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PHONOLOGICAL DIFFERENCES BETWEEN BRITISH ENGLISH AND AMERICAN ENGLISH

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Abstract: Being exposed to English use at university campus, this paper tries to capitalize on phonological differences between British English and American English faced by the Iraqi students studying English as a foreign language. Underlining this research is the question: what kind of English do learners want to master in their effort to learn and speak English? The paper begins by observing the historical point of departure between British and American “Englishes.” In the second section, it outlines some major peculiarities of the two variants, namely in terms of Grammar, followed by the central disparities between Britons and Americans in terms of phonology. The conclusion made is the contention that it is crucial for students to be aware that English is strikingly not uniform and consequently to freely decide with which variant of English they feel more comfortable and safer when speaking it.

1. INTRODUCTION

The absolute conviction of English teachers several years ago was the fact that students should master what was considered of paramount importance in language teaching and learning: Grammatical rules. However, in the portals of the 21st century the patterns of the game have shifted. Mastery of language structures is no longer imperative, with the grammar being subservient and a complement to the ultimate goal: understanding and communication. There are many factors that have marked this “paradigm shift” in English language teaching methodology. Among them was radio and Television, scientific publications in all areas of knowledge. The Internet is by far the last giant that marked this growing realization.

These factors, in turn, created another dilemma: British English or American English. In this research paper, we endeavor to outline the differences between American English and British English. We want to reflect on the standard use of each variant of English. We believe that it is significant for students to be aware of their differences between the two types of English and to freely decide with which form of English they feel more comfortable and safe when speaking the foreign language.

1.1. ENGLISH AS LINGUA FRANCA

Today, English language dominates the world as no other language ever did. David Crystal maintains that “English is a global language” (2003: 3). The presence of the Anglo-Saxon world is becoming more present in our lives. Nearly 2 billion people in the world speak this language. It is also the mother tongue for 725 million people, foreign language for 750 million and the second language recognized and learned in the four corners of the world, in 75 different countries. It is the language of business par excellence, and has become the language of many international organizations. It must be noted that these figures are constantly increasing, whether in business or daily lives!

One can safely argue that English has become a fashion, as well. Knowledge and competence of English language is becoming more and more a prerequisite or even a necessity when it has to do with communicating with people of other nations or when looking for a job. A question should be asked is: why English language is currently so crucial? It is so much crucial that if one cannot speak it, he then, according to Greenfield (2015), “can apply for disability.” No doubt there are many explanations for that. According to Crystal (2003), there have been a variety of reasons which explain why English language is predominant in today world. Some are attributed to the cultural foundation such as political developments, access to knowledge. Others have something to do with cultural legacy like international relations, media (press, advertising, broadcasting, cinema, and popular music), international travel, international safety, education and communications).

But if a quarter of the world population speaks English, how many know that there is not only one English language and that the variants have very different peculiarities? What regional variant of English are we talking about? On the one hand, the European English variant of Queen Elizabeth is spoken by conquered countries in the colonial era like Ghana, Nigeria or India among others- the English language in the latter country is considered as the official language along with the Hindi language. On the other hand, the language of American culture has a global grip through media, television, commercials and even with music. This type of cultural influence is connected with cinema, the Internet and new technological advances. So our question is what kind of regional dialect should we teach our students? Should we expose them to the two variants of English in the same way?

Throughout this article we will reflect on these questions and propose teaching proposals that can help teach in almost the same way American English and British English.

1.2. ONE ENGLISH, DIFFERENT FORMS?

What sort of English do we hear, speak and write? For English is, by no means, a single language. "There are more than 50 English speaking countries, where English is either the official or the primary language" (5 Minute English," 2009). There are different types of English that one can be found in different parts of the world, to name but a few, South African English, Australian English, Indian English and so on so forth. David Crystal states that the most two powerful and widespread varieties of English are the British language, which is mainly spoken in United Kingdom, and the American English which is spoken in the U.S.A. Nowadays, British English is still used in some former colonies of the Great Britain such as South Africa and Egypt, Myanmar, Bangladesh, Pakistan, India, Hong Kong, Thailand, Singapore, and Malaysia as well as in New Zealand, Ireland, Malta and Australia. American English is generally spoken in the Philippines, Taiwan, South Korea and Japan. The American English can also be heard in the Americas (but not the former British colonies of Canada, Jamaica and Africa) and the Bahamas (Liberia).

