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Motivation teaching English vocabulary games to A2level students

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QUALIFICATION PAPER

**“THE QUALIFICATION PAPER
IS ADMITTED TO DEFENCE”**

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Introduction

On December 10, 2012 President of the Republic of Uzbekistan Islam Karimov signed a decree “on measures to further improving foreign language learning system”. It is noted that in the framework of the Law of the Republic of Uzbekistan “On education” and the National Program for Training the Personnel 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.¹ During the years of development, over 51.7 thousand teachers of foreign languages graduated from the 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 laboratories.

As a result, as time goes on the popularity of the foreign languages has been increasing and new methods have been created to teach relating to the different aspects of a language. One of them is related to dialects. One usage—the more common among linguists—refers to a variety of a language that is a characteristic of a particular group of the language's speakers. The term is applied most often to regional speech patterns, but a dialect may also be defined by other factors, such as social class. A dialect that is associated with a particular social class can be termed a social dialect, a dialect that is associated with a particular ethnic group can be termed as ethnic, and a regional dialect may be termed a regiolect. According to this definition, any variety of a language constitutes "a dialect", including any standard varieties.

¹O‘zbekiston Respublikasi prezidenti I. A. Karimovning 2012 yil 10 dekabrda gi PQ-1875 sonli “Chet tillarini o‘rganish tizimini yanada takomillashtirish choratadbirlarito‘g‘risida” gi qaroridan.

Especially nowadays the importance of dialects is increasing because they are directly related to traditions and customs and make it much easier to learn oral speech of that language. **The topicality and novelty of the qualification paper** because up to present such a research has not been carried out on the topic of dialects of the English language and the usage of grammar in them. While doing the qualification paper, special attention is directed to the utilization of grammar and grammar structures in different dialects of English language.

The subject of the research paper is the British and American dialects including others.

The object of the research paper is the usage of grammar in different dialects of the English language.

The aim of the research paper is to show the clear differences of the dialects including the British and American ones. In addition, the research aims to compare the grammatical peculiarities of the British, Scottish American and other English-speaking countries' dialects. It observes the similarities as well as the differences. Besides that there are also some methods which can suggest a number of ways to teach dialects as well as the language aspects like grammar, reading, writing, and speaking. In order to achieve this goal, the following steps are established:

1. Clarify what the dialect is and its types
2. How they differ from each other
3. Specific features of the dialects
4. Grammatical differences and similarities among them
5. Methods to teach them in the classrooms and the benefits they may bring
6. *Comparative analysis*

The methods used in the dissertation paper:

1. *Componential analysis* looks at the each dialect individually
2. *Comparative analysis* compares the similarities and the differences of the dialects

The theoretical significance of the research paper is connected with the fact that for the first time the author tries to investigate the peculiarities of dialects and their significance in language teaching and learning by comparing all the existing dialects.

The practical significance of the qualification paper lies on the fact that the practical materials and examples reflecting dialectal similarities and differences can be utilized as additional materials for Lexicology. The procedure of the analysis of the practical material can be applied on writing other qualification papers on Lexicology. The qualification paper consists of an introduction, three chapters, summary and bibliography.

In the introduction, the information is mainly focused on the general structure of the qualification paper including the necessity of teaching foreign languages and some regulations accepted in this field. At the same time, the introduction mentions about the novelty, topicality, aim, object along with its subject. Besides that there is also data concerning the topic of the qualification paper and how it plays a role in a language and its acquisition.

The first chapter is related to the brief history of the notion of a dialect, the Linguistic variations of a dialect, and Regional and Social varieties of American and British dialects. In this chapter, a little history of the dialect is mentioned and the varieties of the different dialects are demonstrated.

The second chapter focuses on the practical viewpoint on American and British dialects as well as the peculiarities of them in context. It also includes the grammatical peculiarities of the dialects as well as the lexical versions. For example, it includes such synonyms which have the same meaning but are expressed by different dialects according to the area.

The third chapter includes information related to the Methodological points teaching dialects in EFL classes and the methods to consider as well as the existing problems related to the dialect and how to solve them effectively.

In conclusion, the main points related to the topic is concluded as well as giving suggestions to study the dialects while learning a language as it helps a lot for the learner.

Chapter I The theory of a dialect in Linguistics

1.1 The brief history of the notion of a dialect

In learning dialect forms, as they exist now, you should be mindful of the past behind them. Regional varieties of English have ancient causes that may go as far back as the Old English period. They may represent or reflect considerable of the times past of the sitting room where they are cast-off. Dialectal is not a uniform and rigid structure of letter. It varies with place and deviations over time. For example, social beings are capable (physically) of a wider range of speech sounds than any one TV presenter ever uses. Not all people who declare etymological speak it the same way. A dialectal can be subdivided into many **dialects** which each vary in some way from the parent language. The term **accent** is often disordered with **dialect**, but an elocution refers lone to the way words are marked, while a dialect has its own syntax, linguistic, syntax, and shared languages, as well as articulation rules that make it sole from additional vernaculars of the identical language.²

Another term, **idiolect**, mentions to the manner of verbal of and discrete being. No two people's styles are exactly the same, but societies who are part of the same group will have sufficient verbal rudiments in common to be said to be language the same dialect. Three belongings are wanted for a new dialect to develop: a group of people living in close closeness to each other; this collection living in separation (either geographically or socially) from other groups; and the way of time. Given enough time, a vernacular may grow to the fact that it becomes a dissimilar language from the one it started as. **English began** reality as a **Germanic dialect** called **Anglo Saxon** that was transported to England by invaders from Germany. The Anglo Saxon peoples in England were now biologically remote from

²A. Edwards directory of dialect resources. In MILROY:1990.-pp 245–333

their cousins in Germany which acceptable the dialects to evolve in different orders. Other invaders would also influence the progress of English with their languages until the up-to-the-minute English we stateat the second has become so dissimilar from the modern German spoken in Germany that autterer of one cannot understand a speaker of the other. Thus English and German are considered to be two different, though related, languages. The other modern languages in this family are Dutch, Swedish, Danish, Norwegian, and Icelandic.

Dialect vs. Language

Mutual understandability **in theory** determines what is a "dialect" and what is a "language," but **in reality** there are also social and political issues. The government of a country might declare that all the languages spoken in that country are actually dialects of one language in order to create the illusion of politic unity, while the government of another country might declare that the dialect spoken by its people is actually a unique language from other countries that speak dialects of the same language in order to create a sense of national pride.

History is full of governments that have tried to impose a single language on all of their people with varying results: sometimes the minority languages become extinct; sometimes they are reduced to surviving only as dialects of the majority language. Sometimes new languages are unintentionally created by a blending of the majority and minority language(s) and dialects.

Dialects vs. Pidgins

Three other language terms are also worth mentioning. When two or more groups of people who speak different languages need to communicate with each other on a regular basis and do not want to actually learn each other's language (such as when the European merchants started trading with other peoples around the world), they may develop what is called **apidgin** language. This is a simplified language that usually has as few words as possible in its vocabulary (taking some from both languages) and has been stripped of any fancier grammatical rules like

the use of multiple verb conjugations and tenses - a kind of "*Me Tarzan, you Jane*" way of talking.

A pidgin is nobody's native verbal and is rummage-saleone in commercial surroundings. In fact, the expression "*pidgin*" may be subsequent from the way Chinese merchants misstated the English word "*business*." However, in some cases, the children in one of these expanses might grow up loan the patois as their first etymological. When this chances, the pidgin can develop in density into a **creole** language with a larger set of right rules and a much larger language that share rudiments of all the languages that went into creation it.

Dialect vs. Jargon

To end, **jargon** is a expert vocabulary hand-me-down within a actual discipline, such as homoeopathic jargon for specialists, legal jargon for barristers, or academic nonsense for college lecturers. Though jargon words infrequently filter into a normal dialect, they are typically used only by specialists when deliberating their specific field.

Detractors argue, with some defense, that jargon unnecessarily confuses a declaration that could be spoken in a clearer manner. Users of it argue, also with defense, that it is a more exact manner of language, though many samples can be found (especially in politics and business) where it has been used purposely to vague the fact that the chatterer is irritating to circumvent being detailed.

