

السمات اللغوية المختلفة بين اللهجتين البريطانية والأمريكية

LINGUISTIC FRAMEWORKS OF BRITISH AND AMERICAN DIALECT VARIATIONS

م.م. علي عبد الحمزة عبد الزهرة (مركز تكنولوجيا المعلومات, جامعة كربلاء)

¹Assist. Lect. Ali Abdulhamzah Abdul.Z (University of Karbala, Information Technology Center)

Ali.Abdul.hamzah@uokerbala.edu.iq

م.د. عباس حسين طارش (كلية الاداب, الجامعة المستنصرية, قسم الترجمة)

²Dr. Lect. Abbas Hussein Tarish (College of Arts, Al-Mustansiriya University, Department of Translation)

abbasamrad4@uomustansiriyah.edu.iq

Abstract:

Many nations across the globe recognize English as their official language; however, this is mainly linked to only two countries: the United States and the United Kingdom. These two countries represent the most prominent varieties of English internationally and serve as a benchmark for those learning the language as a second language. This raises questions about the differences between American and British English and what sets them apart. The fundamental inquiry that arises from the distinctions between American and

British English, or the investigation into what differentiates the two is often posed by those eager to master the language. However, a perplexing question lingers: why do these differences exist despite their shared origins? How did these variations come to be in the first place?

الملخص:

تعترف العديد من الدول في جميع أنحاء العالم باللغة الإنجليزية كلغة رسمية لها؛ ومع ذلك، يرتبط هذا بشكل أساسي بدولتين فقط: الولايات المتحدة والمملكة المتحدة. يمثل هذان البلدان أبرز أنواع اللغة الإنجليزية على المستوى الدولي ويعملان كمعيار لأولئك الذين يتعلمون اللغة كلغة ثانية. وهذا يثير تساؤلات حول الاختلافات بين اللغة الإنجليزية الأمريكية والبريطانية وما يميزهما. غالبًا ما يطرح أولئك الحريصون على إتقان اللغة الاستفسار الأساسي الذي ينشأ عن التمييز بين اللغة الإنجليزية الأمريكية والبريطانية، أو التحقيق في ما يميز الاثنين. ومع ذلك، يظل سؤال محير: لماذا توجد هذه الاختلافات على الرغم من أصولها المشتركة؟ كيف ظهرت هذه الاختلافات في المقام الأول؟

Keywords: *linguistics, British and American, dialect variations, language variations.*

Introduction

The observation that languages vary by geography is one of the earliest insights into language. The Greeks noted the presence of various distinct languages among different groups, which they referred to as "dialects," all categorized under the term "Greek," each used in a specific region. This paper aims to examine the differences between British and American English, which manifest in multiple ways and encompass almost all linguistic elements to varying extents. Several countries worldwide recognize English as their official language, yet it is predominantly linked to two nations: the United States and Britain. These represent the most prevalent forms of English globally and serve as benchmarks for non-native learners of the language. This raises questions such as: what are the distinctions between American and British English, and what characterizes each variant? How did these differences

between American and British English originate? The inquiry into “what distinguishes American from British English” is a frequent concern for those eager to learn English, yet the more perplexing question remains: why do these differences exist even though they share the same roots? What were the origins of these differences? (Beal, 2008; Coupland & Hywel, 2007; Hickey, 2014; Kortmann, Schneider, Burridge, Mesthrie, & Upton, 2004; Pavlík, N.D.; Rohdenburg & Schlüter, 2009).

The differences between British and American English can be traced back several centuries and stem from a range of factors, particularly social distinctions and geographical influences. In the past, the common accent in Britain was known as “Rhotic” speech, which was carried over to America by the earliest English settlers upon their arrival (Pavlík, N.D.). A contrasting accent emerged, most notably characterized by the softened pronunciation of the letter /r/, while the rhotic speech became more widespread in America and gradually faded in its place of origin, creating initial differences between American and British accents before evolving into more varied forms over time (Pavlík, N.D.).

Living languages are influenced by the languages and dialects of neighboring countries, incorporating terms and rules from them (Hickey, 2014). Thus, it can be argued that geographical factors contributed to the distinction between British and American English, especially given that the two nations are quite distant from each other (Pavlík, N.D.; Rohdenburg & Schlüter, 2009). For instance, Britain’s location on the European continent allowed its language—albeit to a limited extent—to be influenced by French due to cultural exchanges between the two peoples during times of both peace and conflict, a scenario that did not occur in the case of American English (Rohdenburg & Schlüter, 2009).

It is the examination of the phenomena and various factors associated with the emergence of figurative language in a specific tongue. This area of linguistics focuses

on the scientific analysis of dialects, like English Dialects, and explores the variations in language primarily determined by geographic distribution and related characteristics (rather than those based on social factors), as noted by (Hinskens, Auer, & Kerswill, 2005).

The notion of dialect usually refers to a language variety that is used in a geographically limited part of a language area in which it is “roofed” by a structurally related standard variety; a dialect typically displays structural peculiarities with regard to several language components [...]

Through the previously mentioned definition, I observe that dialectology concerns itself with linguistic phenomena that arise within a specific language due to dialectal variations, or that the diversity of dialects represents a significant factor, such as regional differences, gender distinctions, social classes, or ethnic groups. For example, (Posh English, Welsh English, Scottish English, Liverpoolian English, Irish English, American English, Southern US English, Australian English, Canadian English, and others).

Driven by this research aim, the focus of the study is primarily on the distinctions between British and American English, as noted by Rohdenburg and Schlüter (2009).

In 1789, not long after the American Declaration of Independence, Noah Webster still had reason to believe that British and American English (BrE and AmE) would in the long run drift apart, just like other Germanic dialects that have evolved into the modern languages Dutch, Danish, Swedish, German, etc...

