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THE DEPARTMENT OF ENGLISH PHONETICS AND LEXICOLOGY

QUALIFICATION WORK ON SPECIALTY ENGLISH PHILOLOGY

ON THE THEME:

***“Characteristic features of northern type of english
pronunciation”***

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THEME: Characteristic features of Northern type of English pronunciation.

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I. The principal types of English pronunciation

1.1 Norms of pronunciation, dialects, accents as terms

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INTRODUCTION

“The main objective of all our reforms in the field of economic policy is the individual. Therefore the task of education, the task of raising up a new generation capable of notional renaissance will remain the prerogative of the state and constitute a priority”.

President I. A. Karimov [2]

The main aspect of the development of the national economy should be viewed from both economic and social point of view. All kinds of reinforcement of material and technical bases of the social sphere is one of the most important problems in transition to market relations.

Special attentions attached to the 5 main principle of the building of the sovereign state advanced by I.A.Karimov, that were recognized not only in our country, but also abroad.

These principles are the following: economy should be a priority task over politics; the state should act as the main reformer; leadership of law should be established all spheres of life, strong social policy should be implemented in all spheres of life; transition to market economy should be evolutionary i.e.step by step exactly these 5 principles are at the basis of development of our state and branches of economy.

Only well educated and professional person can be economically free and reliable proponents of the crucial economic transformation. Awarding this truth should like in the bases of the whole development process of spiritual and cultural life of the people, in the renewal of the whole system of education.

We should remember that only that country, that nation can advice great future, prosperity and well-being which would be able to train knowledgeable, professional and energetic persons, true patriot of their country the country which would provide them with huge spiritual legacy of the great national culture and give them access to the world treasure of science and culture.

There is possibility to radically reform the education system, to bring its contents, forms and methods close to the real need of the , to save the high and secondary schools from conservatism and formalities which rooted deeply into the system of education during the former, previous regime.

Educational establishment of a new type, such as professional colleges, lyceums business schools and academic lyceums are intensively being created.

One of the main Constitutional guarantees – the right to receive education, realization of creativity, intellectual development –are realized thought this program. The marked of educational services is being for med thought developing marketing in the sphere of education, and training qualified specialists, the system of governmental and non-governmental education establishments, paid consulting and educational services is being developed. Market relating in the principles of self-financing, principles of demand and supply.

To provide efficient work of educational establishments of a new type and their efficient functioning, the center of the special secondary professional education was formed, as a part of the Ministry of Higher and Secondary Education.

Much work is performed in provisioning the branches of the national economy with educated specialists of various levels.

Much attention is given to the problems of the development of scientific and research work because the sate will not have its future without all sided elaboration of science. Taking this into account much attention in the Republic is attached to expansion of research work, efficient application of scientific achievements in various spheres of the national economy.

Alongside with numerous fields of science and due to economic reforms such trends of science as economics, history philosophy, law, sociology and other are being developed. Wide and profound research work, both of fundamental and applied nature, is being conducted in subdivisions of the Academy of Sciences and in various educational establishments of Uzbekistan.

During the last year the most important document aimed at creation of favorable condition to form a new highly educated generation and to support gifted children and the youth were adopted. Among these important document are: the Law of the Republic of Uzbekistan “*On the National program of training specialists*” “*On education*”, the Resolution of the Cabinet of Ministers “ On the organization of general secondary education in the Republic of Uzbekistan” , “ On measure of organization on special secondary education in the Republic of development and financing the material and technical lyceums and professional colleges for the years of 1999 - 2003”.

Among listed documents “*The National program of training specialists*” stipulates formation of many-sided individual educated thought the system of continuous education organically connected with intellectual, cultural and moral education of a citizen.

That's why today we attached special attention to this issue. That is why our society is so much interested in these draft laws , intended the achievement of this objective , and reforms in the field of education is becoming more urgent problem , the solution of which will determine our future. So we realized that the achievement of the great objectives we have noble intentions, such as renewal of society, efficiency of our reforms being carried out for the sake of progress and the future, and the results of our intentions are closely connected, first of all , with the problem of training highly qualified personnel, specialists who meet the requirements of the time .

More ever we are all becoming aware of one more truth. Only a well educated person is able to value human dignity, preserve national values, raise

national awareness, fight the right to live in a free society , so that our independent stat could win a decent and respectable place in the world community.

That's why in our country , beginning from the initial steps along the road of the independence , special attention has been paid to the revival and further development of our great spirituality , the improvement of national education system , the strengthening of its national basis , and raising it to world standards in harmony with modern requirements. I'd like to speak briefly about the work that had been done in this process for the last years.

Regarding schools, we adopted the law on education starting from the 1996-1997 academic year. In the first form children began learning to read new ABC-books. For the teaching new orphography or and ABC-books, necessary programmes , manuals and textbooks were created. During this period, 300 new educational institutions were created, 46 lyceums were established under higher educational institutions, about 800 students studied abroad and many teachers visited other countries in order to study modern ways of teaching.

In the field of secondary specialized education its worth mentioning the opening of business school in our region, professional courses for primary and secondary schools, teaching new specialists proceeding from market economy requirements.

In the field of higher education it is necessary to draw our attention to the implementation of the test system , the reorganization of the pedagogical Institutes in regional centers into Universities, giving regional educational institutions higher status, sending students and specialists abroad to study and exchange experience on the account of newly established national organizations and international funds , carrying out concrete work intended to retrain specialists and teachers in the field of business and economics and economic training of more than 2000 students and specialists abroad in the transitional period , attracting more than 200 foreign specialists to educational institution of our republic .

Funds " Mahalla", "Kamolot", "Sog'lom avlod uchun", "Nuroniy", "Ulug'bek", "Umid", and "Fond Forum" working in the field of education, their

contribution to bringing up a physically and spiritually perfect generation. We have a lot of positive results in this field.

At the present great importance is attached to the study and teaching foreign languages. No doubt, it happens not without purpose. Today, the importance of our people's perfect knowledge of foreign languages can scarcely be exaggerated as our country aspires to win a decent place in the world community, because our people see their great future as a life in mutual accord and cooperation with their foreign partners.

On December 10, 2012 President of the Republic of Uzbekistan Islam Karimov signed a decree "On measures to further improve foreign language learning system".

It is noted that in the framework of the Law of the Republic of Uzbekistan "On education" and the National Programme for Training in the country, a comprehensive foreign languages' teaching system, aimed at creating harmoniously developed, highly educated, modern-thinking young generation, further integration of the country to the world community, has been created. During the years of independence, over 51.7 thousand teachers of foreign languages graduated from universities, English, German and French multimedia tutorials and textbooks for 5-9 grades of secondary schools, electronic resources for learning English in primary schools were created, more than 5000 secondary schools, professional colleges and academic lyceums were equipped with language laboratories.

However, analysis of the current system of organizing language learning shows that learning standards, curricula and textbooks do not fully meet the current requirements, particularly in the use of advanced information and media technologies. Education is mainly conducted in traditional methods. Further development of a continuum of foreign languages learning at all levels of education; improving skills of teachers and provision of modern teaching materials are required.

According to the decree, starting from 2013/2014 school year foreign languages, mainly English, gradually throughout the country will be taught from the first year of schooling in the form of lesson-games and speaking games, continuing to learning the alphabet, reading and spelling in the second year (grade).

Also it is envisaged that university modules, especially in technical and international areas, will be offered in English and other foreign languages at higher education institutions.

The State Testing Centre, along with other relevant agencies, is tasked with preparing draft proposals on introducing foreign languages testing to the entrance examinations for all higher educational institutions.

In order to increase teaching standards in distant rural areas, the higher educational institutions are allowed targeted admission of people living in distant areas to foreign language programs on the condition that they will oblige themselves to work in the acquired specialty at their residence area for at least 5 years after graduation. The decree also envisages 30% salary increase for foreign language teachers in rural areas, 15% increase for those in other areas.

The National Teleradio Company, State Committee for communications, informatisation and telecommunication technologies, Agency for Press and Information of the Republic of Uzbekistan are tasked to prepare and broadcast language-learning programs, significantly increase access to international educational resources via “Ziyonet” educational network, promote publication of foreign language textbooks, magazines and other materials. [1]

The government has been entrusted with developing a package of measures for development of science and supporting the young people in their scientific activities. And as our president mentioned: “...the extremely important factor of the current reforms is the extremely qualified workforce.”[2]

More ever we are all becoming aware of one more truth. Only a well educated person is able to value human dignity, preserve national values, raise national awareness, fight self-sacrificingly the right to live in a free society , so

that our independent state could win a decent and respectable place in the world community.

In the field of higher education it is necessary to draw our attention to the implementation of the test system , the reorganization of the pedagogical Institutes in regional centers into Universities, giving regional educational institutions higher status, sending students and specialists abroad to study and exchange experience on the account of newly established national organizations and international funds , carrying out concrete work intended to retrain specialists and teachers in the field of business and economics and economic training of more than 2000 students and specialists abroad in the transitional period , attracting more than 200 foreign specialists to educational institution of our republic [1].

However, it is necessary to remember always that the study of foreign languages should not be carried out at the expense of oblivion to the mother tongue .It is hard to understand and justify a specialist, especially one holding a high post, who is unable to choose fine and appropriate words to express his idea, concisely and precisely, in his mother tongue. In our resent past, in most cases the Russian language but not the mother tongue served as mediator in the study of foreign language.

All the sounds in all languages are always in process of change. During those times when people from different regions communicated with each other not often, it was natural that the speech of all communities did not develop in one direction or at the same rate. Moreover, different parts of the country were subjected to different extreme influences, which were the reasons for different phonetic structures of the language. Especially, for the last five centuries, in Great Britain has existed to the notion that one kind of pronunciation of English is preferable socially to others. One regional accent began to acquire social prestige. For reasons of politics, commerce and the presence of the Court, it was the pronunciation of the south-east of England and more particularly to that of the London Region, that this prestige was attached. This pronunciation is called

Received Pronunciation which is regarded as a model for correct pronunciation, particularly for educated formal speech.

It is to be noticed that the role of RP in the English-speaking world has changed very considerably in the last century. Over 400 million people now speak English as their first language and of this number native RP speakers form only a minute proportion. George Bernard Shaw said that the United States and United Kingdom are “two countries divided by a common language” [14].

The theme of my graduation paper is “Characteristic features of Northern type of English pronunciation”. It’s closely related with theoretical and practical phonetics, dialectology, data of researches and other social subjects.