'Social' Dialects

The new increase of water supply equipment may conceivably hold up the progression of talks and vernaculars. For the first time in past, a single dialect (sometimes called Network Standard) can be broadcast over an entire country, so few persons really still live in physical isolation. Though, the being of racism, lack, and lesson differences may cause some collections to continue socially remote from the national normal, charitable rise to social vernaculars like Black English (Ebonics), which is verbal by some city African-Americans.³

³M. Wakelin, «Rural dialects in English». In Trudgill, P. (ed.). *Language in the British Isles*,. Cambridge: Cambridge University Press 1984.-p70-93

There was lately a great deal of party-political disagreement (ignoring the linguistic facts) over whether Ebonics should be careful a sole linguistic, a "legitimate" vernacular of English, or "illegitimate" gutterspeak. Also, teenagers love producing their own vernaculars that they can custom to speedily regulate who is or is not part of the "in horde" and as a "undisclosed language" in front of their paternities.

These tongues tend to go in and out of style actual fast; by the time an expression has clean up to the normal dialect adults comprehend, the teenagers have moved on to something else.⁴ Even the Internet has given birth to what might be termed a new social language, comprehending confrontations like IMHO ("in my humble opinion"), IIRC ("if I recall correctly"), and ROTFLMAO ("rolling on the floor laughing my** off").

Dialects vs. Correct English

Opposing to what your tutors may have stressed to tell you, there is no such thing as "precise English." Any style of conversation that shadows the strategies of a vernacular is similarly "correct." Disagreements like *ain't are* "real" arguments in some lingos and perfectly okay to use. However, the world are judged by the way they declare, and parlances conduct poles apart loftiness of public high estimation founded on the evenhandedness within a people

The communal past of any area often elucidates the linguistic change that has arisen nearby. York was the sentiment of the Danelaw, the Viking kingdom in Britain. To this day, the foreign language vocabulary of dialect talkers in the North and East Ridings of Yorkshire keep in mind many difference of opinion that stem from Old Norse. Scandinavian impact on the philological does not stop with the termination of the Danelaw, nevertheless: in the 19th and 20th centuries' naval trade and import in the North Sea and the Baltic fetched many Danes, Norwegians and Swedes to ports like Hull and Newcastle.

The West Riding also has a large quantity of words of Old Norse origin. The Norwegian inspiration is sturdier here, whereas Danish is extra important in the

⁴ Orton, H. et al. Survey of English dialects: the basic materials, 4 volumes. London: E.J. Arnold. 2000.-p21

East Riding - there are more "Norwegian" systems than the "Danish" of, say, the East Riding. There is a pastclarification in the skill routes from Dublin, via the north-west coast of England, over the Penninemoorlands to York, capital of the Danelaw. We see anphotograph of this in the place-name ending *-thwaite*, of Norwegian cause, which is communal in West Yorkshire, Lancashire and the Lake District, but erratic east of the Pennines, where the Danish cognate *-thorpe* is far more conjoint.

Over many periods, localdiversitiesbookedcharacteristic lexis, grammar and language sounds, since most utterersremained in the home where they produced up, or close to it. In the late 20th period greater communal and physicalflexibility, joint with the effect of film and transmission media, has changed the way diversitiesgrow. Geographical site still exerts an effect, but it is not the only one. So, for example, British people of Asian ancestry, living in Bradford may say a variety of English, which eats West Yorkshire and Asian language sounds, as well as those of Received Pronunciation, and a dictionaryfounded on usual English with coinages from the tongues of the Indian sub-continent, and perhaps a few old-style Yorkshire dialect words.

In the 14th century, when English revitalized as the endorsed and the in black and whitedialectal, the four main dialects, Northern, Southern, West Midland and East Midland, were belligerent for hegemony but none of them was certain to prevail.

The Early Middle English annalscompleted in London – start with the London *Proclamation* of 1258 – demonstration that the dialect of London came from an East Saxon vernacular, or, in terms of the Middle English separation, from the south-western variety of the Southern dialect group. Later annalsdemonstration that the language of London develops more varied, with East Midland landscapes gradually usual over the Southern landscapes.

Nowadays, sociolinguistic attitudes are prevalent and the need for a term which can include the investigation of the urban population of a

language from a social point of view became evident. The neutrality of the time variety must be anxious. It just reference to a dissimilar variant of a philological. This properties that neighboring are a large sum of dissimilarities of any confident etymological, truly the figure is shyly unconstrained. The sole scale to be cheerful by a separate assortment is provision vis à vis other arrays. Tongues within an array structure are often raised to as local vagaries and socialists as common varieties, though the label dialectal can be free if used correctly. The drive for dialect topography It may be bewildering that the most important footstep to culture languages methodically proceeds in the last partial of the nineteenth century, though there is a long former of a side of vernacular vagaries prior to this time.⁵ In France, for illustration, the main dialect partition between the north and the south was branded as early as 1284 by the poet Bernard d'Auriac. Here the procedures of the key word 'yes' are vital and have even caused in the names of two large shares of France, Languedoc and Languedoc, the previous referring to the area south of the Loire (the source of modern Provençal), the last to that north of the Loire (which later advanced into modern French). In England, John Trevisa labelled a language band from north to south in 1387, and this has been reinforced by the orderly studies that instigated more than five centuries after he wrote. The first efforts to schematize were started by the striking loans in philology and verbal studies in overall which were made at the end of the 18th and the beginning of the 19th century. The Neogrammarians (past linguists of the late 19th century) were the first to search for general values of language alteration. One principle of their research was 'Verner's Law' (named after the Dane Karl Verner who discovered it in 1875) which removed the largest set of ostensible exceptions to 'Grimm's Law' (called after Jakob Grimm who framed it in his *Deutsche Grammatik* of 1816 and 1821) by presentation

⁵Robson, D. *Son of Bristle: a second guide to what the natives say and mean in the heart of WessVinglun*. Bristol: Abson. 1982.-p125

that all sound vicissitudes are rule-governed. The significance of this theory is seen in the growth of dialect topography. The first consequences of vernacular topography appeared to refute the theoretical postures of the Neogrammarians. As a result, from the chief studies to the most new, language geography has hardly involved itself at all with philological theory. Only just has there been an understanding between the dissimilar situations. An outline of the history of language geography and the original history of dialect topography was supported out in Germany by Georg Wenker.

1.2 Regional and Social varieties of British and American dialects

The term **variety** is the tag given to the procedure of a language used by any group of chatters or used in a exact field. A variety is considered by the basic foreign language dictionary, phonology, syntax shared by members of the group.

Variability of a language are of three natures:

The standard variety,

Regional (geographical) **dialects,**

Sociolects (social dialects)

The typical variety is the form of a philological used by the management and announcement media, taught in conservatories and universities and is the main or only inscribed form. The ordinary assortment is the most commonly used in a open. It is more stationary than other selections, countenancing less deviation in pronunciation, spelling/writing and grammar. Mandarin Chinese (*pu tong hua*) and RP (Received Pronunciation) English are both normal diversities of the two languages.

A **regional dialect** is a variation of a philological articulated by individuals quick in an area. This gentle of language discrepancy is most conspicuous. When we move during a wide geographic area where the same phonological is spoken, we are sure to notice consistencies in articulation, in the choices and forms of arguments, and even in grammar. Such a condition is

often mentioned to as dialect range. Dialectologists may fold data from speakers of different areas and draw a vernacular atlas.⁶

The English language has **many regional dialects**. British English, American English, Australian English, Indian English, South African English, etc. are all distinct selections of the language. One tongue is unique from another phonologically, lexically and grammatically. Between British English and American English, metamorphoses can be easily institute in pronunciation, in suggesting, in lyrics and in syntactic arrangement. The word *hot*, for example, is marked otherwise in the two regional dialects. The vowel is a mid-back in British English, while in American English it is a low back. The same word is spelt in your own way, such as *labour* and *labor*. The same concept or object is signified by dissimilar lexis (dialectal synonyms, such as *flat* and *apartment*). In some sentences, the constituents are different. The supplementary *do* may not be necessary in a yes/no question in British English if the predicate verb is *have*. For example “Have you a match?” is equivalent to “Do you have a match?”

