصوص المكتوبة التي تساعد في عرض الاختلافات الإملائية والنطقية.

الكلمات المفتاحية: الاختلافات, الإنجليزية البريطانية, النطق , الهجاء.

## 1.0 Introduction

English language is very common today as it is spoken on all five continents as a result of colonial expansion in the last four centuries or so. The two main groups of English are British and American. For each there are standard forms of English which are used as yardsticks for comparing other varieties of the respective areas, American English share many feature in common with the British English, in spite of the similarities there are set of differences and every variety has it is own set of rules specially in spelling and phonetic system .So this paper investigates the differences between American and British English in spelling and pronunciation.

### 1.1 Statement of the Problem

English language has many varieties as it is spread around the world, the main varieties of English language are British and American English, despite the two varieties share many features, but there are differences between them, these differences extends to include many linguistic features, so many of EFL students do not concentrate and differentiate in their usage to these varieties specially in spelling and pronunciation, so this paper tries to shed light on this problem for proper usage.

### 1.2 Objectives of the Study

The study has many objectives to be achieved:

1. Categorize the differences between American and British English.
2. Show the differences in spelling and phonetic system between American and British English.

### 1.3 Methodology

The study adopted the descriptive analytical method. The sample of the study was thirty (30) EFL teachers to whom the questionnaire has been distributed, The data were analyzed by the (SPSS) program, and the results were showed.

### 1.4The Importance of the Study

This current study focuses on the differences between the two main varieties of English Language; American and British English. It displays the differences in Pronunciation and Spelling as they are the start point to learn how to speak and write any language, and the basic components of oral written communication.

## LITERATURE REVIEW

### 2.0 Introduction

There are many varieties of English Language other than American and British ones. The focus of this paper is on how contemporary British English differs from American. These are two varieties of a language; it is convenient to take one as the basis for comparison and to describe the other by contrast with it.

This study takes American as its base and describes British in relation to that basis. The reason for the approach is that American has more native speakers than British and rapidly becoming the dominant form of English in non-native countries other perhaps than those of Western Europe. “*Much European established academic basis favors British as a model; but evolving popular culture is biased toward American. This widespread dissemination of the American variety makes it a reasonable basis for describing British*” John Algeo, (2006 : vi).

### 2.1 Differences between British and American English:

The most obvious difference between British and American is in the “tune” of the language, that is, the intonation that accompanies sentences. When British or American talks, they identify themselves primarily by the tunes of their respective varieties. In singing, the prose tune is overridden by the musical tune, making it much harder to distinguish British and American singers. Other pronunciation differences exist in stress patterns and in consonant and vowel articulation and distribution. Those differences have been described in fine detail. Vocabulary differences have been very widely noted between the two varieties, and they are fairly extensive, although also often subtler than most lists of supposed equivalences account for. Popular awareness probably centers more on lexical differences than on any other sort, partly perhaps because they are the easiest for the layperson to notice. Subtle differences of national style also exist, but have been but little and only incidentally noted (Algeo 1989, Heacock and Cassidy 1998).

Grammatical differences have been treated, but mainly by individual scholarly studies focused on particular grammatical matters. Extensive and comprehensive treatment is rare. Popular writers on grammar are aware that British and American differ in their morph syntax but tend to be sketchy about the details. Anthony Burgess (1992), who is one of the linguistically best informed men of letters, settled on a few verb forms as illustrations. The grammatical differences between the two principal national varieties of the language are, however, manifold. Some general treatments of British-American grammatical differences,

### 2.2 Other English Varieties:

American and British English are spoken in many countries as a second language, although South Americans usually learn American English. Here are a abbreviated summary about the Canada, Australia, New Zealand, and South Africa (Christopher Davis, (2005).