In situations like this, the distinction between American and British English is most clearly observed through the differences in dialect or pronunciation. A key

aspect of this divergence is that British English tends to have a more measured pronunciation, with each letter articulated clearly and distinctly, whereas the American accent often exhibits a quicker pace, leading to some letters being less pronounced or unclear (Rohdenburg & Schlüter, 2009). The contrast between American and British dialects is also evident in the variety of dialects present and their proximity to the standard or official dialect (Rohdenburg & Schlüter, 2009). American English, often referred to as Common American, closely aligns with Standard (General) American, which is considered the formal dialect, particularly when used in media contexts. In contrast, British English is characterized by a range of dialects, as different regions within the country each possess unique accents, resulting in a British accent that can differ significantly from the standard dialect or Received Pronunciation (Rohdenburg & Schlüter, 2009).

Furthermore, "lexical oppositions are well-known and serve as the basis for numerous cross-varietal vocabulary lists and dictionaries" (Rohdenburg & Schlüter, 2009). Thus, both British and American English possess distinct sets of vocabulary and terms of their own. These lexical differences are among the key features that allow for easy differentiation between the two. For instance, regarding vocabulary and meanings, the variations are numerous, with prominent examples including: the term "toilet" in American English corresponds to "bathroom," whereas in British English, influenced by French, it is referred to as "toilet." In American English, the term for "garden" is "garden," while British English uses "backyard." The distinctions in vocabulary between British and American English can be more intricate. In some instances, the same word takes on different meanings in each variety—such as the term "football," which in British English means "football," while in American English refers to "American football," with the traditional sport of soccer being termed "soccer" in the U.S. These two dialects exhibit numerous differences in vocabulary used to convey the same idea but expressed with different words (Coupland & Hywel, 2007).

For example, in British English, the word for holiday is "holiday," while in American English, we refer to it as "vacation." Here, I will explore some of these differences.

British	American
Petrol	Gasoline
Aeroplane	Airplane
Football	Soccer
flat	Apartment
Foot-walk	Sidewalk
Lift	Elevator
Bill	Check
Cinema	Theatre
Taxi	Cab
Sweets	Candy

However, there are also identical words in the two dialects that have distinct meanings; for example, in American English, the term "trainers" refers to a sports coach, whereas in British English, it denotes a type of sports shoe. Additionally, the word "football" in British English pertains to regular football, while in American English, it signifies American football.

Coupland & Hywel (2007) highlight various grammatical differences that show British and American dialects cannot align syntactically in certain instances. Collective nouns, which refer to a group rather than an individual, serve as an example of this. For instance, in American English, collective nouns like "team" or "police" are treated as singular, leading to phrases such as "The police is coming," whereas in British English, they are regarded as plural, resulting in "The police are coming." Another contrast between the two dialects is that Americans tend to favor the simple tenses—such as the simple present and past—while Britons often opt for the present perfect.

An American might say, "I ate with your sister," while a Briton would say, "I have eaten with your sister." Additionally, Americans consistently use "will" for future intentions, whereas the British use "shall." For example, in British English, one might say, "I shall visit my grandmother," while in American English, it becomes "I will visit my grandmother". These two nations, the United States and the United Kingdom, had differences at this juncture, each adhering to its own unique conventions; however, we can encapsulate these distinctions by looking at the varying letters in the spelling of words across both dialects. The variations lie in the endings 'ise' and 'ize.' In American English, words that end with these suffixes are spelled with 'ize,' while British English opts for 'ise.' For instance, the term 'organize' in American English means to arrange or systematize something, and the same applies in British English, but the spelling varies to 'organise' in that context, alongside 'realize' in America, which is spelled 'realise' in Britain.

In British English, words that conclude with such an ending are usually spelled with 're,' while Americans use 'er,' as seen in the word 'center' (Coupland & Hywel , 2007). Therefore, 'centre' is the British spelling, yet both terms denote the same concept, which is 'center' (Coupland & Hywel , 2007). Furthermore, 'meter' and 'liter' retain the same spelling in American English, while in British English, they are rendered as 'metre' and 'litre.' In terms of 'or' versus 'our,' the word 'color' represents the American spelling for the meaning related to hue, adopting the 'or' ending, whereas the British version is 'colour,' with a different spelling that incorporates 'our.' Similarly, 'honor' remains unchanged in both dialects, spelled the same way in both American and British English.

Research framework

The research framework seeks to investigate the linguistic makeup of dialectal variations in British and American English. To start, it provides a general overview that addresses the overarching idea of linguistic diversity. Additionally, the study will delve into the historical evolution of English vocabulary, which is discussed in the section that follows the introduction. Regional distinctions also emerged as a crucial aspect of the geographical variation within the English language. The final section reemphasizes the main goal stated in the introduction of this research.

English language dialectology

The Historical overview of the English

To start off searching through the history of the English vocabulary, I must move between the historical development that took place between the ages (Beal, 2008; Coupland & Hywel , 2007; Hickey, 2014; Kortmann , Schneider, Burridge, Mesthrie , & Upton, 2004; Pavlík, N.D.; Rohdenburg & Schlüter, 2009). The ultimate origins of the English language lie in which language family is Indo-European family. In another name for Old English is Anglo-Saxon—which was composed during the Old English period as a Beowulf. During the Middle English period, many words were borrowed from which two languages are Latin and French. However, Published in 1604, the first monolingual English dictionary was 'Robert Cawdrey's Table Alphabeticall' (Protopopescu, 2018). Furthermore, an Anglo-Irish author suggested establishing an English Academy to oversee the usage of English and to define the language exemplified by 'Jonathan Swift'. In contrast, Noah Webster, an American lexicographer, wrote the book "Dissertations on the English Language" in 1789, which promoted an American standard of English usage (Coupland & Hywel , 2007;

Rohdenburg & Schlüter, 2009). Subsequently, the New English Dictionary on Historical Principles, initiated by the Philological Society in 1879, was ultimately published under that title in 1928 (Hickey, 2014; Protopopescu, 2018). It was during the 1950s that the number of individuals speaking English as a second language first surpassed that of native speakers.

To be more detailed, I have to consider several examples to demonstrate the etymological or the ultimate origins of the English language (Hickey, 2014; Protopopescu, 2018). For example, *Cosm* generally means 'world' or 'universe'. It means 'adorn' only in the extended form *cosmet* appearing in cosmetic, cosmetology, and so on (Hickey, 2014). The unifying idea behind the two meanings illustrates that *cosmet*, *cosmetic*, *cosmetology* which mean world/universe, *basically*, means perfect-ordered/arrangement (Hickey, 2014). While, *adorn* means *ordering=arranging*, fully-ordered, regularly, perfectly-arranged, more carefully, clever in adornment that appears into English as *cosmetic*. The more basic word is *cosmos*, because it dates back to the Greek *kosmos* and then developed as *cosm*, *cosmico*, *cosmia*, *cosmos* (Hickey, 2014).

