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Alumni Students in the Department of English and their Attitudes towards American English the Case of Master two Students “Didactics”

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fulfilment of the requirements for the degree of *Master* in Didactics.

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Declaration of originality

I hereby declare that this submission is my work and that, it contains no material previously published or written by another person nor material which has been accepted for the qualification of any other degree or diploma of a university or other institution.

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Dedication

This work is dedicated to my beloved parents Adda and Khalida without whom this dream would never come true. To my sisters Hadjer and Hiba, and to my brother Karim, to my friend Ali

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Abstract

English is both the International and the first spoken language around the globe, it does not come in a singular form, but it involves different varieties that are distinct in matter of words use, pronunciation and writing. The English language includebut are not limited to American English, British English, Canadian English, and Australian English. The purpose of the current study is to shed light on alumni students' attitudes towards American English. Furthermore, this research seeks to reach three main objectives. Firstly, it aims to detect what is the favorite English language variety for alumni students. Secondly, it tries to sort out the main purposes that lead alumni students to prefer an English variety over another. Thirdly, it seeks to provide some useful strategies and techniques that may help both alumni students and teachers to better learning and teaching American English. For the current investigation, a descriptive research has been adopted. To carry out the current study, two data collection tools have been used: a questionnaire that was addressed to 40 alumni students from the English department of DrMoulayTahar University in Saida. In addition to a class observation. The results revealed that alumni students are having positive attitudes towards American English and it is their preferable variety. The researcher tries therefore to suggest a series of methods and techniques to be taken into account in order to foster the American English use for both teachers and learners.

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General introduction

General introduction

English language is the most used language around the world that is, it is a universal language. Learning and teaching English are both considered as a requiring process for both teachers and learners, it is also required for jobs recruitment, studying abroad, having more opportunities in almost all fields and types of investments all over the world. The English language has multiple varieties that include but are not limited to: American English, British English, Canadian English, Australian English. Moreover, all these varieties share similarities as well as differences in grammar, word's use, and vocabulary. To follow, American English is then the core point of the current study that will be discussed and studied from different angles taking into consideration the linguistic and sociolinguistic sides.

Actually, the United States of America being the largest and the most influential country among western countries placed it in a higher status worldwide, which facilitated its spread and use around the world. This calls for more investigation around this variety. Therefore, this study will investigate alumni students' attitudes towards this particular variety. Hence, various points will be tackled among the current study as a general overview containing more information and details about American English.

1. Statement of the problem

Students all around the world in general and Alumni students in particular are drawn to a certain English language variety over another. In the same sense, teaching using the variety that students are more familiar with can positively affect the teaching/ learning process, especially since every English language variety shares distinct characteristics. Therefore, this study aims to discover Alumni students' attitudes toward American English as a variety in comparison to other English language varieties.

2. Aim of the study

The main purpose of conducting this study is to find out:

- √ Alumni's students' favorite (s) English language variety (ies).
- √ What are the reasons that lead students to prefer a certain English language variety.
- √ The differences between the English language varieties.

√ Discovering useful strategies and techniques that can help both students and teachers increase the effectiveness of learning / teaching American English

3. Research questions

To achieve the main objectives of this research, three research questions have been addressed:

- 1- What is alumni students' preferred variety?
- 2- How do alumni students view American English in comparison to other English language varieties?
- 3- What are the factors that influence alumni students' attitudes towards American English?

4. Research Hypotheses

In consistence with research questions, three hypotheses have been suggested:

- a. It is hypothesized that American English is alumni students' preferred variety.
- b. It is hypothesized that students find American English easier and more interesting to use more than other varieties.
- c. It is hypothesized that the factors influencing alumni student's attitudes towards American English are in its worldwide use and easiness.

5. Research Methods and Techniques

For the study in hand, mixed method seems to be the most appropriate to collect and analyze data. In other words, quantitative method helps the researcher obtain statistical results whereas the qualitative one helps in gathering and describing the needed information. As for the research procedures used in this study, they include: a questionnaire that was addressed to second year EFL students in the English department at Dr Moulay Tahar university in Saida in addition to a classroom observation. It is worth mentioning that the questionnaire was sent and received online. Hence, the questions were carefully chosen and simplified for the respondents to have a clear idea. As for the classroom observation, it required the investigator's presence with students in their multiple oral presentations sessions for the purpose of obtaining accurate results. The two research tools used were selected as a means that fully englobes students' both live interactions and perceived thoughts around American English.

Structure of the Dissertation

The present study begins with a general introduction about the research topic. This latter comprises the main aim of the study, statement of the problem, research questions and research hypothesis in addition to the selected methods and techniques. The general introduction is followed by three chapters. The first chapter is about the theoretical part of the work; it gives an overview concerning all what is related to English language in general and American English variety in specific. Starting with a brief definition about the terms “alumni students”, then moving to talk about English language as a foreign language in addition to its importance, its history, its main different varieties and sub varieties and the differences between American and British English. The chapter ends with the attitudes of alumni students towards American and British English.

The second chapter, which represents the empirical side of the study, tackles the research methods and procedures used to conduct this research. It starts with an introduction to the chapter then provides a definition about the research, it discusses its methods and its main characteristics in addition to the research design. Then, as mentioned previously, it clarifies the adopted research methods and the needed data collecting tools, the way they were employed and their descriptions in addition to the sample population that the researcher worked with. Finally, the chapter ending includes the obstacles that the researcher encountered while conducting his work.

Eventually, the third and last chapter is about analyzing the obtained data from alumni students' questionnaire and from the classroom observation. The collected data is analysed and discussed for the purpose of finding out an answer to the research problem. The last chapter also states a series of suggestions and recommendations that would be useful and helpful for American English teachers and learners.

Chapter one:
Literature review

1.1. Introduction

English is a global language that swept the world and became an official language in more than 55 countries. This chapter is a review of previous studies. It aims to introduce the English language as a term and as a foreign language. Moreover, it presents the importance of the language, its history and the main periods of the latter in history. Furthermore, the chapter aims to present the varieties of English language as well as the American English, the differences between the latter and the British one in addition to the different varieties of the American English. At the end, the chapter provides attitudes towards those two English varieties.

1.2. Alumni students Definition

Online Oxford dictionary states that "a graduate of a high school or university is known as alumni. **Alumni** is the plural form of **alumnus**. **Alumna** is sometimes used to refer to a **female** graduate, it is a translation from the Latin word **alumnus**, which only refers to male graduates. **Alumnae**, is the plural form of **alumna**. However, the terms **alumni** and **alumnus** are frequently employed in gender-neutral manner. Using the colloquial abbreviation **alum** to describe a graduated one (single) regardless of gender).it can also be written as **alums**.

Indeed, alumni students has been an interest for various scholars among whom Sun, Hoffman and Grady (2007) who have argued that alumni students or graduates who have good experience in their college or university are more likely to contribute to their educational institution and to the society as a whole.

1.3. The English Language

The source of the word "English" comes from the language of the Angles, one of three Germanic tribes who invaded England in the fifth century. English is a West Germanic language of the Indo-European language family, closely related to Frisian, German, and Dutch (known as Flemish in Belgium). English originates in England and is the major language of the United States, the United Kingdom, Canada, Australia, Ireland, New Zealand, and other Caribbean and Pacific Ocean island states. It is also an official language of India, the Philippines, Singapore, and a number of Sub-Saharan African nations, notably South

Africa. English is the first foreign language in the majority of other countries throughout the world, and it is this status that has earned it the title of global lingua franca.

Christine Kenneally (2007) states in her book "The First Word," that there are around 6,000 languages in the globe, with half of the world's population speaking only ten of them. English is the most prominent of these ten. The expansion of English around the globe was begun by British colonialism; it is now spoken virtually everywhere and has been much more popular after World War II, with the global reach of American power.

The impact of English language has also extended internationally through American pop culture, music, movies, advertising, and television shows.

1.3.1. English as a foreign language (EFL)

Accordingly, English as a foreign language. According to Gebhard (2006), EFL is the study of English by persons who do not speak English as their first language. According to Camenson (2007), EFL students may acquire English for academic purposes or EAP to travel to an English-speaking nation. Furthermore, learners who do not live in an English-speaking nation acquire it in order to gain foreign language proficiency. As a result, learning English helps individuals achieve other aspects of their lives, such as obtaining career possibilities.

English as a foreign language (EFL) is commonly studied and taught for two reasons: business and academic. The latter is designated for academics and students who seek to have global access to information. This is the situation with today's English language, which has a worldwide position.

1.3.2. English Language Expansion

English is one of the most significant languages in the world, both in terms of the number of people who speak it and in terms of its usage for international communication and other less measurable factors. It is the most populous of the Western languages, spoken by about 380 million people in the United Kingdom, the United States, and the former British Empire. However, English is not the most frequently spoken native language in the world. In China alone, 1.3 billion people speak Chinese in one of its eight dialects. Some European languages, particularly those associated with European expansion from the sixteenth century, are akin to English in terms of reflecting historical factors.

A language can serve as a lingua franca in a country or region with various inhabitants that would otherwise be unable to communicate. This is notably true in England's and France's former colonies, where colonial languages have remained vital even after independence, and frequently in the face of explicit antagonism to the political and cultural norms represented by European languages (Brought, Cable, 2005).

1.4. History of English

According to Brought and Cable (2005), the variety of civilizations that have found expression in it serves as a reminder that the history of English is a narrative of cultures coming into contact over the last 1,500 years. To suggest that political, economic, and social influences impact a language is an understatement. These factors influence the language in various ways, most clearly in the quantity and distribution of its speakers and in what is known as "the sociology of language," but also in word meanings, accents of spoken language, and even grammatical structures. A language's history is inextricably linked to the history of the people who speak it.