Regional varieties of a language may ought to their sub-varieties. **British English** has its ordinary form, which can be exemplified by the BBC transmission, as well as other diversities of British English, those of Lancashire, Yorkshire, Glasgow, etc. The similar is true with American English and other regional dialects. **American English** can be alienated into North, Mid-north and South. A video tape on varieties of American English shows that persons in these dissimilar areas use different syntactic constructions. The sentence “My hair needs searching” in the north develops “My hair needs to be combed” in the mid-north, and “My mop needs combed” in the south.

A **dialect** is a specific variety of English that differs from other varieties in three explicit ways: **lexis** (vocabulary), **grammar** (structure) and **phonology** (pronunciation or accent). English dialects may be altered from each other, but all utterers within the English-speaking world can still generally

⁶ Hughes, H.A.; Trudgill, P. English accents and dialects: an introduction to social and regional varieties of British English. London: Edward Arnold. 1987.-p110

comprehend them. A speaker from Newcastle-upon-Tyne, for instance, might pepper his talking with localised terminology, such as *gan* for “to go” or *clarts* for “mud”. He may often use local grammatical buildings, such as the past tense creations *I’ve went* and *I’ve drank* or the reflexive pronouns *mysel*, *yoursel*, *hissel* etc. In tallying he undoubtedly uses a kind of local elocutions. For all these aims he could be termed as a Geordie morphological utterer. **The term dialect** means a wider idea than **the term accent**. **The term accent** is used for less extreme modifications which are restricted to incongruity in enunciation and discusses only to transformations in the sound arrangements of an ambiguous tongue. A speaker from Newcastle-upon-Tyne who normally uses normal language and grammar, but whose articulation has an unmistakable hint of Tyneside, should properly be labeled as consuming a Geordie accent. In other words, dialect is the canopy term for a diversity of language topographies, one of which is pronunciation. True dialect utterers are relatively rare, but notwithstanding general belief we all say with an pronunciation.

The United Kingdom is undoubtedly the furthestmost dialect-obsessed nation in the world. With incalculable brogues shaped by thousands of years of history, there are few English-speaking nation-states with as many assortments of language in such a small space. Here is a list of the most important kinds of British English. While this is not a whole list by any means, it will give you an impression of the pronunciations and vernaculars most often deliberated on this site and away.⁷

Cockney is a London language spoken by the at work class. It includes exact variations, such as the paired destructive and deviations in accent and accent such as the dropping of the letter “h” (e.g. ouse for house).

Cockney is maybe the second most well-known British accent. It originated in the East End of London, but shares numerous topographies with and effects other vernaculars in that area.

⁷Cheshire, J.; Edwards, V.; Whittle, P. «Urban British dialect grammar: the question of dialect levelling». *English Worldwide*, 10: 2001.-pp 185-226.

Estuary is an pronunciation resulting from London English which has accomplished a status *slightly* similar to “General American” in the US. Features of the enunciation can be overheard around Southeast England, East Anglia, and feasibly further afield. It is maybe creeping into the Midlands and North.

Midlands English is one of the more denounced of Englishes. Technically, this can be divided into East Midlands and West Midlands, but I won't become into the changes amid the two just now. The most famous of these dialects is **Brummie** (Birmingham English). **Brummie** is an urban dialect of the Midlands and it is additional vernacular which stocks features with northern vernaculars

Northern England English

These are the enunciations and dialect articulated north of the midlands, in cities like Manchester, Leeds, and Liverpool. Related accents also found in rural Yorkshire, even if there are some distinctively language topographies there that I won't get into now. Scouse is a Liverpool vernacular which tends to smear words.

Geordie typically mentions to both the persons and vernacular of Newcastle-Upon-Tyne, in Northeast England. The word may also mention to drawls and dialects in Northeast England in overall. I would classify this as a separate region from the rest of Northern England since it's so radically dissimilar from the linguistic spoken in immediate cities.

Welsh English

This denotes to the inflections and vernaculars vocal in the country of Wales. The dialogue of this county is heavily partial by the Welsh language, which keep on more commonly articulated in up-to-the-minute times than the other Celtic languages.

Scottish English

This is the far-reaching characterization used to call English as it is spoken in the country of Scotland. Note that *Scottish English* is dissimilar than *Scots*, a language resultant from Northumbrian Old English that is verbal in Scotland as well. That being said, Scots has a sturdy impact on how English in Scotland is

spoken. **General American English** (GAE) is closest to be normal. It is shared in Midwest, but it is spoken universally in the USA. People who are said to say "without an accent" are really speaking with this leveled-out form of speech that established from the mid-Atlantic elongating westward through the Ohio vale. Most features of Standard American settled from a flattened assortment of parlances generally from the minor lessons along the middle Atlantic seaboard who established west before the American Revolution to invention a better life.

Local dialects in the United States reflect the rudiments of the linguistic of the chief émigré groups in any specific area of the country, especially in terms of articulation and vocabulary. There are four chief regional variations of spoken American English: **Northern (really north-eastern), Southern, Midland, and Western.** The main vicissitudes between them are in articulation and vocabulary.⁸

- **Northern dialects** are spread west from New York and Boston. The old rich people of Boston speak with a distinct Bostonian accent which is similar to Britain's RP.
- **Midland dialects** developed when settlers left Philadelphia. These dialects enclose sorts from the Northern and Southern ones.
- **Southern dialects** are quite different. It developed Virginia, Carolinas, Gulf states and W Texas. It has been unbiased by French, Spanish, African Americans and Native American languages in fact Black English and Southern talks have a lot in common. Every foreigner can recognize the southern drawl accent.
- **Western dialects** contain features from East Coast in PA and extend out to the West (Ohio, Indiana, Illinois) and SW (KY, TS, AK) from the Northern and Southern groups. Within the Western dialects there are accumulative consistencies. For model in south-western talks there are a lot

⁸Cheshire, J. Variation in an English Dialect: a sociolinguistic study. Cambridge: Cambridge University Press. 1982.-pp112-117

of influences of Mexican Spanish. Buffer dialect between inland North and South dialects

In practically each mutual class you have different 'sociolects'. The transformation amid a parlance and a sociolect is that a dialect is known by its geography, in which region the vernacular is spoken, while a sociolect is the way a creature speaks in a certain group.

This can friendliness to stare **ethnicity, age, gender** etc.

People who procedure the alike dealings and norms when it comes to language are titled a speech civic. People who study the kin between linguistic and society are called sociolinguistic. But there are also some accents and/or dialects that are usually used in a particular social class. For instance, the **London Cockney accent** is as a rule spoken by the worse and working class those living in (east). Some dialects have very separate habits of articulation and have change in habits of grammar, vocabulary and/or pronunciation. As I mentioned earlier there are numerous accents and/or dialects that are usually used in a specific social class. This is more usually the circumstance in the inferior class and the occupied class.

Lower and Working class

Now We said that it's not infrequent that a certain accent and/or dialect are used in a certain social class. Here are some of the enunciations most regularly used in the Lower and Working class: **The Scouse accent**, is the accent and dialect of Liverpool, it's ordinarily used by the **working class people** in the Merseyside area. *Cockney* as stated earlier is the pronunciation usually used by the working lesson people in (east) London. *Multicultural London English* is a dialect which is mostly verbal by younger people of the employed class in London. It's well-thought-out a 'hybrid language' with rudiments from the idioms of the Caribbean. Some sociolinguistics forecasts that this vernacular will in periods substitute the cockney pronunciation.

Now to give you a better insight on how the *Scouse* accent is spoken:

1. The CK or K sound is often replaced by a kind of Dutch G sound. You would

say *pig, gan of goge, lige*. Instead of pick, can of coke, like.

2. The **t** sound at the end of a word is from time to timeswapped with a weak H sound. This can come about with multiple words, for example that.

3. The word book can be pronounced differently, for example *asbewk*, while other words like took or look are often pronounced *astuck* and *luck*; ⁹

To give you an insight on how the *Cockney* accent is spoken:

1. The **h** is often dropped at the beginning of words, for example, you would say *ello* instead of Hello;

2. The **th** sound is often replaced by a F sound, For example, if you would count it will go like one, two, *free*. Think will become *Fink* etc.;

3. The **th** sound can change into a V sound in the middle of a word. So instead of saying bother you will say *bover*.

4. And to continue on the previous point, the R at the end of words can be replaced by a **ah** sound. So instead of saying Brother, you will say *bruvah*

And It's not uncommon that the G will not be uttered at the end of words. For example you will say *Flyin*, instead of Flying, or *fightin*, instead of fighting.