Another illustration is that "idi" primarily appears at the start of words and typically denotes something that deviates from the standard system or was not influenced by external factors. This is to differentiate it from "ide," which signifies 'idea.' For each of the examples provided, the characteristic or feature described is regarded as peculiar (Hickey, 2014; Protopopescu, 2018). For example: a. idiosyncrasy (a quirky behavior) b. idiolect (often a fool speaks) c. idiopathy (a disease that arises spontaneously) d. idiom (the figurative meaning linked to the expression) e. idiot (someone who has significant intellectual disabilities).

The terms 'speak', 'study', and the wooden log are completely unrelated concepts. The origin of the word log associated with these two terms comes from

'study', as in Greek, the term log becomes logy when combined with a 'y', which signifies 'study' (Hickey, 2014; Protopopescu, 2018). Nonetheless, in terms of etymology, we see it in words like analogy, prologue, logo, biology, and logophile. Although log is interpreted as 'speak' or 'study', its meanings extend further. To understand where these meanings appear in the common definitions at the start of these words: logic (related to speaking or reasoning: genuine reasoning); logistical (calculation, proportion: a future meticulously planned); logarithm (proportion, ratio, word: a mathematical function). In general, the essence of log in these word beginnings implies 'words or a record of something being expressed' (Hickey, 2014). Alternatively, in a broad sense, the component logue in terms like Decalogue, travelogue, dialogue, catalogue, and prologue conveys a universal meaning of 'speak or tell'. However, the fundamental meaning of log in the roots of the words anthropology, geology, psychologist, and biologist, similar to its significance in analogy and apology, refers to 'study'. The terms analogy and apology share a common interpretation, both denoting word, speech, statement, or discourse.

The term 'nom' can sometimes signify 'law' in the context of authority or governance. However, it frequently relates to scientific principles (Hickey, 2014; Protopopescu, 2018). For instance, anomie (law, authority or governance), astronomy (scientific), autonomy (law, authority or governance), Deuteronomy (law, authority or governance), economics (scientific), heteronomy (law, authority or governance), taxonomy (scientific), and theonomous (law, authority or governance). Alternatively, the noun suffix -y can be substituted with a new ending to convert it into an adjective, such as astronomy (astronomical), autonomy (autonomic), and economy (economic).

The term "path" has roots in Greek and does not relate to the native term for "way" (Beal, 2008; Hickey, 2014). When combined with the suffix -y, "pathy" can refer

to a type of feeling, a disease, or a method of treating a disease. For instance, antipathy (a feeling in opposition), hydropathy (a treatment system), apathy (a feeling in opposition), myopathy (a disease), arthropathy (a disease), naturopathy (a disease), cardiopathy (a disease), neuropathy (a disease), empathy (a feeling in opposition), sympathy (a feeling in opposition), homeopathy (a treatment system), and telepathy (a feeling in opposition).

The term "phil" appears at the start of words and is also represented by the suffix "-phile." This element carries various meanings in the ten listed words, illustrating the diverse interpretations of "phil" and its variation "phile." For instance, "phil" in examples like philology, philander, philanthropy, philately, and philharmonic refers to a prefix meaning 'loving'—indicating a passion for the activities represented, such as in philology, which denotes a love for studying linguistics and literature. The suffix "-phile" in words like technophile, turkophile, audiophile, negrophile, and homophile (Beal, 2008; Hickey, 2014) signifies a lover or enthusiast of the subject, as seen in technophile, which refers to individuals who love or are passionate about technology.

There are different kind of words such as *fatherly* and *paternal* have similar meanings but different connotations (Hickey, 2014). To take in account the word *pyromaniac* and *firebug* in this light—*Pyromaniac*: It is a disorder of impulse control, in which individuals repeatedly fail to resist the impulses to intentionally set fires, in order to relieve some stress or to provide immediate gratification, while, *firebug*: An obsessed person of making a devastating fire or name it as an *arsonist*.

Regional variations

Regional differences (interregional) are a feature of all languages utilized over a broad area and for an extended time. When such variation is absent, it can often be explained by either a brief period of settlement, as seen in North American English in western Missouri and the Great Lakes (Kortmann , Schneider, Burridge, Mesthrie , & Upton, 2004), or by particular social factors that connect an entire linguistic community across a large region, as is the case with Icelandic (Kortmann , Schneider, Burridge, Mesthrie , & Upton, 2004). In contrast, most of Europe employed the same languages over specific territories for centuries. For the majority, social connections were confined to forming relatively small, stable groups, which led to significant fragmentation of the overall language into local dialects. Prior to the major social changes of the nineteenth and twentieth centuries that came with industrialization, urbanization, and the emergence of large societies, it was typical in Europe for each group to possess a linguistic variant that was distinct yet slightly different from that of their neighbors (Hinskens, Auer, & Kerswill, 2005; Kortmann , Schneider, Burridge, Mesthrie , & Upton, 2004).

The geographical fragmentation of ancient languages across Europe resulted from social conditions that have significantly changed in the last century. The usage of traditional dialects has sharply declined in many key European nations, and these language varieties are now primarily found in rural locations and among older populations. However, research by Coupland and Hywel (2007) revealed that “London English, North American–accented English, South African–accented English, and German–accented English are perceived as more prestigious than attractive.” Currently, it is no longer feasible to view any single color as the exclusive representative of a specific region’s linguistic form (Beal, 2008; Kortmann , Schneider, Burridge, Mesthrie , & Upton, 2004). Consequently, the exploration of

geographical diversity must be considered alongside the social factors influencing the use of particular language forms in an area, as individual societies now exhibit varied linguistic behavior. In linguistic terms, this shift resulted in the decline of language features restricted to very small areas in favor of more widely used language elements. This frequently entails adopting linguistic forms that are prevalent in broader regions, typically but not exclusively standard variations. As a consequence, a distinct variety of diversity has emerged within any given linguistic form, contrasting traditional dialects, which in many areas, such as England, exist only as remnants, with the dominant forms that cover larger regions.