The actuality of my graduating qualification paper lies on vital need to investigate English pronunciation and its other forms and raise motivation of students to learn this language thoroughly, according to the last documents signed by our president.

In this work it is necessary to solve the following **primary objectives**:

1. Theoretically to comprehend and approve importance of studying of English pronunciation
2. To analyze the variants and dialects of Great Britain, analyze and compare RP with Northern type of English pronunciation
3. To find out the last changes in given theme, and describe them.

The subject matter of graduating qualification paper is RP as a standard in comparison with Northern type of English pronunciation.

The object of graduating qualification paper is characteristic features of Northern type of English pronunciation.

During the work the following **methods of research** were applied:

1. The analysis of the scientific literature on a theme of graduation work;
2. The analysis of programs and internet resources such as official sites of foreign authors and websites of both domestic and foreign universities;

Practical value of the given theme is included in the formation of modern scientific resources for language learners and students of the Higher Education.

Structure of my qualification paper is as follows: introduction, two chapters, conclusion and the list of used literature.

First chapter is dedicated to the principal types of English pronunciation, norms of pronunciation, dialects, and accents as term.

Second chapter is about peculiarities of Northern type of English pronunciation

Third chapter is dedicated to Differences between RP and Northern English pronunciation.

As methodological basis of my graduating qualification paper all laws and decrees dedicated to improving system of teaching foreign languages can be taken.

For material of my graduation paper I used scientific works and articles of many well-known scientists, such as D. Jones, J.C. Wells, J. Gimson, S. Johnson, S. Jeffries, J. Maidment. D, A. Abduazizov, K. Vrubel and etc.

The main literature for this qualification work we use “English phonetics a theoretical course” compiled by A. A. Abduazizov and published in 2007, at Tashkent. This book includes description of the English pronunciation in Great Britain which compared with other literary pronunciations. The second main book is “English phonetics theoretical course” compiled by M. A. Sokolova, published by “БЛАДОС”, 1996, Moscow. This book consists of 6 chapters, and at the last chapter is devoted to territorial varieties of English and its teaching norms. Another book which helps us to fulfill this qualification work is Парашук В.Ю. Theoretical phonetics of English language”.

CHAPTER I. THE PRINCIPAL TYPES OF ENGLISH PRONUNCIATION

1.1 Norms of pronunciation, dialects, accents as terms

Let us give some essential information on theoretical phonetics and dialectology, to which my theme belongs to. Phonetics studies the sound system of the language that is segmental phonemes, word stress, syllabic structure and intonation. It is primarily concerned with expression level. It is important in the study of language. It is the most fundamental branch of linguistics; it occupies the equal importance with grammar and lexicology. Phonetics has two main divisions: on the one hand, phonology, the study of the sound patterns of the languages, of how a spoken language functions as a "code", and on the other, the study of substance, that carries the code. Before analyzing the linguistic function of phonetic units we need to know how the vocal mechanism acts in producing oral speech and what methods are applied in investigating the material form of the languages that is substance.

The following types of phonetics may be distinguished:

1. **General phonetics** which studies the human sound -producing possibilities, the functioning of his speech mechanism and the ways they are used in all languages phonetics Linguistics.

2. **Descriptive phonetics** studies the phonetic system of a certain language. For example: English phonetics, Russian phonetics, Uzbek phonetics etc.

3. **Historical or diachronical phonetics**, which studies the changes a sound undergoes in the development of a language or languages. Its material may be based on written historical and literary monuments. Diachronical studies of the

phonetic system may explain the present state (synchronical) of a language and compare them. It is a part of a history course of a language. For example, Verner's and Grimm's Laws, Ablaut, Umlaut, Great Vowel Shift etc. are the objects of diachronical phonetics which is also called evolutionary phonetics.

4. **Comparative-typological phonetics** studies the phonetic features of two or more languages of different systems such as English, Russian, and Uzbek etc. It is a part of comparative-typological linguistics. Its fundamental principle is using linguistic categorization of all the various units of the languages in comparison. Comparative-typological phonetics is of great theoretical and practical value. Theoretically it is important to compare phonetic systems of all languages in order to establish language universals (the facts and features which exist in many languages), similarities and differences between the sound structure, syllable types, stress and intonation. From the results obtained it is possible to represent adequate teaching materials and suggest effective methods of foreign language teaching. The comparative-typological method is also known by the terms «contrastive», «confrontative», «differential» and «comparative» method. This method is used either in historical or synchronical analysis of a language.[3, 15]

Shifting to my theme, I can cited that the four components of the phonetic structure of any language (phonemic, syllabic, accentual and intonational) constitute its pronunciation. One of the things that everybody knows about languages is that they have different accents. Languages are pronounced differently by people from different geographical places, from different social classes, of different ages and different educational backgrounds. The word "accent" is often confused with dialect. We will use the word "dialect" to refer to a variety of a language, which is different from others not just in pronunciation but also in such matters as vocabulary, grammar and word-order. Differences of accent, on the other hand, are pronunciation differences only. Type of British English, most familiar as the accent used by most announcers and newsreaders on serious national and international BBC broadcasting channels, has for a long time been

identified by the rather quaint name Received Pronunciation (usually abbreviated to its initials, RP).

But let's look at works of well-known phoneticians. Here we can see the following information. The written form of language is usually a **generally accepted standard** and is the same throughout the country. But spoken language may vary from place to place. Such distinct forms of language are called dialects! The varieties of the language are conditioned by language communities ranging from small groups to nations. Speaking about the nations we refer to the national variants of the language. According to A.D. Schweitzer national language is a historical category evolving from conditions of economic and political concentration which characterizes the formation of nation. In the case of English there exists a great diversity in the realization of the language and particularly in terms of pronunciation. Though every national variant of English has considerable differences in pronunciation, vocabulary and grammar; they all have much in common which gives us ground to speak of one and the same language — the English language. [26,10]

Every national variety of language falls into territorial or regional dialects. **Dialects** are distinguished from each other by differences in pronunciation, grammar and vocabulary. When we refer to varieties in pronunciation only, we use the term accent. So local accents may have many features of pronunciation in common and are grouped into territorial or area accents. For certain reasons one of the dialects becomes the standard language of the nation and its pronunciation or accent - the standard pronunciation.

The literary spoken form has its national pronunciation standard. A **standard** may be defined as "a socially accepted variety of language established by a codified norm of correctness" (K. Macanalay).[12. 39] Standard national pronunciation is sometimes called "**an orthoepic norm**". Some phoneticians however prefer the term "literary pronunciation".

So, let me add some definitions from dialectological point of view. Dialectology is inseparably connected with sociolinguistics, the latter deals with

language variation caused by social difference and differing social needs; it studies the ways language interacts with social reality.

Every national variant of English falls into territorial and regional varieties (dialects). A dialect is a variant of the language that includes differences in grammar, vocabulary, and pronunciation. Thus a dialect includes an accent, i.e. a way of pronouncing the language.

An accent is an entity of pronunciation patterns used for communicative interaction by the members of the same speech community. Speakers of the same accent typically:

- 1) share a relevant social or geographical attribute and
- 2) maintain a uniform set of phonological characteristics, despite a certain amount of limited phonetic and lexical-incidental variation between them [20,240].

Sociolinguistics is the branch of linguistics which studies different aspects of language – phonetics, lexis and grammar with reference to their social functions in the society. Thus sociolinguistics explains language phenomena in connection with factors out-side the language faculty itself in terms of large-scale social structure and in terms of how people use language to communicate with one another. Language is indissolubly linked with the society; in it we can see a faithful reflection of the society in which people live.

Such fields of science as linguistics, sociolinguistics, psycholinguistics are inseparably linked in the treatment of various language structures. For example, the subject matter of ethnolinguistics gradually merges into that of anthropological linguistics and that into sociological linguistics and that into stylistics, and the subject matter of social psychology.

Some scholars consider functional stylistics to be a branch of sociolinguistics since it studies the distinctive linguistic characteristics of smaller social groupings (such as those due to occupational class, age and sex differences) [Швейцер 1983; Macanalay 1977].[22,247]

A language which is a mother tongue of several nations is called a polyethnic language or a nationally heterogeneous language e.g. English, German, Spanish, etc. In a polyethnic language there can exist a great variety in terms of pronunciation.

First of all, a polyethnic language can have national variants/types of pronunciation. English is the mother tongue of several nations, thus it has the following national variants of pronunciation: British English, American English, Australian English, New Zealand English.

In the case of English there exists a great diversity in the spoken realization of the language and particularly in terms of pronunciation. The varieties of the language are conditioned by language communities ranging from small groups to nations. Now speaking about the nations we refer to the national variants of the language. In their treatment we follow the conception of A.D. Schweitzer. According to him national language is a historical category evolving from conditions of economic and political concentration which characterizes the formation of a nation [12, 45]. In other words national language is the language of a nation, the standard of its form, the language of a nation's literature.

In talking about accents of English, the foreigner should be careful about the difference between England and Britain; there are many different accents in England, but the range becomes very much wider if the accents of Scotland, Wales and Northern Ireland are taken into account. Within the accents of England, the distinction that is most frequently made by the majority of English people is between Northern and Southern. This is a very rough division, and there can be endless argument over where the boundaries lie, but most people on hearing a pronunciation typical of someone from Lancashire, Yorkshire or other counties further north would identify it as "Northern".

Differences among accents of English are usually a subject that many students of English find interesting and wish to know more about. For a long time, the study of accents was part of the subject of dialectology, which aimed to identify all the ways in which a language differed from place to place. In its

traditional form is principally interested in geographical differences (exploring rural areas, finding elderly speakers).