An example sentence: I have been thinking about what your brother said.

I have been *finking* about what your *bruvah* said.

Multicultural London English can be considered as a rather new dialect (and/or sociolect) as it emerged in the late 20th century. As mentioned earlier Multicultural London English is a dialect (and/or sociolect) from London and there are some sociolinguistics who predicts that this accent will replace the Cockney accent, but if you look closely at both dialects you will see that they are very alike.

Upper class vs. Middle class

As we have stated previous: 'each social class has a dissimilar diversity of the English language. This means that someone from the Underclass will use different words than big name from the Upper class, or conceivably fluent the arguments in additional way.'

⁹Hughes, H.A.; Trudgill, P. English accents and dialects: an introduction to social and regional varieties of British English. London: Edward Arnold. 2001.-p23

Now we will demonstrate some of the changes in words, grammar and articulation among the Upper class (AKA RP (Received Pronunciation)) and the middle class. For the middle class we will use Estuary English as an instance.¹⁰ We will provide you with an important overview to RP. Received Pronunciation is well thought-out to be the usual accent or to be Standard English in the United Kingdom. And while it's well thought-out to be standard English, only a low percentage of 3% of the people in Britain actually speak Received Pronunciation. The most well-known speakers of RP are: The Royal British Family and David Cameron the Prime Minister of the United Kingdom. Estuary English is a milder (and closer to RP) form of the London and or Cockney accent. It can be considered as a working class, lower middle class and central class accent. This accent of English is widely spoken in the Southeast of England. Although it's considered more a middle class accent than a working class pronunciation, there are debates among dialectologists about whether Cockney (a typical working class accent) is a trimmings and Estuary English is a mix.

Upper class

The linguistic of the higher class is known by language connoisseurs as URP: Upper Received Pronunciation. The clipped phrases and lengthened vowels typify the posh community dialect. This archaic type of speaking can lead to uneasy conditions where the reciter is purely not silent.

According to a manual from 1869, the 'best accent' was located at Eton and Oxford. For some that still embraces it, even if now it is publicly standard to select whether to recall or even obtain this communal vernacular.

What is it that brands the speech streamers of the upper class distinct from other speakers of RP? Every syllable is sounded but some letters are trimmed, 'I', 'e' and 'a' coming in for some chiefly rough action. Other URP utterers appear to start their verdicts with a report and trail away to a sob.

In the 1920s, Lord Reith, manager overall of the BBC, supposed that there was a

¹⁰ Macaulay, R.K.S. Language, social class and education: a Glasgow study. Edinburgh: Edinburgh University Press. 2002.-p122

right method to say and upheld that his announcers should all say correct and all inclusive the undistinguishable. He saw it as his duty to protection that the civicsaw the correct method to say. The acme of dignity is the regal domestic, but even the Queen's English has altered over the years since her coronation in 1952. The monarch says posh and so does the whole Establishment. Certain sectors of the English populace are very good at posh – they achieved it down to a T > a singularity of England. Some people think that the word posh introduced from the dandies of earlier times. **Posh** is an accent only spoken by people in the Upper class. It routines other difference of opinion and even has some of their own words in comparison with other accents and/or dialects (like Estuary English). To give you an insight, here are certain arguments only persons with a posh enunciation will use:

***Pip Pip**, which is a posh way of saying goodbye;*

***Jove**, is an abbreviation of 'Jehova' which stands for god;*

***Poppycock**, means nonsense;*

***Spiffing**, is a posh way of saying excellent;*

***Beastly**, is a posh way of saying that something is very unpleasant;*

***Jolly**, is a word to make things sound more British English, for example: We're having a jolly good time.*

1.3 Linguistic variations of a dialect

The maximum important differences or changes within tongues occur at the level of the lexicon (vocabulary), phonology (pronunciation), grammar (morphology and syntax) and usage. Moreover, they are not just qualitative, in the sense that dialect A uses one mouth and dialect B another, but they may also be reckonable, in the sense that dialect A uses one ear more often than dialect B does. (This is principally true of phonological and well-formed countryside which have social or stylistic significance.) Lastly, variation may be county, social or stylistic in its roots, and the approaches that polyglots have used to education each type

vary somewhat. We will now look at some of these important ideas and their instances.

Lexical variation

Changes in terminology are one feature of language assortment which people notice willingly and comment on quite regularly. They are certainly shared enough as markers of the changes between topographical areas or regions--for example the fact that "a sparkling soft drink" might be named pop in the inland North and the West of the United States, soda in the Northeast, tonic in Eastern New England, and cold thirst-quencher, drink or dope in several parts of the fact that a one who was "tired" or exhausted" might call themselves as being all in if they were from the North or West, but wore out or make available out if they were from the South. Accordingly, lexical alterations play an important part in regional dialectology (the study of regional dialects), and in popular actions of American parlances like the textual film *American Tongues*, verbal changes are assumed major attention.

Verbal changes are not as noticeable in unique the speech of dissimilar communal or socioeconomic courses, and they have so played a much lesser role in communal dialectology (the study of social dialects), which has focused instead on variances in phonology and grammar. However they are definitely an aspect of ethnic differences--for instance, facts of the term ashy to pronounce the "whitish or begrimed look of skin due to exposure to wind and cold" is widespread among African Americans but a smaller extent of so among European Americans and numerous lexicons of African American English have looked over the past several years. Lexical differences are also a factor in stylistic variation (for instance, whether one label oneself as being tired or pooped), and in what are infrequently called the "genderlects" of men versus women (for instance, it has been required that ladies are more probable to define an item as beautiful or heavenly).¹¹

¹¹ Van Gelderen, E., *A History of the English Language*. 1st ed. Amsterdam: John Benjamins. 2006.-p74

One extent where community group variances are replicated muscally in the bilingual dictionary is in distinction according to age group, predominantly in the slang of young people and beginning adults. True classifications of slang are elusive, in part as some words fall more untiringly into this set than others, but the period is usually unspoken to comprise the relaxed in-group language of young folks or non-mainstream groups, and to include items which are relatively brief (Wolfram 1991:46-50). Slang is often chiefly rich in evaluative terms; for case Smitherman's entry for *def*, a discount of certainly which incomes "great; superb; exceptional" lists these older substitutes: *boss*, *mean*, *cool*, *hip*, *terrible*, *outa sight*, *monsta*, *dynamite*, and these newer ones: *fresh*, *hype*, *jammin*, *slammin*, *kickin*, *bumpin*, *humpin*, *phat*, *pumpin*, *stupid* *stupid*, *vicious*, *down*, *dope*, *on* and *raw*. Though most of these relations have initiated and are best known within the African American community, the status of African American music and culture has also made diverse of them at home with to children from other ethnic groups, so greatly so that these and other slang positions might, in some areas, be careful symbols of youth philosophy rather than Black culture. However, African American youths often coin new in-group slang footings as fast as their former terms feast to other ethnic collections, and there continue important changes between the slang of Whites and Blacks. At the same time, some items which create as slang grow part of the relaxed vocabulary of older age collections and lastly of the nation as a whole, for instance buck "dollar".

Phonological variation

Phonological difference refers to changes in enunciation confidential and across vernaculars, for instance the fact that people from New York and New England might speak "greasy" with an *s*, although people from Virginia and points further South might utter it with a *z*. Or the fact that waged class people across the United States are more likely than are upper middle class orators to articulate the preliminary *th* of they and related words with a *d*.¹²

¹²C, Ledin, American or British English Pronunciation? A Study on Swedish Upper Secondary School Students' Choices of and Attitudes Towards Different Varieties of English. Bachelor Degree Level. Gothenburg: 2013.-p456

Phonological alternates are fairly salient as indicators of local dialect. For instance, the stereotypical Bostonian pronunciation of "Park your car in Harvard yard" as *Pahkyo' car in Hahvahdyahdtake* excuse of not only the r-lessness of *Pahk, yo', Hahvahd* and *yahd* (the r in *car* is booked since the next word begins with a vowel)--a nose communal with numerous additional American dialects, chiefly in the South--but also the more idiosyncratic use in these arguments of a long outstandingly low or open opposite vowel [a] where other dialects use a slightly fronter and less open vowel [ʌ]. In order to represent the pronunciations with some exactitude, linguists often use a phonetic alphabet in which each distinguishably different sound is matchlessly characterized by a poles apart symbol, rather than the comparatively unphonetic spelling scheme of English, in which one sound is often represented by different spellings (e.g. the sound "sh" represented by *sh* in *sheet* but by *ti* in *nation*) and different sounds by one spelling (e.g. *s* represents an "s" sound in *bets* but a "z" sound in *beds*). Noises and words signified in phonetic sense are enclosed in square brackets; a key to the phonetic spellings used in this work is comprised at the start of this capacity.