- **Canada:**

English and French are the two official languages of Canada. The English spoken in Canada strongly resembles American English, although the spelling conforms in large part to British English. Words such as *car park*, *cutlery*, *holiday* (a *vacation* in the US), *jelly*, *porridge*, *serviette*, *tick* (a *check mark* in the US), *till*, and *top up* are a reminder of Canada's links to Britain. Canadians

often use the British pronunciations when it comes to words such as *apricot*, *process*, *project*, and *produce*.

- **Australia:**

Australian English closely resembles British English in the written form, although some of the slang terms that are commonplace in everyday speech in Australia can sound quite strange to a Briton. Some accents resemble British speech, whereas broader accents are typified by the (oi) sound for the long /'as in *fine* [foin]. Where other varieties of English have the long *a* vowel [à], broader Australian accents may have a sound like long / [i]. The broad Australian pronunciation of word *hate* may thus sound like the word *height* to Americans and Britons. From a Britons point of view, regional accents in Australia are not very great despite the large size of the country—although regional variation does exist, such as in the names for the different sizes of beer glasses.

- **New Zealand:**

New Zealand English is also very similar to British English in the written form. New Zealanders think they speak in a more refined manner than Australians, but the average foreigner would be hard-pressed to tell the difference. Rising inflection is also common there. A short (*i*) (as in *lift*) often has a distinctive schwa-like sound. The short *e* often sounds like a long *e*, hence *set* and *seat* can sound similar to someone not from New Zealand.

- **South Africa:**

Written South African English is also similar to British English. Spoken South African English has a vague resemblance to New Zealand English with the short *e* sounding almost like a long (*e*).

### 2.3 Challenges in English Pronunciation:

Ladefoged (2005) defines a vowel as any sound that occurs in the middle of a syllable and is produced by nothing restricting the breath stream. English has at minimum 10 basic or pure vowels (Odisho 2003, Peacock 2005), while Finnish has eight of them (Phonetics of Finnish). However, in English vowels usually provide the first clue in recognizing different accents (Ladefoged 2005), and it is virtually impossible to describe the vowel system of English at any general level that would minimize regional variation. The number of vowels is thus determined by the variety in question and vowel charts will look different depending on whether they represent Received Pronunciation (RP), General American English (GA), Scottish Standard English, and so forth (e.g. Peacock 2005). GA, for instance, has 14 to 15 different vowels and the so called BBC English up to 20 (Ladefoged 2005). These numbers include diphthongs such as the vowel sounds in words *bite* [bait] and *boy* [bɔɪ]. A diphthong is a sound whose vowel quality changes within a syllable but because it occurs in only one syllable it is classified as a vowel (Ladefoged 2005).

Partly the same vowels can exist in, for instance, RP and GA, but the places in which they occur may differ.

Phoneme Example of use in RP Example of use in GA (General American)

/i/ beat, here

/iə/ here

/æ/ cat, path

/ɑ/ path, car, stops

/ɒ/ stop

### Vowels

Ladefoged (2005: 26) defines a vowel as any sound that occurs in the middle of a syllable and is produced by nothing restricting the breath stream. English has, at minimum, 10 basic or pure vowels (Odisho 2003: 48, Peacock 2005: 104-106), while Finnish has eight of them (Phonetics of Finnish). However, in English vowels usually provide the first clue in recognizing different accents (Ladefoged 2005: 27), and it is virtually impossible to describe the vowel system of English at any general level that would minimize regional variation. The number of vowels is thus determined by the variety in question and vowel charts will look different depending on whether they represent Received Pronunciation (RP), General American English (GA), Scottish Standard English, and so forth (e.g. Peacock 2005: 104-106). GA, for instance, has 14 to 15 different vowels and the so called BBC English up to 20 (Ladefoged 2005:28-31). These numbers include diphthongs such as the vowel sounds in words bite [baɪt] and boy [bɔɪ]. A diphthong is a sound whose vowel quality changes within a syllable but because it occurs in only one syllable it is classified as a vowel (Ladefoged 2005: 29).

Partly the same vowels can exist in, for instance, RP and GA, but the places in which they occur may differ.