British English or UK English or English English (BrE, BE), is the broad term used to distinguish the forms of the English language used in the United Kingdom from forms used elsewhere. There is confusion whether the term refers to English as spoken in the British Isles or to English as spoken in Great Britain, though in the case of Ireland, there are further distinctions peculiar to Hiberno-English. There are slight regional variations in formal written English in the United Kingdom. Nevertheless, there is a meaningful degree of uniformity in written English within the United Kingdom, and this could be described as "British English". According to Tom McArthur in the Oxford Guide to World English (p. 45), "for many people...especially in England [the phrase British English] is tautologous," and it shares "all the ambiguities and tensions in the word British, and as a result can be used and interpreted in two ways, more broadly or more narrowly, within a range of blurring and ambiguity" [16, 45]. English is a West Germanic language that originated from the Anglo-Frisian dialects brought to England by Germanic settlers from various parts of what is now northwest Germany and the northern Netherlands. Initially, Old English was a diverse group of dialects, reflecting the varied origins of the Anglo-Saxon Kingdoms of England. One of these dialects, Late West Saxon, eventually came to dominate. Thus, English developed into a "borrowing" language of great flexibility and with a huge vocabulary. Professor Sally Johnson admits that dialects and accents vary between the four countries of the United Kingdom, and also within the countries themselves. There are also differences in the English spoken by different socio-economic groups in any particular region. The major divisions are normally classified as English English (or English as spoken in England, which comprises Southern English dialects, Midlands English dialects and Northern English dialects), Welsh English, Scottish English and the closely related dialects of the Scots language. The various British dialects also differ in the words that they have borrowed from other languages. The Scottish and Northern English dialects

include many words originally borrowed from Old Norse and a few borrowed from Gaelic. There is no singular British accent, just as there is no singular American accent; in fact, the United Kingdom is home to a wide variety of regional accents and dialects, to a greater extent than the United States. Stuart Jeffries claims that the form of English most commonly associated with educated speakers in the southern counties of England is called the "Received Standard", and its accent is called Received Pronunciation (RP). It derives from a mixture of the Midland and Southern dialects which were spoken in London during the Middle Ages and is frequently used as a model for teaching English to foreign learners. Although educated speakers from elsewhere within the UK may not speak with an RP accent it is now a class-dialect more than a local dialect. The best speakers of Standard English are those whose pronunciation, and language generally, least betray their locality. It may also be referred to as "the Queen's (or King's) English", "Public School English", or "BBC English" as this was originally the form of English used on radio and television, although a wider variety of accents can be heard these days. Only approximately two percent of Britons speak RP, and it has evolved quite markedly over the last 40 years [11,14]. Even in the South East there are significantly different accents; the London Cockney accent is strikingly different from RP and its rhyming slang can be difficult for outsiders to understand. Since the mass immigration to Northamptonshire in the 1940s and its close accent borders, it has become a source of various accent developments. There, nowadays, one finds an accent known locally as the Kettering accent, which is a mixture of many different local accents, including East Midlands, East Anglian, Scottish, and Cockney. In addition, in the town of Corby, five miles (8 km) north, one can find Corbyite, which unlike the Kettering accent, is largely based on Scottish. This is due to the influx of Scottish steelworkers. As with English around the world, the English language as used in the United Kingdom and the Republic of Ireland is governed by convention rather than formal code: there is no equivalent body to the Académie française or the Real Academia Española, and the authoritative dictionaries (for example, Oxford English Dictionary, Longman Dictionary of

Contemporary English, Chambers Dictionary, Collins Dictionary) record usage rather than prescribe it. In addition, vocabulary and usage change with time; words are freely borrowed from other languages and other strains of English, and neologisms are frequent [11,15].

1.2 Types of pronunciation in Great Britain

Searching for the views of well-known phonetician on the given theme I have found following information. There exist numerous varieties of pronunciation in any language. The pronunciation of almost every locality in the British Isles has peculiar features that distinguish it from the pronunciation of other localities. Pronunciation is socially influenced. It reflects class distinctions, education and upbringing. The varieties that are spoken by a socially limited number of people and used only in certain localities are called dialects. Dialect speakers have some peculiarities in pronunciation, vocabulary and grammatical structure. Dialect speakers are the less educated part of the population. They enrich the language and make it more lively and fresh.

In British English three main regional types of pronunciation are distinguished in Britain now: Southern, Northern and Scottish. There are also some Irish dialects in Northern Ireland. English has been spoken in Scotland for a long time. Gaelic is still the native language of thousands of speakers from Scotland. Nowadays educated Scottish people speak a form of Scottish Standard English. One of the types of pronunciation which is spoken by the educated people in the capital is recognized as the orthoepic norm. The orthoepic norm is the standard pronunciation adopted by native speakers as the right and proper way of speaking. It is used by the most educated part of the population. The orthoepic norm is based on the variants of pronunciation that are widely used in actual speech, that reflect the main phonetic tendencies and are considered to be acceptable by the educated. Thus, wide currency, conformity to the main phonetic tendencies and social acceptability are the three main conditions that are necessary to be accepted as a norm. The orthoepic norm must always

include a set of stylistic variants of pronunciation. R.P. was accepted as the phonetic norm about a century ago. It is based on the Southern English regional type of pronunciation.

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Gimson claims that the historical origins of RP go back to the 16th-17th century recommendations that the speech model should be that provided by the educated pronunciation of the court and the capital [Gimson 1980]. Thus, the roots of RP in London, more particularly the pronunciation of the London region and the Home countries lying around London within 60 miles: Middlesex, Essex, Kent, Surrey. By the 18th century a prestigious pronunciation model was characterized as the speech "received by the polite circles of society" [Gimson: 1977].

By the 19th century London English had increasingly acquired social prestige losing some of its local characteristics. It was finally fixed as the pronunciation of the ruling class. According to Leithner, in the mid 19th century there was an increase in

education, in particular, there occurred the rise of public schools (since 1864 Public School Act). These schools became important agencies in the transmission of Southern English as the form with highest prestige. Since that time London English or Southern English was termed as Classroom English, Public School English or Educated English [Lither: 1982]. That was a forceful normalization movement towards the establishment of Educated Southern English as the standard accent. The major reasons for this were:

- 1) The need for a clearly defined and recognized norm for public and other purposes;
- 2) The desire to provide adequate descriptions for teaching English both as the mother tongue and a foreign language.

Professor Daniel Jones described this variety as a hoped-for standard pronunciation in the first editions of his books "The Pronunciation of English" [1909] and "Outline of English Phonetics" [1917]. By 1930, however, any intention of setting up a standard of Spoken English was disclaimed by many phoneticians. The term "Standard Pronunciation" was replaced by "Received Pronunciation", which had been introduced for Southern Educated English by phonetician Ida Ward who defined it as pronunciation which " had lost all easily noticeable local differences" [Leitner: 1982]. According to Wells the British Broadcasting Corporation (the BBC) adopted RP for the use by its news-readers since 1920s. The country's population, for more than half a century, had been exposed through broadcasting to RP. Until the early 70s of the last century it was the only accent demanded in the BBC's announcers. For that reason RP often became identified in the public mind with BBC English. Only over the last 30 years, both the BBC and other British national radio and TV channels have been increasingly tolerant of the accent of their broadcasters. [17, 36].

The R. P. is spoken all over Britain by a comparatively small number of Englishmen who have had the most privileged education in the country- public school education. Children are sent there to live at the age 11. They acquire the so-called " public school accent", or R.P. As almost all the leading positions in the

Cabinet, the armed forces, the judiciary are occupied by those who have had public school education. R. P. is actually a social standard pronunciation of English. It is often referred to as the “prestige accent”. Though R.P. is carefully preserved by the public schools the R.P. of today differs in some respects from R.P. used half a century ago. The main changes are as follows:

1. The diphthongization of R.P.[i:] and [u:], see, who.
2. The monophthongization of [ai] and [au], tower, fire
3. The assimilation of [sj.>s], [zj>z], [tj>ts], [dj>dj]: issue, crozier, situation.
4. The final [b,d.g] are now partially devoiced, but [p, t, k] are fortis.
5. The use of intrusive [r], which was carefully avoided before “Asia (r) Africa”, “drama(r) and music”.

They have become well-established nowadays. A. Gimson distinguishes 3 varieties of R.P. today.

- 1) The Conservative R.P., used mainly by the older R.P. speakers.
- 2) The General R.P. heard on the radio and T.V. that is less conservative and has received all these changes.
- 3) The Advanced R.P. mainly used by the younger R.P. speakers, (glottal stop).

R.P. has accepted many features of the Southern regional type and it is the teaching norm in our country. But there are many educated people in Britain who do not speak R.P., though their E. is good and correct. They speak Standard English with a regional type of pronunciation.

Roughly speaking the non-RP accents of England may be grouped like this: 1. Southern accents.

1) Southern accents (Greater London, Cockney, Surrey, Kent, Essex, Hertfordshire, Buckinghamshire);

2) East Anglia accents (Lincolnshire, Norfolk, Suffolk, Cambridgeshire, Bedfordshire, Northamptonshire, Leicestershire;

3) South-West accents (Gloucestershire, Avon, Somerset, Wiltshire).

2. Northern and Midland accents.

1) Northern accents (Northumberland, Durham, Cleveland);

- 2) Yorkshire accents;
- 3) North-West accents (Lancashire, Cheshire);
- 4) West Midland (Birmingham, Wolverhampton).

One of the main differences between southern and northern regional types is in the phoneme inventory- the absence or presence of particular phonemes. In most regions there is the "rhotic" accent. This |r| sound is post-vocalic and is most often heard in Scotland, Ireland and in Southwest of England. In most regions the glottal stop is more widely used than in RP. Many non-speakers use |ŋ| in the suffix "ing". In most regions "j" is dropped after |t, s|: student, suit, news, tune.

Cockney is a social accent- the speech of working class areas of the Greater London. It has the following peculiarities: lady |laidi|, bag |beg|; city |siti:|; blood |bleid|; oh, no |eu neu|. The sound |h| is very often absent but sometimes appears where they don't use it in RP: horse |o:s|, have |ev|, but |h| atmosphere, honest; the contrast between |θ| and |f|, |θ| and |v|, |θ| and |d| is practically lost; the sound |l| is often replaced by |v|, in the suffix "ing" they use |ŋ|. The sounds |p,t,k| are strongly aspirated. The sound |t| is strongly aspirated: top |tsop|.

Historically, Cockney has been the major influence in the phonetic development of RP, and many of its current changes can be related to Cockney pronunciation. Let us summarize the most essential information on the origin of Cockney, the revealing features of its grammar, vocabulary, and major phonetic distinctions. Cockney is distinguished by its special usage of vocabulary - rhyming slang. Many of its expressions have passed into common language. It developed as a way of obscuring the meaning of sentences to those who did not understand the slang. It remains a matter of speculation whether this was a linguistic accident, or whether it was developed intentionally to assist criminals or to maintain a particular community []. Rhyming slang works by replacing the word to be obscured with the first word of a phrase that rhymes with that word. For instance, "face" would be replaced by "boat", because face rhymes with "boat race".