One major aspect of phonological variation worth noting is that it is often trained by the phonological environment--that is, by WHERE in a utterance (word-initially, word-finally, before r, and so on) the sound occurs. We've already seen one example of this in the fact that postvocalic [r] is not lost in Boston when the next word begins with a vowel (this is occasionally referred to as "linking r"). Another specimen which is applicable to this volume is the fact that the distinction between [ɛ] and [ɪ] which is evident in *pig* versus *peg* and other words is lost (or neutralized) in Southern speech before a resulting nasal consonant, as in *pin* and *pen*, both pronounced [pɛn]. As a result of this merger, speakers sometimes have to clarify which word is meant by asking for a "sticking [pɛn]" (*pin*) rather than a "writing [pɛn]" (*pen*). This chin is also representative of AAVE across the United States.¹³

¹³Jones, C. *English pronunciation in the eighteenth and nineteenth centuries*. Houndmills: Palgrave Macmillan. 2006.-p221

The pin/pen instance is just one instance of a fairly shared state in which phonological unions in one dialect brand homonyms (two or more words with unlikesenses, pronounced alike) of words which are kept apart in other languages. Perhaps the premiumdocumentedexample of this is the declaration of Mary, joyous and wed as homonyms in the Midland (Southern Pennsylvania, Ohio, and so on) and numerousshares of the West Consonant loss--a comparativelysharedprocedure in AAVE--is also a main source of unions and homonyms (e.g. told, with loss of final d, becoming homophonous with toll).

Phonological variation--particularly insofar as it encompasses consonants--is foremost to social deviation and stylistic discrepancy too, and we will make availablesignificantinstances below.

Grammatical variation

What we have been mentioning to as languagechangeactuallyincludes two sub-types: morphology and syntax. Morphology references to the construction or procedures of words, counting the morphemes or irrelevant units of meaning which include words, for case the morphemes {un}"not" and {happy} "happy" in unhappy , or the morphemes {cat}"cat" and {s} "plural" in cats. Syntax refers to the arrangement of larger units like phrases and condemnations, organized thru rules for mingling and recitation words in condemnations, for instance the rule that in English yes/no answers, auxiliaries must occur at the creation of sections, before the topic noun phrase (e.g. **Can** John go? versus the statement John can go).

One can find samples of areaalteration of both types. For instance, the form (or morphology) of the past nervous of catch, climb and draw was sometimes caught, clum and drawedcorrespondingly in parts of the East but only caught, mounted and drew respectively in the Western US, at least giving to a report more than forty years ago .¹⁴ In the midwest of the US (including Wisconsin, Ohio and Iowa) and other sticks (parts of Pennsylvania, New Jersey, West Virginia), one can use anymore with the import of "nowadays" in useful sentences like "He smolders

¹⁴Trudgill , P.; Chambers .J Dialects of English: studies in grammatical variation. Harlow: Longman. 1991.-p56

a lot anymore," but in the recreation of the realm, any longer can only be used with the connotation of "no longer" and only in destructive sentences, as in "He doesn't smoke a lot anymore" I don't know even more affected is the use of "So don't I" in Boston and other parts of New England where other vernaculars would use "So do I":

(13) A: Mary likes liver.

B: So don't I (Boston usage for "So do I").

In collaboration of the latter examples might be secret as syntactic variation, since they comprise kindred between words secret or across sentences. The Boston case is in a sense morphosyntactic, since it encompasses the form of the auxiliary (don't vs. do) follow-on an adverb (so) which unlisted mail facility with the proposition of a above sentence. Variation in the form of the past participle after have or had-"He had absent" versus "He had went"- is also morphosyntactic, involving variation in the procedure of the chief verb (morphology) in combination with particular auxiliaries (syntax).

Linguistic variation is much more shared as a indicator of communal dialects and formal/informal styles than it is of regional dialects, with non-standard or dialect variants now and then being muscularly branded for their relatives with partial instruction or use by the lower working class, but concurrently being strongly respected and adopted for their connotations of informality, masculinity or non-pretentiousness. Whether confident or undesirable, grammatical variables tend to have strong social marking. One example at the level of morphology is the presence of third person present tense -s, as in "She like liver." (In this and other case in point we will use the symbol to mark the theme at which annot there article might have happened.) This piece is common in employed class AAVE in Detroit and in another place in the US, but it is also common in other working class English varieties, for case in point midst English speakers in Norwich, as shown in figure 1 below. A syntactic example is the use of manifold disowning in AAVE and other vernacular English dialects, with denial noticeable both on the assisting

verb and on the unlimited noun or adverb, as in "I didn't see nobody" versus Standard English, which licenses bad pattern on only one basic, as in "I didn't see anybody" (negative verbal auxiliary) or "I saw nobody" (negative unlimited noun).

Nonattendance of third man present tense unusual s (she walk Ø) by social class, among African American Speakers in Detroit and White talkers in Detroit. Most of the eloquent inquiry which polyglots have done on AAVE over the past thirty years has been encouraged on its grammar, above all on its characteristic pre-verbal tense-aspect markers, like invariant habitual be (He be workin "He is usually working") and stressed (She had one "She's had one for a long time"). These may appear to be simple lexical items, but they fall below "syntax" rather than "lexicon" since they have grammatical somewhat than lexical sense, serving to sign grammatical relations (and participating in a system of tense-aspect antagonisms) rather than owning semantic gratified in and of themselves.¹⁵

¹⁵Milroy, J.; Milroy, I. (eds.) Real English: the grammar of English dialects in the British Isles. London: Longman. 1993.-p46

Chapter II Practical viewpoint on American and British dialects

2.1 Cockney as a London dialect

The word "Cockney" first meant big shot born and expenditure all his or her lifetime in London, England, typically within the complete of Bow Bells; in other arguments, within about a neighborhood of a mile of the Church of St. Mary-le-Bow in Cheapside of east central London and not far from London Bridge. Yet, today this classification is not exactly true because the barrioneighboring the priestly is not uptown as it was already. Many Cockneys can now be found in sprinkled localities of London, therefore around is no elongated a stringent environmental boundary of Cockney residency. The etymology of the term "cockney" is from Middle England "cokeney," which means "cock's egg." To begin with it meant a small or distorted egg and was perhaps a synonym for 'anything strange. It developed a term of criticism and ridicule, meaning an effeminate silly being, perhaps first used by rustics living near the capitol to label the Londoners they met. Even Chaucer, in his prologue to the Reeve's Tale, used "cokeney" in joining with "daffe," i.e., a fool. For many ages, "cockney" has remained an unkind term, and has even been linked with the modern word "cock".¹⁶ Nevertheless the bad meanings, most worshippers are pleased of their Cockney inheritance, sensation that this succeeds them as the true countries of London. Single term "Cockney" is now used somewhat indistinctly for linguistic of the London part, and is usually practical to inferior class language. The term "London" mentions to a more refined kind of language which more thoroughly bear a similarity to Standard English. Single Cockney's language has often been supposed comical or colorful. Even during Shakespeare's time, a spelling like «bylyffe» for bailiff proves Cockney was oral in the sixteenth century. In fact, it is not unlikely that on Shakespeare's stage at the Globe Theatre adjacent the south group of the Thames, utmost of his low-life charms were performance by

¹⁶Lingea. Cockney rhyming slang. In Wazzup? Slovník jazyka a hovorové angličtiny (First ed.). Bratislava: Lingea. 2008. - p123