Phoneme Example of use in RP Example of use in GA

/i/ beat beat, here

/iə/ here

/æ/ cat cat, path

/ɑ/ path, car car, stop

/ɒ/ stop

As can be deduced from the examples in Table 1, vowels do not only differ in quality. Instead, they may be of different lengths and ‘colorings’ depending on what consonants they occur together with (Peacock 2005: 100). For instance, GA is a rhotic accent which means that /r/ is always pronounced regardless of its position in a word (Odisho 2003: 119). As a result of this, vowels preceding /r/ in words such as fur, be ardor party are affected by the so called /r/-coloring which alters the

pronunciation of the vowel by bringing it closer to the /r/ position (Celce-Murcia et al. 1996: 104). Finnish vowels do not change in quality although the distinction between short and long vowels is considerable, whereas the vowels in English tend to have spectral alterations along with changes in length (Zampini 2008: 226).

Consequently, Finnish learners might have trouble with recognizing vowel sounds that do not exist in their mother tongue. In English, vowels are characteristically reduced in quality when not stressed (Paananen-Porkka 2007: 43). However, whether the reduced forms are considered separate from full vowels or different forms of the same sound is debatable. Full vowel sounds are produced by using three physical variables, or articulator dimensions: tongue height, tongue position (front/back) and lip form (round/spread) (Paananen-Porkka 2007: 45). Reduced vowels, on the other hand, only differ in tongue position. In any case, reduced vowels are extremely common, in fact, the mid-central reduced vowel /ə/ or the schwa is the most common vowel in both American and British English (Ladefoged 2005: 29). It usually appears in small words like a, the and toes well as in unstressed syllables in words such as about and around (Ladefoged 2005: 29, Celce-Murcia et al. 1996: 108).

As regards vowels, the distinction between /i/ and /ɪ/ is particularly problematic for Finnish learners of English, and Peacock (2005: 92-93) mentions three reasons for this. First, while the Finnish /i/ and the English /i/ are similar, the English /ɪ/ is somewhere between the Finnish /i/ and /e/, which makes it difficult for Finns to both perceive and pronounce. Second, spelling complicates the matter since both vowels are usually spelled with an i. This often makes learners assume that there is only one sound and they identify it with the /i/ in their mother tongue. Third, although Finnish speakers are able to distinguish between short and long vowels quite easily, they may experience difficulty in recognizing differences in quality and conclude, erroneously, that the English /i/ and /ɪ/ correspond to the Finnish [ii] and [i], respectively. Thus they should be provided examples of words that only differ in quality, not length as in beat[bi:t] vs. bid[bɪd].

With regards to the teaching material, it appears that when discussing vowels, learners' attention should be drawn to regional variation and the inconsistency between spelling and pronunciation. Vowel sounds do not seem particularly difficult to pronounce as such. Nonetheless, the fact that vowel sounds may differ greatly between different varieties of English needs to be addressed. As to spelling, Wells (2005: 103-104) notes that non-native speakers tend to cling to the written form of words more than native speakers do, which often leads to pronunciation errors. For this reason, it should be emphasized that, unlike in Finnish, sounds can have several different spellings in English.



producing voiced consonants and do not vibrate when producing voiceless consonants (Ladefoged 2005: 201). Table 2 includes those consonant sounds in English that have voiced counterparts and demonstrates the functional load they carry.