Similarly "feel" becomes "plates" ("plates of meat"), and "money" is "bread" (a very common usage, from "bread and honey"). Sometimes the full phrase is

used, for example "Currant Bun" to mean The Sun (often referring to the British tabloid newspaper of that name). Some substitutions have become relatively widespread in England, for example, to "have a butcher's" means to have a look, from the rhyming slang "butcher's hook".[20,240]

J. Gimson states that there are no differences in the inventory of vowel and consonant phonemes between RP and Cockney [8,339] and there are relatively few differences of phoneme lexical distribution. There are, however, a large number of differences in realization of phonemes. Most striking realizational differences can be summarized as follows [9,155].

In consonants:

1. H dropping. /h/ is not pronounced in initial positions in words which have this phoneme in RP, e.g. have, hat, horse = /av/, /æt/, /ho:s/. /h/ is used, however, in initial positions in words which in RP begin with a vowel. Thus the words air, atmosphere, honesty are pronounced in Cockney as /heə/, /hæt məsfiə/, /'hɒnəsti/.

The following examples are taken from film "My fair lady"

e.g. You ain't heard what I come for yet. /e.g. I'm come to have lessons, I am. /e.g. I won't stay here if I don't like. / e.g. He ain't above giving lessons, not him: I heard him say so. /

2. TH fronting/stopping. The contrast between /θ/ and /f/ is completely lost and between / ð / and /v/ is occasionally lost, e.g. think, father - /fɪnk/, /'fa: və /. When / ð / occurs initially, it is either dropped or replaced by /d/, e.g. this and that = /'disn'dæt/. e.g. I ain't got no mother.(FL) /

3. L vocalization. Dark [ɫ] (i.e. in positions not immediately before vowels) becomes vocalic [ʊ], e.g. milk, table = /miʊk/, /teibʊ/. When the preceding vowel is /o:/, /l/ may disappear completely, e.g. called = /kho:d/.

4. T glottalling is widely spread in Cockney accent. /t/ is realized as a glottal stop following vowels, laterals, and nasals, e.g. butterfly = /'bʌʔtəflai/. /t/ between vowels is not aspirated, and is often replaced by /d/ or /r/ or the glottal stop /ʔ/, e.g. get away, better = /'ged ə'wei/, /'gerə'wei/, /'geʔə'wei/; /'bedə/, /'berə/, /'beʔə/.

There may be similar replacement of /p/. /k/ before a following consonant, e.g. soapbox /'sæʊ'boʊks/, technical /'te'ni'u/ [Gimson 2001:88].

e.g. What that you say? /

5. yod-coalescence. There is coalescence of /t/, /d/ before /j/ into /tʃ /, and / dʒ / , e.g. tube [tʃu:b], during [' dʒʊəriŋ], but elision of /j/ following by/n/, e.g. news [nu:z].

e.g. I won't let you wallop me! /

Main distinctions in the realization of cockney vowels include [Gimson: 2001:87-88]:

1. The short front vowels /e/, /æ/ tend to be closer than in RP so much, that Cockney sat may sound as set and set like sit to the speakers of other accents.

2. Among the long vowels, most noticeable is the diphthongization of /i:/→/əi/, /u:/→/əu/, thus bead =/bəid/, boot =/bəut/. When /o:/ is final, it is pronounced as /owə/, sore, saw = /sowə/; when it is not final, its realization is closer/ou/.

3. Diphthong shift. Cockney uses distinctive pronunciation of RP diphthongs:

/ei/ is realized as /ai/ e.g. lady = /'laidi/;

/ai/ sounds as /oi~/~ai/, e.g. price= /prois/;

/əʊ/ sounds as /æʊ/ e.g. load /læʊd/;

/aʊ/ sounds as /a:/, e g loud /la:d/;

4. /i/ lengthening, /i/ in word final positions sound', as /i:/e .g. city /'siti:/

5. Weakening. RP diphthong /əʊ/ in window, pillow is weakened to schwa /ə/. You, to are pronounced as /jə/, /tə/, especially finally, e.g. see you, try to [Gimson:2001].

Black British is a term which has had different meanings and uses as a racial and political label. Historically it has been used to refer to any non-white British national. The term was first used at the end of the British Empire, when several major colonies formally gained independence and thereby created a new form of national identity. The term was at that time (1950s) used mainly to describe those from the former colonies of Africa, and the Caribbean, i.e. the New

Commonwealth. In some circumstances the word "Black" still signifies all ethnic minority populations [12,44]. Historically, the term has most commonly been used to refer to those of New Commonwealth origin. For example, Southall Black Sisters was established in 1979 "to meet the needs of black (Asian and Afro-Caribbean) women". (Note that "Asian" in the British context means from South Asia only.) "Black" was used in this inclusive political sense to mean "not white British" - the main groups in the 1970s were from the British West Indies and the Indian subcontinent, but solidarity against racism extended the term to the Irish population of Britain as well. Several organizations continue to use the term inclusively, such as the Black Arts Alliance, who extend their use of the term to Latin America and all refugees, and the National Black Police Association.

Jatinder Verma claims that Black British was also an identity of Black people in Sierra Leone (known as the Krio) who considered themselves British. They are generally the descendants of black people who lived in England in the 18th century and freed Black American slaves who fought for the Crown in the American Revolutionary War (see also Black Loyalists). In 1787, hundreds of London's Black poor (a category which included the East Indian) agreed to go to this West African country on the condition that they would retain the status of British subjects, to live in freedom under the protection of the British Crown and be defended by the Royal Navy [12, 45].

During this era there was a rise of black settlements in London. Britain was involved with the tri-continental slave trade between Europe, Africa and the Americas. Black slaves were attendants to sea captains and ex-colonial officials as well as traders, plantation owners and military personnel. Many of these people were forced into beggary due to the lack of jobs and racial discrimination. The involvement of merchants from the British Isles in the transatlantic slave trade was the most important factor in the development of the Black British community. These communities flourished in port cities strongly involved in the slave trade, such as Liverpool (from 1730) and Bristol. Around the 1750s London became the home of many of Blacks, Jews, Irish, Germans, and Huguenots. The late 19th

century effectively ended the first period of large scale black immigration to London and Britain. This decline in immigration gave way to the gradual incorporation of blacks and their descendents into this predominantly white society. It was in the period after the Second World War, however, that the largest influx of Black people occurred, mostly from the British West Indies. This migration event is often labeled "Windrush", a reference to the Empire Windrush, the ship that carried the first major group of Caribbean migrants to the United Kingdom in 1948. "Caribbean" is itself not one ethnic or political identity; for example, some of this wave of immigrants were Indo-Caribbean. The most widely used term then used was "West Indian" (or sometimes "coloured"). Today the black population of London is 1,001,000 or 13% of the population of London. 5% of Londoners are Caribbean, 7% of Londoners are African and a further 1% are from other black backgrounds including American and Latin American. There are also 113,800 people who are mixed black and white [12]. Linton Kwesi Johnson is probably the best known poet in Britain who is currently using Creole (Black English) . The poem "Sonny's Lettah", appeared in print in his anthology "Inglan' is a Bitch" (1980) and was recorded on his album Forces of Victory. I have read through "Sonny's Lettah" while listening to the tape and marked differences between Standard English and the English used in the poem. Here is the snatch of this song:

*“Dear Ma Maa,
Good Day
I hope that when these few lines reach you
they may find you in the best of health
Ma Maa I really don' know how to tell yu dis
'cause , I did meck a solemn promise
to teck care a likkle Jim and try
mi best fi look out fi 'im
Ma Maa a really did try mi best
but none de less*

*mi sorry fi tell yu sey
 poor likkle Jim get aress'
 it was de middle a de rush 'our
 when everybody jus' a hustle an a bustle
 fi go 'ome fi dem evenin' shower...''*

I have noticed that where odd or unusual spelling has been used, this reflected a difference in pronunciation.

So, the following examples are:

1. BrEn *these* /ði:z/ corresponds to Black BrEn *deze* /dis/.
2. BrEn *best* /best/ corresponds to Black BrEn *bes'* /bes/.
3. BrEn *health* /hælt/ corresponds to Black BrEn *helt'* /helt/.
4. BrEn *they* /ðei/ corresponds to Black BrEn *dem* /dem/.

At the level of sounds, Creole has some characteristics which are associated with regional and working-class varieties of English, and some others which are found only in Caribbean Creole. Some of the most important differences:

1. The vowel of Black BrEn in the word *cup* is like the vowel of BrEn *cop*/kʌp/
2. The vowel of Black BrEn in the word *all* is like the vowel of BrEn *are* /a:l/
3. The vowels of Black BrEn in the words *day* and *home* are diphthongs /dai/ and /houv/ unlike BrEn /dei/ and /hev/.
4. The first consonant of *thump* in Black BrEn is pronounced /tʌmp/ unlike BrEn /θʌmp/ [13].

Maidment says that one of the British accents (or dialects) that has received a lot of publicity since mid 80s of the last century is **Estuary English** (EE) named so after the banks of the river Thames and its estuary. Some researches predict that EE is due to take over as the new standard of English, others are more cautious in their assessment of its status. They claim that EE is an accent which incorporates a mixture of south-eastern, RP and Cockney features and which has been gaining popularity with educated speakers not only in London and in the estuary of the

Thames, but in other areas due to high mobility of the population. This situation is clearly reflected in the title of J. Maidment's paper "Estuary English: Hybrid or Hype?" [17, 48]. The term Estuary English was coined in 1984 by David Rosewarne, who at that time was a post-graduate student of Applied Linguistics. He defines EE as follows "Estuary English is a variety of modified regional speech. It is a mixture of non-regional and local south-eastern pronunciation and intonation. If one imagines a continuum Received Pronunciation and London speech (Cockney) at either end, EE speak are to be found grouped in the middle ground" [Rosewarne: 1984]. Here we will summarize major phonetic characteristics of EE based on the findings of the above mentioned scholars. According to J.C. Wells, many of the features that distinguish EE from RP are features it shares with Cockney. Unlike Cockney, EE is associated with standard grammar and usage. But EE agrees with Cockney, and differs from RP, in having (perhaps variably):

1) happy-tensing- tense vowel 'i' at the end of *happy, coffee, valley* etc.

2) T glottalling finally, e.g. *take i?off, qui?e nice* etc.

e.g. *As the climate change summit starts that position of countries like India, Brazil, Russia and, of course, China will be crucial* (BBC news). /

3) L vocalization - pronouncing the 'l' sound in preconsonantal and final positions almost like/w/, e.g. *milk, bottle*, etc.;

4) Yod coalescence in stressed syllables, e.g. *Tuesday, tune* etc. that makes the first part of *Tues-* sound identical to *choose* or *duke, reduce* etc. making the second part of *reduce* identical to *juice*.