British culture is shaped by the history of the United Nations, the development of Christian religious practices, its interactions with European cultures, the traditions of England, Wales, and Scotland, along with the legacy of the British Empire (Little, 2018). While British culture stands as a cohesive entity, the distinct cultures of England, Scotland, Wales, and Northern Ireland are varied and exhibit both overlaps and unique characteristics (Little, 2018). English, which was first used in England during the early Middle Ages, serves as the de facto official language of the United Kingdom and is spoken as the primary language by around 95% of the UK's population. The UK government recognizes seven additional languages under the European Charter for Regional or Minority Languages—Welsh, Scottish Gaelic, Scots, Cornish, Irish, Scots Ulster, and British Sign Language. In this framework, the history of the English language traces back over 1,500 years, roughly to the fifth or sixth century AD, coinciding with the arrival of German settlers to the British Isles. The classical form of English, known as the language of the illustrious Shakespeare, originated during that period (1500). This is due to the influence of settlers such as the Romans, the Anglo-Saxons, the Normans, and the Vikings, who took turns ruling over our little island, and it flourished under the influence of German, Latin and French words (Little, 2018). This is also due to the English colonies that spread

around the world in the Caribbean, the American continent and Australia (Hinskens, Auer, & Kerswill, 2005; Kortmann , Schneider, Burrridge, Mesthrie , & Upton, 2004; Little, 2018).

Accordingly, British English consists of multiple dialects, as each area of the country has its own unique accent that varies slightly from others, resulting in the British accent being somewhat different from the standard dialect. Such variations can manifest as changes in tone or style, as noted by Kortmann, Schneider, Burrridge, Mesthrie and Upton (2004). Speakers shift between what are recognized as distinct symbols of independent forms, commonly termed "dialect" and "standard language." This phenomenon is particularly evident in Scotland (Beal, 2008; Kortmann , Schneider, Burrridge, Mesthrie , & Upton, 2004) and is believed to be common in Germany as well (Hinskens, Auer, & Kerswill, 2005), in addition to the far North and West regions of England, where, according to Mouton, these distinctions were more pronounced historically. In much of England, similar to other English-speaking areas and regions like Denmark, northern France, and western Holland, where traditional dialects have diminished as distinct linguistic forms, individuals typically experience a "change of style" (regionally) to some degree based on local and additional factors, without any implication of multiple language models. These non-standard local forms are generally termed "traditional dialects." While traditional dialects represent coherent and distinct linguistic systems, independent from the highly standard dialect, they feature different rules, vocabulary, and a phonological framework that systematically diverges from standard language; accents, on the other hand, are localized renditions of standard language with minor deviations from its rules (Beal, 2008; Hinskens, Auer, & Kerswill, 2005; Kortmann , Schneider, Burrridge, Mesthrie , & Upton, 2004). For instance, as noted by Hickey (2014),

[...] /p/ before voiceless fricatives Lengthening of /p/ (to /p:/) before /f, θ, s/ can still be found among older and rural southern British speakers [...] as in cross /krɒ:s/, often /p:fn/, cloth /kɒ:θ/ but is not found with younger speakers. In most of these instances the pronunciation has been reversed to a short vowel in RP but the long vowel has been retained in other varieties of English, for example Dublin English.

The erosion of the traditional dialect in England has clearly underestimated the extent of geographical diversity in language. However, it should not be concluded that each change of this type decreases and that use approaches the standard form. Several studies have found a fair number of innovations deviating from Standard English, formulated locally, particularly among adolescents in urban areas.

In addition to English, the country has two Scottish and Celtic languages: Gaelic and Welsh. Gaelic and Scots are the two national languages of Scotland, and the first languages are mostly spoken in the mountainous regions of the kingdom (Hickey, 2014; Hinskens, Auer, & Kerswill, 2005). Welsh is the national language of Wales. Since 1967, it has enjoyed equal legislative rights with English in this part of the United Kingdom. It is spread especially in the west and north of the Kingdom (Hickey, 2014). Interestingly, in Wales all inscriptions, including road signs, were written first in Welsh and then transcribed in English.

The American dialect is the most renowned globally and consequently the most widely spoken. A major factor for this is the entertainment industry, which has led to significant exposure. As a result, American English has overshadowed other dialects. This variety of English serves as the standard form used throughout the United States. One of the defining features of American English is the wide range of pronunciations across different states, with notable variations including the accents from New Jersey, Florida, Ohio, Chicago, Georgia, California, Alabama, Hawaii,

Texas, and Boston. The historical context of English usage in the United States stems from the British colonization of the Americas (Munoz, 2015). The initial influx of English-speaking settlers to North America began in the seventeenth century, followed by additional waves of migration in the eighteenth and nineteenth centuries (Cook, 2018; Dale & Poms, 2005; Hinskens, Auer, & Kerswill, 2005; Mojsin, 2009; Munoz, 2015). During the seventeenth century, various dialects from different regions of the United Kingdom were present in each American colony, facilitating a comprehensive blending and leveling process that made the English varieties across the colonies more uniform compared to those found in the United Kingdom (Hinskens, Auer, & Kerswill, 2005; Munoz, 2015). English dominated in the colonies until the late seventeenth century, which saw the initial significant immigration of non-English speakers from Europe and Africa, and descriptions of standard American English became prevalent after the mid-eighteenth century (Cook, 2018; Hinskens, Auer, & Kerswill, 2005). Since that time, American English has developed into new varieties, including regional dialects that have, in some instances, absorbed minor influences from successive waves of immigrants who spoke various languages over the past two centuries (Cook, 2018; Dale & Poms, 2005; Hinskens, Auer, & Kerswill, 2005; Mojsin, 2009; Munoz, 2015). The following examples highlight the distinctions between the American terms and the traditional British terms used.

