

IUG English Majors' Awareness of the Differences Between British English (RP) and Standard American English (SAE) in Pronunciation and Vocabulary

إدراك طلبة اللغة الانجليزية في الجامعة الإسلامية للاختلافات في النطق والمفردات بين
الإنجليزية البريطانية و الإنجليزية الأمريكية

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Abstract

The study aimed at recognizing learners' awareness of the differences between British English (RP) and Standard American English (SAE) in pronunciation and vocabulary at Islamic University of Gaza (IUG). The descriptive analytical approach was used to achieve the objectives of the study. For this purpose, the researcher designed and distributed two tests, achievement test and transcription test, for a sample of English language 3rd level majors who studied the Phonetics course during the first semester of 2018-2019. The sample involved 70 male and female students. In order to answer the questions of this research, the researcher used the Statistical Package of the Social Sciences (SPSS). The findings of the study revealed some significant results: 8.3% of the respondents have an awareness of the differences in pronunciation and 56% of them don't have an awareness of the differences in vocabulary.

In the light of what has been mentioned, the study has proposed the following recommendations. Additional attention must be paid to develop the level of awareness of the students to the differences between "Received Pronunciation" (RP) and "Standard American English" (SA) in general, and pronunciation, vocabulary in particular. Such attention is supposed to be since early stages of learning English.

- English language learners, since early stages of learning English, should be exposed to the differences of RP and SA English as much as possible in order to improve their awareness of these differences in general.

ملخص البحث

هدفت هذه الدراسة إلى قياس إدراك طلبة الجامعة الإسلامية للاختلافات في النطق والمفردات بين الإنجليزية البريطانية والإنجليزية الأمريكية، ولتحقيق هدف الدراسة استخدم الباحث المنهج الوصفي التحليلي، وأعد لهذا الغرض اختبار وزع على عينة من طلبة قسم اللغة الإنجليزية المستوى الثالث والذين أنجزوا مادة الصوتيات في الفصل الدراسي الأول 2018-2019، وقد بلغ حجم العينة (70) طالب وطالبة، وقد استخدم الباحث برنامج الرزم الإحصائية spss للإجابة على تساؤلات الدراسة وتوصل الباحث إلى عدة نتائج أهمها: أن 8.3% من العينة يدركون الفروقات على مستوى اللفظ، وأن 56% آخرون لا يدركون الفروقات على مستوى المفردات.

وفي ضوء النتائج أوصى الباحث بعدة توصيات أهمها:

- يجب تركيز المزيد من الاهتمام لتطوير مستوى ادراك الطلبة للفروق بين اللغة الإنجليزية البريطانية والأمريكية بشكل عام، وفي مجال اللفظ والمفردات خاصة، وهذا التركيز لابد أن يكون مركزا في المراحل الأولى من تعليم اللغة الإنجليزية.

- لابد من تعرض دارسي اللغة الإنجليزية للفروق بين اللغة الإنجليزية البريطانية والأمريكية قدر المستطاع منذ المراحل الأولى لتحسين مدى إدراكهم لهذه الاختلافات بشكل عام.

Introduction:

It is widely believed that English is probably the most dominant language all over the world. It has become the language of higher education, technology communication, science, mass media, politics and commerce. Of course, English is a global language. English can be heard spoken by politicians on television and social Media. Wherever people travel, it can be seen on signs and advertisements. Whenever people enter a hotel or a restaurant in a foreign city, they need to understand English because there will be English menu (Crystal, 2003). Therefore, a huge number of people tend to learn English and try their best to master it with or without enough awareness of the different varieties of this language. The divergence of these varieties would be by reason or another a problematic area that faces the learners of the language.

English is a language which is derived from old Germanic family, while the majority of EFL learners believe that English is a language derived from Latin. The Germanic branch is one of the Indo-European subfamilies. English is considered as one of the West Germanic branch subgroups along with German, Dutch, and Afrikaans. This family is mostly written with the roman script, the modern version of the alphabet which is a written system evolved from a western variety of the Greek alphabet. Linguists use many aspects, for example grammar, pronunciation, and vocabulary, to determine the origin of modern languages historically. The overall composition of English reveals strong Germanic roots. For example, pronunciation aspect is one of the most distinguished aspects in English language, which identifies English from others.