5) diphthong shift: the diphthongal vowels of *face, price, goat* in EE are those that would be used by Cockney speakers [Wells: 1997].

EE differs from Cockney in that it lacks:

1) H dropping/omitting (in content words), so that Cockney *hand on heart* becomes '*and on 'eart*.

2) TH fronting, using labio-dental fricatives /f /and /f/ instead of /θ/, / ð/. This turns *I think* into /ai fɪŋk/, and *mother* into /mʌvə/.

e.g. *Nadia's mother hasn't seen her daughter since 2007*(BBC news). /

3) T glottal ling within a word before a vowel, e.g. *water, mattress, twenty*.
Cockney speakers use ʔ for /t/ in all environments where it is not syllable initial. Also sometimes they extend glottal replacement to affect /p/ and /k/ as well as /t/.

J. C. Wells claims that " ...EE is a new name but not a new phenomenon, being the continuation of a trend that has been going on for five hundred years or more – the tendency for features of popular London speech to spread out geographically (to other parts of the country) and socially (to higher classes). The erosion of the English class system and the greater social mobility in Britain today means that this trend is more noticeable today than was once the case ..." [17, 47].

English is the national language of Great Britain, the USA, Australia, New Zealand and Canada (part of it).

The American variant of English has been thoroughly described by many prominent scholars both in our country and in the USA. The sociolinguistic situation in the United States is very complicated. It is moulded by certain linguistic, cultural, historic, demographic, geographic, political and other factors.

The American variant of English underwent the influence of many languages, but the starting point was the English language of the early 17 th and 18th centuries. There are certain varieties of educated American speech. In the U.S.A. 3 main types of cultivated speech are recognized: the Eastern type, the Southern type, the Western or General American. General American pronunciation is known as the Standard Pronunciation of the U.S.A. It is the form of speech used by the radio and T.V. It is used in scientific, cultural and business intercourse. American English may be analyzed from 3 points of view: 1. Peculiarities Vowels and Consonants; 2. Stress Differences. 3. Intonation Differences.

The Eastern type is spoken in New England and in New York city. It bears a remarkable resemblance to Southern English with some slight differences.

The Southern type is used in the South and South-East of the USA. It possesses a striking feature- vowel drawl, which is a specific way of pronouncing

vowel, consisting in the diphthongization of some pure vowels and monophthongization of some diphthongs by prolonging their nuclei and dropping the glides.

General American, also known as Northern American or Western American spoken in the central Atlantic States: New York, New Jersey, Wisconsin and others.

Some peculiarities: 1. there is no division into long and short vowels; 2. the number of diphthongs varies from 3 to 12 phonemes. Following D.A. Shakhbagova we distinguish 5 diphthongs: |ei|, |ai|, |oi|, |au|, |ou|. 3. Usually vowels and diphthongs have |r| sound between a vowel and consonant or between a vowel and a silence: TURN, BIRD, STAR. 4. American English is characterized by nasalization, when vowels are preceded or followed by a nasal consonant (SMALL, NAME). Nasalization is often called an American twang....5. The sound |l| in all positions is always dark. 6. Intervocalic |t| is normally voiced. In words like TWENTY, LITTLE |t| is dropped. 7. The “wh” is represented in GA by |w^| or |hw| sound. 8. The sonorant |j| is usually weakened or omitted between consonants: Tuesday |tu:zdi|, suit |su:t|, stupid |stu:pid|. 9. The pronunciation of many words is different: Asia |eɪʒe|, lever |lever|, schedule |skedʒel|, tomato |te' meitou|, vase |veiz|. 10 Words like HOSTILE, MISSILE, REPTILE have final |el|.

Stress differences. 1. In words of French origin GA tends to have stress on the final syllable: BAL'LET |leɪ|, BE'RET |reɪ|. 2. Some words have stress on the first syllable in GA: 'ADDRESS, 'CIGARETTE, 'MAGAZINE, 'RESEARCH. 3. Some compounds have their stress on the first syllable too: 'WEEKEND, 'ICECREAM, 'NEW YEAR. 4. Polysyllabic words ending in -ary, -ory, -mony have secondary stress: 'LABORA'TORY, 'TESTI'MONY, 'DICTIO'NARY.

Intonation differences. 1. They use a medium Level Head instead of Descending Scale ☹ I don't want to go to the \theatre. 2. In emphatic sentences Mid-Wavy-Level Head is used. 3. Rise-Fall is used in GA instead of Low Fall ☺ | Come and see me to \morrow. 4. The Mid-Rising tone is used instead of in general

questions. 4. In the Fall- Rise nuclear tone the rise is higher than in RP. 5. Requests are pronounced with a Fall- Rise: Open the door. 6. Leave-takings are often pronounced with a high-pitched Fall-Rise in GA: Good night. 7. They use High Rise instead of Low –Rise in many cases.

II. THE FEATURES OF NORTHERN TYPE OF ENGLISH PRONUNCIATION

Northern English is a group of dialects of the English language found in Northern England. It includes the North East England dialects, Cumbrian (with a Westmorland sub-set in South Lakeland and a limited sub-set around the Barrow-in-Furness area), the various Yorkshire dialects and Lancashire (increasingly but incorrectly referred to as 'Lanky').

Some words occurring in 'far' Northern accents (Lonning (a Lane) in West Cumbria, Thorpe (a clear area, originally in woodland) in East Yorkshire) and North Eastern Dialects reflect Viking influence - Possibly because the area was all north of the Danelaw boundary. Norwegian has had a greater impact on most northern dialects than Danish, but the East Riding of Yorkshire has been influenced more by Danish. Authoritative quantification is not readily available but estimates have suggested as many as 7% of West Cumbrian dialect words are original Norse or derived from Norse.[15, 23]

Northern English is one of the major groupings of English English dialects; other major groupings include East Anglian English, East and West Midlands English, West Country (Somerset, Devon, Cornwall/Cornish) and Southern English.

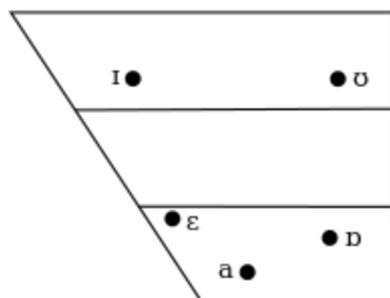
Northern English contains:

- Cumbrian dialect
- Geordie (spoken in the Newcastle/Tyneside area which includes southern parts of Northumberland)
- the various Lancashire dialects and accents (see below)
- Mackem (spoken in Sunderland/Wearside)

- Mancunian (spoken in Manchester, Salford, various other areas of Greater Manchester, parts of Lancashire and eastern Cheshire).
- Pitmatic (two variations; one spoken in the former mining communities of County Durham and the other in Northumberland)
- Scouse (spoken in the Liverpool/Merseyside area with variations in west Cheshire and along the North Wales coast.)
- Teesside (spoken in Middlesbrough/Stockton-on-Tees, and their surrounding areas.)
- the various Yorkshire dialects and accents (spoken in Yorkshire)

In some areas, it can be noticed that dialects and phrases can vary greatly within regions too. For example the Lancashire dialect has many sub-dialects and varies noticeably from West to East and even from town to town. Within as little as 5 miles there can be an identifiable change in accent. The Yorkshire Dialect Society has always separated West Riding dialect from that in the North and East ridings.

Common features of most Northern English accents



Approximate positions of Northern English short monophthongs, from Lodge (2009:163)

There are several accent features which are common to most of the accents of Northern England (Wells 1982, section 4.4).

- The foot–strut split is absent in Northern English, so that *cut* and *put* rhyme and are both pronounced with /ʊ/. This has led to Northern

England being described "Oop North" /ʊp nɔ:θ/ by some in the south of England (a total misunderstanding of the pronunciation of up). Some words with /ʊ/ in RP can have /u: / – *book* is often pronounced /bu: k/ in Northern accents, while some conservative accents also pronounce *look* as /lu: k/.

- The accents of Northern England generally do not have /ɑ: / in words like *bath*, *ask*, etc. *Cast* is pronounced [kast] rather than the [kɑ: st] pronunciation of most southern accents. This pronunciation is found in the words that were affected by the trap–bath split.

- For many speakers, /ɑ: / is pronounced [a:]: for example, in the words *palm*, *cart*, *start*, *tomato*.

- The vowel in *dress*, *test*, *pet*, etc. is slightly more open, transcribed by Wells as /ɛ / rather than /e /.

- The vowel in *caught* and *more*, etc. is also more open, pronounced [ɒ:] rather than RP /ɔ: /.

- The "short a" vowel of *cat*, *trap* is normally pronounced [a] rather than the [æ] found in traditional Received Pronunciation and in many forms of American English.

- In most areas, the letter y on the end of words as in *happy* or *city* is pronounced [ɪ], like the *i* in *bit*, and not [i]. This was considered RP until the 1990s. The tenser [i] is found in the far north and in the Merseyside area.

- The Received Pronunciation phonemes /eɪ / (as in *face*) and /əʊ / (as in *goat*) are often pronounced as monophthongs (such as [e:] and [o:]), or as older diphthongs (such as /ɪə / and /ʊə /). However, the quality of these vowels varies considerably across the region, and this is considered a greater indicator of a speaker's social class than the less stigmatised aspects listed above.

III. Differences between RP and Northern English pronunciation

V. Parashchuk summarizes the chief differences between regional accents of British English (BrE) as distinct from RP:

Within the vocalic systems:

1. No /ʌ/ - /ʊ/ contrast. Typically /ʌ/ does not occur in the accents of the north e.g. *but* =/bʌt/ (South), and /bʊt/(North); *blood*=/blʌd/ (South) and /blʊd/ (North); *one* =/wʌn/ (South) and /wɒn/(North).

2. Different distribution of /æ/ and /ɑ:/: before the voiceless fricatives /f/, /θ/, /s/ and certain consonant clusters containing initial /n/ or /m/, /æ/ is pronounced in the North instead of /ɑ:/ in the South.

3. /i/ - tensing is one of the salient north-south differentiating features in England. Word final /i/ like in words *city* /'siti/, *money* /'mʌni/ is typical of the northern accents, while in the South they have /i:/ in similar positions. In RP happy vowel /i/ is used in such cases.