[...] *movie / film; mental / insane; can / tin; garbage / rubbish; gas / petrol; mad / angry; filling station / garage; elevator / lift; reel / spool; trailer / caravan; I guess / I think; truck / lorry; lumber / timber; French fries / chips*. In some cases, the American term has successfully ousted the British one as in the case of *radio* for *wireless*. Certain prepositional verbs have become part of English English without users realizing their origin: *to put sth. over; to get sth. across; to stand up to; to go back on*. A few imports from American English have occurred without their being an exact English equivalent already, for

example *okay* (nineteenth century, of uncertain origin), *phoney* (possibly of Irish origin in the United States) (Hickey, 2014).

In line with English as a whole, there isn't just one type of American English but various dialects. These dialects can be divided into three main categories: Northern English, Middle English, and Southern English (Cook, 2018; Hinskens, Auer, & Kerswill, 2005). Each category showcases differences not only in vocabulary but also in grammar, morphology, and pronunciation. However, despite these variations, American English tends to be more uniform compared to English.

This diversity is comparable to American English in terms of analysis. The English language has its roots in Anglo-Saxon, commonly referred to as Old English, which was the early version of the language spoken in the regions that now comprise England and southern Scotland between 425 and 1125 (Hinskens, Auer, & Kerswill, 2005). A key characteristic of British English is the omission of the /r/ sound at the end of words. In contrast to American English, where the pronunciation of the /r/ at the end of words is curvilinear, speakers of British English typically do not pronounce the /r/ and instead articulate a schwa sound /ə/. Furthermore, this type of English exhibits its own internal variations. As such, multiple dialects can be identified, including "London English," "Southern English," "Northern English," as well as the dialects found in Scotland, namely "Standard Scottish English" and "Scottish Gaelic" (Hinskens, Auer, & Kerswill, 2005; Munoz, 2015).

Australian English is the standard form of English used in Australia. This variant varies from other forms of English, particularly in its accent and vocabulary (Hickey, 2014). The unique characteristics of this dialect were solidified around 1830 (Hickey, 2013). Australian English is remarkable for its retention of some original terms to refer to animals, plants, and certain locations on the continent (Hickey,

2014). In terms of its indoor variations, three categories are recognized: 'wide', 'general', and 'cultivated Australian'.

Canadian English, due to their geographic closeness, is often mistaken for American English. This confusion arises because the variety of English spoken in Canada blends idiomatic features from both American and British English (Hickey, 2014). However, these are not the sole influences on Canadian English. The development of this English variety occurred after numerous waves of immigration over two centuries (Hickey, 2014). It consists of a mix of English terms from England, the United States, as well as words from French and Indigenous languages. This combination is what sets this variant apart (Hickey, 2014). Within it, some words that emphasize the first syllable are often confused with others derived from Francophone origins.

The English language in South Africa originated with the British colonial arrival in 1795. This variant has numerous unique features, making comprehension challenging at times (Hickey, 2014). It shares vocabulary similarities with British English. Yet, there are diverse vocalizations, similar to other dialects (Hickey, 2014). The development of South African English was notably shaped by two major influences: Dutch and Afrikaans, a local language. Indeed, many words contributing to this diversity in English have roots in various African languages, including Zulu and Ndebele (Hickey, 2014).

New Zealand English bears a close resemblance to the version spoken in Australia, primarily due to geographical proximity (Hickey, 2014). The most significant similarity lies in their pronunciation. In this instance, the influence stems not from indigenous people, but from Irish and Scottish immigrants who settled in the country during the 19th century (Hickey, 2014).

In India, English serves as an official language within society, but even when standard English is utilized, it doesn't entirely reflect the reality (Auddy, 2020). This means that various regional dialects of the language are employed across the country for social or geographical reasons. Conversely, Indian English has been significantly shaped by Hindi, which is the other official language in the nation. Approximately 30 million individuals communicate in English in India, positioning it as the third largest English-speaking country globally (Auddy, 2020).

Caribbean English refers to the form of English spoken throughout the Caribbean. However, although this term encompasses the entire dialect, each nation has its unique variations. Common to all of them is their origin in English and their African heritage (Hickey, 2014). For instance, Jamaican English shares grammatical similarities with British English. Nonetheless, owing to its closeness to the United States, American English has also influenced the English spoken in the Caribbean (Hickey, 2014).

The difference between the American and British accent

Clearly, when it is mentioned this difference, it should be noted that the difference in the following three letters: /r/ /t/ and /o/. In the letter *r* of the American dialect, the pronunciation existed wherever it is found in the word, while in the British dialect there are rules that indicate when the *r* is at the beginning of the word, it is pronounced. But if it is at the end of the sentence or before a consonant letter, it is never pronounced, such as in British the word *door*/dɔ:/ or *garden* /'ga:dn/, here it does not pronounce the letter *r* if it is pointed out the British accent but in American it does, such as /'gɑrdən/ and /dɔr/. As for the letter *t*, it is the easiest and most obvious difference to distinguish between these two dialects (Coupland & Hywel , 2007). As in the African American English pronunciation, the non-initial position is

reduced to a single segment, for example, test /tes/, desk /des/ looked /luk/, talked /tɔ:k/ (Hickey, 2014). To start off findings, initially, I must specify the place of articulation of human speech sounds and its positions. Herein, figure 1. demonstrates the position of each place of articulation according to IPA. Furthermore, Data collected from the Oxford and Webster Dictionary for guiding the interpretation to extract a linguistic perspective to figure out the difference between the American and British accent. Table 1, data collected for showing that the first table determines the phonemic difference between British and American English vowels accent, while table 2 contains an analysis of the English consonants and their divisions according to IPA English sounds (the place and manner of articulations of each consonant English sound).