The origins of the English language may be traced back to year 449, when two Germanic chieftains, Hengist and Horsa, sent their warring warriors to the Isles to aid their Celtic ally. Prior to that incident, history had defined the instability of the Roman Empire. The Romans had finally retreated to the Apennines to stave off the Barbarian Irihes' invasion. After being maintained in subjugation for hundreds of years, the Celtic people of the isles were unable to make full use of their independence, and spent years battling for dominance, because none of the chieftains wanted to recognize someone else's rule. Having relatively equal forces neither could win easily, and one of them Vortigern invited Hengist, chief of the Jutes and his brother Horsa from the continent. W. Churchill writes about this "Imitating a common Roman practice, the dominant British chief about AD sought to strengthen himself by bringing in a band of mercenaries from over the seas."

Over the last 1,500 years, English has continuously been developed. However, three distinct phases may be identified throughout this evolution. The eras of the English language, like other divisions in history, are issues of convenience, and the dividing lines between them are totally arbitrary. However, within each of the periods, some general traits and specific changes may be identified. Old English refers to the era from 450 to 1150. It is frequently

referred to as the period of complete inflections since the ends of the noun, adjective, and verb are retained more or less whole for the majority of this era.

From 1150 to 1500 the language was known as Middle English. During this period the inflections, which had begun to break down toward the end of the Old English period, became greatly reduced, and it is consequently known as the period of leveled inflections. The language since 1500 was called Modern English.

1.5. Varieties of English Language

As it is known, English is the most frequently spoken language in the world, and it is the official language of several nations. While the English language is consistent, with significant differences in spelling between American English and British English, the dialect or accent is typically the component that allows one to discern between the numerous forms of English out there. English, like most languages, has variations; however, the differences are not as pronounced as they are in other languages.

1.5.1. British English

British English refers to the English language as it is spoken and written in the United Kingdom, or more broadly, throughout the British Isles. In the United Kingdom, formal, written English has slight geographical variances.

English is a West Germanic language that evolved from Anglo-Fresian dialects brought to Britain by Germanic people from what is now northwest Germany and the northern Netherlands. The local population at the period was mostly Common Brittonic—an island variant of continental Celtic affected by Roman control. This collection of languages (Welsh, Cornish, Cumbric) coexisted with English until the modern period, although their effect on English was significantly restricted due to their distance from the Germanic languages.

1.5.2. Australian English

Australian English is a prominent dialect of English that is spoken across Australia. Although English does not have official status under the constitution, it is the country's national and de facto official language because it is the first language of the majority of the population. After the establishment of the Colony of New South Wales in 1788, Australian English began to

deviate from British English and was recognized as distinct by 1820. It formed through the mixing of early settlers from a wide range of mutually intelligible dialectal regions of the British Isles, and it swiftly evolved into a separate variant of English.

1.5.3. Canadian English

Canadian English refers to the variations of English that are indigenous to Canada. According to the 2011 census, English was the first language of about 19 million Canadians (57 percent of the population), with the balance speaking Canadian French (22 percent) or other languages (allophones, 21 percent). The name "Canadian English" first appears in a lecture given to the Canadian Institute in 1857 by Reverend A. Constable Geikie. Canadian English is the result of five waves of immigration and settlement during a two-century span.

1.5.4. Indian English

English public education began in India in the 1830s, during the East India Company's reign (India was then, and is today, one of the most linguistically diverse regions of the world). English supplanted Persian as the Company's official language in 1835. Lord Macaulay was a key figure in spreading English and western principles into Indian schooling. He advocated for English to replace Persian as the official language, for English to be used as the medium of instruction in all schools, and for English-speaking Indians to be trained as teachers. Besides, there are other varieties like the Philippine English, the Ugandan English and the American one.

1.6. American English

American English is the variety of English which is used by the majority of Americans in the US, but it is not recognized as the official language by the American government. American English is "... [The] product of the continent's settlement history, with individual accents and dialects having resulted from unique mixtures of settlers from different regions of the British Isles and elsewhere and their ways of speaking" (Kachru et al. 2006, p.58).

The distinctive pronunciation of American English is the result of a combination of phonological components, some significant grammatical traits, and, most importantly, a lexicon that has been significantly extended to satisfy the demands of a multilingual society.

The American variety is generally considered to be more homogeneous than its British counterpart; in spite of this, it demonstrates some social, regional and ethnic variation across the territory. The concept of Standard American English is generally used to refer to the most accurate and acceptable form of English which is mainly designed for institutional, governmental and scientific purposes (Hocine, Gueche, 2014).

1.6.1. History

English colonialism resulted in the usage of English in the United States. The first wave of English-speaking settlers came in North America in the 17th century, and subsequent migrations occurred in the 18th and 19th centuries. Since then, American English has been impacted by West African languages, Native American languages, German, Irish, Spanish, and other languages of subsequent waves of immigration to the United States. The usage of the English language has grown throughout the states. When the first black people from Africa were brought to the United States by immigrants from England and Spain, they contributed to the enrichment of the English language. Even though black people were treated horribly as slaves or servants throughout Abraham Lincoln's administration, they now play important positions in linguistic vocabularies. For the time being, you can locate a ghetto phrase that certain black folks utilize. It is a slang phrase used by the nigga or other call or moniker for Niger or black people. Ghetto slang is sometimes known as black slang or rap slang. Black slang is a type of informal spoken language that originated among African American youths and young adults. However, these idioms are used by others as well.

Some examples of black slang include: Gangsta: gangster, Bling: flashy jewelry, wearing a lot of bold pieces. Grills: Can refer to teeth or teeth jewelry, or even just the face or mouth. Hang: a shortened form of the phrase "hang out" or "hang out with". Hood: People sometimes use this to refer to a neighborhood, but they usually are referring to a rather poor area. Also referred to as "the hood." Benjamins: \$100 dollar bills. Named as such because Benjamin Franklin is the face on the bill. Threads: clothing Aight: Short for "All right." Holla: To get in touch with someone. Crib: home. Playa: Someone who dates many people at the same time. Roll up: Show up somewhere. Straight: Often used in conjunction with "we" for "We straight" meaning that all is well.

1.6.2. Phonology

In many ways, American English is more conservative in its pronunciation than British English. Dialects in North America are most distinct on the continent's East Coast, partly because these areas were in contact with England and imitated prestigious varieties of British English at a time when those varieties were changing, and partly because many speech communities on the East Coast have existed in their current locations for a longer period of time than others. The interior of the nation was established by people who were not directly tied to England since they did not have access to the ocean at a period when travel to Britain was always by sea.

The majority of North American speech is rhotic, as was English in most locations in the 17th century. Hiberno-English, Scottish English, and West Country English all backed up Rhoticity. The sound equivalent to the letter "R" in most dialects of North American English is a retroflex or alveolar approximant rather than a trill or a tap. In North America, the loss of syllable-final r is primarily limited to accents in eastern New England, New York City and neighboring areas, South Philadelphia, and coastal sections of the South. Dropping of syllable-final r occurs sometimes in naturally rhotic languages when r is found in unaccented syllables or words and the next syllable or word begins with a consonant. In England, lost 'r' was often changed into [ə] (schwa), giving rise to a new class of falling diphthongs. Furthermore, the 'er' sound of (stressed) fur or (unstressed) butter, which is represented in IPA as stressed [ɜː] or unstressed [ə] is realized in American English as a monophthongal r-colored vowel. This does not happen in the non-rhotic varieties of North American speech.

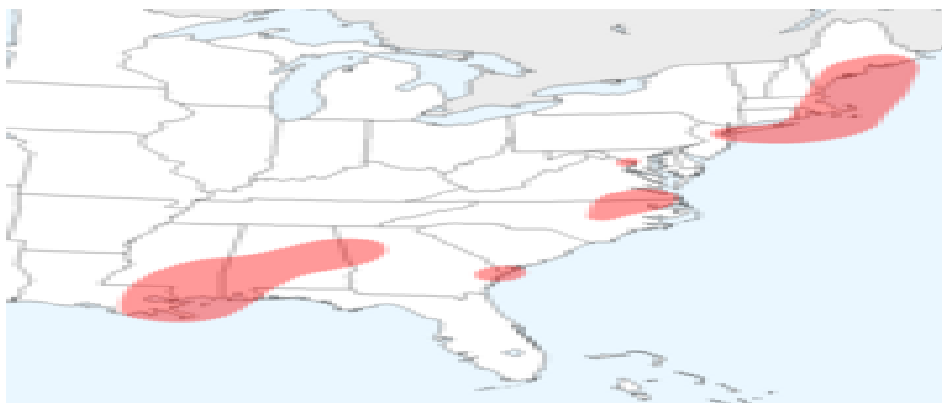


Figure 1.1. Non-rhotic Pronunciations among some White People in the United States (in red)

Studies on historical English use in both the United States and the United Kingdom reveal that spoken American English is conservative in certain respects, keeping elements that modern British English has subsequently lost. Full rhoticity (or R-fullness) is characteristic of American accents, with the phoneme /r/ (equivalent to the letter r) being pronounced in all situations, including following vowels, as in pearl, car, and court. Non-rhotic American accents, those that do not pronounce r except before a vowel, such as some Eastern New England, New York, a few (often older) Southern, and African American vernacular accents, are frequently noticed and perceived to sound especially ethnic, regional, or old-fashioned by General American listeners. However, in many ways, General American is more innovative than the dialects of England or other parts of the world.

1.6.3. Vocabulary

Vocabulary is a key linguistic area where there are notable variations between British and American English. According to Milward in Ashraf Abdel (2018), the three key semantic domains where BrE and AmE English vary are food, clothes, and transportation. The major variances in transportation nomenclature come from the fact that the railroad (British "railway") and motorcar businesses evolved after the United States and Great Britain separated.