It is Obvious that both British and American English, somehow, are equally spoken throughout the world. They are so spread that John Algeo goes to write that "British English and American English are two national kinds of English (2006: 1). But to what degree American and British English differs from one another? There has been generally much written on the differences between British English and American English. A long chain of writers and linguists wrote on these differences. To name but a few, Burgess (1922), Quirk et al. (1985), Algeo (1988), Swan (1995), Biber et al. (1999), Huddleston and Pullum (2002), Tottie (2002, 146–78), Trudgill and Hannah (2002), and Pam Peters (2004).

1.3. British English, American English: A Family History

Algeo (2001) rightly reminds us in his "Preface" that the process of differentiating between British English and American English began in the early stages of colonization. With the immensity of the ocean separating the British settlers from the motherland, the linguistic variation was rapidly established, and two varieties of English gradually showed their independence. As Algeo rightly says: " This process was not (as it is sometimes erroneously described) one of American English becoming different from British English. It is rather one of the English used by American speakers and the English used by British speakers both changing, but in unlike ways." (xvii) From a synchronic point of view, therefore, one should consider both "American English" (US) and "British English" (GB) simultaneously. From a diachronic point of view it is useful and fruitful to compare these two varieties to their common ancestor. For

Algeo, each of the two varieties is defined synchronously with each other. According to Algeo, "what is distinctively British is what is not American and the reverse is true (xvii). the sixteenth-century English, The common ancestor in this case, was neither "British " nor " American," for two reasons: first, American usage was not yet established; Secondly, the English used (essentially spoken) in the British Isles at the time could not yet be compared to any other variety. The only existing linguistic entity was "English."

Algeo (2001) compared the concepts of English US and English GB to those of "brother" and "sister". He argues that "A single. offspring. cannot be a. sibling, which is a category that requires more than one member. (xvii-xviii). According to Fisher (2001, 61), while the term "Americanism" was introduced by John Witherspoon in 1781, the expression "American language" was only used in 1793 by William Thornton. The influence of Noah Webster is studied carefully by Fisher. Being himself a nationalist and anxious to distinguish himself from the British identity, Webster wrote in 1789: "As an independent nation, our honor requires us to have a system of our own, in language as well as in government" (Cited in Fisher, 2001, 62). But the ambivalence of his views on language was clearly evident in 1830 when his famous dictionary, *An American Dictionary of the English Language*, (1828) was reissued in London under a new title: *A Dictionary of the English Language*.

Webster believed, before he published his first dictionary, that it is of high importance for America to state confidently its cultural independence from Britain through language. He began writing the first American spelling, grammar and the first American dictionary. He intensely supported spelling reform and saw that thought words should be spelled more likely they sound. He published a radical dictionary called *A Compendious. Dictionary. of the. English. Language* (1806) which included spelling like w-i-m-m-e-n for "women" and t-u-n-g for "tongue." In his final dictionary, He reduced the spelling reform. Lepore (2006) asserts that the main reasons that lie behind spelling words such as "favor" with no "u", theater" written with an "er" unlike theatre with an "re", "sulfur" instead of "sulphur" , and "aluminium" as "aluminum", by Americans are Webster's deep affection for spell reform and the success of his final dictionary in 1828 (Quinion, 2009).

Furthermore, MacNeil (2005) views that the .regional and national .pride and ideas that had been changed about what appeared to be like "proper" .speech, to .at .least .to .some .degree, played an important role in changing the British way to speak of the American colonists to what can be heard nowadays in America. These changes have been so evident that the malevolent and often biased opinions expressed by the English with regard to Americanism are pretty well spoken out. As Bailey (2001, 459) puts it,

"Americanisms are never praised, though there may be a begrudging suggestion that they are racy, fashionable, and colloquial. But such "Americanisms" are seen as the tailings from the mine, the dross that is left once the enduring and genuine ore has been refined to perfection. Bailey in this quotation examines the evolution of attitudes towards Americanism since colonization, the awareness of the emergence of a new variety of English over the past three centuries, and the virulence of attacks directed by London intellectuals against Americanism in the eighteenth and nineteenth centuries. "Barbarisms", "disgusting", "absurd" are just a few negative adjectives been given by those intellectuals to Americanisms (413).

Related to this, the use of the adjective "lengthy", for example, attested by Thoreau and Melville, triggered a genuine outcry in England, to such an extent that Prince Charles himself rebelled in 1995 against the corrupting influence of the US English declaring with the utmost seriousness to the very respectable New York Times: "we have to be a bit careful; otherwise the whole thing can get rather a mess" (Cited in Algeo, 2001:495).