Voiceless Voiced Contrastive examples

/k/ /g/ crow vs. grow [krəʊ] vs. [grəʊ]

/p/ /b/ peak vs. beak [pi:k] vs. [bi:k]

/t/ /d/ time vs. dime [taɪm] vs. [daɪm]

/s/ /z/ sip vs. zip [sɪp] vs. [zɪp]

/ʃ/ /ʒ/ cash vs. casual [kæʃ] vs. [kæʒʊəl]

/tʃ/ /dʒ/ cheap vs. jeep [tʃi:p] vs. [dʒi:p]

/f/ /v/ feel vs. veal [fi:l] vs. [vi:l]

/θ/ /ð/ thigh vs. they [θaɪ] vs. [ðaɪ]

### 2.5.0 Some Pronunciation Differences

Word	RP	GA
Go	[gəʊ]	[gou]
No	[nəʊ]	[nou]
Crow	[krəʊ]	[krou]
Cocoa	['kəʊkəʊ]	['koukou]
Component	[kəm'pəʊnənt]	[kəm'pounənt]
Promotion	[prə'məʊʃn]	[prə'mouʃn]
Romantic	[rəʊ'mæntɪk]	[rou'mæntɪk]

Word	British English	American English
Box	[bɒks]	[bɑ:ks]
Chocolate	['tʃɒklət]	['tʃɑ:klət] or ['tʃɔ:klət]
Clock	[klɒk]	[kla:kl]
Cost	[kɒst]	[kɔ:st]
Dog	[dɒg]	[dɔ:g]
Gone	[gɒn]	[gɔ:n]
Got	[gɒt]	[gɑ:t]
Hot	[hɒt]	[hɑ:t]
Job	[dʒɒb]	[dʒɑ:b]
Lot	[lɒt]	[lɑ:t]
Not	[nɒt]	[nɑ:t]
Off	[ɒf]	[ɑ:f] or [ɔ:f]
Possible	['pɒsəbl]	['pɑ:səbl]
Sorry	['sɒri]	['sɑ:ri] or ['sɔ:ri]
Stop	[stɒp]	[stɑ:p]
Want	[wɒnt]	[wɑ:nt] or [wɔ:nt]
Wasn't	[wɒznt]	[wɑznt]
What	[wɒt]	[wɑ:t] or [wɑt]

## 2.4 Change of [æ]

Around the American Revolutionary War vowel [æ] started to undergo a change in Southern English, the future seed of RP. This near-open front unrounded vowel [æ] is first lengthened to [æ:] and later lowered to the open back unrounded vowel [ɑ:]. However, the change did not take off in GA, bringing about a new difference between both accents.

The change of vowel occurs in specific places, but it is deemed to be inconsistent, as we will see in the examples below. Vowel [æ] becomes vowel [ɑ:] in RP when:

- Vowel [æ] is before sounds [s], [f], and [T], as in pass, calf, and path.
- Vowel [æ] is followed by consonant clusters such as [ns], [nt], [nʊ], and [mpl], as in dance, can't, ranch, and sample.
- The changes are not applied before other consonants, as in cat, pal, cab, and drag.

Here we give some examples to illustrate the above rules as well as a few exceptions.

- Words pronounced with [æ] in GA but with [ɑ:s] in RP: brass, class, glass, grass, pass, mast, past, master, plaster, clasp, grasp, gasp, mask, task, ask, basket. Exceptions: crass, gas, lass, mass, astronaut, pastel.

## 2.5 Change from [ju:] to [u:]

Around the beginning of twentieth century several changes took place in the English vowels. One of them was the so-called yod-dropping, the omission of sound [j] before [u:]. The change is named after the Hebrew letter yod, which represents the sound [j]. Both RP and GA embraced the change, although GA extended the cases in which yod-dropping was applied. Yod-dropping before [u:] takes place in RP and GA in the following cases.

- After the post-alveolar affricates [tʃ] and [dʒ], as in chew [tʃu:], juice [dʒu:s], and Jew [dʒu:s].
- After [r], as in rude [ru:d], prude [pru:d], shrewd [ʃru:d], and extrude [ɪkˈstru:d].
- After clusters formed by a consonant followed by [l], as in blue [blu:], flu [flu:], and slew [slu:].

Apart from this common corpus of words, in GA as well as in many other varieties of English we observe yod-dropping in further cases.