Table 1.1.*Deffirences between British and American language vocabulary*

Food	
British English	American English
Jelly	Jello
Biscuits	Cookies
Chips	Frenshfries

Transportation	
High street	Main street e
Caravan	Trailer
Motorway	Turnpike
Roundabou	Trafficcircle

1.7. Differences between American English and British English

George Bernard Shaw viewed Britain and the United States as two countries split by a shared language. There are distinctions between British and American English that may be seen in pronunciation, spelling, vocabulary, syntax, and use. Experts estimate that over 4,000 daily phrases and expressions are used differently on both sides of the Atlantic. The most noticeable difference between these two primary kinds, it is thought, is in the language's tone. Stress patterns, as well as the articulation and distribution of consonant and vowel sounds, show other phonological distinctions (Algeo, 2006). Doctor /'dkt - 'da:ktr/, wrath /r - rae/, missile /'msal -'msl/, tomato /t'ma:t - t'met/..ect.

Lexical disparities are substantial and apparent, especially for laypeople who may quickly notice how the same objects are referred to differently by speakers from the two nations. In other words, what is labeled in the UK as garbage, autumn, petrol, holiday, curtains, sidewalk, and trainers is frequently labeled in the US as garbage, autumn, gasoline, vacation, draperies, pavement, and shoes.

Furthermore, one cannot help but note how many terms are spelled differently in British and American English. These orthographic distinctions are mostly the product of American English spelling reform, which aimed to justify and systematize this variation (Kirkpatrick, 2007).

According to Crystal (1995), the grammatical differences between Standard British and American English are minor. Among these are the following: the usage of have in the United States rather than have got in the United Kingdom, the use of a simple past tense in the United States rather than the present perfect in the United Kingdom, changes in word order, irregular verbs, and the use of prepositions. However, despite the significant phonological, orthographic, lexical, and grammatical variances, British and American English have many commonalities as a result of their common origin. Although these variances in usage might cause some difficulty, the two forms are often understandable since they are continually influencing one other.

1.8. Varieties of American English

According to Thomas (1936), “We have a lot of materials to analyze and to study the varieties of American and British English, such as the linguistic map of the United States and Canada”. There are 50 states in the U.S.A. each of them has its own accent and pronunciation style.

The cultural environment of the United States is reflected in American English variations. While Standard American English is undoubtedly the most apparent dialect of American English, numerous additional variants are also spoken in the United States, including Boston English, New York City English, Appalachian English, California Surfer Dude & Valley Girl English, and Chicago English.

Kurath explored 18 linguistic areas in southern Carolina and states along the Atlantic coast in 1949. He grouped them into three categories and created a map of the eastern United States. The dialect variation in the United States is separated into six areas, according to this map. There are three major American dialects: New England (Eastern type), Southern dialect, and Common (General) American dialect, which is used throughout the country.

1.8.1. General American English

General American is the Standard English of North America, although unlike Received Pronunciation, it is not determined by social repute or geographic origin. There is no socially acceptable accent that is widely acknowledged as the standard pronunciation in the United States. There have been numerous ways to defining Standard English for the United States, and in this study, General American will be employed in the form of a spectrum of accents that do not reflect any of the North-Eastern or Southern traits that the majority of American speakers regard as regional. It is important to remember that GA is not "a single and completely homogeneous accent." However, because its internal variance is mostly due to changes in phonetic realizations of a phoneme system shared by all GA speakers, the generalization reflected in the idea 'General American' is helpful in phonological terms.

New-York and Southern New-York are the most common places to hear general American dialects. In Philadelphia, for example, individuals employ the word combination "baby coach" while both using and understanding the word combination "baby carriage." This dialect retains the [r] sound throughout word pronunciation, as in world [w:rld]. The general

American dialect is spoken across two-thirds of the United States of America (Thomas, 1925).

1.8.2. New York City Dialect

It is a dialect of eastern New England. It should be noted that different pronunciations are used in different sections of New York City. It is believed that because New York is the most important industrial metropolis and the most famous city in the United States of America, it is home to people from various countries. That is why they have an impact on each other and their words. As a result, we assume that dialect variants exist in New York City, such as curl [k:l], soil [s:l], and so on. [soil] is the correct pronunciation.

1.8.3. Southern Upland Dialect

It might be difficult to define the boundaries of this area at times. This region includes the coastlines of Virginia and South Carolina. The pronunciation is the same in various areas of this region as it is in New England. The lack of the [r] sound, as in harsh [ha:d], far away [fa:'wei], is the key distinguishing trait of this dialect. However, the letter "o" is pronounced [ø], while the letter "a" is pronounced [Θ], as in [ht] and [grs]. Another distinguishing trait of this dialect is the pronunciation of the diphthong [au] in the word "out" as [u] – out [ut]. Some one-syllable words, such as last [las], kept [kep], found [fain], and so on, remove the last consonant (Kurath, 1928).

1.8.4. Western Pennsylvania Dialect

The main feature of this linguistic area is that it accepts all the rules of general American pronunciation. It means that they pronounce "a" as [Θ], in the words such as past [pΘst] and path [pΘs]. They pronounce "r" [r] sound everywhere as in word car [ka:r].

1.8.5. Mid Atlantic Dialect

It is the eastern part of Pennsylvania, northern Midland and the southern part of New Jersey. The main characteristic feature is that they don't round their lips while pronouncing the words hot [hʌt], top [tʌp]. They pronounce the vowel a [ei] as [æ] in the words fast [fæst], ask [æsk], grass [græs].

1.8.6. Other Varieties

Black English

African American English is a kind of American English that may be heard throughout the country and in a wide range of popular music and media. In this section of the text, we'd like to talk about African American English, which has had an impact on the English language just as much as other kinds. African American English is also known as Black English, African American Vernacular English, African American Language, and Ebonics (although the term "Ebonics" is frequently avoided by linguists due to negative connotations).

Linguists were not particularly interested in or concerned with the language of black people in the United States. They are now quite interested in this accent. Despite the fact that Black English is a non-standard language, it differs from non-standard language and white people's English. According to Mc. Denis, there is no characteristic that distinguishes black people from white people. However, based on their pronunciation, you can tell who is black, who is white, and who is from Midland.

1.9. American English influence

Despite the rise of "New Englishes," British and American English remain the two most prominent and important forms of English as it is spoken, written, and taught across the world. Certainly, "...these two varieties are the ones spoken by most native speakers of English and studied by most foreign learners. They have a special status as the two principal national varieties of the language ..." (Algeo, n.d, p. 01).

For a long time, British English was thought to be the dominating standard in English language education; after all, Britain is the country from where English began and spread to other areas of the world. Nonetheless, the twentieth century saw the development of the United States as an economic and political world leader, as well as the spread of American culture and media. As a result, American English has emerged as a dominant variant for teaching and studying English. Several researchers have tackled the topic, "Which kind is the most influential today?"

Similarly, Algeo (n.d) confirms that "... American has more native speakers than British and is rapidly becoming the dominant form of English in non-native countries other perhaps than those of Western Europe" (p.01).

The ideas shown above clearly indicate the shifting character of these two kinds. We may finish our assessment of the literature by concluding that there is considerable evidence that American English has challenged and influenced British English in many ways; nevertheless, British English is also influencing American English, albeit less often. One particular element that experts have looked at is the acquisition of Americanisms by British users.

1.10. Conclusion

The chapter provided a review of previous research. Its goal was to introduce English as a concept and as a foreign language. Furthermore, it discussed the significance of the language, its history, and the key moments in its history. Moreover, the chapter attempted to highlight the different types of English language as well as American English, as well as the contrasts between the latter and the British one, as well as the various types of American English. The chapter concludes with opinions regarding those two English varieties. Next chapters is about research methodology.

Chapter two:

Research methodology and procedures

2.1. Introduction

The chapter in hand tries to represent the methods and procedures used in this work. First, it provides a definition of research in its general scope and the two methods that have been selected for this study in addition to the three main adopted researches approaches. This chapter also includes the research design, the data collecting tools that have been used. The chapter provides some information concerning the sample population. Finally, it highlights the obstacles that have been encountered throughout the work.

2.2. Research Methodology

Investigators and researchers employ different techniques to gather data. Two data collecting tools have been used in this study. The first one is students' questionnaire which was employed to gather quantitative inputs while the second one is the classroom observation which was selected for gathering qualitative findings, In other words, because it is appropriate for the nature of the current study and to make it possible to gather information about alumni students' attitudes towards American English, this study relies on a mixed approach, which combines qualitative and quantitative methods.

2.2.1. Research Instruments

The researcher adopted two research tools in this study about "alumni students' attitudes towards American English", the first one was a questionnaire addressed to second year master students in the English department who are in fact alumni students and the second tool was classroom observation. Indeed, the questionnaire is the most common data collecting tools which provide different answers about various questions that are needed to complete the current research study. In this vein, Denzin (1978) states that

"The typical questionnaire is highly structured data collection instrument, with most items either asking about very specific piece of information (e.g., one's address or food preference) or giving various response options for the respondent to choose from, for example, by ticking a box."

Moreover, the second data collection tool which was the classroom observation required the researcher to be present with students (his mates) during their oral presentations sessions to gain more certain and vivid information and data.

2.2.1.1. Questionnaire for students

The researcher used the questionnaire to compile essential information for this academic study; it is a research technique for rapidly gathering quantitative data from a large number of participants. The questionnaire presents a defined target population along with a list of several question or statement types. According to Richards (2001:61), questionnaires are very simple to produce, they are applicable to a wide range of topics and produce data that is comparatively simple to tabulate and evaluate. The main reason we choose such a research tool is to learn more about ALUMNI STUDENTS' ATTITUDES TOWARDS AMERICAN ENGLISH.

► Management of the students' questionnaire

The researcher used an online questionnaire form for this study's data collection because it is thought to be the most efficient method and it provides relevant data. The questionnaire was written in clear, easy, basic and approachable English. The researcher used second year EFL master students from the English language department of Saida University as the major case study to acquire the necessary data about "Alumni students' attitudes towards American English" the questionnaire was disseminated on Facebook groups for second year EFL master students. Forty (40) responders of the whole population completed it for around fifteen (15) days.