English includes about 20 vowel sounds (12 of them are monophthongs and 8 diphthongs) and about 24 consonant sounds. This makes the distinction between these sounds rather difficult for the speakers of other languages which have fewer vowel sounds for example set /sit/ and seat /si:t/, pull /pul/ and pool / pu:l/, pot /pɒt/ and bought /bɔ:t/. The same applies to the consonant clusters in many English words: strength; splash and chronicle. Non-native speakers may say such words with an extra vowel sound or leave out the syllable altogether. The pronunciation of English words such as *then* and *thin*, *other* and *author*, *bathe* and *bath*, undoubtedly, causes problems for some learners who do not need or are unable to use the tip of the tongue to produce words in their own language. Further difficulties that face the non-native speakers are the attempt to produce spoken English that sounds natural without taking in consideration the English word stress, the elision of weak syllables and the insertion of consonants.

The researcher believes that teachers and students of English should be aware of and tolerant of both varieties. Since the two varieties are melding into one common language and are used together freely in international English, English foreign language learners

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should be alerted to both varieties. Unfortunately, only Advanced students become aware of major differences between the two varieties, and it is therefore preferable for them to have the two varieties clearly distinguished in their minds. However; consistency, that is, the use of one variety exclusively, is only necessary within one single piece of written work, or when functioning in a context where one or the other variety is dominant. In any other context it is hardly necessary (Salama and Ghali, 1982). Moreover, the learners are not just unaware of these differences, but also, they do not know which variety they need to study. The lack of students' awareness might be due to the fact that these varieties are not just different in pronunciation, but also in all the aspects of language. Another reason of this lack of knowledge may be due to the lecturers themselves because they are considered the primary source of students learning. If lecturers are unaware of these differences, this will definitely has an effect on their students

Statement of the Problem

The current research is set out to identify linguistic areas in pronunciation and vocabulary that lead to mixing up the two varieties in the linguistic performance of English majors at IUG. It also aims to investigate students' awareness of the differences between BrE (RP) and AmE, together with the personal variables (GPA, gender) that might affect the learners' preference of one variable over the other. To justify the problem from a practical reality, the researcher has observed that during his bachelor and master studies, although there is great reliance on British curriculum and British English (RP), both lecturers and students mix up the two varieties, leading to inconsistencies in pronunciation and spelling. Hence, this stimulated the researcher to investigate and shed light on these problematic areas so that students and lecturers be aware of the two varieties and commit themselves to one variety. The problem of the study can be stated in the following questions:

To what extent are learners aware of the differences between British English (RP) and Standard American English (SAE) in pronunciation and vocabulary at IUG?

To answer the above major question, the researcher addresses the following minor questions:

- To what extent are the English majors aware of the differences between British English (RP) and Standard American English (SAE) in terms of pronunciation?
- To what extent are the English majors aware of the differences between British English (RP) and Standard American English (SAE) in terms of vocabulary?
- Are there any statistically significant differences at ($\alpha \leq 0.05$) in the mean score between females and males English majors in the test of British English (RP) and Standard American English (SAE) in terms of pronunciation?

- Are there any statistically significant differences at ($\alpha \leq 0.05$) in the mean score between females and males English majors in the test of British English (RP) and Standard American English (SAE) in terms of vocabulary?
- Are there any statistically significant differences at ($\alpha \leq 0.05$) between respondents in pronunciation due to (GPA)?
- Are there any statistically significant differences at ($\alpha \leq 0.05$) between respondents in vocabulary due to (GPA)?

Hypotheses of the Study

Regarding the previous research questions, the study hypothesizes that:

- Most of the English language majors at IUG are not aware of the differences between British English (RP) and Standard American English in terms of Pronunciation.
- Most of the English language majors at IUG are not aware of the differences between British English (RP) and Standard American English in terms of Vocabulary.
- There are no statistically significant differences at ($\alpha \leq 0.05$) in the mean score between females and males English majors in the test of British English (RP) and Standard American English (SAE) in terms of pronunciation.
- There are no statistically significant differences at ($\alpha \leq 0.05$) in the mean score between females and males English majors in the test of British English (RP) and Standard American English (SAE) in terms of vocabulary.
- There are no statistically significant differences at ($\alpha \leq 0.05$) between respondents in pronunciation due to (GPA).
- There are no statistically significant differences at ($\alpha \leq 0.05$) between respondents in vocabulary due to (GPA).

Objectives of the Study

The study aims to achieve the following objectives:

- To identify to what extent the English majors are aware of the differences between British English (RP) and Standard American English (SAE) in terms of pronunciation.
- To identify to what extent the English majors are aware of the main and common differences between "British English" (RP) and "Standard American English" (SAE) in terms of vocabulary.
- To find out if there are any statistically significant differences at ($\alpha \leq 0.05$) in mean score between females and males English majors in the test of British English (RP) and Standard American English (SAE) in terms of pronunciation.
- To find out if there are any statistically significant differences at ($\alpha \leq 0.05$) in mean score between females and males English majors in the test of British English (RP) and Standard American English (SAE) in terms of vocabulary.