Cockneys even when the locale was abroad in Rome, or elsewhere. At the peak of big Cockney writers attitudes Charles Dickens, who relished marching miles through London to fold the language and the air. Because of the many ages spent journalism in the House of Commons and his tireless labors to attend to and query people direct, Dickens' knowledge of the Cockney idiom was certain. One outstanding dramatist and portrayer of Cockney who cannot be forgotten is George Bernard Shaw. Shaw was a far more accurate and original observer of the dialect even than he had been acclaimed, although he had to exaggerate it a little for stage purposes. Shaw's own written attempts to record Cockney were as detailed as they could be without employing a phonetic alphabet, and he eventually devised a new alphabet of forty symbols to cope with all the sounds of Standard English. The characteristic vocabulary of the Cockney is said to be slang, which consists of words used in a joking, rather flippant way. The Oxford English Dictionary defines slang as "language of a highly colloquial type, considered as below the level of standard educated speech, and consisting either of new words or of current words employed in some special sense." Though the history of the word "slang" is incomprehensible, there may have been an Anglo-Saxon verb "slingan" meaning "to creep, wind, or twist" with a past tense "slang" and a past participle "slungen" and definitely slang is hung around the East End each tiny of the day. The language personified in the Cockney slang spoken today has arrived from five major sources including boxing, the army, nautical language, thieves' language, and America. By its very countryside, the slang of the Cockney subgroup is chiefly problematic for outsiders to comprehend due to the rapid changes it experiences even over a short period of time. Writing Cockney speech as a Cockney would say it aids a problem, therefore pronunciation will be clever to valued spellings in this and succeeding instances. To the average Cockney, "ave a beef" or "chew the rag" means Peter Wright, *Cockney Dialect and Slang*.¹⁷

¹⁷Matthews, W. *Cockney Past and Present: a Short History of the Dialect of London*. London: Routledge & Kegan Paul. 1972. -p 245

“According to the New English Dictionary, the oldest sense, in English, of the word dialect was simply “a manner of speaking” or “expression”, in agreement with its root from the Greek “dialestos” – a dissertation or way of language; from the verb “dialegethai”, to discourse or opposite. The modern sense is somewhat more exact.”¹⁸ It can be said that dialect is a diversity of a language that is illustrious from other changes of the same linguistic by phonology, syntax and lexis. Dialects are regularly associated to some topographical area, but there can be also a linking between a one’s social upbringing (class dialect - sociolects) or livelihood (occupational dialect - jargon). Nevertheless, while tongues of the same morphological be at inconsistency, they still possess a common core of features. (Britannica 2011) Briefly, Cockney could be labelled as the broadest London working-class speech. According to Wells the first recorded use of “Cockney” can be set up in a tour de force of William Langland from 1362 and where it stood factually for “cock’s egg”. However, “Cockney” as a word can have more than one careful sense nowadays. In overall, it can mention both to populations of sure London areas (According to the BBC Web site, the finest recognized of them are probably East End regions Bethnal Green, Whitechapel, Stepney, Spitalfields, Wapping, Limehouse, Mile End, Isle of Dogs) and correspondingly to arrangement of English etymological articulated by this group. Of course, Cockney has smashed these boundaries and supper into many more parts through London, and also traversed the land masses. Concentrating on the physical meaning of this word, one can learn that it has a very poetic contextual. Duncan Wherrett speaks retro that the term “Cockney” first meant someone, who was born inside the sound of the Bow Bells of St. Maryle-Bow Church in Cheapside, London.¹⁹ Rendering to the Churches website, this ecclesiastical was totally demolished by the countless fire of London in 1661 and reconstructed by Sir Christopher Wren. Unfortunately, the bells had

¹⁸ Skeat, Walter William. English Dialects from the Eighth Century to the Present. Cambridge: Cambridge University Press, 1999-. p455

¹⁹ Wherrett, Duncan. . A Dictionary of Cockney Rhyming Slang. Publisher: 2010 www.watchya.com. http://www.watchya.com/slang/Rhyming_Slang.pdf

been demolished again in the World War II., and were not relieved until 1961.²⁰ But fortunately, after numerous facelifts, the Church can be created and put on its innovative position, just a petty detachment from St. Paul's Cathedral. For those societies attracted in etymological, principally in Cockney, this place can be well thought-out a hajj site. However, Duncan Wherrett in his Dictionary of Cockney Rhyming Slang indicated that it is likely that a lot of folks would be congenial in this share today. The goal is very modest. Housing structures have been substituted by sets, monetary organizations and workplaces. So, Cockney is now most probable to refer to persons language in this vernacular but not people born in this specific area. As designated on the Phe Spirit Web site, perhaps the main Cockney influence to biosphere philosophy is the wonder of Cockney Rhyming Slang. If the London Cockney Dialect is well-thought-out as a whole it is not just a regular linguistic entry, but it also denotes the details which London Rhyming slang developed from. It is confidently remarkable, in dissimilar to the Cockney Dialect, which is seamlessly common and which does not vary a lot from other vernaculars from a linguistic point of view that Rhyming Slang stands out from the crowd and that it has been fast and successfully modified (even with many local variations) in numerous English language republics. Generally, rhyming slang means taking slogans or lexis which rhyme with a firm word and then consuming those vocabularies in its place of the pick discussion. For example the word "look" rhymes with "butcher's hook". The stimulating thing is that the rhyming word is frequently absent – so you will not discover too many Londoners (or Cockney users) having a "butcher's hook" at this effort, but you might find a few having a "butcher's". Though, the same foundation also rights that it is not the authorized rule, so Cockney languages and phrases can vary in their building, and it is simply a matter of agreement which form is used. It incomes that you can find someone consuming a "butcher's" as well as someone having a "butcher's look".

²⁰ Smith, G. Is Cockney Rhyming Slang Dead?. Retrieved 2012, April 04. from <http://www.cockneyrhymingslang.co.uk/blog/post/is-cockneyrhyming-slang-dead.aspx>

Cockney Rhyming jargon is dealt with as a actual stimulating marvel in the episode “Cockney Rhyming Slang” advanced on. As in each other vernacular, London Cockney also fluctuates from the typical type of the language. Dialect as a whole diverges from the Standard English as much as Cockney intonation changes from “RP” – Received Pronunciation, or “Queen’s English”. People certainly would not be popular in a career dialogue for the BBC using Cockney Dialect. Where the entitlements that as a vernacular, Cockney is alike to abundant local non-standard English, though with its extra features such as a rhyming jargon. As an accent, Cockney is appreciably south-eastern. Phonologically, it is fundamentally innovative: in contrast with Received Pronunciation, Cockney reproduces closely all the last past novelties plus numerous more of its own.²¹

When commerce with Cockney on paper, there is a accidental one can originate crossways some linguistic vicissitudes that are not so problematic to number out. In greatest of the cases, proper sense can be originate quite effortlessly. Written Cockney can permission one surprised, smiling, but rarely disordered. However, attending to unique Cockney utterers can cause deep misperception.

The next episodes are committed to a number of linguistic vagaries within Cockney, and contract with the Cockney topographies that are most expected to astonish persons when commerce with it.

Pronunciation

Though all the following countryside will be enumerated as distinctive for Cockney, many of them have already found their way also into RP. According to Ulrike Altendorf, /l/-vocalisation or /t/-glottalling are by this time used by upper-class utterers as well as by those middle- and lower-class ones. On the other hand, “th” meeting has not on the record entered RP yet, so we may say it helps as a “boundary marker” between these two phenomena.

a) H-dropping (in content words)²²

²¹ <http://www.cockneyrhymingslang.co.uk/>

²² H-dropping. Book Rags. <http://www.bookrags.com/tandf/h-dropping-tf/> ccessed February 25, 2011

Returning to bookrags webpage, H-dropping is a marvel when the phoneme /h/ in words is omitted. Though h-dropping is extensive in England, it is a careful standard only beforehand w.

Let us analyse deviations in the following sentence:

Standard pronunciation Cockney pronunciation

Hand on heart /,,hænd n ,,h :t/ /,,ænd n ,, : /²³

b) TH fronting

“Both voiced /ð/ and marginalized form / / of “the” are often relieved by v /v/ and f /f/.”