► Description of students' questionnaire

In the light of this investigation, the questionnaire's conception was based on informing the participants of the researcher's research goals and politely soliciting their participation in this academic investigation by asking them to check the appropriate option and provide a justification for their choices. In total count there were twenty four (24) questions divided into five main sections: the first section is about students' personal information concerning their age and gender, while second one is about students' familiarity with English language varieties it contained three (3) questions., Plus the third section which contained five (5) questions that were asked to check what is students' most preferable English language variety.

In addition to the fourth section which investigated the comparison between American English and other English language varieties, in exactly three (3) questions. And the fifth section which contained a largest number of questions among all sections with eleven (11)

questions about how is students' situation with American English, besides the last sixth section which was under students hands to be free in adding any comments or extra information about the research topic. This research tools contained multiple types of questions that is why it was very significant to choose such a helpful and useful data collection tool to gather more essential information about "Alumni students' attitudes towards American English".

2.2.1.2. Classroom observation

Classroom observation is a methodical process of observing phenomena. It is one of the most frequent and widely used instruments for gathering written and oral data for the purpose of checking and analyzing, because it provided detailed information.

According to Mckenzie (2008), observation is crucial research instrument in qualitative research; it is one of the oldest and most fundamental research methodology approaches, this method entails collecting data using one's senses, particularly looking and listening, in a systematic and meaningful manner. In certain articles, researchers also seek to produce and include a thorough observation of and individual or a group. This is frequently the case, for instance, while attempting to sort out the main causes behind a specific a problem or any challenge that may anyone experience. For a number of reasons, this classroom observation was has been used in this study for a number of reasons. There are many different forms of observational research that can be done. However, "naturalistic observation" has been the main sort of observation used in this study. Vinny (2019) asserts that naturalistic observation entails watching subjects of interest in their typical, everyday environments. Because it necessitates researchers entering the field to gather information about its participants, it is occasionally referred to as fieldwork. Due to the fact that the researcher's data is derived directly from observing participants in their natural context, this type of observation will affect studies to have stronger external validity.

► Management of the classroom observation:

In order to investigate Alumni students' attitudes towards American English at the department of English language at Saida University, the researcher chose observation as a second research data collecting tool. For classroom observations, the researcher relied on taking notes in order to make the observation process easier and well organized. The observation made for

this study was divided into two main parts the first part was about **classroom atmosphere** which was observed before teachers enter the classroom, then **Students' American English with their teachers**, which was divided into four main parts: vocabulary, pronunciation and accent exactly, spelling and grammar at last.

► **Description of classroom observation:**

Due to the fact that students did not have any idea that they were being watched and observed, the observation used in this study was a hidden one. The researcher sat in the back of the classroom and made notes about in order to collect the necessary data which are as follow: students' preferred variety, their most used variety, their American English and their attitudes towards it by remarking their accent, grammar, spelling, and vocabulary as most essential item. Teachers on the other hand were also observed by observing their way and variety of explaining and presenting the lessons , their ways of spelling band writing words, their chosen vocabulary and their accents as well , and if they are using the same variety or mixing between different varieties.

2.2.2. The Sample Population

For the sake of reaching the researcher's aim and to check the general introduction hypotheses, this investigation was carried out with, second year EFL master students in the department of English at Dr.MoulayTaher University (Saida). The real number of the population was around seventy 70 students who are divided into two groups which are: didactics and literature and civilization, they were mixed gender (42 females and 28 males). Study's objective is an essential specification to have and to offer, especially when your research fulfills the purpose of being new and original while there are few or no dissertations that have addressed the issue. In parallel, the purpose of this research is to understand students' attitudes and reaction about American English. In addition to the classroom observation which was made and conducted after having teachers' permissions to attend with students during their oral presentation sessions to identify American English status with alumni students.

2.3. Significance of the Study

Our research study is very significant in English learning process as it attempts to highlight alumni students 'attitudes towards American English language variety and to investigate it.

Additionally, this study aims at sorting out the most preferable English language variety for student and help both students and teachers to find strategies and various ways to promote and provide helpful pieces of advice that lead students to go forward and advance in studying the variety they want and they are using the most.

2.4. Limitations of the Study

The researcher encountered some obstacles while doing this study and before submitting the finished dissertation, particularly during the data collecting phase.

The covid-19 was the first restriction, and it was the most difficult barrier because of the preventive and the researcher was unable to do this research with the third data collecting tool which is the interview of teachers because of Algeria's mandated process and regulations. Our students' questionnaire was not submitted hand by hand to the participants yet, it was in an online form because second year EFL master students did not study at the same time as the researcher submitted the questionnaire. The classroom observation was difficult to be completed because sometimes both didactics and literature students were having their oral presentation sessions at the same time that is, the researcher tried to do his best to balance his attendance in both classes. Lack of participants' answers because not all of them have filled the questionnaire yet, just the half of them responded to it. The researcher also faced the obstacle of not having enough resources related to his research study and that led him to take more time to complete the work.

Finally, despite all the obstacles that the researcher encountered the work was perfectly completed with all the needed elements and the best structure in addition to the most appropriate research methods with two main collecting data tools.

2.5. Conclusion

Alumni students' attitudes towards American English is an interesting topic to be discussed and investigated and the researcher needs to take different steps and use deferent tools to

complete his work that is, this chapter tackled the main followed steps of this research study design. It discussed all about instruments and methods, their descriptions and managements and all about how this has been done despite all the impediments that were faced during this research work that is to say the general overview of the plan of this work. Next chapter will be provided to the analysis of the collected data.

Chapter three:

Data analysis and interpretation

3.1. Introduction

This third chapter is dealing with the examination of the study findings and results from the previous theoretical chapters' practical section. Two research tools were set up by the researcher for the participants in order to identify and have an idea about their attitudes towards American English.

This work structure is designed as qualitative and quantitative study to complete the objective of this research. One questionnaire was addressed to alumni students in addition to a classroom observation at oral expression class with students and teachers at Saida University were needed to complete the current study. This humble work intended to analyze and interpret the outcomes collected from the research instruments (as mentioned above) . And At last, the key findings of this investigation are reviewed in this third chapter to determine the amount to which the questions of the research study have been answered.

At last, ome innovative strategies or suggestions and recommendations that may improve American English usage and help students learning their favorite English language variety will be provided.

3.2. Students' Questionnaire Results

In fact, various questions were organized by the researcher for his participants within this data collecting tool. First, to elicit the students' attitudes towards American English and second to try to help students achieving their goals by following and learning the variety they prefer

3.2.1. Analysis of Students' Questionnaire

The questionnaire was given to more than sixty (60) students who are second year EFL master students in both specialties: didactics and civilization at the department of English language at Dr. Moulay Tahar University in Saida. The respondents' answers were important to collect the needed data for this research paper, to know more about students' and their teachers' opinions about American English i.e. in matter of need, interest and want. This sample is considered the best source to have reliable results, as it belongs to the population of Saida University. As answers to the mentioned research questions, analysis of students' questionnaires started describing their profiles.

► Section one: Alumni Students' Profile

► Students according to their gender

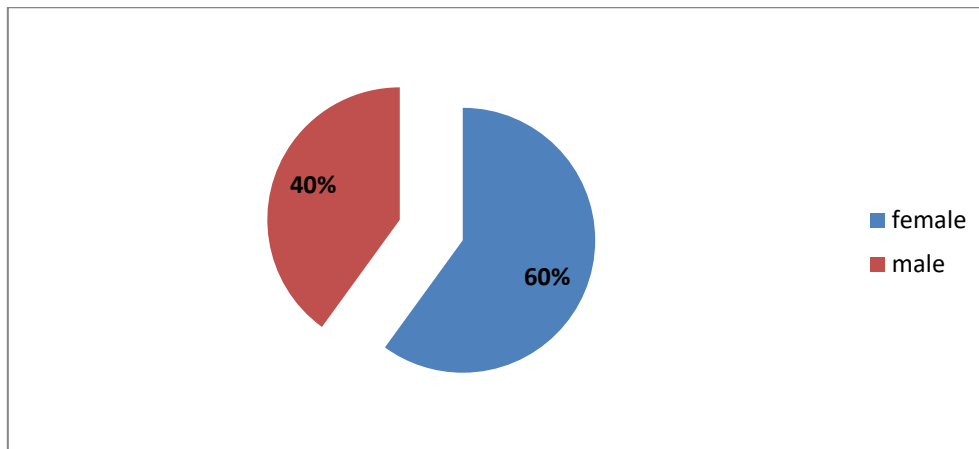


Figure 3.1: Distribution of Alumni Students according to their gender

As it is shown in figure 1 it's clear that the majority of the participants are females who represent (60 %) whereas (40%) are males. Maybe this is due to the fact that females are more interested in studying foreign languages than males.

► Students according to their Age

Age	Students' number	Percentage
Under 22	25	62.2%
Above 22	15	37.8%

Table 3.1: Distribution of Alumni Students according to their Age

As the table above indicates, more than 60% of the target students who are alumni are aged less than 22 and this assures that the obtained results may be reliable because the younger the students are the more objective in their choices they are. For more clarification, the next figure illustrates more.

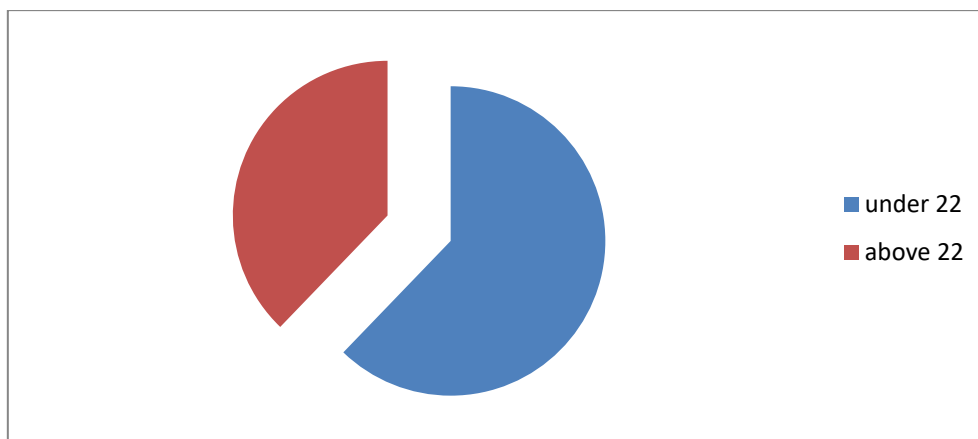


Figure 3.2.: Distribution of Alumni Students according to their Age

Figure 2 reveals that the majority of students are more than 22 which represent (62.2 %)

While (37.8 %) are under 22, from the results we can notice that the great majority of learners are older.