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- To find out if there are any statistically significant differences at ($\alpha \leq 0.05$) between respondents in pronunciation due to (GPA).
- To find out if there are any statistically significant differences at ($\alpha \leq 0.05$) between respondents in vocabulary due to (GPA).

Significance of the Study

This study might be important in helping university lecturers to identify linguistic areas that might cause lecturers to substitute one variety of English by another, causing some sort of confusion for their students. It also helps lecturers at Gaza universities to have a sound knowledge about the importance of their role in raising the awareness of English language learners of the differences that occur between RP and SAE. This, in turn, may increase students' understanding of areas of differences between RP and SAE in terms of vocabulary and pronunciation and enhance their awareness of these differences.

The study is beneficial for school teachers and students who frequently use both varieties of English. It enables them to understand the differences between both varieties and hence minimizing spelling errors in the vocabulary area. Sticking to one variety of English saves time and effort as students are so fussy about pronunciation at schools and universities. They keep themselves busy looking up the word's pronunciation in British dictionaries and American dictionaries.

Limitations of the study

This study is conducted to investigate the IUG English majors' awareness of the differences between RP and SAE in pronunciation and vocabulary during the second semester of the academic year 2018-2019. Therefore, this research is only concerned with the learners of English language at the Islamic University of Gaza. It is only concerned with two linguistic aspects which are vocabulary and pronunciation. Because of the importance of these two aspects, they are considered the most common ones used even in the curriculum of L2 learners or in general daily life. Moreover, it only covers some of the most common differences in the two varieties.

Definitions of Terms

1. **Dialect:** reflects the regional and the social background of any language speakers depending on distinctive pronunciation grammar and vocabulary between them. All languages are analysed into a range of dialects. (Crystal, 1997).
2. Dialect is any set of one or more varieties of language which share at least one feature or a combination of features setting them apart from other varieties of language (Allen and Linn, 1986).
3. **Standard American English (SAE):** the pronunciation used by the majority of the population of the United States and by most US radio and TV announcers (Stubbs, 1980).

4. **Received Pronunciation (RP):** the accent traditionally considered to be the standard pronunciation model is known under the somewhat strange name Received Pronunciation, or RP (where “Received” is interpreted as meaning “generally accepted”) (Brown, and Rodgers, 2002).
The accent of British English usually chosen for the purposes of description and teaching, in spite of the fact that it is only spoken by small minority of the population; it is also known as the “ Oxford ”or “ public school ”accent, and as “ BBC pronunciation ” (Khader, 2017).
5. **Language Variety:** it can be broadly defined as a variant of language that differs from another variant of the same language systematically or coherently. Varieties of language may include, for example, the Standard English, dialects, sociolects, idiolects and jargons (McEnery, Xiao and Tono, 2006).

Previous Study

In this part, a relevant introduction presenting the previous studies related to this study is introduced.

Thornstand (2008) tries to catch on which variety of English is preferred by students in upper secondary schools, British or American English. He also tries to find any differences relied on gender to see if they are aware of their usage. According to the curriculum, it's important to teach the different varieties in high schools and be aware of them, so this study took place in Swedish upper secondary schools in Stockholm area, a survey was conducted on 108 pupils, the tool was a questionnaire which tested pronunciation and vocabulary. The results of this research reveal that the tendency among these pupils is that they use the American English variety more than British English in both vocabulary and pronunciation. It also showed that the mixed usage between the two varieties, especially by the girls.

Alftberg (2009) aimed to find out which English variety pupils in secondary school use, if they are aware of the use of British or American English, and if there any differences between the preferences of girls and boys. British English is mostly the variety which is taught in school, but the influences of American English due to the connection with different media are strong and have consequently a great impact on Swedish pupils. This study was conducted in a secondary school in addition to 33 pupils in the 9th grade participated in the investigation. They have been asked to fill a questionnaire to test their attitudes towards vocabulary, besides their awareness of vocabulary, and their ability to read a group of words loudly. The study revealed that the students have a tendency to use American English more than British English, in both vocabulary and pronunciation, and that all the students mixed American and British features. A majority of the pupils had preferred American English, especially the boys, who also seemed to be more aware of which variety they use, and in general more aware of the differences between British and American English.