Fortunately, although the passions are still far from being calmed, the vehemence of comments about Americanism tends to diminish gradually, thanks to pop music and rock'n'roll. In a word, whether we like it or not, R. Burchfield (Cited in Algeo, 2001: xxvii) editor of the Oxford English Dictionary, highlights that it is deemed to be self-evident that American is now "the dominant form of English."

2. MAJOR DIFFERENCES

Given that British English and American English are not homogenous, we introduce in this section some of the main differences between the two variants. The differences fall under the following domains: Grammar, spelling, vocabulary, stress etc. For reasons related to the purpose and scope of this research paper, we will examine only some aspects of grammatical differences between British English and American English before we return to a more detailed treatment of their phonological differences.

GRAMMATICAL MISMATCH

Modiano (1996) argues that the difference between British and American are easily observed in pronunciation, vocabulary, spelling, etc. However, these kinds of differences would not exert a great impact on English native speakers neither on English learners. In contrast, grammatical differences are so important to the extent that some grammatical rules might be accepted in one type of English while they are regarded ungrammatical in the other. In what follows we will go over some classes of grammatical differences that refer to **verbs, prepositions, tense, nouns, pronouns, and articles**.

A. Differences in verbs

In British English, the past tense of “get” is “got”, while American English usually use its past participle “gotten.” For example:

- a. John has got much better in the exam. (British English)
- b. John has gotten much better in the exam. (American English)

Since British English uses “got” while American English “gotten”, we can quickly tell the nationality of the speaker. The former is British and the latter is American. There are some instances in which Americans use “got”, but in these events, the verb means: “own,” “possess” and “dominate.” Here are some examples:

- They have got no pride.
- I have got plenty of material.

Another verb is “have”. British English usually uses in such examples as “Have you any children?” or “Have you got any children?” The case differs in American English whereby “have” would have similar meaning as in the sentence, “Do you have any children?”

To illustrate this difference further, let us examine some more examples.

- How many brothers do you have? (American English)
- How many brothers have you? (British English)
- You don’t have much room here. (American English)
- You haven’t (got) much room here. (British English)

A. Differences in prepositions

Main Differences between the two varieties in terms of prepositions can fall under two. aspects:

- Different. Use. of. Prepositions: According to Modiano (1996), Britons and Americans tend to use different prepositions in the same phrase. For example:
 - Your name comes first in the list. (British English)
 - Your name comes first on the list. (American English)
 - These Jackets are in a sale. (British English)
 - These Jackets are on sale. (American English)
 - At the weekend. (British English)
 - On the weekend. (American English)
 - He run towards the corridor. (British English)
 - He run toward the corridor. (American English)
 - He looked for it amongst the books. (British English)
 - He looked for it among the books. (American English)
- Omitting preposition
In British English, the prepositions “on” is used before “day”, “week” or “certain day”. However, this is not the case in American English where the preposition is deleted. For instances:
 - I will meet my girlfriend on Monday. (British English)

-I will meet my girlfriend Monday. (American English)

Another thing is that in British English, “at” is a must before “home”. But, in American English, when “home” is used in the sentence as an adverb, the preposition “at” is not needed. For examples:

-Is she at home? (British English)

-Is she home? (American English)

A. Differences.in. tense

In terms of using tense, the differences between British and American English can be classified under two classes:

▪ **Form of past tense**

Modiano (1996: 125) states that using different forms of the past tense is “the most significant dissimilarity between AmE and BrE.” Thus, in American English, the –ed form of the past tense is used with some verbs that are treated as irregular in British English.

verb	British English	American English
learn	learnt	learned
dream	Dreamt	dreamed
spell	spelt	spelled
burn	burnt	burned
dwell	dwelt	dwelled
get	got	gotten
spill	spelt	spelled
spoil	spoilt	spoiled

▪ **Past Simple or Past Perfect**

British English prefers the present perfect tense to express an event that just happened while American English prefers the past simple. For example:

-He has drunk too much. (British English)

-He drank too much. (American English)

-I have already seen that movie. (British English)

-I already saw that movie. (American English)

-It’s been a long time since we met last. (British English)

-It is a long time since we met last. (American English)

A. Differences in nouns

▪ **The form of Nouns**

British English	American English
candidature	candidacy
centenary	centennial
cookery	cook
racialist	racist

transport

transportation

▪ **The Collective Nouns**

Algeo (2006:76) maintains that collective nouns that are used to refer to groups of people are tackled differently in American and British English. For instance:

- The staff are working in the firm quietly. (British English)
- The staff is working in the firm quietly. (American English)
- The government aren't making any decision (British English)
- The government is making any decision. (American English)

Based on the above examples, it is clear that the British English has tendency to tackle collective nouns as plural whereas in American English the reverse is true.

a. **Differences in pronouns**

As Algeo (2006: 110) illustrates, British English and American English use different pronouns to repeat the indefinite pronoun "one". British English uses "one" while American English uses "he", for examples:

- One cannot succeed unless one tries hard. (British English)
- One cannot succeed unless he tries hard. (American English)
- One should learn to take care of oneself. (British English)
- One should learn to take care of himself. (American English)

b. **Differences in articles**

According to Tottie (2002), both British English and American English have different article usage of their own. The differences come in two aspects.

▪ **Omission of articles**

British English has articles in most of its phrases, while American English doesn't have. For example, British English uses the article "the" in phrases like "all the afternoon", "all the winter", "all the week", "this time of the year", etc. However, in American English, the definite article "the" is omitted, for example:

- The gallery is open all summer.
- I'll be working here all afternoon.
- He has been writing all week.

British English also uses articles before "sickness", "river", etc., while American English does not.

▪ **The position of articles**

British English and American English also differ in the use of "a" or "an" with "half." In British

English, "a" comes after "half", for example, "half a dozen", "half an hour", "half a mile", and "half a pound". In American English, "a" comes before "half", for example, "a half dozen", "a half hour", "a half mile" and "a half pound."

c. **Differences in Punctuation**

Modiano (1996: 130) also emphasizes other differences between British English and American English regarding punctuation. The most important differences are as follows:

- British English uses the hyphens more frequently when writing compound nouns. In American English, they compound nouns are written with two words; for instance:

-co-operation. (British English)

-cooperation. (American English)

- The comma also differs between British English and American English. For example, when listing items in writing, there is no comma between the second and the last item in British English, while American English puts a comma after the second to the last item. One example may suffice here:

-The rug has blue, red and white flowers. (British English)

-The rug has blue, red, and white flowers (American English).

3. PHONOLOGICAL DIFFERENCES

According to Modiano (1996), although a word might be spelt the same in both British English and American English, it could be pronounced differently by Britons and Americans. The most important differences in terms of pronunciation between the two Englishes can be classified as differences in sound vowels, consonants and changes of stress.

3.1. Differences in Vowel Pronunciation

A) The vowel sounds [a:] and [æ]

The British [a:] is pronounced [æ] in American English before fricatives (f, s, θ), nasals (m, n, ŋ) and the consonant [l] followed by another consonant. For example:

word	British English	American English
dance	[dæ:ns]	[dæns]
after	[ˈæ:ftə]	[ˈæftər]
can't	[kæ:nt]	[kænt]

B) Vowel sounds [ju:] and [u:]

Words like 'reduce', 'produce', 'induce', 'seduce', as well as others finished in -duce are to be pronounced according to the manual of perfect British diction as / dju:s/. That again is different from how Americans do, so this ending they read it as / du:s/. That is to say, they eat the 'i' sound along the way.

In similar vein, there are some words in which Britons pronounce it [ju:] while Americans pronounce it [u:]. For example:

word	British English	American English
tune	[tju:n]	[tu:n]
tulip	[ˈtju:lɪp]	[ˈtu:lɪp]

C) Vowel Sounds [ʊ] and [ɑ:]

Americans usually pronounce an open o before the consonants (p, t, k and l consonants) while Britons pronounce it with a bit darker sound. For example:

word	British English	American English
hot	.[hɒt]	.[hɑ:t]
body	.[ˈbɒdi]	.[ˈbɑ:di]
problem	.[ˈprɒbləm]	.[ˈprɑ:bləm]
clock	.[klɒk]	.[klɑ:k]
cost	.[kɒst]	.[kɑ:st]
not	.[nɒt]	.[nɑ:t]
possible	.[ˈpɒsəbl]	.[ˈpɑ:səbl]
sorry	.[ˈsɒri]	.[ˈsɑ:ri] or [ˈsɔ:ri]
want	.[wɒnt]	.[wɑ:nt] or [ˈwɔ:nt]
what	.[wɒt]	.[wɑ:t] or [wʌt]
wasn't	.[wɒznt]	.[wʌznt]

In the table above, the change of vowel [ʊ] to vowels [ɑ:] and [ɔ:] happened as a result of two phonological phenomena, exactly, the lot-cloth split and the father-bother merger. Maguire and McMahon (2011) assert that in the lot-cloth split, the shift occurs when one identical sound occurs to have a different pronunciation in some instances; usually both sounds coexist. As far as the merger is concerned, the case opposite is true whereby two sounds that used to be contrastive become pronounced similarly so they are no longer regarded different. Therefore, a split can be considered as the coming out of a new sound and a merger as the vanishing of an existing sound.