► Section two: students' familiarity with English varieties (British or American)

Question 1: How familiar are you with American English (accents)?

	Number of students	percentage
Very familiar	25	63%
Familiar	08	20%
Slightly familiar	07	08%
Unfamiliar	00	00%

Table 3.2.: Alumni Students Familiarity with American English

From the table above, it can be understood that most of the respondents are very familiar with American English accent with a percentage of 63% while 8% of them are slightly familiar with which indicates good attitude towards this variety. The next figure illustrates what has been explained more.

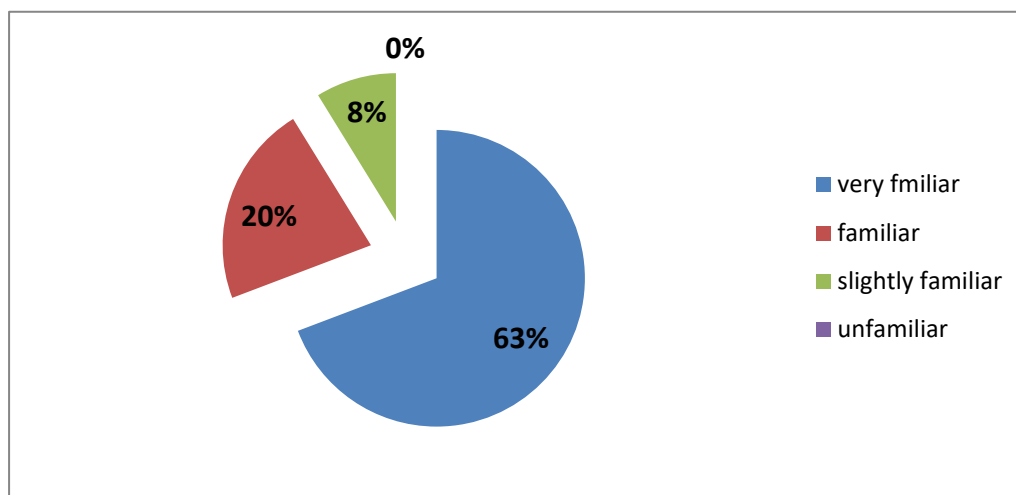


Figure 3.3.: Students' Familiarity with American English variety

As it is shown in the figure above, the great majority of students are very familiar with the differences between both varieties American with a percentage of 63% which confirms that students are highly aware of how much American English vary from the other varieties, then 20% of the participant are familiar, on the other hand just few of students with a percentage of 8% were slightly familiar and at last the results show that no student is unfamiliar with American English.

Question two: which English language variety do you use in your speech?

	Number of students	The percentage
American English	24	60%
British English	4	10%
Mixture of both	12	30%
Other English varieties	0	0%

Table 3.3.: students' most used variety

According to the statistics above American English is clearly the most used variety by students with the percentage of 60% among other varieties, in addition to a group of students that declared their usage of a mixture of both British and American English varieties with a percentage of 30%, British English on the other hand is used by just a few of students who

present 10% among all students, and there is no usage of any other English language varieties, by all the provided information American English language variety is the most practiced, wanted and used by students. For more clarification the next figure is used.



Figure 3.4.: the most English Language Variety used by Alumni Students in their Speeches

► **The reasons for which students prefer using American English variety in their speeches**

From the respondents' collected answers, the main causes that lead students to prefer using American English among their speeches are::

✓ They have learned English language through the exposure to the American English variety.

✓ The American English is simple, easy and a comfortable compared with British English and other varieties.

Question three: Which English Language variety do you prefer when writing? Why!

	Number of students	The percentage
American English	16	40%
British English	16	40%
Mixture of both	08	20%
Other English varieties	0	0%

Table 3.4.: English Language Variety most used by Alumni Students in Writing

According to the table above, 40% of the respondents use American English in their writing and 40% of them use British English in their writing then there is a balance between both American and British English while 20% only use the mixture of both varieties and this does not mean that they are competent yet, it may confirm the problem of interference between the two varieties.



Figure 3.5.: the most Preferable English variety by students in Writing

Figure 03 reveals that students are using British English at the same level of using American English while writing, which shows that there is no variation among both of varieties with percentages of 40% for both, besides using a mixture of both British and American English language variety by 20% of the participants, while other varieties were not used by anyone of the participants.

► The reasons for which alumni students prefer American English language variety

This question was asked to find out what led students to choose the variety they selected, and according to their answers it was clearly understood that they preferred American English while writing for the following reasons:

- ✓ It is much easier
- ✓ It is the standard and the formal
- ✓ It has the easiest grammar rules, and
- ✓ Some of the students declared that they got used to it.

► **Section three: students' most preferable variety of English language**

Question 01: You are more likely to understand someone speaking ?Why?

Responses to this question varied from one variety to another. The next table illustrates more

	Number of the students	The percentage
American English	14	35%
British English	06	15%
Mixture of both	20	50%

Table 3.5.: students' most understandable variety

About 50% of the sample indicated that they are more likely to understand people who are using the mixture of both American and British English varieties, and others presented the percentage of 35% because they choose American English which is an understandable variety when someone else is speaking, that shows that American English is more likely to be understood because it is used among the mixture and as a second choice while British English is only used by a few of all the participants with a percentage of 15%.

► **The reasons why students' understand American English language variety the most**

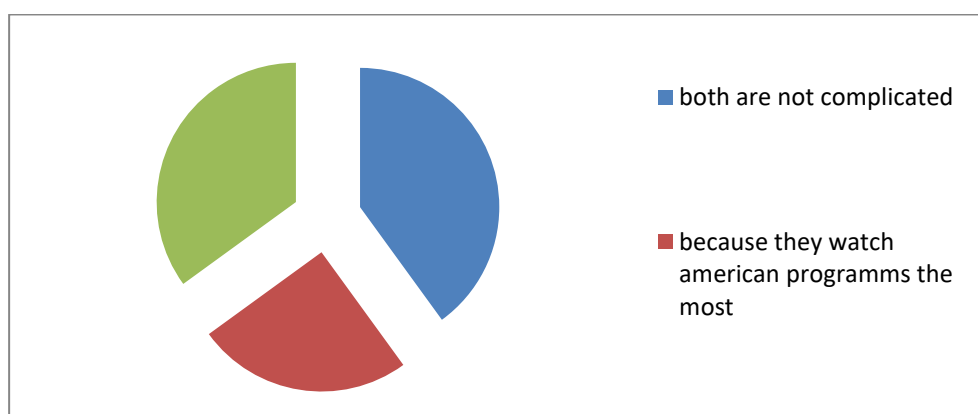


Figure 3.6.: The most Understood Variety for Alumni Students

The answers above show clearly that students find both varieties clear and not difficult but American English is notably chosen among all, in fact the objective of the question was to what variety the respondents understood the most

Question 02: what variety do you prefer to use in conversations? And why?

	Number of students	The percentage
American English	31	78%
British English	09	22%
Other English varieties	00	00%

Table 3.6.: the most Preferable Variety in Conversations

As the table above reveals, about 78% of the questioned students answered that they prefer to talk with people who use American English during the conversations, while 22% of them prefer British English, and there was no answer concerning other language varieties.

► **The reason for which alumni students prefer interlocutor who use American English**

By asking this question, our objective was to have an idea about why the participants prefer American English in conversations and they argued that it is the variety that they speak so they want the other person to use the same, others said that they use and receive American English more than any other variety whereas some of them selected American English because it is, according to them, clear in its terms.

Question 03: What variety's sounds do you like the best?

	Number of students	The percentage
American English	26	65%
British English	14	35%
Other English varieties	00	00%

Table 3.6.: What English Language Variety Sounds better according to Students

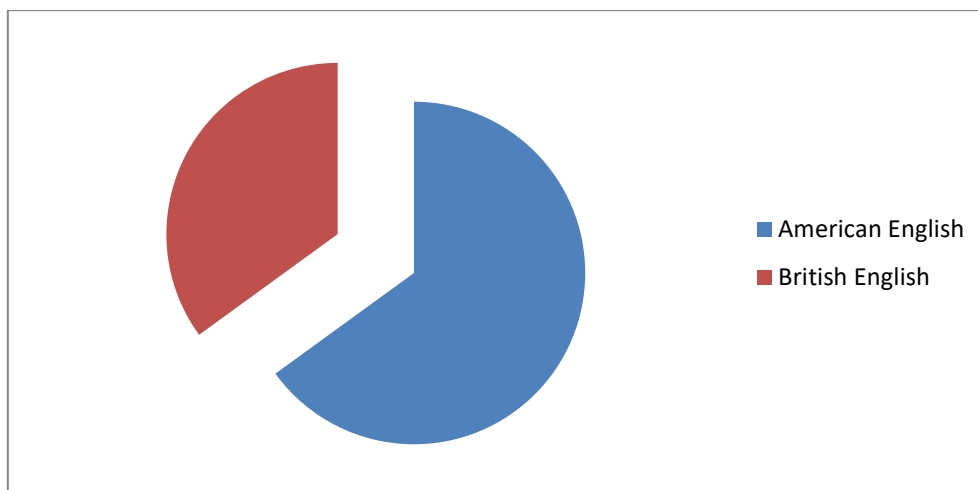


Figure 3.7.: The best English Language Variety Sound for Alumni Students

The results reveal that the great majority of students like how American English sounds with a percentage of 65%, British English on the other hand was chosen by 35% of the participants as a second choice and no student chose other variety.