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Tibenska (2012) deals with selected differences in British and American English. The goal of this work is to describe the origins of the English language and the American dialect and to compare the use of the selected differences in the two dialects and demonstrate them with examples. The work concentrates on the history of the English language and its development, the origins of American English and selected differences in the two dialects which include: selected differences in grammar, the most common differences in pronunciation, common differences in British and American spelling, and differences in vocabulary.

Mohammed (2003) presents the major differences between American and British English. He intends to shed light on the historical background that clarifies the establishment of the English language in America. The study investigates the effect of Noah Webster in forming and developing American English. It focuses on the differences between American and British English in pronunciation, spelling, vocabulary, word choice, syntax and morphology.

Ledin (2013) investigates the attitudes towards British English language and American English among pupils in an upper secondary school in Sweden. The study also aims to discover to what extent aspects such as TV, film and other media affect them regarding their English pronunciation. A survey was carried out on 76 pupils of which 64 survey sheets were used in the results. The results were then compared to two previous studies, one performed in Denmark in 1999 and one performed in Norway in 2010. The findings showed that most of the pupils claimed to speak American English, closely followed by British English. Even though most of them spoke the American English, more students had chosen British English as their goal dialect. Most of the respondents were positive towards British and American English. TV and films have the greatest influence on the students' pronunciation and most students did not mind if their teacher had a different dialect of English than themselves. In comparison with previous studies, similar results were found.

Lindell (2014) tries to explore the abilities of Swedish students in differentiation between RP English and Standard American English in vocabulary and spelling. The case study contains 97 participants studying at a high school in Halmstad, a quantitative style was used in collecting and analyzing the result, the study results assured that a few number of students have the capacity to differentiate between RP and SAE. It was clear that no one of the participants was able to determine if they use RP or SAE in their daily life or at school. The study showed that all students confused RP and SAE, they used both varieties at the same time.

Yaman (2015) tries to explore to what extent ELT students at OndokuzMayis University are aware of the differences between American and British English in

spelling, word choice and pronunciation. The findings of the test for each participant were calculated numerically; and the results clearly demonstrate that the participants are barely aware of the differences between the two English varieties American and British English at spelling, word choice, and pronunciation levels. The results generated by this study conducted with the participation of a limited sampling cannot be generalized for the whole Turkish EFL context. Nevertheless, it holds certain implications for Turkish EFL learners' likely lack of awareness as to the differences between British and American English.

Abderrahhim (2015) conducted a study to convey a clear view about English language in general and about the differences between Received Pronunciation and Standard American English in specific. The study aims to investigate Algerian EFL students' awareness of the differences in the aspects of English language between RP and SAE. The case study contains 27 participants from Tlemcen university. The tools used in collecting and analysing data were interview and questionnaire. The study consists of three parts, the first one is the theoretical frame which deals with the differences between RP and SAE, the second part is talking about gathering and analysing data, tools used during data collecting, and methodology of the research in general. The last part deals with the results and the recommendations, which suggested that teachers mixed RP English and SA English, whereas their students use RP depending on their curriculum.

Cruz & Cazorla (2015) aim to report the outcomes of an empirical study that carried out among the students of English Philology at Las Palmas de Gran Canaria University so as to elicit data about their attitudes toward the British and the American varieties of English. Taking into consideration the findings, the researcher attempts to suggest ways in which we can deal with students' tendency to put too high a value on British English and to judge the other varieties as inferior. Specifically, it is argued that when teaching English in the 21st century, it makes little sense to restrict the limits of the language and the culture to the British sphere. Actually, the evolution of English into an international language necessitates that all of its speakers, learners, and teachers recognize and confirm the diversity of cultures English represents throughout the world today. A group of 105 subjects responded to the questionnaire and all of them were students of English philology at ULPGC. The instrument was a written questionnaire, it was divided into three sections. The outcome of the study reveals that the British model is superior to the other forms of the language. It is more pleasant, formal, and rich, while American English is informal and fast language.

Kutateladze (2015) attempts to illustrate the difference between American and British English, and to show the impact of deviations on business communication. It provides the differences in pronunciation, grammar, vocabulary, spelling, punctuation and exhibits the misunderstanding the deviations in these aspects of language may cause in

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business cooperation. The main idea of the study is to illustrate the linguistic distinctions which will have an effect on business cooperation. The Study also explains the reasons for deviations between American and British English, speaks about the original form of English, the development of differences and the future of English. And finally, the study comments on the future of English and globalization which determines the fate of linguistic differences between American and British English.