Silja Recknagel also declared significances of *th* fronting, that are to be realized in the following examples:

Standard pronunciation Cockney pronunciation

Maths /mæ s/ /mæfs/

Bother /b ð.ə / /b və /

Thistle / s.l/ /f s.l/

(Cambridge dictionary Online 2011)

c) l – vocalization

L-vocalization can seem in numerous procedures. Examples supported by l-vocalization Web site are to be found below:²⁴

i) /l/ sound occurring at the end of a word

In cases when /l/ sound occurring at the end of a word is replaced by /o/ or / /²⁵

Standard pronunciation Cockney pronunciation

Middle / m d.l // m do /

Grammar

“Past and current tense, participle, and preterit are overwhelmed in Cockney syntax”. Though this declaration may seem to be a bit overstated, it is really true to a certain degree. Cockney tends to ignore a lot of titles of Standard

²³ Wells, J. C. Accents of England. (Vol. 2). Cambridge: Cambridge University Press. 1982-.p48

²⁴ “L-vocalization”, L-Vocalization, www.l-vocalization.co.tv. (accessed March 14, 2011).

²⁵ http://www.phon.ucl.ac.uk/home/cockney.uk.org

English. The following chapter contrasts with some of the most stimulating ones. Some of them are not strictly bound to Cockney and can be perhaps found also in other dialects across Britain.

a) Even and uneven verbs procedures are conjugated rendering to the same pattern. This is a singular marvel when past tense of uneven verbs is formed by adding an -ed suffix, usually likely just with even verbs.

Standard grammar Cockney grammar

Grow Grew Growed

Build Built Builded

Though some forms seeming in cockney syntax are careful to be correct also in Standard English, e.g. learned.

b) Mistreating of the third-person-singular-s

This is an motivating syntax feature of Cockney (also some other dialects). Silja Recknagel conditions in her work that in this case in its place of forgetting it, third-person singular-s is typically added to all forms of the verb. This law can be useful also for “have”, as long as it is a strong verb. When used as an auxiliary, all its systems are conjugated fittingly.

Standard grammar Cockney grammar

Go I go, we go, he goes I goes, you goes, he goes

Drive I drive, we drive, he drives I drives, we drives, he drives

Have I have, we have, he has I has, we has, he has

Have (AUX) I have gone, he has gone I have gone, he has gone

c) **Using double negative**

“The exact axiom that increase of rejections consequences in positives has never suggested itself to Cockneys”

Recknagel establishes the adverse forms of the succeeding decree in Cockney and in Standard English: I have got a dog in my car²⁶.

Standard grammar

Cockney grammar

²⁶Recknagel, Silja.. Cockney and Estuary English - A Comparison. Norderstedt: 2006-.p156

I haven't got a dog in my car I haven't got no dog in my car.

You can see that in conflicting to Standard English where by a double bad would not be stood, Cockney breaks this law and it is also very generalmid its speakers.

d) Me vs. my According to Robert Beard, in many cases, selfish pronoun "my" is substituted by impartial pronoun "me". However, you cannot use "my" instead of "me"

Standard grammar Cockney grammar

I live with my mother I live with me mother

Though, people container say "I live with me mother", but to say "Do you like my?" instead of "Do you like me?" would not type any sense.

Normally, from 16th to 18th period, rhyming vernacular was careful to be andevotedmouth of the robs□ cant and conferring to Hotten, it is firmlyparted from London street costermongers□ dialogue.

Rendering to Ayto,²⁷Camden Hotten was the writer of the chiefprinted record mentioningopenly to "The Rhyming Slang". His book The Slang Dictionary unconfined in 1859 says: "The cant, which has nonentity to do with that vocal by the costermongers, is acknowledged in Seven Dials (18th and 19th century Holborn [area in central London]) and away as the Rhyming Slang, or the substitution of falling out and reprimands which rhyme with other disagreementsintended to be kept furtive. So perceptiveHottentalk about "the Rhyming Slang", it can be expected that it was before an found language phenomena with certain rules and rank, mostly used as an argot by offenders and down-and-outs of central London. It also labels that thoughHotten had been the first to make printedbest of the use of Rhyming Slang, it had before been in use a long period before his volume was free.²⁸

2.2 Grammatical characteristics of American and British dialects

²⁷Ayto, John. Oxford Dictionary of Rhyming Slang. New York: Oxford University Press, 2003-.p236

²⁸Wright, P. Cockney Dialect and Slang, London: B.T. Batsford. 1981.-p45

English people probed to name illustrious Geordie would doubtless choose a soccer player such as Alan Shearer, until lately England's captain, or Paul "Gazza" Gascoigne, the tabloid journalist's dream with a beautiful footballing aptitude only coordinated by a proclivity for self-destruction. The populations of the city of Newcastle-upon-Tyne and its nearby area are often seeming by the rest of the nation as approachable, slightly naive folks, usually dedicated beach ball cliques who like their tipples and **tabs** ('cigarettes'). The word "Geordie" is said to date from the early 18th century, when Newcastle people started backing for the English kings George I and II, in opposition to the rest of the populace of Northumberland, who supported the Scottish Jacobite mutinies. Although the name is localised to the Newcastle area, the dialect here merges gradually into the Northumbrian and Scottish vernaculars to the north and to a lesser degree into Durham and Yorkshire varieties to the south. The diversity described here includes that of the area directly nearby the city of Newcastle and the villages of East Northumberland to the north that I am more acquainted with. These communities, until lately contingent largely on the coal manufacturing, are home to numerous of the extensive vernacular speaker.²⁹

Doubtless the most perceptible feature of **Geordie grammar** is a baffling metamorphosis in pronoun forms. The term "**us**" is used to designate a singular "**me**", while the plural form for "**us**" is "**wu**" or even "**wuz**"

So **give us it** means 'give me it' and **give wu it** means "**give us it**".

"Our" is pronounced **wor**. Emblematic adherents of the private thus include:

wor lass wife

wor kid younger brother

worfatha father etc.

²⁹**Geordie origins:** <http://www.northeastengland.talktalk.net/GeordieOrigins.htm>

The plural form **yous** is also in use, and possibly arose due to influence from the large influx of Irish people to Tyneside in the second half of the nineteenth century.

The negative form of the verb "**to do**" is **divvent** instead of "don't" and there are distinctive past tense forms of verbs such as tell (**telt**), forget (**forgetten**) and put (**putten**).

A broad speaker might say, for example:

I telt you to give us a one, but you've forgetten. If you divvent give us it noo, I'm ganninyearm.

(I told you to give me one, but you've forgotten. If you don't give me it now, I'm going home.)

The above example also shows the common combination **a one** as in "**give us a one**".

In many cases, what is the simple past form in Standard English is also used as a participle in the Geordie variety. For example, in Standard English you say "I took" but "**I have taken**" and "I went", but "**I have gone**".³⁰

However, in broad Geordie, **I've took one** and **He's never went there** may be used. The well respected Sir Bobby Charlton, commentating recently on a football match observed: "**He did well to score from a penalty considering he's never took one before.**" This feature has long been stigmatized as "bad English" but it is actually a consistent part of the grammar.

Another notable grammatical feature is a combination of certain words such as "**might**" and "**could**" which are not allowed together in most standard varieties.

It is possible to say, for example: "**He might could come tomorrow.**"

Often, quantity expressions such as **five year** and **ten pound** are used without a plural **-s**.

³⁰Dobson, Scott. *LarnYersel' Geordie*. Newcastle: Frank Graham 1969-.p78

A common discourse feature is the use of the word **man** to indicate rather more than reference to a male person.

For example, in "**ye cannet, man**" ('you really can't'), the word **man** acts as a final particle emphasizing the impossibility of the action.

Another final particle **mar** has a similar function of emphasis, as in "**it'scowl'd the day, mar**" ('it is really cold today'), while sentence final **like** as in "**who says, like?**" or "**it's not my fault, like**" may request or provide exemplification.

Another difference from Standard English in the grammar is that **but** can occur at the end of a sentence -- for example:

It'll be dark, but.

You might could lose it, but

Also, the object pronoun can be used at the end of a sentence for emphasis:

I really love chips me.

I cannet understand it, me³¹

Cockney dialect existed much earlier, the linguists did not consider it for their studies up until the eighteenth century and therefore, to study Cockney before this period, one must rely only on Elizabethan and Jacobean plays and other pieces of non-linguistic texts. And even in the eighteenth century, when the linguists started to take interest in non-standard varieties of English, it was literature and letters from which they draw the material for their studies.³²

By the nineteenth century, Cockney was already regarded to be a "gutter accent" and even though it still occurred in literature, Cockneys were shown as ridiculous or unworthy low-class figures.³³ Today, Cockney is a subject of various linguistic or sociolinguistic studies as one of the most widely spread English dialects, and also a lot of laymen take interest in it.