D) Diphthong Sounds [əʊ] and [oʊ]

This is again is one of the notable differences between American English and British English whereby the British diphthong [əʊ] is shifted to [oʊ]. This shift is consisted in the transformation of the mid central unrounded vowel [ə] to the close-mid back rounded vowel [o] in the first vowel of the diphthong. This shift is taken to be systematic. Table 1 below illustrates some examples of this shift. Examples:

word	British English	American English
go	.[gəʊ]	.[gəʊ]
no	.[nəʊ]	.[nəʊ]
crow	.[kroʊ]	.[krəʊ]
cocoa	.[ˈkəʊkəʊ]	.[ˈkəʊkəʊ]

component	.[kəmˈpounənt]	.[kəmˈpəʊnənt]
promotion	.[prəˈmoʊnʃn]	.[prəˈməʊnʃn]
romantic	.[rouˈmæntɪk]	.[rəʊˈmæntɪk]

E) Endings (-ory,-ary, -mony, and –berry)

There are a few variations in pronunciation of suffixes -ory,-ary, -mony, and –berry between both British English and American English: .

- -ary: suffixes, in general, are pronounced as [eri] in American English, whereas in British English they are pronounced as is [əri]. secretary, adversary, visionary, itinerary, sedentary are examples of this difference. The sound schwa is even omitted In some cases in British English, as in documentary. ['dɒkjuməntri] or. military. ['mɪlɪtri].
- -ory: As for this suffix, two rules will be described along with some exceptions. If the syllable which preceded the suffix is unstressed, then British English still keeps the pronunciation [əri], but American English favors [ɔ:ri], as in .accusatory, .amatory, derogatory, .exclamatory, .laudatory, .mandatory, migratory, .nugatory, .premonitory, recriminatory, .repudiatory. When the preceding syllable is stressed, British English drops the sound schwa while American English keeps the sound [ɔ:], as in. conservatory, pronounced. [kən'sɜ:vtri] .in British English, and .[kən'sɜ:rvtɔ:ri] in .American English. Other examples are: inventory, laboratory, lavatory, inflammatory. obligatory, oratory. predatory,. repository, .signatory, .suppository, .territory,. transitory.
- -berry: In general, American English has tendency to pronounce the full suffix as [beri] whereas British English has tendency to either replace [e] with schwa, pronouncing it [əri], or even omitting the first vowel, pronouncing [bri].
- -mony: in American English, the Suffix -mony after a stressed syllable is pronounced [moʊni] and [məni] in British English.

3.2. Differences in Consonant Pronunciation

A) The voiced /t/

British English always pronounces the "t" in the same way no matter what part of the letter it is. So in "table", "cut" or "attain," the sound /t/ will have the same impact. However, in English spoken in the United States, the "t" is often articulated as a smooth /d/ when it is positioned in the middle of a word between two vowels, (e.g. better, butter, letter, matter etc) or between a voiced vowel and a consonant (e.g. plenty, winter, bounty, painted, quantity etc). Contrary to the British pronunciation that remarks this consonant because the occlusive dental sound is clear.

In addition, Americans soften this letter when it is at the end of a word, so in "cut " the /t/ is not perceived. However, the British pronounce the final "t" clearly, since their consonants are very sonorous.

B) The Sound [r]

When the letter "r" is in the initial position of a word, there is no great difference in pronunciation. But, when it is in the middle of a monosyllabic word after a vowel, the British uses a descending tone in pronunciation, softening it. The same happens when the "r" is placed at the end of a word, eliminating the sound.