Question 04: Which variety terms are you more familiar with?

	Number of students	The percentage
American English	29	75%
British English	11	25%
Other English varieties	00	0%

Table 3.8.: students' familiarity with varieties terms

This question attempts to figure out which variety terms students are more familiar with, and the table shows that the majority of students are familiar with American English terms (75%), while only 25% of the students are familiar with British English terms

That is, the results reveal that students feel at ease with American English terms more than when they are using British English variety or any other varieties.

Question 05: When you read a book, what do you prefer?

√American English

√ British English

√ Other English language varieties

As it is illustrated in the pie-chart below, 75% of the participants choose American English variety as the best for them to read books, while only 25% of the participants choose British English as their favorite while reading books, that is, the priority here is clearly given to American English variety.

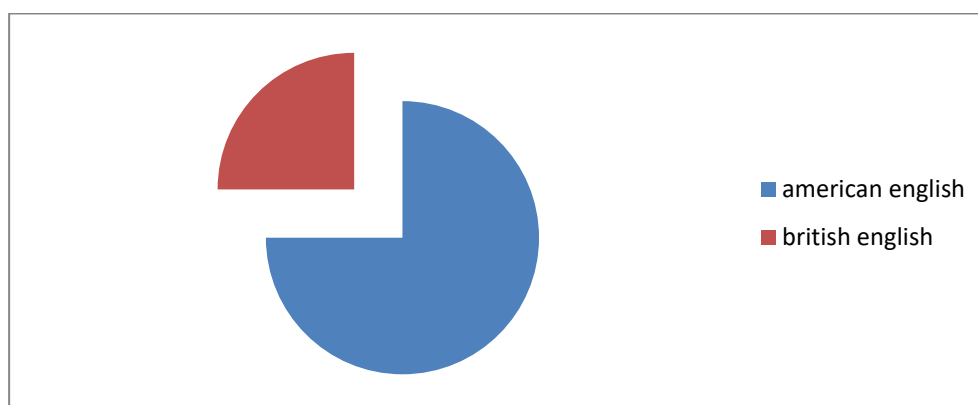


Figure 3.8.: students' preferred variety concerning reading books

► **Section four: finding out how easy or difficult American English is compared to other English language varieties**

Question 01: How easy / difficult is learning American English compared to other varieties?

	Number of students	The percentage
Very easy	36	90%
Easy	04	10%
Difficult	00	00%
Very difficult	00	00%

Table 3.8.: the Degree OF Difficulty/Easiness in Learning American English

The obtained results on the table above show that American English is very easy to be learnt compared to other English language varieties, and students have no difficulty concerning

learning it because the results revealed that 90% of students have chosen that learning American English is very easy and 10% chose that is a normal easy, so that there was no difficulty found for students about learning American English.

Question 02: How easy/ difficult is American English in speech compared to other varieties?

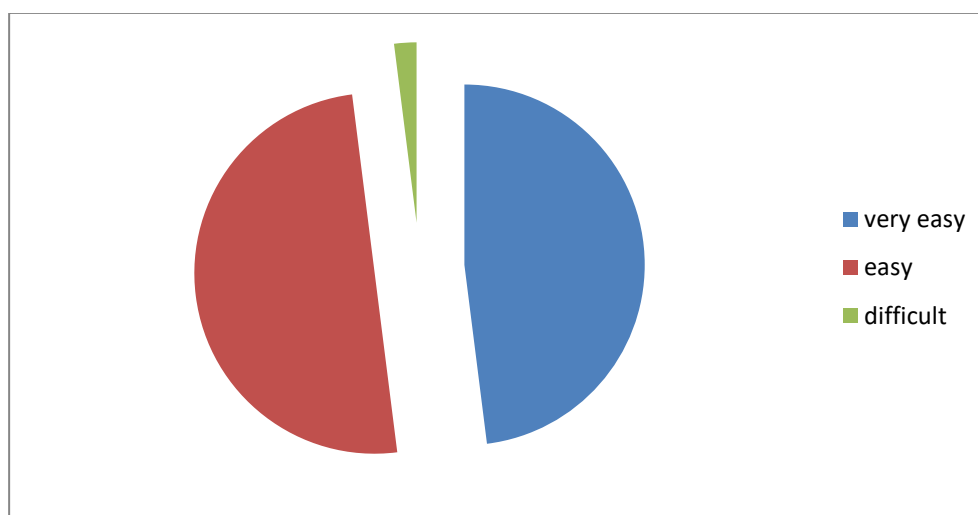


Figure 3.9.: The Difficulty/Easiness of American English Use in speech

The figure above shows how easy using American English in speech is according to students, half of the population (50%) declared that it is easy and almost the other half confirmed that it is very easy with a percentage of 48% while just few of the participants said that it is difficult with a percentage of 2%.

Question 03: How easy/ difficult is the use of American English in writing compared to other varieties?

	Number of students	The percentage
Veryeasy	16	40%
Easy	24	60%
Difficult	00	00%
Verydifficult	00	00%

Table 3.9.: The Difficulty/Easiness of American English Use in Writing

It is clear from the table above how easy using American English in writing is compared to other varieties, because 60% of the population said it is easy and the other group who represent 40% of the population that is, students are having no difficulty in writing compared to other varieties.

► **Section five: students' attitudes towards American English**

- **I believe that American English holds a high status compared to other English Language varieties**

	Number of students	The percentage
Stronglyagree	10	25%
Agree	21	53%
Neutral	08	20%
Disagree	01	3%
Stronglydisagree	00	00%

Table 3.10.: American English holds high status compared to the other varieties

The significance of asking this question was to check if students agree on the fact that American English holds a high status compared to other English language varieties, that is from the obtained results in the table above we obviously reveal that students do agree that American English has high status compared to other varieties in a percentage of 53% and 25% of the participants strongly agree on that, at the end it was noticed that 20% of them were neutral while just a few of them disagree and they were 3 %.

- **I am impressed by people who speak fluent American English**

Answers	Number of students	The percentage
Strongly agree	16	40%
Agree	24	60%
Neutral	00	00%
Disagree	00	00%
Strongly disagree	00	00%

Table 3.11.: Impression of Students towards People who speak American English Fluently

For more clarification, the next chart-pie is used

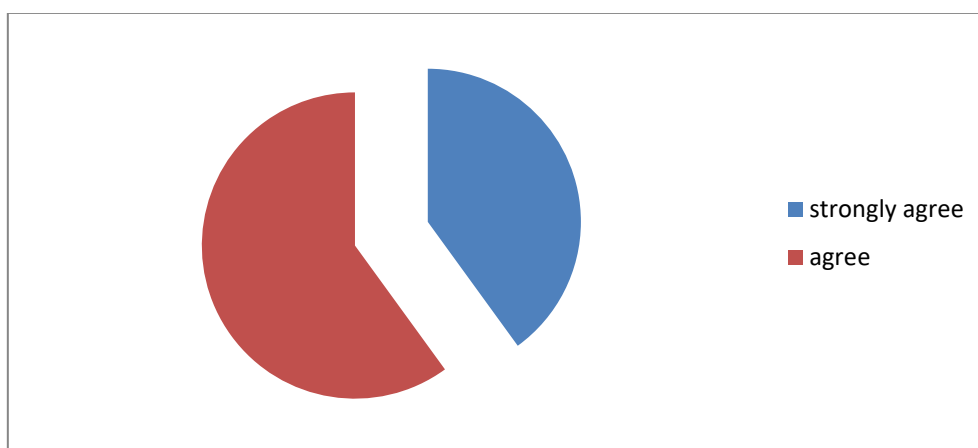


Figure 3.10.: students' Impression by People who speak American English Fluently

The results reveal that a large number agree that fluent speakers of American English impress students the most (60%), yet the rest (40%) strongly agree on that also, which confirms that student are keen on hearing and speaking American English more than any other English language variety.

● I find people feel at ease when they use American English

Responding to this question, the majority of students (48%) strongly agree about how easy is to talk and interact with people who are using American English and 45% of the population also agree on that while just a few students with a percentage of 08% were neutral with the topic, the results above show how much students are preferring American English and preferring even people who are using it. The next table clarifies with numbers and percentages

	Number of students	The percentage
Strongly agree	19	48%
Agree	18	45%
Neutral	03	08%
Disagree	00	00%
Strongly disagree	00	00%

Table 3.12.: people's easiness while using American English

● **American English users appear intellectual**

	Number of students	The percentage
Strongly agree	00	00%
Agree	12	30%
Neutral	28	70%
Disagree	00	00%
Strongly disagree	00	00%

Table 3.13.: Intellectuality of American English Users

The table above demonstrates that a large number of the participants were neutral (70%) while the other 30% of them agree on the fact that American English users are intellectual in the current case we are noticing that students are not sure or completely agree that American users English are intellectual, and there was no disagreement by students according to the answers above.

5. I think that American English sounds sophisticated

	Number of students	The percentage
Strongly agree	00	00%
Agree	18	45%
Neutral	18	45%
Disagree	04	10%
Disagree	00	00%

Table3.14.: Sophistication of American English Sounds

The collected data are clearly showing that students are divided into three parts , two equal parts which are 45% agree that American English sounds sophisticated and also with the same percentage of 45% were neutral and the last third part 10 % of the participants disagree that American English sounds sophisticated. It is noticeable that American English does not sound that much sophisticated according to the collected answers above.

• I associate the English language with the American accent

	Number of students	The percentage
Always	13	33%
Sometimes	24	60%
Often	03	07%
Never	00	00%

Table 3.15.: English Language and the American Accent Inter-Use

According to the students' answers demonstrated on the table above American accent is not always related and associated with the English language because 60% of them answered by “sometimes”, while 33% of the population answered by “sometimes”, 7% of them on the other hand chose the answer “often” which obviously shows that English language is not completely associated with American accent.