- After [s] and [z], as in suit [su:t], Zeus [zu:s], and hirsute [ˈhɜ:rsu:t].
- After [l], as in lute [lu:t],
- Especially in GA, after [t], [d], and [n], as in tune [tu:n], stew [stu:]dew [du:], duty [ˈdu:tɪ], and new [nu:].

Notice that spellings eu, ue, ui, ew, and u followed by consonant plus vowel frequently correspond to sounds [ju:], or just [u:] if yod-dropping has taken effect. The lists above provide instances of this observation.

## 2.6 Pronunciation of Letter (t)

In American English letter t is pronounced in six different ways:

- As an aspirated sound [tʰ], when it is the first sound of a word, as in tempt-ing [ˈtɛmptɪŋ], or in an inner and stressed position,
- As an de-aspirated sound [t], when the syllable does not carry the stress, as in the second t in tempting [ˈtɛmptɪŋ], or after [s] as in stop [stɒp], or at the ends of syllables as in pet [pet], or patsy [ˈpætsi].
- As a flapped sound [ɾ], the most distinguishing allophone, which consists of pronouncing an alveolar flap instead of the plosive dental [tʰ] or de-aspirated [t]. This change occurs when t is at an intervocalic position, the first vowel being stressed, as in water [ˈwɔ:ɾ]. This phenomenon also applies when words are linked together in a full prosodic unit, as in the sentence what is this? [ˈwɔ:ɾɪz ðɪz] when uttered in colloquial register.
- As a glottal stop [ɰ]. A glottal stop is a voiceless sound produced by the obstruction of the airflow in the vocal tract. The glottis is the organ that actually prevents the air from passing through the vocal tract. The glottal stop substitutes the de-aspirated [t] sound at the end of words, as in put [pʊɰ] or report [rɪˈpɔ:rɰ], and also in the presence of a stressed syllable followed by patterns [t+vowel+n] or [tn], as in button [ˈbʌɰn],
- As a glottalized stop [tɰ]. In a glottalized [tɰ] the stop [t] and the glottal stop [ɰ] are produced at the same time. For its production, this allophone follows the same

rules as the glottal stop does. Example where this sound can be found are mutton ["m2tPn], or curtain ["k3:rtPn].

- The sound [t] could be completely omitted in some circumstances. In the presence of the pattern formed by a stressed vowel followed by [nt], sound [t] is not pronounced in some varieties of GA.

## 2.7 Spelling Differences

Gelderen (2006) explains how differences in spelling between AmE and BrE occur for external reasons – the conscious decisions of editors, educators and politicians. The slight spelling differences can be understood by both AmE and BrE speakers; hence, the relatively standard English may be responsible for keeping the varieties mutually understandable.

Tottie (2002) acknowledges how most spelling differences are systematic, although some have to be learned individually. The spelling differences are divided and organized by simplified rules and they are seen as systematized. There are alternative ways to spell some words Christopher Davies (2005).

American English	British English
<b>-ize/-se (-yze/yse)</b>	
Characterize	Characterize
Prioritize	Prioritise
Specialize	Specialize
Analyze	Analyse
Catalyze	Catalyse
Size	Size
Exercise	Exercise
<b>-or/-our</b>	
Behavior	Behavior
Color	Colour
Favor	Favour
Contour	Contour
<b>-er/-re</b>	
Center	Centre
Fiber	Fibre
Liter	Litre
Parameter	Parameter
<b>-e/(-ae or -oe)</b>	
Ameba	Amoeba
Anesthesia	Anaesthesia
Diarrhea	Diarrhea
Esophagus	Oesophagus
Leukemia	Leukaemia