4. Vowel length contrast is absent in Scottish English and Northern Ireland [20, 240].

Within the consonantal systems:

1. Rhoticism, i.e. retaining post-vocalic /r/, is spread in Scotland, Ireland, and South-west in words like *bar*, *farm* etc. which have orthographic 'r'. Non-rhoticism, i.e. absence of post-vocalic /r/, is typical of RP and Welsh English. Thus, some British English accents are “rhotic” or “r-ful” and others are non-rhotic or 'r-less'.

2. /t/ glottaling .In most regional accents the glottal stop is widely used, especially in the north-east of England, East Anglia and Northern Ireland. It may also be pronounced simultaneously with the voiceless /p/, /t/, /k/ most strikingly between the vowels, e.g. *pity* =/'pitʔi/ .

3. /j/ (Yod) dropping: in most accents/ j/ is dropped after /t/ or /s/.

e.g. *student* = /'stu:dnt/, *suit*=/su:t/, in the North it has been lost after /θ/, e.g. *enthusiasm*/ən'θu:ziəzm/; In eastern England /j/ is lost after every consonant, in London – after /n/, /t/, /d/, e.g. *news* = /nu:z/, *tune* =/tu:n/.

4. Many non-RP speakers use /n/ in the suffix *-ing* instead of /ŋ/: *speaking*/'spi:kin/. In areas of western central England including Birmingham, Manchester and Liverpool they pronounce /ng/: *singer* /'singə/, *wing* /wing/ [21, 30].

As was stated above, we grouped regional accents of England into southern and northern ones. This division is very approximate of course, because there are western and eastern accents but their main accent variations correspond either with southern or northern accentual characteristics. Thus we would like to point out here the main differences between southern and northern accents.

In vowels

One of the main differences between these groups of accents is in the phoneme inventory – the presence or absence of particular phonemes. Typically, the vowel [A] does not occur in the accents of the north; e.g.

	South	North
Blood	[blɛ-d]	[blʌ d]
One	[wɛ-n]	[wʌn]
But	[bɛ-t]	[bʌt]

We can also note that many northern speakers while they do not have [A] have [u:] rather than [u] in words such as *hook*, *book*, *look*. They therefore distinguish pairs like *book* and *buck*, which in the south sound [buk] and [DAK], in the North as

	South	North
Book	[bu:k]	[buk]

Buck	[b←k]	[buk]
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Another well-known feature which distinguishes northern and southern accents concerns the vowels and [a].

Before the voiceless fricatives [f, θ, s] and certain consonant clusters containing initial [n] or [m], is pronounced in the north instead of [a].

	South	North
Path	[pa:θ]	[pθ]
Dance	[dɑ:ns]	[dɒns]

Note: Speakers with more strongly regional southern substandard accents may not have the contrast or, at most, have a contrast that is variable.

In the south, however, [K] is often pronounced as [a]:

A = in path

B – [a] in path

C = [a] contrast absent or in doubt

One more major north-south differentiating feature involves the final [i:] like in words city, money, etc. In the north of England they have [i]. In the south of England these words are pronounced with [i] e.g.

South North

city [siti:] ['siti]

money [m←ni:] [mani]

In consonants

It has been mentioned above that some English accents are «rhotic» or «r-ful» and other are non-rhotic or «r-less». Rhotic accents are those which actually pronounce [r], corresponding to orthographic «r» in words like bar and farm. This [r] sound is post-vocalic and is most often heard in Scotland, Ireland and in the southwest of England. The map on p. 222 shows the spread of post-vocalic [r] (A = post-vocalic [r] present, B = post-vocalic [r] absent).

In most regional accents the glottal stop is more widely used than in RP. In some areas, especially the north-east of England, East Anglia and Northern Ireland, the glottal stop may also be pronounced simultaneously with the voiceless [p, t, k], most strikingly between vowels: pity [pitʔ i:]

Many non-RP speakers use [ŋ] in the suffix «-ing» instead of; sitting [sitɪŋ]. In an area of western central England which includes Birmingham, Manchester and Liverpool they pronounce [g]: singer [sɪŋə], wing [wɪŋ].

Now about [j] – dropping. In most accents [j] is dropped after [t, s]: student [stjuːdnt], suit [saɪt]. In parts of the north the change has progressed a good deal further, it has been lost after [|]: enthusiasm [an' | u:ziəzm].

In large areas of eastern England [j] is lost after every consonant. In London [j] is lost after [n, t, d]: news [nu:z], tune [tu:n].

Southern English Accents

We now turn to an examination of regional non-RP accents of England and we shall first give a brief outline of the group of Southern accents.

As was stated above, educated Southern speech is very much near-RP accent whereas non-standard accents are very much near Cockney. Therefore we shall focus our attention on the rather detailed description of uneducated London accent – Cockney.

Cockney accent. It has been long established that Cockney is a social accent – the speech of working-class areas of the Greater London. Here are some pronunciation peculiarities of it.

In vowels

1. [←] is realized as [i]: blood [b←d] – [blɪd];
2. is realized as or [i]: bag [bg] – [bg], [big];
3. [i] in word-final position sounds as [ij]: city [sɪtɪ] – [sɪtɪj];
4. when [o:] is non-final, its realization is much closer, it sounds like [o:]: pause [po:z] – [po:z]; when it is final, it is pronounced as [o:ə]: paw [po:] – [po:ə];
5. the diphthong [ei] is realized as [i] or [ai]: lady [leɪdɪ] – [lɪdɪ:], [laɪdɪ:];
6. RP [3♠] sounds as [♠]: soaked [s♠kt] – [s♠kt];

7. RP [a♠] may be [ə]: now [na♠] – [nə],

In consonants

1. [h] in unstressed position is almost invariably absent;

2. [ʔ] is widely spread in Cockney speech: paper [piʔ pa], butterfly [b←'təflai];

3. The contrast between [θ] and [f] is completely lost: thin [θin], booth [bu:f];

4. The contrast between [θ] and [v] is occasionally lost: weather [weva];

5. when [θ] occurs initially it is either dropped or replaced by [d]: this [dis], them [(d)əm];

6. [ɹ] is realized as a vowel when it precedes a consonant and follows a vowel, or when it is syllabic: milk [mivk], table [teibv]; when the preceding vowel is, [ɹ] may disappear completely;

7. is replaced by [ŋ] in word-final position: dancing [da:nsin] or it may be pronounced as [ik] in something, anything, nothing: [n←fik];

8. [p, t, k] are heavily aspirated, more so than in RP;

9. [t] is affricated, [s] is heard before the vowel: top [trap].

Northern and Midland Accents

Midland accents, Yorkshire, for example, West Midland and North-West accents have very much in common with Northern ones. Therefore they are combined in this book into one group; peculiar realization of vowels and consonants will be marked, of course, when each subgroup is described separately.

The counties of northern England are not far from the Scottish border, so the influence of Scotch accent is noticeable, though there are of course many features of pronunciation characteristic only of northern English regions. The most typical representative of the speech of this area is Newcastle accent. It differs from RP in the following:

In vowels

1. RP [←] is realized as [u]: love [l←v] – [l♠v];

2. RP final [i] sounds like [i:]: city [siti] – [siti:];

3. words like dance, chance which in RP have [a] are pronounced with: [dɑns], [tʰɑns];

4. [ei], [ɛ] are either monophthongs, or much narrower diphthongs than the ones in the south of England, or they may even sound as opening diphthongs [le], [ɛo]: bay [be:], [bie], plate [ple:t], [phet], boat [bo:t], [bɛo t];

5. words that have «ab» in spelling – talk, call, all, are pronounced with [a]: [ta:k], [ka:l], [a:l];

6. RP words with [ɜ:] are pronounced with in a broad Tyneside accent: first [fɪst], shirt [f:t]; so first, forced; shirt, short are homonyms;

7. [ai] is [i]: right [rit];

8. words which in RP have [au] may have [it], e.g. about [abut].

In consonants

1. [l] is clear in all environments;

2. [h] is usually present in all positions;

3. – ing is [ɪn]: shilling [ʰɪlɪn];

4. [p, t, k] between vowels are accompanied by glottal stop [ʔ]: pity [pɪtʔ i:];

5. in parts of Northumberland and Durham [r] may be uvular (in its production the tongue and the uvular, not the tongue and the alveolar ridge take part),

Yorkshire accents

Yorkshire and Bradford accents are identical with northern vowel features in points 1, 3, 4 (only many speakers pronounce words which have «ow», «ou» in spelling with [au]: know [nau]; with northern con-sonant features in point 3.

Now having accomplished the description of regional non-RP accents of England we would like to say that we didn't attempt to give a detailed account of all the regional differences in accents of remote rural areas. Rather we concentrated on urban accents which can be heard when one travels throughout the country and which are most likely to be encountered by foreign tourists. International features were not dealt with.

Welsh English

As everyone probably knows Wales is a bilingual area. This speech situation in linguistics is known as exoglossic. In Wales English dominates over Welsh in urban areas, in the west and north-west of the country the balance being in favor of Welsh, where English is learnt at schools as a second language. At the moment nationalistic feelings are rather strong in Wales and we are witnessing a movement in favor of the revival of the Welsh language and its spread in all areas of Wales.

However, Welsh English at the level of educated speech and writing is not much different from that of English. Most differences are found at the level of more localized dialects.

In this chapter we shall give a brief outline of Welsh English pronunciation standard.

The principal phonological differences between WE and RP are the following:

In vowels

1. The distribution of [ɒ] and [ɑ] is as in the north of England. Last, dance, chance, etc. tend to have rather than [ɑ].
2. unstressed orthographic «a» tends to be [se] rather than [a], e.g.: sofa [so:f];
3. there is no contrast between [ɹ] and [a]: rubber [rəbə];
4. [i] at the end is a long vowel: city [siti:];
5. in words like tune, few, used we find [iu] rather than [ju:]: tune [tɪun];
6. [ei], [ʌ] may become monophthongs: bake [b:k], boat [bo:t];
7. the vowel as in girl is produced with rounded lips approaching [o:];
8. the vowels [iə], [ʌə] do not occur in many variants of Welsh English: fear is [fi:jə], poor is [pu-wə].

In consonants

1. W. Eng. is non-rhotic, [r] is a tap, or it is also called a flapped [r]. Intrusive and linking [r] do occur.
2. Consonants in intervocalic position, particularly when the preceding vowel is short are doubled: city [siti].