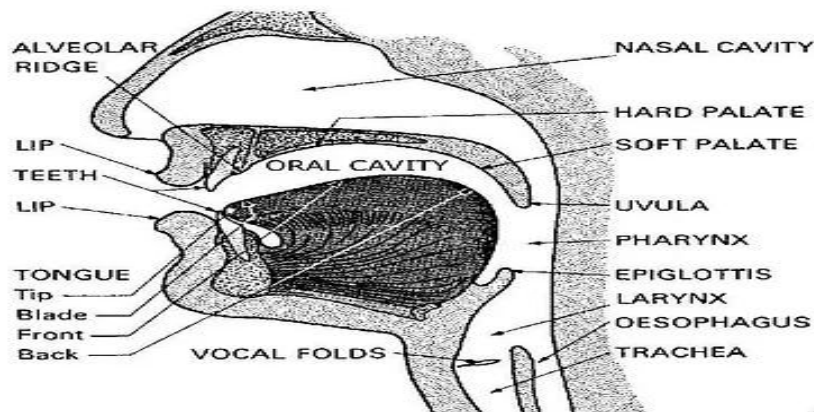


Fig. 1. The Place of Articulation

Table 1: Consonants Production

Consonants Voiced	Consonants Un-Voiced	The Process of Articulation
/b/ ben, fabric	/p/ pen, duplex	When the lips come together and then quickly part, it generates a burst of air referred to as Bilabial.
/d/ dog, feed	/t/ ton, sheet	This sound is created when the tip of the tongue tightens as it makes firm contact with the alveolar ridge and then releases, known as Stop and Plosive.
/g/ gum, nag	/k/ claim, shark	It occurs when the back of the tongue presses against the soft palate before being released, termed Stop and Palatal.
/v/ value, sheeve	/f/ fun, leaf	This sound is made when the lower lip gently touches the upper teeth, causing vibration on the lips due to the airflow, referred to as Labiodental.
/ð/ then, father	/θ/ think, teeth	It happens when the air flows between the teeth and the tongue, with the tip of the tongue touching the back of the front teeth, known as Interdental.
/z/ zipper, frieze	/s/ sing, fence	This sound results from the sides of the tongue contacting the upper, middle, and back teeth; the tip of the tongue is

		slightly lowered as air is expelled from the middle part of the tongue, called Alveola Fricative.
/ʒ/ manage, pleasure	/ʃ/ push, pressure	It is produced as air flows through the middle of the tongue, occurring when the tip of the tongue is down, and the sides press against the upper teeth on either side of the mouth, referred to as Palato-Alveola.
/dʒ/ fudge, jar,	/tʃ/ change, coach	This sound is generated when the tip of the tongue quickly touches the alveolar ridge and then releases. The process involves the tip of the tongue downward while the sides touch the upper teeth at the sides of the mouth, called Palato-Alveola.
/m/ mother, fume		This is called Nasal, occurring when the lips are rounded together (Bilabial) and air escapes through the nose.
/n/ noon, fun		Also called Nasal, this occurs when the tip of the tongue makes contact with the alveolar ridge, with air flowing out of the nose.
/ŋ/ sing, thing		Another Nasal sound is produced by the back of the tongue making contact with the soft palate, with airflow through the nose.

/l/ long, full		Described as Lateral, this is created by the tip of the tongue touching the alveolar ridge, allowing air to exit from both sides of the tongue at the mouth's corners.
/r/ round, farmer		This sound involves two processes: first, the tip of the tongue is slightly curled and then pulled back; second, with the tip lowered, the middle of the tongue touches the hard palate.
/w/ weather, quiet		Referred to as Bilabial, this sound emerges when the lips are rounded, allowing the air to flow out through the lips.
/y/ yogurt, mayor		The lower front teeth sound is produced when the tip of the tongue touches them, with the front of the tongue raised near the hard palate.
/h/ honey, Fahrenheit		It is created by pushing the back of the tongue towards the throat to generate friction while air moves out from the bottom of the mouth or through the vocal cords, known as Glottal.

For example, in the American dialect, the letter *t* is pronounced if it comes in the middle of the word close to the letter *d*, but in the British it is pronounced as well. The letter *o* in the British accent is pronounced in the middle of the word as it is,

while in the American it is pronounced close to the letter *a*. Figure 2 and 3 below demonstrate the position of each vowel in the American and British accent,