Cesium	Caesium
<b>-se/-ce</b>	
Defense	Defence
Vise	Vice
practice (noun	practice (noun )/
Practice (verb)	practise (verb)
license (noun	licence (noun)/
and verb)	license(verb)
Defensive	Defensive
advice (noun)/	advice (noun)/
advise (verb)	advise (verb)
<b>-/e, -og /-ogue</b>	
Aging	Ageing
Acknowledgment	Acknowledgement
Judgment	Judgement
Analog	Analogue
Dialog	Dialogue
dying (die)/	dying (die)/
dyeing (dye)	dyeing (dye)
<b>-l/-ll or -ll/-l</b>	
Fulfill	Fulfil
Enroll	Enroll
skill, skillful	skill, skilful
Labeled	Labeled
Signaling	Signaling
Propelled	Propelled
Revealing	Revealing

### Table Shows Some Differences in Spelling in AmE and BmE

When adding a suffix to a word ending with an *l* in the US, remember to double the *l* only if the stress is on the second syllable e.g., travel, traveler but patrol, patrolling. In Britain one always double the *l* in these words e.g., traveler. Most of words ending in *-our* in British spelling end in *or* in American spelling as in the chart above.

### 2.8 One Letter Differences

Some words of special interest are those whose American and British spellings differ by just one letter, which however, makes a difference in pronunciation. As in the chart below:

American English	British English
Aluminum	Aluminium
Costumer	Costumier
Greenskeeper	Greenkeeper
Hot flashes	Hot flushes
Mom	Mum
Putter	Potter
Salesroom	Saleroom

### 2.9 Some Terms of Punctuation Terms:

The British and American names for punctuation marks and other writing symbols also differ. The decimal point in the US is the same as a full stop,

American term	British term
{ } curly brackets	Braces
() parentheses	Brackets
/ slash	Stroke
Check mark	Tick
!exclamation point	Exclamation mark
. period	Full stop
“”quotation mark	Inverted commas

**Table shows Differences in Pronunciation Terms**

### 3.0 METHODOLOGY

This part introduces analyzing the collected data in order to prove the research hypotheses and describe the way by which the data was analyzed. The descriptive analytical method has been used in interpreting and explaining data which was collected through a questionnaire which distributed to thirty (30) EFL teachers, then the data analyzed with (SPSS) program.

#### 3.1 Reliability and Validity of the Questionnaire:

The study used statistical package for social sciences to analyze the data collected. It used Pearson correlation and the results obtained as follows:

R: Correlation

r : reliability of the study

$$R = 0.71$$

$$R = \frac{2 \times r}{1 + r}$$

$$r = 0.83$$

$$\text{Validity} = \sqrt{\text{reliability}}$$

$$\text{Validity} = \sqrt{0.83} = 0.91$$

The calculated coefficient of correlation reached 0.91 which indicates agreement in results for reliability. This show that this instrument of the questionnaire as a whole is reliable and stable.

#### 4. Data Analysis and Discussion

**Table (4. 1): As many languages, English language has many different varieties which differ in many aspects.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	30	100.0	100.0	100.0

Table (4.1) teachers who (agree) to the statement are (100%) according of this result that language as any language has many different aspects.

**Table (4. 2): Language variety of any region is an essential part of its culture.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid To some extent	1	3.3	3.3	3.3
Agree	29	96.7	96.7	100.0
Total	30	100.0	100.0	

Table (4.2) teachers who (agree) with the statement are (96.7%), and (to other extent) are (3.3%) according to the responding (agree) that language variety of any region is an essential part of its culture.

**Table (4. 3): Neglecting the language varieties is one of the reasons behind the difficulty of understanding many topics.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid To some extent	8	26.7	26.7	26.7
Agree	22	73.3	73.3	100.0
Total	30	100.0	100.0	

Table (4.3) teachers who (agree) to the statement are (73.3%) and who choose (to other option) are (26.7%) according to the result of the responding (agree) that neglecting the language variety is one of the reasons behind the difficulty of understanding many topics.

**Table (4. 4): Main English varieties should be taught in early stages to avoid misunderstanding.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid To some extent	7	23.3	23.3	23.3
Agree	23	76.7	76.7	100.0
Total	30	100.0	100.0	

Table (4.4) teachers who choose (other options) are (23.3%) and who (agree) are (76.7%) according to the responding (agree) that main English varieties should be taught in early stages to avoid misunderstanding.