3. Voiceless plosives tend to be strongly aspirated: in word final position they are generally released and without glottalization, e.g. pit

4. [ɪ] is clear in all positions.

5. Intonation in Welsh English is very much influenced by the Welsh language.

Scottish English

We must first make clear that the status of Scottish English is still debated. Some linguists say that it is a national variant. Others say that it is a dialect.

English has been spoken in Scotland for as long as it has been spoken in England. In the Highlands and Islands of northern and western Scotland, however, Gaelic is still the native language of thousands of speakers from these regions. A standardized form of this language, known as Scots, was used at the court and in literature until the Reformation. Then it was gradually replaced by English. Incidentally a number of writers and poets of the likes of R. Burns retained their native language.

Nowadays educated Scottish people speak a form of Scottish Standard English which grammatically and lexically is not different from English used elsewhere, although with an obvious Scottish accent. We must admit, however, that non-standard dialects of Scotland still resemble Scots and in many respects are radically different from most other varieties of English. It is very difficult to understand them for students who learn RP.

At the moment there is currently a strong movement in Scotland for the revival of Scots. Nevertheless Scottish Standard English is still more prestigious and in this book we concentrate on Scottish English as used and spoken by educated urban Scots.

As for the status of Scottish English, in this book it will be treated as a dialect though it is fair to say that there is much in favor of calling it a national variant of English.

Vowels

1. Since Sc. Eng. is rhotic, i.e. it preserves post-vocalic [r], vowels such as RP [iə], [ɜ:], [ʌə], [uə] do not occur:

	RP	Sc. Eng.
Beer	[bra]	[bir]
Bird	[bɜ:d]	[bird]
Hurt	[hɜ:t]	[h←rt]
Bard	[ba:d]	[ba:rd]
Moor	[m▲ə]	[m▲r]

2. Length is not a distinctive feature of Scottish vowels. So pairs like pool-pull, palm-pam, cot-caught are not distinguished. It should be noted, however, that vowels are longer in final stressed open syllables than elsewhere.

3. Monophthongs are pure, there is no trace of diphthongization with the exceptions of [ai – ei], [ao – eu] and [O1].

4. The RP [a(a)] distinction doesn't exist: hat [hat], dance [da:ns].

5 – [i], [u], [←] [ə] may be central.

6. In non-standard Sc. Eng. accent [u:] often occurs when RP has [au]: house [haus-hu:s]

7. It is interesting to mention that [TO] and [su] may be not contrasted.

8. In very many regional accents *do*, *to* are pronounced as [də], [tə].

9. In some accents words such as arm, after, grass may have [e] rather than [a:] after [ftə].

Consonants

1. Sc. Eng. consistently preserves a distinction between [w]: which [vit♥] – witch [wit♥].

2. Initial [p, t, k] are usually non-aspirated.

3. [r] is most usually a flap.

4. Non-initial [t] is often realized as glottal stop [ʔ].

5. [f] is dark in all positions.

6. The velar fricative [x] occurs in a number of words: loch [lux].
7. – ing is [in].
8. [h] is present.
9. A specific Scottish feature is the pronunciation of [r] as [r̥]: through [r̥ru:].

Northern Ireland English

It should be stated first of all that English pronunciation standards in Northern Ireland and in the Republic of Eire are different. The explanation lies in history.

In the Middle Ages almost the whole of Ireland was Irish speaking. Nowadays, however, native speakers of Irish are few in number and are confined to rural areas even though Irish is the official language of Ireland and is taught in schools. The English language in Southern Ireland was originally introduced from the West and West Midlands of England and still shows signs of this today. This kind of English has spread to cover most of the Irish Republic. Naturally the pronunciation of these areas retains features of western parts of England.

The English of northern parts of the island with its centre in Belfast has its roots in Scotland, as large numbers of settlers came to this part from the south-west of Scotland from the seventeenth century onwards. Now speaking about Northern Ireland, it is true to say that English here is not homogeneous. Areas of the far north are heavily Scots-influenced. Other parts are marked by less heavily Scots-influenced varieties of English. It is, of course, obvious that the language distinction is not coterminous with the political division of the Republic of Ireland and Northern Ireland, some areas of the Republic, Donegal, for instance, speak N. Ir. Eng. (Northern Ireland English), while some of the northern provinces speak S. Ir. Eng. (Southern Ireland English).

In this chapter we shall deal with Northern Ireland English pronunciation.

Vowels

The vowel system is similar to that of Scottish accents, post-vocalic retroflex frictionless sonorant [r] being used as in Scotland.

[i]: pit [pit], fir [fir], bird [bird], city [siti], fern [firn], fur [fir];
 [i:] bee [bi:], beer [bir], seedy [si:di], meet [mi:t], meat [mil];
 [e] pet [pet], bed [bed];
 [←] but [b←t];
 [a] pat [pat], bard [bard], hat [hat], dance [dans], half [haf];
 [♠] put [p♠t], boot [b♠t], pull [p♠l], pool [p♠l], poor [p♠r];
 [o] boat [bot], board [bord], pole [pol], knows [noz], nose [noz], pour [por],
 pore [por];
 [ɑ]: cot [kɑt];
 [ai]: buy [bair], tide [taid];
 [au]: bout [baut];
 [oi]: boy [boi].

The following notes on vowels should be read in association with the list above.

The actual realization of a vowel may vary considerably according to the following phoneme:

1. in words like bay, say the vowel is a monophthongs [e], preconsonantly it may be a diphthong of the type gate [giət];
2. [i], [u] are fairly central;
3. [o:] and [ɔ] contrast only before [p, t, k];
4. [ai], [au] are very variable;
5. realization of [a] may vary considerably.

CONCLUSION

The four components of the phonetic structure of any language (phonemic, syllabic, accentual and intonational) constitute its pronunciation. One of the things that everybody knows about languages is that they have different accents. Languages are pronounced differently by people from different geographical places, from different social classes, of different ages and different educational backgrounds. The word "accent" is often confused with dialect. We will use the word "dialect" to refer to a variety of a language, which is different from others not just in pronunciation but also in such matters as vocabulary, grammar and word-order. Differences of accent, on the other hand, are pronunciation differences only. Type of British English, most familiar as the accent used by most announcers and newsreaders on serious national and international BBC broadcasting channels, has for a long time been identified by the rather quaint name Received Pronunciation (usually abbreviated to its initials, RP).

The written form of language is usually a **generally accepted standard** and is the same throughout the country. But spoken language may vary from place to place. Such distinct forms of language are called dialects! The varieties of the language are conditioned by language communities ranging from small groups to nations. Speaking about the nations we refer to the national variants of the language. According to A.D. Schweitzer national language is a historical category evolving from conditions of economic and political concentration which characterizes the formation of nation.

Every national variety of language falls into territorial or regional dialects. **Dialects** are distinguished from each other by differences in pronunciation, grammar and vocabulary. When we refer to varieties in pronunciation only, we use the term accent. So local accents may have many features of pronunciation in common and are grouped into territorial or area accents. For certain reasons one of the dialects becomes the standard language of the nation and its pronunciation or accent - the standard pronunciation.

The literary spoken form has its national pronunciation standard. A **standard** may be defined as "a socially accepted variety of language established by a codified norm of correctness" (K. Macanalay). Standard national pronunciation is sometimes called "**an orthoepic norm**". Some phoneticians however prefer the term "literary pronunciation".

In the case of English there exists a great diversity in the spoken realization of the language and particularly in terms of pronunciation. The varieties of the language are conditioned by language communities ranging from small groups to nations. Now speaking about the nations we refer to the national variants of the language. In their treatment we follow the conception of A.D. Schweitzer. According to him national language is a historical category evolving from conditions of economic and political concentration which characterizes the formation of a nation.

]. In other words national language is the language of a nation, the standard of its form, the language of a nation's literature.

In talking about accents of English, the foreigner should be careful about the difference between England and Britain; there are many different accents in England, but the range becomes very much wider if the accents of Scotland, Wales and Northern Ireland are taken into account. Within the accents of England, the distinction that is most frequently made by the majority of English people is between Northern and Southern. This is a very rough division, and there can be endless argument over where the boundaries lie, but most people on hearing a pronunciation typical of someone from Lancashire, Yorkshire or other counties further north would identify it as "Northern".

Differences among accents of English are usually a subject that many students of English find interesting and wish to know more about. For a long time, the study of accents was part of the subject of dialectology, which aimed to identify all the ways in which a language differed from place to place. In its traditional form is principally interested in geographical differences (exploring rural areas, finding elderly speakers).

British English or UK English or English English (BrE, BE), is the broad term used to distinguish the forms of the English language used in the United Kingdom from forms used elsewhere. There is confusion whether the term refers to English as spoken in the British Isles or to English as spoken in Great Britain, though in the case of Ireland, there are further distinctions peculiar to Hiberno-English. There are slight regional variations in formal written English in the United Kingdom. Nevertheless, there is a meaningful degree of uniformity in written English within the United Kingdom, and this could be described as "British English". According to Tom McArthur in the Oxford Guide to World English (p. 45), "for many people...especially in England [the phrase British English] is tautologous," and it shares "all the ambiguities and tensions in the word British, and as a result can be used and interpreted in two ways, more broadly or more narrowly, within a range of blurring and ambiguity."

The R. P. is spoken all over Britain by a comparatively small number of Englishmen who have had the most privileged education in the country- public school education. Children are sent there to live at the age 11. They acquire the so-called "public school accent", or R.P. As almost all the leading positions in the Cabinet, the armed forces, the judiciary are occupied by those who have had public school education. R. P. is actually a social standard pronunciation of English. It is often referred to as the "prestige accent". Though R.P. is carefully preserved by the public schools the R.P. of today differs in some respects from R.P. used half a century ago. The main changes are as follows:

1. The diphthongization of R.P.[i:] and [u:], see, who.
2. The monophthongization of [ai] and [au], tower, fire
3. The assimilation of [sj.>s], [zj>z], [tj>ts], [dj>dj]: issue, crozier, situation.
4. The final [b,d.g] are now partially devoiced, but [p, t, k] are fortis.
5. The use of intrusive [r], which was carefully avoided before "Asia (r) Africa", "drama(r) and music".

They have become well-established nowadays. A. Gimson distinguishes 3 varieties of R.P. today.

- 1) The Conservative R.P., used mainly by the older R.P. speakers.
- 2) The General R.P. heard on the radio and T.V. that is less conservative and has received all these changes.
- 3) The Advanced R.P. mainly used by the younger R.P. speakers, (glottal stop).