• I enjoy watching movies in American English

	Number of students	The percentage
Strongly agree	17	43%
Agree	15	38%
Neutral	07	18%
Disagree	01	01%
Strongly disagree	00	00%

Table 3.16.: Students' Interest in Watching Movies in American English

For more clarification the next pie-chart is used

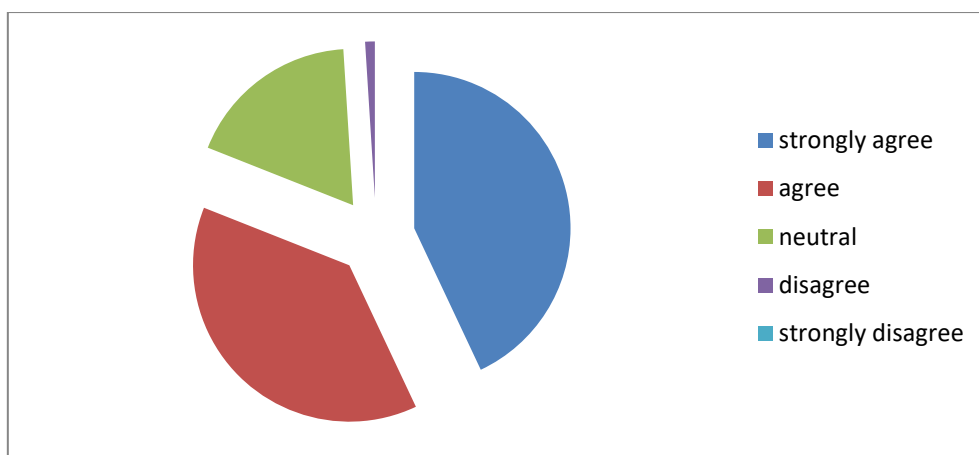


Figure 3.11.: Students' InterestingWatching American English Movies

The main reason behind asking this question was to know if students enjoy watching movies in American English or not, that is, from the obtained data in the table and figure above we revealed that students clearly agree (38%), and strongly agree (43%) that they are enjoying watching movies in American English while a few of them were neutral in a percentage of (8%) and just 1% disagree and claim that they do not enjoy watching movies in American English.

• **I enjoy reading books written in American English**

	Number of students	The percentage
Strongly agree	10	25%
Agree	27	68%
Neutral	00	00%
Disagree	03	07%
Strongly disagree	00	00%

Table 3.17.: Students' Opinion about Reading Books in American English

The collected answers on the table above show that students like reading books that are written in American English because 68% of them agree on that, yet 25% of the population strongly agree that they enjoy reading books written in American English, 7% of the participants on the other hand disagree which means that they do not enjoy reading books written in American English.

• **I feel confident whenever I speak American English**

	Number of students	The percentage
Strongly disagree	15	38%
Agree	22	55%
Neutral	01	03%
Disagree	02	04%
Strongly disagree	00	00%

Table 3.18.: students' self-confidence when Speaking American English

According to the obtained data in the table above students feel confident whenever they speak American English that is why 55% of them agree and 38% of them strongly agree that they feel self-confident during speaking American English, 3% of the participants were neutral and the rest percentage of 4% disagree that they feel confident when speaking American English.

• **Even if I were not an English language learner, I would still be interested in learning American English**

	Number of students	The percentage
Stronglyagree	03	08%
Agree	28	70%
Neutral	06	15%
Disagree	02	5%
Stronglydisagree	01	2%

Table 3.19.: students' interest in learning American English

The great majority of students agree that they are interest in learning American English with a percentage of 70%, 8% of students strongly agree that they are interested in learning American English, even if they were learning English language (generally) ,and about 15 % of them were neutral they did not give their real opinions and the rest 7% disagree that they are interest in learning American English.

● **American English is my favorite English language variety**

This question was asked to students to know which English language variety they prefer, and from the table above and according to students' answers we revealed that American English is students' favorite variety because the majority of them agree on that (70%) and 08 of them strongly agree also. 15% of the participants were neutral and the rest 7% were preferring another English language varieties. The next table illustrate more.

Answers	Number of students	The percentage
Stronglyagree	02	08%
Agree	18	70%
Neutral	06	15%
Disagree	02	05%
Strongly disagree	01	02%

Table 3.20.: Students' Favorite English Language Variety

► **Section six: further suggestions and comments**

The majority of students did not add any additional information to the section where they were asked to feel free to add any extra suggestions or comments about the subject, but some of all the students declared that the topic of our research was very significant and worthwhile to discuss because it shed light on an important part of English language learning process which is about what students think or feel about American English.

3.2.2. Discussion of the main results

Actually, the significance of this study is to shed light on students' attitudes towards American English. Hence, to achieve this objective and answer the study research questions, a questionnaire was needed to be given to more than 50 students, who were divided into two groups: didactics and literature and civilization. Valuable results were revealed after analyzing students' questionnaire.

Firstly, the personal information section showed that females are more than males, that is, females have chosen to study English and American English specifically, more than males do because they present a high percentage more than males. Concerning their age most of them are above 22 which indicates that they are mature enough to study the language they want without being controlled or pressed.

Secondly, talking about students' familiarity with American English differences and other English language varieties it was shown that students are very familiar with that, students were also asked to tell which English language variety they use in their speeches the most and they confirm that American English is their best, they were also asked about the main reasons that lead students to prefer using American English in their speeches and they gave their answers for sure. Concerning the preferred English language variety in their reading, students declared that it is American English and that is because they find it easier and more understandable than the other varieties.

Then, the third section was given to students to be answered to help the researcher find out which English language variety students prefer concerning speaking, usage, terms, and reading as well and they showed an interest to prefer American English more than all varieties which clearly show how much students have in good and positive attitudes towards American English language variety.

Additionally, the fourth section revealed how easy American English is for alumni students compared to other varieties and students answers demonstrated that it was very easy.

Finally, The fifth section was the longest section that contained various questions and answers that is, from the answers students have shown that American English is richer than other varieties when it comes to high values, and they are very impressed by it and they prefer it and enjoy using it when talking to American English speakers yet, they associate English language with American accent because it was their favorite variety and they were feeling confident whenever they speak American English i.e. they have the problem of interference.

Thus, the obtained results confirmed the hypotheses proposed by the researcher at the outset of this research work.

3.3.Classroom Observation

Indeed, the second data collection tool which is class observation took place at Saida University, more specifically in the English department which belongs to the faculty of foreign languages. In addition to students' questionnaire, classroom observation main target was to demonstrate authentic experiments for assessing and observing students' attitude towards American English. It was scheduled in about 7 sessions, but due to the new teaching and learning system of groups because of corona virus only five (5) sessions of all were completed. Additionally, the researcher directly collected data through observation in the classroom in order to gain a better knowledge about the situation.

3.3.1. Design of Classroom Observation

In the current work, the researcher did not prepare any items or questions for this paper previously, the classroom observation of this research work was done after asking for teachers' permission to be present in their sessions with their students, this was made during four weeks, that is, the investigation was made in good period of time that allowed the researcher to take notes in full concentration, during the 2021/2022 academic year.

Besides, students did not have any idea that they were under observation, that was a smart and a good step taken by the researcher to obtain reliable information about students' attitudes towards American English.

In order to adopt an unstructured observation for the present work, no preparation of any draft has been done in advance.

3.3.2. The analysis of the classroom observation

During the class observation which lasted for four weeks, the following points have been noticed:

●Classroom Environment

The observer arrived before teachers come to class so he would be able to notice more things and this step was very useful because he was there with students while they were waiting for their teachers. The researcher noticed that students were using some American English terms in their conversations such as: using yeah instead of yes and a lot of other American English words and as it is generally known American English is different of other varieties in terms of **vocabulary, accent, spelling and grammar**.

●Students' Vocabulary

Oral expression session was the most appropriate one to be attended for the observation because the teacher was proposing each time a different topic to be discussed, and all the vocabulary used was from American English variety, when students started discussion about how they spent their time in summer for instance, then the researcher noticed that students were using the word “**vocation**” instead of saying “**a holiday**” or any other word to describe their free, funny and enjoyable moments during summer also they were using the word “**apartment**” a lot compared to 3 students who were using the word “**flat**” which is a British English word describing the place they live in. The vocabulary went also over some other words such as: watching “**TV**” in American English while in British English is called “**telly**” and for sure there were some different words used concerning food such as: **cookie** instead of saying **biscuit**, **French fries** instead of saying **chips**, **potato chips** instead of saying **crisps**, **corn** at the place of saying **maize**, and **candy** not **sweets**. The conversation was not consisted just of food or television or summer vocations, yet it contained other words different like: **schedule** instead of **timetable** and **store** instead of **shop**, also just a few of students were saying “**rubber**” while the great majority of students were saying “**eraser**”, besides saying “**mail**” not “**post**” the mentioned notes above were just concerning vocabulary we will be discussing other important items in the coming parts

●Students' Accent (Pronunciation)

The first proof that the researcher got to be convinced that students speak and prefer using American English is their “accent”, and for sure students were replacing the letter “T” with the letter “D” in their conversations and participation with their teachers for instance: the word water was changed to be pronounced “wader” and the word bottle also, because they were discussing the theme of water and nutrition so, it was observed that they were all pronouncing it like: a bodel of wader they replaced the “T” with “D” and there was the word “ twenty” that was not pronounced completely yet, it was pronounced: “twenty”, those two examples were overused by students which helped the researcher to observe that important points, in addition to other changed words which the letter “T” was changed by the letter “D” such as : city, exciting, sweater, and satisfied.