Carrie (2017) aims to find out students' attitudes towards English reference accents in Spain. The paper checks the attitude of 71 university students in Spain towards the speech varieties "Received Pronunciation" and "General American". Using the verbal guise technique, it measures cognitive, effective, and conative responses to speech stimuli. Qualitative comments collected using questionnaires and interviews. The findings suggest a desire to emulate RP, often associated with status and prestige, though greater solidarity and stronger affiliated feelings towards GenAm speaker.

Serrarens (2017) aims is to find an answer for the following research question: "What attitudes do Dutch citizens attribute to speakers of Standard American English and Received Pronunciation?" Additionally, the relationship between the gender of the speaker and the attributed attitudes was studied. This is significant because little research of gender in combination with language attitudes was done. This study made use of a mixed subject design with two independent variables: the variety of English and gender. Both of these variables had two levels, Received Pronunciation (RP) and Standard American English (SAE), and male and female, in that order. Social attractiveness and status were the dependent variables. In an experiment, participants were asked to listen to two sound fragments, either of a male or female speaker of SAE or RP and answer questions about the social attractiveness and status of the speakers. The results indicate that Dutch citizens point more social attractiveness to speakers of RP than to speakers SAE. Moreover, the participants attributed more social attractiveness to male speakers than to female speakers.

The study shows that Dutch citizens attributed more social attractiveness to speakers of Received Pronunciation than to speakers of Standard American English. Also, the participants attributed more social attractiveness to male speakers than to female speakers.

Commentary

Several prior studies on the topic were discussed to enhance and enrich the current study, and provide a solid ground and substantial information about previous research. They also enable the researcher to emphasize the importance of the current study and to address an outstanding gap. The following notes were drawn from prior studies:

The researcher investigated (13) previous studies one of them is an Arabic study and the else are foreign studies.

The previous studies were characterized by modernity, where the period of the previous studies was extended from 2007 to 2017.

The previous studies used adopted different approaches such as the analytical descriptive approach, the descriptive approach, and the historical approach.

Data collection in previous studies were based on several tools, such as questionnaire, interview, and tests (written and audio), and some were based on descriptive and deductive studies.

Previous studies were carried out in different places. The studies examined the following environments: Algeria, Sweden, Spain, Netherlands, Turkey, Czech Republic, Britain.

Most studies were applied to university students and some of them applied to high school students.

From the previous observations ,the researcher emphasizes the following: to the best of the researcher knowledge, no study has been conducted in Palestine or in the Arab world that dealt with **learners' awareness of the differences between RP and SA English in pronunciation and vocabulary** This is what distinguishes this study and gives it special scientific and practical importance over other studies.

Similar to other prior studies, this study made use of the descriptive analytical method and used a written test as a main tool for the study. The study differs from previous studies in the community and sample of the study

Research Methodology

To carry out the study the researcher used the descriptive analytical method of research. Brown and Rodgers (2002) defined the descriptive research as "A research that describes group characteristics or behaviours in numerical terms (p.117). They maintain that "The descriptive statistics are those statistics used to analyse descriptive research data, usually in terms of central tendency and dispersion". The study used two tests as main research tools. The population of the study includes a sample of 70 students of English department at IUG. Two tests were conducted . The first test was an achievement test to measure students' awareness of the differences in vocabulary between RP and SAE. The second test was a transcription written test to measure students' awareness of the differences in pronunciation between RP and SAE English. The researcher used many sources to prepare the two tests such as books, essays, magazines, previous studies, and dictionaries.

Research Design

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For the purpose of this study, the researcher used the descriptive analytical method. Brown and Rodgers (2002) define the descriptive research as "A research that describes a group of characteristics or behaviours in numerical terms". They maintain that "The descriptive statistics are those statistics which are used to analyse the descriptive research data, usually in terms of central tendency and dispersion" (p.117).

Participants

The study's sample includes 70 of English language majors : 26 male and 44 female. They studied English from grade 1 to 12, they are junior students at IUG who studied the phonetics course during the first semester of 2018-2019. For the purpose of the study, the researcher checked the CGPA and the gender of the participants.

Characteristics of the Study Sample for Test

- Distribution of Study Sample by Gender.

Table 1. shows the distribution of the sample according to Gender.

Table (1) The distribution of the sample according to the respondents' Gender.

Gender	N	%
Male	26	37.1
Female	44	62.9
Total	70	100.0

Distribution of Study Population by Current University GPA.

Table 2. shows the distribution of the sample according to Current University GPA.

Table (2) The distribution of the sample according to Current University GPA

GPA	N	%
60-69%	1	1.4
70-79%	30	42.9
80-89%	35	50.0
90-100%	4	5.7
Total	70	100.0

The Instruments and Data Collection.