**Table (4. 5): There is a lack of knowledge language different varieties among Sudanese EFL students at secondary level.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Dis-agree	2	6.7	6.7	6.7
To some extent	3	10.0	10.0	16.7
Agree	25	83.3	83.3	100.0
Total	30	100.0	100.0	

Table (4.5) teachers who (disagree) are (6.7%), to other options are (10%) and who (agree) are (83.3%) according to the respondent (agree) that the lack of awareness about language different varieties among Sudanese EFL students in secondary level.

**Table (4. 6): The new world is wide open due to the existence of internet and this may expose students to other varieties which they may not come across.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid To some extent	6	20.0	20.0	20.0
Agree	24	80.0	80.0	100.0
Total	30	100.0	100.0	

Table (4.6) teachers who choose (other options) are (20%) and who agree are (80%) according to this respondent agree that the new world is wide open to the existence of internet and this may expose students to other varieties which they may not come across.

**Table(4.7): Understanding English varieties decreases misunderstanding of the different writings.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Dis-agree	4	13.3	13.3	13.3
To some extent	4	13.3	13.3	26.7
Agree	22	73.3	73.3	100.0
Total	30	100.0	100.0	

Table (4.7) teachers who choose (dis-agree) are (13.3%), who choose (other option) are (13.3%) and who (agree) are (73.3%) according to the respondent (agree) that understanding English varieties decreases misunderstanding of different writings.

**Table (4. 8): EFL teachers can use class room to teach students about the differences between English varieties.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Dis-agree	1	3.3	3.3	3.3
To some extent	11	36.7	36.7	40.0
Agree	18	60.0	60.0	100.0
Total	30	100.0	100.0	

Table (4.8) teachers who choose other options are (36.7%), disagree are (3.3%) and who agree are (60.0%) according to this respondent (agree) that EFL teachers can use classroom to teach students about the differences between English varieties.

**Table (4. 9): Teaching cultural varieties requires certain techniques to be followed by both syllabus designer and teacher.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Dis-agree	4	13.3	13.3	13.3
To some extent	4	13.3	13.3	26.7
Agree	22	73.3	73.3	100.0
Total	30	100.0	100.0	

Table (4.9) shows that teaching cultural varieties require certain technique to be followed by syllabus designer and teacher, most respondents (73.4%) who agree, (13.3%) other options and (13.3%) disagree that, according to (73.4%) agreement to teaching cultural varieties requires certain technique to be

followed by both syllabus designer and teacher. **CONCLUSION, FINDINGS AND RECOMMENDATIONS**

### 5.0 Conclusion

English language has many varieties because it is the most spoken language all over the world, and it is taught as foreign language widely, there are two main varieties, American and British English, these two varieties have many differences in phonetic system and pronunciation patterns, as well as the difference in spelling system. This study traced the differences of spelling and pronunciation of the two varieties and their affect at students.

### 5.1 Findings

1. Language Variation comes as a result of many reasons, such as the regional difference.
2. Variation of language in any specific region is an essential part of its culture.
3. Interference of mother tongue and the other languages is one of the reasons that cause phonetic variation of English language
4. Lack of awareness about the differences between British and American English is one of the reasons behind the difficulty of understanding many topics.
5. Sudanese EFL syllabus do not give student sufficient background about English Language variation.

### 5.2 Recommendations

1. Sudanese syllabi should introduce the differences between English Language varieties.
2. EFL students at secondary level should be exposing to the main differences between British and American English.
3. EFL teachers should be aware of the differences between English Language varieties.
4. In order to help students to understand the differences of pronunciation between British and American English properly teacher can use authentic recorded of natives speakers' conversations.
5. Teachers should help students to differentiate between these varieties through authentic written scripts.

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