R.P. has accepted many features of the Southern regional type and it is the teaching norm in our country. But there are many educated people in Britain who do not speak R.P., though their E. is good and correct. They speak Standard English with a regional type of pronunciation.

Roughly speaking the non-RP accents of England may be grouped like this: 1. Southern accents.

- 1) Southern accents (Greater London, Cockney, Surrey, Kent, Essex, Hertfordshire, Buckinghamshire);

- 2) East Anglia accents (Lincolnshire, Norfolk, Suffolk, Cambridgeshire, Bedfordshire, Northamptonshire, Leicestershire);

- 3) South-West accents (Gloucestershire, Avon, Somerset, Wiltshire).

2. Northern and Midland accents.

- 1) Northern accents (Northumberland, Durham, Cleveland);

- 2) Yorkshire accents;

- 3) North-West accents (Lancashire, Cheshire);

- 4) West Midland (Birmingham, Wolverhampton).

One of the main differences between southern and northern regional types is in the phoneme inventory- the absence or presence of particular phonemes. In most regions there is the "rhotic" accent. This |r| sound is post-vocalic and is most often heard in Scotland, Ireland and in Southwest of England. In most regions the glottal stop is more widely used than in RP. Many non-speakers use |n| in the suffix "ing". In most regions "j" is dropped after |t, s|: student, suit, news, tune.

Northern English is a group of dialects of the English language found in Northern England. It includes the North East England dialects, Cumbrian (with a Westmorland sub-set in South Lakeland and a limited sub-set around the Barrow-

in-Furness area), the various Yorkshire dialects and Lancashire (increasingly but incorrectly referred to as 'Lanky').

Some words occurring in 'far' Northern accents (Lonning (a Lane) in West Cumbria, Thorpe (a clear area, originally in woodland) in East Yorkshire) and North Eastern Dialects reflect Viking influence - Possibly because the area was all north of the Danelaw boundary. Norwegian has had a greater impact on most northern dialects than Danish, but the East Riding of Yorkshire has been influenced more by Danish. Authoritative quantification is not readily available but estimates have suggested as many as 7% of West Cumbrian dialect words are original Norse or derived from Norse.[15, 23]

Northern English is one of the major groupings of English English dialects; other major groupings include East Anglian English, East and West Midlands English, West Country (Somerset, Devon, Cornwall/Cornish) and Southern English.

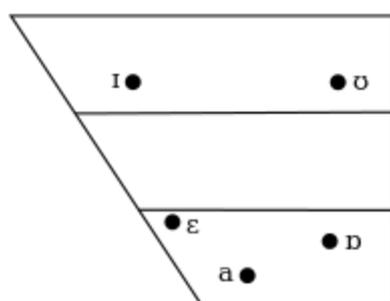
Northern English contains:

- Cumbrian dialect
- Geordie (spoken in the Newcastle/Tyneside area which includes southern parts of Northumberland)
- the various Lancashire dialects and accents (see below)
- Mackem (spoken in Sunderland/Wearside)
- Mancunian (spoken in Manchester, Salford, various other areas of Greater Manchester, parts of Lancashire and eastern Cheshire).
- Pitmatic (two variations; one spoken in the former mining communities of County Durham and the other in Northumberland)
- Scouse (spoken in the Liverpool/Merseyside area with variations in west Cheshire and along the North Wales coast.)
- Teesside (spoken in Middlesbrough/Stockton-on-Tees, and their surrounding areas.)

- the various Yorkshire dialects and accents (spoken in Yorkshire)

In some areas, it can be noticed that dialects and phrases can vary greatly within regions too. For example the Lancashire dialect has many sub-dialects and varies noticeably from West to East and even from town to town. Within as little as 5 miles there can be an identifiable change in accent. The Yorkshire Dialect Society has always separated West Riding dialect from that in the North and East ridings.

Common features of most Northern English accents



Approximate positions of Northern English short monophthongs, from Lodge (2009:163)

There are several accent features which are common to most of the accents of Northern England (Wells 1982, section 4.4).

- The foot–strut split is absent in Northern English, so that *cut* and *put* rhyme and are both pronounced with /ʊ/. This has led to Northern England being described "Oop North" /ʊp nɔ:θ/ by some in the south of England (a total misunderstanding of the pronunciation of up). Some words with /ʊ/ in RP can have /u:/ – *book* is often pronounced /bu: k/ in Northern accents, while some conservative accents also pronounce *look* as /lu: k/.
- The accents of Northern England generally do not have /ɑ:/ in words like *bath*, *ask*, etc. *Cast* is pronounced [kast] rather than the [kɑ: st]

pronunciation of most southern accents. This pronunciation is found in the words that were affected by the trap–bath split.

- For many speakers, /ɑː/ is pronounced [aː]: for example, in the words *palm*, *cart*, *start*, *tomato*.
- The vowel in *dress*, *test*, *pet*, etc. is slightly more open, transcribed by Wells as /ɛ/ rather than /e/.
- The vowel in *caught* and *more*, etc. is also more open, pronounced [ɒː] rather than RP /ɔː/.
- The "short *a*" vowel of *cat*, *trap* is normally pronounced [a] rather than the [æ] found in traditional Received Pronunciation and in many forms of American English.
- In most areas, the letter *y* on the end of words as in *happy* or *city* is pronounced [ɪ], like the *i* in *bit*, and not [i]. This was considered RP until the 1990s. The tenser [i] is found in the far north and in the Merseyside area.

The Received Pronunciation phonemes /eɪ/ (as in *face*) and /əʊ/ (as in *goat*) are often pronounced as monophthongs (such as [eː] and [oː]), or as older diphthongs (such as /ɪə/ and /ʊə/). However, the quality of these vowels varies considerably across the region, and this is considered a greater indicator of a speaker's social class than the less stigmatised aspects listed above.

V. Parashchuk summarizes the chief differences between regional accents of British English (BrE) as distinct from RP:

Within the vocalic systems:

1. No /ʌ/ - /ʊ/ contrast. Typically /ʌ/ does not occur in the accents of the north e.g. *but* =/bʌt/ (South), and /bʊt/(North); *blood*=/blʌd/ (South) and /blʊd/ (North); *one* =/wʌn/ (South) and /wɒn/(North).

2. Different distribution of /æ/ and /a:/: before the voiceless fricatives /f/, /θ/, /s/ and certain consonant clusters containing initial /n/ or /m/, /æ/ is pronounced in the North instead of /a:/ in the South.

3. /i/ - tensing is one of the salient north-south differentiating features in England. Word final /i/ like in words *city* /'siti/, *money* /'mʌni/ is typical of the northern accents, while in the South they have /i:/ in similar positions. In RP happy vowel /i/ is used in such cases.

4. Vowel length contrast is absent in Scottish English and Northern Ireland [20, 240].

Within the consonantal systems:

1. Rhoticism, i.e. retaining post-vocalic /r/, is spread in Scotland, Ireland, and South-west in words like *bar*, *farm* etc. which have orthographic 'r'. Non-rhoticism, i.e. absence of post-vocalic /r/, is typical of RP and Welsh English. Thus, some British English accents are “rhotic” or “r-ful” and others are non-rhotic or 'r-less'.

2. /t/ glottaling .In most regional accents the glottal stop is widely used, especially in the north-east of England, East Anglia and Northern Ireland. It may also be pronounced simultaneously with the voiceless /p/, /t/, /k/ most strikingly between the vowels, e.g. *pity* = /'pitʔi:/ .

3. /j/ (Yod) dropping: in most accents /j/ is dropped after /t/ or /s/.

e.g. *student* = /'stu:dnt/, *suit* = /su:t/, in the North it has been lost after /θ/, e.g. *enthusiasm* /ən'θu:ziəzm/; In eastern England /j/ is lost after every consonant, in London – after /n/, /t/, /d/, e.g. *news* = /nu:z/, *tune* = /tu:n/.

4. Many non-RP speakers use /n/ in the suffix *-ing* instead of /ŋ/: *speaking* /'spi:kin/. In areas of western central England including Birmingham, Manchester and Liverpool they pronounce /ng/: *singer* /'singə/, *wing* /wing/

Midland accents, Yorkshire, for example, West Midland and North-West accents have very much in common with Northern ones. Therefore they are combined in this book into one group; peculiar realization of vowels and consonants will be marked, of course, when each subgroup is described separately.

The counties of northern England are not far from the Scottish border, so the influence of Scotch accent is noticeable, though there are of course many features of pronunciation characteristic only of northern English regions. The most typical representative of the speech of this area is Newcastle accent. It differs from RP in the following:

In vowels

1. RP [←] is realized as [u]: love [l←v] – [l♠v];
2. RP final [i] sounds like [i:]: city [siti] – [siti:];
3. words like dance, chance which in RP have [a] are pronounced with: [dɒns], [t♥ns];
4. [ei], [♠] are either monophthongs, or much narrower diphthongs than the ones in the south of England, or they may even sound as opening diphthongs [le], [♠o]: bay [be:], [bie], plate [ple:t], [phet], boat [bo:t], [b♠o t];
5. words that have «ab» in spelling – talk, call, all, are pronounced with [a]: [ta:k], [ka:l], [a:l];
6. RP words with [ɜ:] are pronounced with in a broad Tyneside accent: first [fɪst], shirt [f:t]; so first, forced; shirt, short are homonyms;
7. [ai] is [i]: right [rit];
8. words which in RP have [au] may have [it], e.g. about [abut].

In consonants

1. [l] is clear in all environments;
2. [h] is usually present in all positions;
3. – ing is [in]: shilling [♥ilin];
4. [p, t, k] between vowels are accompanied by glottal stop [ʔ]: pity [pitʔ i:];
5. in parts of Northumberland and Durham [r] may be uvular (in its production the tongue and the uvular, not the tongue and the alveolar ridge take part),

Yorkshire accents

Yorkshire and Bradford accents are identical with northern vowel features in points 1, 3, 4 (only many speakers pronounce words which have «ow», «ou» in spelling with [au]: know [nau]; with northern con-sonant features in point 3.

Now having accomplished the description of regional non-RP accents of England we would like to say that we didn't attempt to give a detailed account of all the regional differences in accents of remote rural areas. Rather we concentrated on urban accents which can be heard when one travels throughout the country and which are most likely to be encountered by foreign tourists. International features were not dealt with.

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