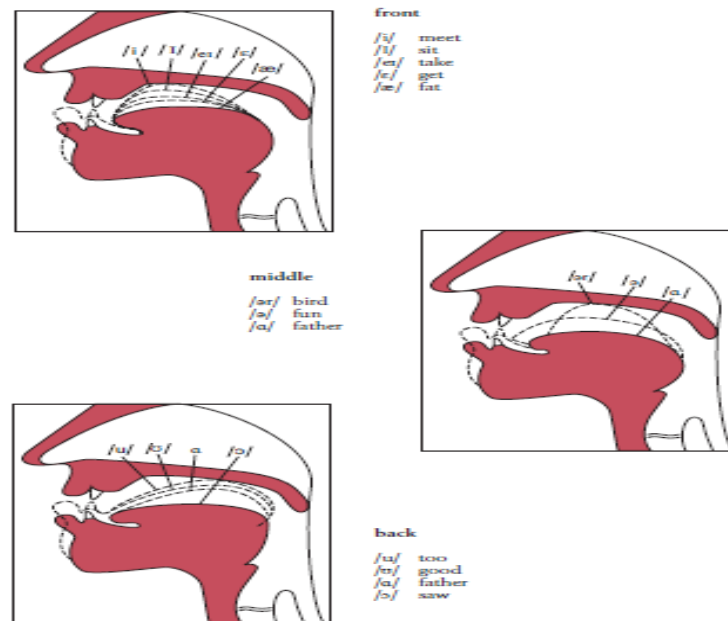


Fig.2. American Vowels Mastery

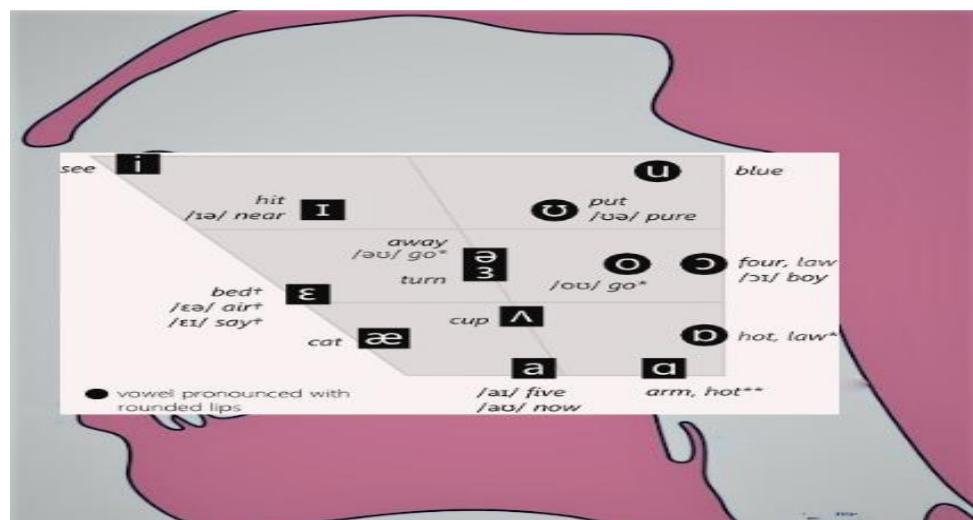


Fig.3. British Vowels Mastery

Table 2. The Differences between American and British Vowels

	Examples	American Vowel	British Vowel
/i/	<i>read, heat, meet, seat, seen, feet</i>	ri:d, hi:t, mi:t, si:t, si:n, fi:t	
/ɪ/	<i>in, bit, this, give, sister, will, city</i>	ɪn, bɪt, ðɪs, gɪv, 'sɪstər, wɪl, 'sɪti	ɪn, bɪt, ðɪs, gɪv, 'sɪstə, wɪl, 'sɪti
/e ɪ/	<i>late, gate, bait, fail, main, braid, wait</i>	leɪt, geɪt, beɪt, feɪl, meɪn, breɪd, weɪt	leɪt, geɪt, beɪt, feɪl, meɪn, breɪd, weɪt
/ɛ/	<i>let, get, end, any, fell, bread, men, said</i>	lɛt, gɛt, ɛnd, 'ɛni, fɛl, brɛd, mɛn, sɛd	lɛt, gɛt, ɛnd, 'ɛni, fɛl, brɛd, mɛn, sɛd
/æ	<i>last, apple,</i>	læst, 'æpəl, æd, kæn, 'ænsər, klæs	lɑ:st, 'æpl, æd, kæn, 'ɑ:nsə, klɑ:s

/	<i>add, can, answer, class</i>		
/ɑ/ /	<i>stop, lock, farm, want, army, possible, got</i>	stap, lak, farm, want, 'armi, 'pasəbəl, gat	stɒp, lɒk, fɑ:m, wɒnt, 'ɑ:mi, 'pɒsəbəl, gɒt
/ə/	<i>come, up, jump, but, does, love, money, about</i>	kʌm, ʌp, dʒʌmp, bʌt, dʌz, lʌv, 'mʌni, ə'baʊt	kʌm, ʌp, dʒʌmp, bʌt, dʌz, lʌv, 'mʌni, ə'baʊt
/ɔ/	<i>all, fall, author, also, applaud, thought, fought</i>	ɔl, fɔl, 'ɔθər, 'ɔlsəʊ, ə'plɔd, θɔt, fɔt	ɔ:l, fɔ:l, 'ɔ:θə, 'ɔ:lsəʊ, ə'plɔ:d, θɔ:t, fɔ:t
/o/ ʊ/	<i>go, slow, so, those, post, moment, drove</i>	ɡoʊ, sləʊ, soʊ, ðoʊz, poʊst, 'moʊmənt, droʊv	ɡəʊ, sləʊ, səʊ, ðəʊz, pəʊst, 'məʊmənt, drəʊv
/ʊ	<i>look, took,</i>	lʊk, tʊk, pʊt, fʊt, fʊl, wʊlf, 'kʊki	lʊk, tʊk, pʊt, fʊt, fʊl, wʊlf, 'kʊki

698

	<i>enjoy,</i> <i>avoid,</i> <i>voice</i>		
--	--	--	--

Discussion

The findings above show the similarities and differences between the British and American accent. It is noted that the consonant /r/ is present in the American English pronunciation, while it is absent in the British. However, findings by Hickey (2014) prove that /r/ in American can also be absent in southern vernaculars and recessive in the Northeast. /t/ in American is clearly absent glottalization and realized as a tap /r/ as intervocalic or interdental, but in turn, the consonant /r/ is pronounced in all positions of the syllable in Scottish English, it is located in the alveolar flap, but in African American English is considered non-prevocalic is absent, such as, car [ka:], party [pa:ti] (Hickey, 2014). Moreover, there is a quite different consonant for /w/ and /hw/ and so pairs of words that have the same pronunciation in Standard British English have different pronunciations /witch/ /wɪtʃ/, /which/ / wɪtʃ/ (Hickey, 2013). There is an /x/ sound that is missing from most English accents. It is found in many loanwords from Scots and Gaelic, and is often represented by the letters /ch/ as in /lɒx/. The consonant /l/ is applied or amplified at all locations of the syllable, as in American English, and is not thinned at the beginning of the syllable, as in British English. This is due to clarify that “is probably an inherited feature from Scots-derived dialects originally brought to the United States in the eighteenth century which then diffused into the language of the African-American population” (Hickey, 2014). But in African American English, the consonant /l/ usually takes a deletion process in the final, before labial in particular or along with auxiliary, such as, /help/ /hɛp/, /he’ll be home/ /hi bi ho:m/ (Hickey, 2014). The consonant /t/ is pronounced as a (?) in Scots if it follows a vowel, such as /bʌʔər/ for /butter/ (Hickey, 2014).

The differences also are caused by the vowels /i/ /æ/ /ɔ/ /u/ which are longer in the British pronunciation than in the American. Also, the vowels /ɑ/ /ə/ /ɔ/ are longer in British pronunciation when it adjoins before the consonant /r/ or /l/, it is also considered a feature of the traditional rural dialects of southern Ireland which shows stress (Hickey, 2014). He proves that in many North American accents, frequent unrounding or fully-opened of /ɔ/ to /ɑ, a/ creating items of sound very different from English, such as, /hɒp/, /wɒnt, wɔnt/, /gɒlf, gɔlf/. However, the similarity shows that vowels like /ɪ/, /eɪ/, /ɛ/, /ə/, /oʊ/, /ʊ/, /aɪ/, /aʊ/, /ɔɪ/ are the same in pronunciation according to the data analysis. Hickey (2014) noted that /i/ in Scots is pronounced like in American means shorter than in British accent, such as, /peat/ /pit/, /beat/ /bit/.