● Students' Spelling

The way of writing words is very significant to be spelled and memorized in the right way, the observer noticed that the great majority and almost all of the students were writing in American English because they were asked by their teachers to spell some words that is, the researcher noticed that there was a difference between students' ways of spelling and after the concentration with students and their teachers, then, the observer realized that they spelled more in the American English variety. If it is counted with percentage it will be that 95% of students spelled in American English and only 5% of them were spelling in British English, and here are some examples about the differences between American English spelling and British English spelling:

American English language spelling	British English/ other English language varieties
color	colour
neighbor	neighbour
flavor	flavour
humor	humour
favorite	favourite
glamor	glamour

Table 3.21.: American English spelling vs British English Spelling

• Students' Grammar

Grammar is the basic pillar that each language is characterized with. Indeed, the researcher did not expect that there is a difference between American English grammar and other varieties grammar especially British English. Yet, the observer noted later on some differences concerning grammar which are written in table below:

American English Grammar	British English grammar
I am usually at work Monday through Friday	I am usually at work Monday to Friday
This one is different than the rest	This one is different to the rest
I already ate	I have already eaten
Have you gotten any information?	Have you got any information?
I dove into the swimming pool	I dived into the swimming pool
She promise she will write you every week	She promise she will write to you every week
Please fill out this form	Pease fill in this form
I need to go have a shower	I am need to go and have a shower
My team isgoing to win	My team are going to win
At the university	At university
Go into the hospital	Go into hospital

Table 23: American English Grammar vs British English Grammar

3.3.3. Discussion of the main results

Even though the timing was not complete like the researcher planned for, but the results were satisfying and confirmed the hypothesis. Based on the results obtained from the observation we came along with the following conclusion: students' attitudes towards American English is positive because it was clearly and mostly used by students started from the point before the teacher came students were talking and using American English before even the session started they were joking, talking, discussing, and giving their opinions in American English that's is why the researcher noticed the situation of replacing the letters and by that we exactly mean the change between letters from "T" to "D" when students were even trying to pass the water to each other it was this way: "mate pass me the bodel of wader" the observer discovered that their accent is 99% American English one by using other changed words too, like " city__ cidy, sweating__ sweading, and so on .We did not obtained the results just by taking the accent into consideration, the researcher was looking for more proves to be convinced and to obtain the final right answers and results, that is, vocabulary, spelling, and grammar as well as were all under observation, While talking about vocabulary the results

shown that American English vocabulary was used by the great majority of students more than British English vocabulary or any other English language vocabulary according to the noted differences concerning the terms used by students.

Students' way of spelling words indicated that they are American English writers and users at the same time they were writing words and phrases even in the American English variety and that obviously show how positive and excited students are when it comes to speaking, using, and writing in American English. Grammar is known to be the most important item in any language or variety structured that is, despite the fact that the researcher did not expect that there is no differences between American and British or other English language varieties Grammar, but the researcher found out that there are some various differences concerning prepositions, time, and tenses, and even plural or singular nouns and students were more American English grammar users during solving the activities given by their teachers.

3.4. Suggestions and Recommendations

3.4.1. Pedagogical recommendations

American English is the most preferred variety by alumni students, that is, there are some suggestions and recommendations for both teachers and students to promote and increase American English usage since it is the most wanted variety by students.

3.4.2. Recommendations for EFL students

- Students should practise American English well since it is their preferred variety
- Students should learn also about American culture to have a general knowledge about the variety.
- Students should be curious towards anything related to the variety they prefer
- Students should note down new vocabulary and terms that they find in their path to learn American English
- Students should improve their speaking skills via listening and practicing American English
- Students should also search and learn via other sources not just relying on schools and universities

- Students should set some changes even if they are simple such as: changing the phone setting to language variety they prefer, change their social media accounts language also to the variety they want.
- Students should write and read in the American English language variety since it is their favorite one.
- Students should hear news and watch movies or series that can help them promote their capacities concerning American English variety.

3.4.3. Recommendations for EFL teachers

- Teachers should follow and adopt American English variety during teaching English language
- Teachers should motivate their students to improve their wanted variety
- Teachers should help their students by explaining them the lessons in the American English variety that they prefer.
- Teachers should develop their teaching materials to be more associated and helpful concerning American English learning (pictures, videos, data shows)
- Teachers should set a special program that is divided to various parts about improving their students: listening, reading, speaking, and writing American English skills.
- Teachers should take into consideration their ways of pronouncing and spelling in order to follow the same variety and not to mix between two different varieties.

3.5. Conclusion

This last chapter has presented the analyzed, discussed results from the data gathering tools that the researcher used in this research study. The researcher carefully analyzed the obtained data from the classroom observation and students' questionnaire and has presented them in tables and figures in a descriptive statistical form.

Hence, the research hypotheses have been confirmed, and questions were also answered, and the findings showed how much alumni students were having positive attitudes towards American English, this chapter offered some suggestions which were providing some useful and necessary recommendations for both students and teachers to improve American English situation during English language learning process.

General conclusion

General conclusion

Last but not least, the goal of this dissertation was to study and investigate one of the most significant topics among EFL learning and teaching and mainly about one of the most popular English language varieties which is American English, it aimed at knowing “alumni students’ attitudes towards American English” where it is considered as a topic of great importance from all its sides.

This research work aimed to give a brief definition about “alumni students” and then about English language generally and as a foreign language (EFL), its importance, English language history, English language varieties and their sub varieties, the distinction between American English and British English, and the attitudes of alumni students towards American and British English. This study had also another aim which is to find the possible solutions for helping students to practice and study American English the most since it is their most preferable variety.

Indeed, this research work confirmed our hypothesis that was about students’ favorite variety which is American English language variety, because they are finding it the easiest and the most interesting one to be used among all varieties as it was mentioned in the second hypothesis while the third hypothesis was also confirmed because alumni students’ attitudes towards American English are influenced by the overused and their impression and the easiness of American English variety. This research also aimed to provide some appropriate solutions that would enrich the research issue.

In fact, the current research study is composed of three chapters; the first chapter was about the theoretical part of this study, the second chapter was about the methodology, and the third one was about data analysis and interpretation. The first chapter discussed about alumni students and English language history and varieties in addition to students’ attitudes towards those varieties, while the second chapter talked about the adopted methods of this research and the data collection tools as well as the way this research was conducted, and the last third chapter analyzed and discussed the obtained data from the classroom observation and students’ questionnaire, the two data collection tools have helped a lot in collecting the needed reliable data that made this work complete and done in such appropriate method, in addition to confirming the research hypothesis as we have mentioned before.

After having discussed the main findings of this research work, the researcher tried to suggest various solutions and recommendations for both teachers and students to help them in improving the most preferable English language variety and help them studying it and practicing it as much as it is possible for them by applying the suggested items in the right way, to make it easier for students to feel comfort and at ease while learning English language.

Investigating this kind of topics was of a great importance during English language teaching and learning process because what students prefer to study is the main and principal goal to be achieved, they have to study the variety that they are interested in , not any English language variety and not a mixture of two varieties or more to be clear and certainly confirmed about their wanted choice that allows them to gain more and to feel at ease in addition to achieving better results that they work for.

To conclude, any research work can face some difficulties before being completed, that is, there were some limitations that the researcher encountered during the preparation of this study such as: the lack of sources, the lack of cooperation from some participants, the lack of time for dealing with the two research instruments, in addition to the new program of studying due to the difficult circumstances of corona virus that led the administration to resume the time of students' lectures and time of studying, but above all most of all , the researcher could complete the work and achieve the needed objective of the research.

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Appendices

Appendices

1. Appendix A

1.1. Student Questionnaire

Students' Questionnaire

Dear Students,

You are kindly asked to answer the following questionnaire designed to investigate alumni learners' attitudes towards American English. Be sure that your answers will be kept confidential and will be used for academic purposes only. Your time and collaboration are appreciated.

1.1.1. Section one: background information

1. Age:
2. Gender: Male Female

1.1.2. Section two: students' familiarity with English language varieties (British or American)

1. How familiar are you with the differences between American English and other English language varieties (accents)?

Very familiar / familiar

Slightly familiar / unfamiliar

2. Which English Language variety do you use in your speech?

American English

British English

A mixture of both

Other English language varieties

Why?

.....
.....

3. Which English Language variety do you prefer when writing?

American English

British English

A mixture of both

Other English language varieties

Why

.....
.....

1.1.3. Section three: students' most preferable variety of English language

1. You are more likely to understand someone speaking

American English

British English

Both

Why?

.....
.....

2. In a conversation, you prefer that the other person uses :

American English

British English

Other varieties of English

Why

.....
.....

3. You like how sounds

American English British English

Other English language varieties

4. You are more familiar with terms of :

American English British English Other English language varieties

5. You prefer reading a book written in :

American English British English Other English language varieties

1.1.4. Section four: finding out how easy or difficult is American English compared to other English language varieties

1. How easy / difficult is learning American English compared to other varieties?

Very easy easy difficult Very difficult

2. How easy/ difficult is the use of American English in speech compared to other varieties?

Very easy easy difficult Very difficult

3. How easy/ difficult is the use of American English in writing compared to other varieties?

Very easy easy difficult Very difficult

1.1.5. Section five: students' situation with American English

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
I believe that American English holds a high status compared to other English Language varieties				
I am impressed by people who speak fluent American English				

I find people more easy going (to be changed)when they use American English				
American English users appear intellectual				
I think that American English sounds sophisticated				
I associate the English language with the American accent				
I enjoy watching movies in American English				
I enjoy reading books written in American English				
I feel confident whenever I speak American English				
Even if I was an English language learner, I would still be interested in learning American English				
American English is my favorite English language variety				

1.1.6. Section six: further suggestions and comments.

1.2. Classroom observation

The researcher had no pre preparations for the observation, that is, there were no ordered items or any check list included during the observation because the researcher desire was to be presenting in the situation with students to have direct confirmed data about alumni students' attitudes towards American English, all in all, the researcher had some useful and convincing results and remarks about:

1- classroom environment

2- Students' American English with their teachers

2.1-students' vocabulary

2.2-students' accent

2.3- Students' spelling

2.4-students' grammar