To collect the data of the study, the researcher designed two tests: the first test is an achievement test to measure students' awareness of the differences in vocabulary between RP and SAE. The second test is a transcription written test to measure their awareness of the differences in pronunciation between RP and SAE English

The instruments include three sections:

- Section 1: personal data (Gender, GPA)

- Section 2: The RP - SAE English pronunciation test, which contains (3) parts:
 1. Monophthongs.
 2. Diphthongs.
 3. Consonants.
- Section 3: The RP - SAE English vocabulary test, which contains (25) periods.

The Validity of the Test:

To ensure the validity of the two tests , the research used the referees' validity. The first version of the tests was distributed to four experienced professors from different universities in Gaza. Those professors kindly reviewed the items of the two tests and wrote their comments. The referees' comments were taken into consideration and the tests were modified accordingly.

The Reliability of the Test:

The test was applied to a pilot sample which consists of thirty students who study at IUG. The researcher has used the statistical methods to determine the reliability of the test.

1. Test and Retest

The test was introduced to a pilot sample and after two weeks it was reintroduced to them in order to check how reliable is the test. Students' results show a high correlation between the test and the retest. The person correlation coefficient is (0.602) which means that the value is statistically significant, which indicates high reliability, as shown in table (3.1) and (3.2)

Table (3.1) Person Correlation for RP & SA English pronunciation test

	Correlation Coefficient	Significance
The test	**0.602	0.000

Table (3.2): Person Correlation for RP & SA English vocabulary test

	Correlation Coefficient	Significance
The test	**0.721	0.000

Statistical Analysis.

In order to analyze the data, the researcher used SPSS statistical packages as a statistical technique. The following statistics were used:

1. Means and percentages.

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2. T-test independent sample was used to measure the statistical differences in mean between gender.
3. One – Way ANOVA test was used to measure the statistical differences in mean between GPA.

Answers of the Research Questions of the Test.

(Analysis of question one): To what extent are the English majors aware of the differences between British English (RP) and Standard American English (SAE) in terms of pronunciation?

The researcher used the frequencies to measure the sub-question : To what extent are the English majors aware of the differences between British English (RP) and Standard American English (SAE) in terms of " monophthongs"?

Table (4.1): degree of English majors' awareness of the differences between British English (RP) and Standard American English in terms of Monophthongs

NO.	Item	Correct answer Br.	Correct answer Am.	Correct answer both
1.	Hot	29	7	4
2.	Stop	22	4	4
3.	thought	14	3	2
4.	daughter	11	3	3
5.	Dance	22	13	10
6.	Path	23	13	12
7.	Rocket	10	3	1
8.	Packet	11	4	1
Total		142	50	37
Percentage of discrimination in Monophthongs				¹7%

As shown in the previous table, less than 25% of the respondents were able to write the correct transcription of British English, on the other hand, less than 9% of them wrote the correct American transcription. Just 7% of the respondents were able to write both American and British transcription correctly.

The item " hot" was the highest in frequency in British English whereas the lowest was for the item" rocket".

¹ = Total correct answers / 8 * Total sample (70)

The above table showed also the inability of the respondents to write the correct British or American transcription of the items " dance, path" gained the highest ranks, whereas the items "thought, daughter and rocket" were with the lowest ranks.

The item "rocket" is the lowest among all the items in both American and British.

The researcher used the frequencies to measure the sub-question To what extent are the English majors aware of the differences between British English (RP) and Standard American English (SAE) in terms of "diphthongs"?

Table (4.2) shows The degree of English majors' awareness of the differences between British English (RP) and Standard American English in terms of Diphthongs

NO.	Item	Correct answer Br.	Correct answer Am.	Correct answer both
1.	Near.	16	6	5
2.	Beard.	10	5	4
3.	Go.	30	3	3
4.	Home.	25	4	4
5.	Tomato.	11	4	3
6.	Vase.	10	4	2
Total		102	26	21
Percentage of discrimination in Diphthongs				² 5%

As shown in the previous table, less than 24% of the respondents were able to write the correct transcription of British English, on the other hand, less than 6% of them wrote the correct American transcription. The total average of the correct responses was just, 5% for both American and British transcription.

The item " go" gained the highest rank in British whereas the lowest rank was for the items" beard and vase".

The above table showed also the inability of the respondents to write both the British and American transcription of the items correctly and simultaneously. The item " near" gained the highest rank, whereas the item "vase" got the lowest rank.

The researcher used the "frequencies to measure the sub-question To what extent are the English majors aware of the differences between British English (RP) and Standard American English (SAE) in terms of "consonants"?