Nonetheless, data proves that all stressed in British and American vowels are match in pronunciation, particularly, when it comes before voiceless fricatives, sequences of nasal or obstruent's consonants, such as, answer /'ɑ:nsə/, class /klɑ:s/. However, it can be different in stress patterns in some cases, for example,

American Word Strass	British Word Stress
adult /ə'dʌlt	'adult /'ædʌlt/
direct /'dɪrɛkt/	direct /dɪ'rɛkt/
address /'æ,drɛs/	address /ə'drɛs/
inquiry /'ɪnkwaɪri/	inquiry /ɪn'kwaɪəri/

Moreover, it has been observed that /æ/ is being elongated in southern England and in eastern or south-eastern varieties of Irish English, particularly preceding /f, θ, s/, whereas this phenomenon does not occur in northern England (Hickey, 2014). Consequently, in the United States, the vowel /æ/ appears to be lengthened, which may be attributed to the formative years of American English during the British colonial era (Hickey, 2014). This can be explained by the fact that

the earliest settlers in the United States emigrated from the British Isles, bringing their version of English, which initially resembled British English, but gradually evolved due to the geographical separation of Americans in the New World. Hickey also states that American English exhibits “No retraction of low vowels before voiceless fricatives or nasals; for instance, grass /græs/ and dance /dæns/, both with [æ:] or [ɛ:/ɛə] in the latter case due to pre-nasal stress.” Over time, a distinct American English dialect developed, which diverges somewhat from its British counterpart.

American English encompasses various pronunciation patterns, vocabulary, grammar, and notably a standardized spelling system that is consistent nationwide but varies from other English accents globally (Cook, 2018; Dale & Poms, 2005; Mojsin, 2009; Munoz, 2015). A spoken accent, such as those from America or Canada that lacks local, ethnic, or cultural characteristics and subtleties, is referred to as Standard American English or General American English (Cook, 2018; Dale & Poms, 2005; Hinskens, Auer, & Kerswill, 2005). This dialect is predominantly spoken by educated individuals and is commonly used in audio and visual media. Nevertheless, historical and present linguistic data do not substantiate the notion of a singular predominant American dialect. The sounds of American English are continually evolving, with some local accents fading away while numerous regional accents arose in the twentieth century, particularly in areas like the northern Midlands, Western New England, and Western regions; these areas may be perceived as utilizing a General American Accent, which contrasts somewhat with the United Kingdom's Received Pronunciation (RP) (Cook, 2018; Dale & Poms, 2005; Mojsin, 2009; Munoz, 2015).

Conclusion

The aim of this research is to deepen the understanding of the distinctions between American and British accents. This study seeks to explain the English language in relation to its geographical variations and the characteristics associated with American and British accents. The research reveals that while there are several differences between the American and British accents, they are not excessive. Variations depend on the region, and some similarities exist, such as the consonant /r/, which is pronounced similarly in Scottish and American accents, but is typically not heard in most other British accents. As previously mentioned, the English language remains consistent, even with these minor variations. When one accent is studied, the other can be easily learned by considering these differences.

References

- Auddy, R. K. (2020). *In search of Indian English history, politics and indigenisation, 1st Edition*. New Yourk: Routledge India. Retrieved from <https://www.routledge.com/In-Search-of-Indian-English-History-Politics-and-Indigenisation/Auddy/p/book/9781032176482>
- Beal, J. (2008). *The British Isles, English dialects in the North of England: morphology and syntax* (Vol. 9783110208399). (B. Kortmann, & C. Upton, Eds.) Berlin: Mouton de Gruyter. doi:10.1515/9783110208399.2.373
- Cook, A. (2018). *American Accent Training with Online Audio*. Barrons Educational Services.
- Coupland, N., & Hywel , B. (2007). *Ideologised values for British accents*. Wales United Kingdom: Journal of Sociolinguistics. doi:<https://doi.org/10.1111/j.1467-9841.2007.00311.x>
- Dale, P., & Poms, L. (2005). *English Pronunciation Made Simple*. Longman. Retrieved from https://books.google.co.id/books?id=kq6CtgAACAAJ&dq=intitle:English+pronunciation+made+simple&hl=&source=gbs_api

- Hickey, R. (2014). *A Dictionary of Varieties of English*. John Wiley & Sons, Language Arts & Disciplines. doi:<https://doi.org/10.1002/9781118602607>
- Hinskens, F., Auer, P., & Kerswill, P. (2005). *Convergence and Divergence in European Languages*. UK: Cambridge University Press.
- Kortmann , B., Schneider, E. W., Burridge, K., Mesthrie , R., & Upton, C. (2004). *A Handbook of Varieties of English, A Multimedia Reference Tool. Volume 1: Phonology. Volume 2: Morphology and Syntax*. Berlin, Boston: De Gruyter Mouton. doi:<https://doi.org/10.1515/9783110197181/PDF>
- Little, A. (2018). Scotland and Britain 'cannot be mistaken for each other'. *BBC News*. Retrieved from <https://www.bbc.com/news/uk-scotland-44361867>
- Mojsin, L. (2009). *Accent, Mastering the American*. Barron's Educational Series (B.E.S. Publishing). Retrieved from <http://www.barronseduc.com/>
- Munoz, P. (2015). *Accent: American, The Complete Guide to Speaking the Standard American Accent*. The Voice Zone Publishing. Retrieved from https://books.google.iq/books/about/Accent_America.html?id=OCEYrgEACAAJ&redir_esc=y
- Pavlík, R. (N.D.). Pronunciation differences between British and American English. Retrieved from https://www.anglistik.uni-muenchen.de/personen/wiss_ma/falkner/downloads/bre_and_ame.pdf
- Protopopescu, D. (2018). Ruxandra Visan. Landmarks in the History of the English Language. Bucharest: University of Bucharest, Bucharest Working Papers in Linguistics . doi:DOI: 10.31178/BWPL.21.1.6
- Rohdenburg, G., & Schlüter, J. (2009). *One language, two grammars?: Differences between British and American English*. UK: Cambridge University Press.