However, Americans do not make this distinction and therefore the "r" is verbalized with the same force regardless of where the letter is. Thus, the American accent makes the /r/ evident in "water ", "teacher " or "where". In a nutshell, American speakers pronounce the [r] while in British English is not pronounced. For example:

word	British English	American English
poor	.[puə]	.[puər]
here	.[hiə]	.[hiər]

3.3. Change of Stress

Both American and British speakers have their own and different ways of stressing a certain syllable when they pronounce certain words of two syllables, such as:

word	British English	American English
ballet	.[ˈbæleɪ]	.[bæˈleɪ]
debris	.[ˈdebri:]	.[d ˈbri]

Americans have tendency to emphasize the end in words with more than two syllables, For example

word	British English	American English
secretary	.[ˈsekrətri]	.[ˈsekrəteri]
preparatory	.[prɪpærətri]	.[prɪpærəteri]

conservatory, inflammatory, territory, etc. are examples of words that follow this rule. One interesting example is the pronunciation of the word laboratory. In British English, it is pronounced .[ləˈbɒr(ə)tri] and .[ˈlæbrətɔ:ri] in American English. Reduction of syllables in words ending in -ile, such as mobile, missile, docile is another distinctive feature for American English. For example:

word	British English	American English
fragile	.[ˈfrædʒail]	.[ˈfrædʒl]
hostile	.[ˈhɒstail]	.[ˈhɑ:stl]

4. CONCLUSION

Now, what can one draw from this brief analysis presented concerning the phonological differences between British English on one hand and American English on the other?

Throughout the research paper, we have aimed to acquaint the reader of the basic differences between British English and American English. Further to this aim, we have also hoped to enable the reader to differentiate between British English and American English. As we have stated throughout the paper, there is a great deal of differences between American English and British English. Nevertheless, there should be no worry about these differences. Most Britons Americans are fully aware of the differences so we, English learners, should not find ourselves in too much trouble when we go on holiday! Having this on mind, the most important thing is that we better try to be consistent, in particular, when we talk in English. It is beneficial to know which type of English we are going to use and stick with it. It is also useful to decide which type of English we want to work on.

In Iraq, when one learns English at school, it is usually British Standard English, also called BBC English. However, English has many variations with very different accents. There is cockney, London, Scottish English, Irish English, Welsh English, Northern English, Australian and etc. But the variant that is often contrasted with British English is American English.

When you learn English, there comes a time when you have to make a choice: American accent or British accent? Hollywood glamor or London sophistication? The Wall Street Wolf or Downing Street? Big dilemma! Of course, there are many other factors to consider when deciding to learn English abroad. But the focus can make a big difference in how others will judge you, so do not take this issue lightly.

In this research paper, it has been shown that British English and American English differ. They do so in a variety of aspects. We have managed to classify these aspects into two main headings: Grammatical Differences and Phonological Differences.

Many educated Iraqis consider American English as *infra dig*. In Iraq, there is an attachment, especially among the older generation, to the Queen's English or the English that we imagine is spoken in England. But we tend to forget that very few people speak the Queen's English any longer. Our contention is that it is time we get over this distaste. Since American English is by far the most dominant language today, anyone who wants to be a confident player in a globalized world has to speak the American lingo.

Today, English is riding the crest of globalization as no language ever has ever done. Estimations show that 400 million use English as a foreign language. Others confirm that 300 to 500 million speak English as a fluent

second language and 750 million as a foreign language. And increasingly it is American English, rather than British English, that is being taught.

Indeed, American English has unconsciously swept over large parts of the world, particularly by younger people. Greetings such as "yo" or "what's up"- which have their origin in America- can be heard in campuses and offices across the world. This is in contrast to traditional English phrases like "how do you do?" or "how are you?" which are now considered archaic. Much of this is due to the impact of American popular culture, especially movies, music and books. But more than anything else, it is the internet that is spreading a global language that is much closer to American than traditional English. American phrases and spellings abound in blogs and E-mail exchanges. There is no reason to fight this.

5. FURHTER RESEARCH

Due to the scope of this research paper, it might be of interest to further research the subject matter. There is so little, if any, written in Iraq about the differences between British English and American English in general, let alone their disparities in phonology. One can go too far arguing that these differences between the two varieties of English have so far not been an issue in the Iraqi educational system. Since our research paper is so reduced to scratch the surface, similar and further research is highly recommended. New findings, in doing so, would either validate or oppose the results of my research paper. Based solely on my teaching experience, I came to realize that Iraqi students unknowingly tend to mix British English and American English. In addition to that, they also don't have that much of awareness to explain why they do so. It would be of great help to carry out a more in-depth research that can examine the reasons lead for such confusion suggesting an effective way forward.

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