² = Total correct answers / 4 * Total sample (70)

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Table (4.3) shows the degree of English majors' awareness of the differences between British English (RP) and Standard American English in terms of Consonants

NO.	Item	Correct answer Br.	Correct answer Am.	Correct answer both
1.	Car.	34	16	16
2.	Sharp.	33	14	13
3.	City.	33	7	7
4.	Writer.	27	1	1
Total		127	38	37
Percentage of discrimination in Consonants				³ 13%

Table (4.3) shows that English majors find vowels generally harder than consonants, 45% of the participants answered the British English transcriptions correctly, while 14% of them wrote the correct American transcriptions. Just 13% of the respondents were able to write both American and British transcriptions correctly. The item "car" was the highest in frequency in both American and British, whereas, the item "writer" was the lowest in both varieties.

(Analysis question two): To what extent are the English majors aware of the differences between British English (RP) and Standard American English (SAE) in terms of vocabulary?

Table (4.4) shows the degree of English majors' awareness of the differences between British English (RP) and Standard American English in terms of vocabulary

NO.	Item	Br.	Am.	Not sure	correct answer	Percentage of indiscrimination in vocabulary ⁴
1.	petrol	35	33	2	Br.	50%
2.	biscuits	42	25	3	Br.	40%
3.	jam	30	30	10	Br.	57%
4.	fall	20	38	12	Am.	46%
5.	booking	27	31	12	Br.	61%
6.	pavement	21	40	9	Br.	70%

³ = Total correct answers / 6 * Total sample (70)

⁴ = (70 - the number of correct answers) / 70

7.	chemist	26	32	12	Br.	63%
8.	rubbish	36	31	3	Br.	49%
9.	soccer	14	49	7	Am.	30%
10.	holiday	33	33	4	Br.	53%
11.	Lift	30	29	11	Br.	57%
12.	Rubber	31	28	11	Br.	56%
13.	cell phone	20	45	5	Am.	71%
14.	full stop	45	19	6	Br.	36%
15.	Boot	25	31	14	Br.	64%
16.	Cinema	33	32	5	Br.	%53
17.	Apartment	42	26	2	Am.	63%
18.	Principal	29	28	13	Am.	%60
19.	Backpack	20	32	18	Am.	54%
20.	mail box	22	31	17	Am.	56%
21.	Starters	35	25	10	Br.	50%
22.	Queue	29	20	21	Br.	59%
23.	Sweets	25	41	4	Br.	64%
24.	Fags	26	24	20	Br.	63%
25.	Lorry	19	22	29	Br.	73%
Total						⁵ 56%

To find the answer for the research question "to what extent are the English majors aware of the differences between American and British English in vocabulary?" The researcher used the percentage to show the majors' ability to differentiate between the two varieties. 56% of the answers were correct, 29% were wrong and near 15% of them were not sure.

The items " lorry, cell phone and pavement" respectively were the highest with 73, 71 and 70%. On the other hand, the items " biscuits, soccer and full stop" were the lowest with 40, 30 and 36% in order.

It is noticeable that the percentage of the correct answers is higher than the percentage of the previous part (pronunciation) which indicates the amount of difficulties that English majors face in differentiating between American and British English.

The Answer of the Third Question.

- The question is: " Are there any statistically significant differences at ($\alpha \leq 0.05$) between mean score of females and males English majors of the test between British English (RP) and Standard American English (SAE) in terms of pronunciation?

⁵ =The sum of the previous percentages / 25

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To answer this question the researchers used Independent sample T-test. Table (4.5) shows the following:

Table (4.5): Independent sample T-test

Gender	No.	Mean	T value	P-Value (Sig.)
Male	26	1.8729	1.923	0.059
Female	44	1.9687		

The table above shows that computed T value is more than the critical ($\alpha=0.05$) and it proves that there are no statistically significant differences in the responses of the participants at ($\alpha \leq 0.05$) due to gender.

The Answer of the Fourth Question.

- The four question is: " Are there any statistically significant differences at ($\alpha \leq 0.05$) between mean score of females and males English majors of the test between British English (RP) and Standard American English (SAE) in terms of vocabulary?"

To answer this question the researcher used Independent sample T-test. Table (4.6) shows the following:

Table (4.6): Independent sample T-test

Gender	No.	Mean	T value	P-Value (Sig.)
Male	26	1.7338	0.178	0.860
Female	44	1.7436		

The previous table shows that computed T value is more than the critical ($\alpha=0.05$) and it proves that there are no statistically significant differences in the responses of the participants at ($\alpha \leq 0.05$) due to gender.

The Answer of the Fifth Question

The five question is: "**Are there any statistically significant differences at ($\alpha \leq 0.05$) between respondents in pronunciation due to (GPA)?**"

To answer this question the researchers used one way Anova test. Table (4.7) shows this:

Table (4.7): One-way ANOVA

Source of variance	Sum of Squares	Df	Mean Square	F	Sig.	Result

Between Groups	0.409	2	0.204	5.465	0.006	sig.
Within Groups	2.505	67	0.037			
Total	2.914	69				

The previous table shows that computed one way ANOVA is less than the critical ($\alpha=0.05$) and it proves that there are statistically significant differences in the responses of the participants at ($\alpha \leq 0.05$) due to the GPA.

The Answer of the Sixth Question

The 6th question is: "Are there any statistically significant differences at ($\alpha \leq 0.05$) between respondents in vocabulary due to (GPA)?"

To answer this question the researchers used one-way ANOVA test. Table (4.8) shows the following:

Table (4.8): One-way ANOVA

Source of variance	Sum of Squares	df	Mean Square	F	Sig.	Result
Between Groups	0.023	2	0.011	0.230	0.795	Not sig.
Within Groups	3.355	67	0.050			
Total	3.378	69				

The previous table shows that computed one-way ANOVA is more than the critical ($\alpha=0.05$) and it proves that there are not statistically significant differences in the responses of the participants at ($\alpha \leq 0.05$) due to the GPA.

Findings

The study findings reveal the following:

- 8.3% of the respondents have an awareness of the differences in pronunciation.
- Just 7% of the respondents have shown their ability to write both American and British transcription correctly in monophthongs section.
- The total average of the correct responses was just, 5% for both American and British transcription in diphthongs section.
- Just 13% of the respondents were able to write both American and British transcriptions correctly in the consonant section.

As regards vocabulary, 56% of the respondents are unaware of the differences in vocabulary.

The test shows that 8.3% of the respondents have an awareness of the differences in pronunciation. In monophthongs the success rate is just 7% in diphthongs, the case is more problematic, where only 3% of the answers were correct and the remaining 97% were incorrect. finally in the consonant section the success rate is only 13%. Although

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participants never reached the passing grade which is 50% in vowels and consonants, they scored better with consonants than vowels

In the vocabulary section, the results of the test show that 56% of the answers were incorrect and 44% were correct. Even the rate of the correct answers did not reach the success rate, but it is still better than the pronunciation section with a clear distinction.

And these are the findings in points:

- There is an insignificant difference among the respondents due to GPA in vocabulary section. We conclude that there are no differences in the averages of the research responses due to GPA in vocabulary.
- There are significant statistical differences among the respondents due to GPA in pronunciation. We conclude that there are significant differences in the averages of the responses due to GPA in pronunciation.
- There is an insignificant difference among the respondents due to the Gender of the students. We conclude that there are no differences in the averages of the research responses regarding Gender of the students.

Conclusion

Based on the previously discussed and analyzed results, it can be concluded that:

- In the vowels section, the extent of awareness the differences in monophthongs is higher than the extent of awareness the differences in diphthongs.
- In the pronunciation section, participants show more awareness with consonants than with vowels.
- In the vocabulary section, the results show that the participants found vocabulary less problematic than pronunciation.
- Difficulty in students' awareness of the differences between RP English and SA English is due to the lack of knowledge about this area during their educational journey, even at schools or universities.
- No statistical variations are found that are attributed to Gender of students, and GPA.

Recommendations

Based on the previously discussed and analyzed results, it can be recommended that

- Careful attention should be made to developing students' awareness of the differences between RP English and SA English in general, and pronunciation and vocabulary in particular. This can be done during the early time at university.
- English Language learners, since the early stages of learning English, should be exposed to the differences between RP and SA English as much as possible in order to improve their awareness of these differences in general.

- English language teachers should be acquainted with results of contrastive analysis researcher, a field of study that highlights the differences between RP and SA English. Such knowledge might give teachers insights about problematic areas that need more attention. In addition, English language teachers should stick to one variety, either British English or American English, and make it known to their students which variety they are using. At university, since professors use both varieties, it is recommended that students are taught both varieties to be able to differentiate between both varieties.

Recommendation for Further Studies

The study has highlighted a number of topics on which further research would be beneficial.

- This study is only conducted on one university at Gaza, which is IUG. It is recommended that a similar study should be carried out on other universities to check if students can clearly distinguish one variety from the other, or they experience the same problems and mix both varieties.
- It is also recommended that further research be conducted at schools to check if teachers are aware of the vocabulary and pronunciation differences between British English and American English.

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