³¹McDonald, Christine. Variation in the use of modal verbs, with special reference to Tyneside English. University of Newcastle: Unpublished PhD thesis 198.-p85

³²Matthews, W. Cockney Past and Present: a Short History of the Dialect of London. London: Routledge&Kegan Paul. 1972.-p245

³³Ayto, John. Oxford Dictionary of Rhyming Slang. New York: Oxford University Press, 2003.-p78

Cockney very often disobeys the simple rules of Standard English. For example, Cockney speakers use double negative, usually in connection with other typical Cockney feature – usage of **ain't** as a **negative contraction** of verbs such as **isn't** and haven't. These two features combined could end up in saying “There**ain't**nuffink like it” (“There is nothing like it” in standard English).

Another feature is the question tags. These are widely used in nontraditional forms, such as **innit** for **isn'tit?**

inneye for **isn't he** or

dinnee for **didn't he**.

Furthermore, **Cockney speakers** tend to generalize the third person by adding the ending “-s” in every person in singular:

I says, you says, he says.

- Personal pronouns, when used independently, are used in nominative rather than in accusative, so that Cockney speakers say

It's me, but also

It's him or it's them.

- The prepositions to and at are omitted when talking about places:

“I'm going down the pub”, while it should be said **“I am going down to the pub.”**

Although the history of **Estuary English** in the focus of linguists is not very long, it is good for the purpose of the present thesis to some of the key moments of the discussion that surrounds Estuary English. First one to observe the emergence of a new language variety was British linguist David Rosewarne, who in 1984 coined the term and introduced Estuary English to the world in his ground-breaking article published in The Times Educational Supplement. In this article Rosewarne claims that although RP is still considered to be the standard and is still chosen by most of the English teachers as a model of pronunciation, the English pronunciation itself is changing very quickly. Estuary English, he claims, is the

strongest native influence upon RP. He also argues that EE is very attractive for many people, since they unconsciously want to improve their pronunciation towards RP (to gain higher status), but want to preserve their linguistic identity at the same time.³⁴ However, in 1995, David Crystal added other grammatical features distinguishing Estuary English from RP, such as **the omission of the-ly ending in adverbials (They talked very quiet), generalization of the third person (I gets out of the car)** and others.³⁵ These are significant grammatical features that can be regarded as the ones that determine Estuary English as a dialect. Therefore the conclusion and the answer to the question of classification is that EE is a dialect.

The following examples of **Yorkshire dialect grammar** are taken from Arnold Kellett's *Basic Broad Yorkshire*. As Dr Kellett explains in his opening comments, this book was not written as a joke, although there are amusing aspects to it, but as a serious and practical guide to the Yorkshire dialect.

The text below contains only a small example of basic grammar. It does not include all the varieties of form and construction, nor the detailed explanatory notes which are provided in Dr Kellett's book. Differences between West Riding speech and that of the North and East Ridings are indicated, respectively, by (WR) and (NER).

Verbs

Present tense

The following shows verb formation together with examples of personal pronouns.

tolaik (play)

Ah (orAw)	Laik	Wer, wi	laik
Tha (WR) Thoo (NER)	Laiks	Yer, Yo(u)	laik

³⁴ <http://www.phon.ucl.ac.uk/home/estuary/rosew94.htm>

³⁵ Crystal, D. Estuary English. In *The Cambridge Encyclopedia of the English Language* (second ed.). Cambridge: Cambridge University Press. 2003.-p69

'e	Laiks	Thet, ther, orthe'	laik
Shoo, sherorsh'	Laiks		

Futuretense

Indicated by 'bahn' (WR) or 'off ti' (NER). Forexample:

Ah'mbahnter side them pots. 'e's off ti shut t' yat.

I'm going to put those dishes He's going to shut the gate.
away.

Reflexives

The occur more in dialect than standard English:

Sit thissendahn, lad. (WR) Sit thisseldoon, lad. (NER)

Sityourselfdown, lad

Possessives

Possessive adjectives and pronouns do not differ greatly to those of standard English:

miorma	My	mineormahne	mine
thiorthy	your	Thine	yours
'is	His	'is	his
'er	Her	'ers	hers
wer, ahr (WR)	our	ahrs (WR)	ours
oor (NER)	our	oors (NER)	ours
Yer	your	Yours	yours
the'r	their	Theirs	theirs

Plurals

Plural forms are not normally used when referring to periods of time or to quantities:

sixpund	twoweekowd
sixpounds	twoweeksold

Plurals of some nouns exist in their older form. Forexample

Childer	Children	Hosen	stockings
Spice	Sweets	shoon, shooin	shoes

Prepositions

As with the past participles mentioned above, some prepositions have a different form to those in standard English. Forexample:

Aboon	Above	behunt, behint (NER)	behind
Afooar	Before	fra (WR) frev (NER)	from
Baht	Without	ter, tul (WR) tiv (NER)	to

DemonstrativeAdjectives

When used in dialect the demonstratives (that, this) are normally accompanied by 'theeare' (there) or 'ere (here):

thatthearepig	this 'erecannle
thatpig	thiscandle ³⁶

There are numerous "layers" of **Scottish English**. Furthermostpublics today speak regular English with little new than the deviations just revealed, plus a few vague words that they themselves view as common English, such as to jag (to prick) and burn (brook). In bucolic areas, many mature words and grammatical forms, as well as further phonetic variations, still live, but are being promptlysubstituted with more normalprocedures the syntax:

³⁶Beal, Joan The grammar of Tyneside and Northumbrian English. In J. and L. Milroy (Eds.), Real English: The grammar of English dialects in the British Isles. London: Longman1993-.p89

Present tense: often, all forms follow the third person singular (they wis, instead of they were).

- **Past tense** (weak verbs): -it after plosives (big >biggit); -t after n, l, r, and all other unvoiced consonants (ken >kent); -ed after vowels and all other voiced consonants (luv >luved).
- **Past tense** (strong verbs): come > cam, gang >gaed and many more.
- On the other hand, many verbs that are strong in standard English are weak in Scottish English: sell >sellt, tell >tellt, mak>makkit, see > seed, etc.
- **Past participle** is usually the same as the past (except for many strong verbs, as in standard English)
- **Present participle**: -in (ken >kennin)
- **Demonstratives** come in four pairs (singular/plural): this/thir, that/thae, thon/thon, yon/yon.
- **Relative pronouns**: tha or at.
- **Interrogative pronouns**: hoo, wha, whan, whase, whaur, whatna, whit.
- Each or every isilka; each one is ilk ane.
- **Numbers**: ane, twa, three, fower, five, sax, seeven, aucht, nine, ten, aleeven, twal...

And finally, the many unique words: lass, bairn (child), kirk (church), big (build), bonny, greet (weep), ingle (household fire), aye (yes), hame (home)... As you can see, Scottish English in its original glory is as near to being different language as one can get, rather than simply another dialect of English.

New York City English is a district dialect of American English spoken by many persons in New York City and much of its nearby metropolitan area. Described by sociolinguist William Labov as the most familiar dialect in North America, the dialect is known through its connotation in the media with many public statistics and imaginary characters. Its features are most densely focused in New York City proper and its instantconurbations, but also spread to the wider city area and the New York City dispersion in other areas.

Indirect questions. Word order of the original question is preserved in indirect questions, at least those introduced by **wh**-words, for example:³⁷

He wanted to know when will he come instead of **He wanted to know when he will come**; or,

She asked why don't you want any instead of **the standard She asked why you don't want any**.

There are also **numerous grammatical variations that we see in Midland English** that fluctuate from **Standard English**. One variation that occurs is with the verb *to be*. As we know, words like *am, is, are, was, and were* are all disagreements for the verb *to be*. Every so often in **the American Midland dialect**, these verbs are incorrectly used in the place of one another. As in my opinion of this is exposed in the verdict, "**there was a lot of us girls**." Instead of the term *was*, the precise term to use in this verdict would have been *were*. This is something that is heard very regularly in all American English dialects, not only the Midlands. A lot of times when this brand of speech is heard, we mechanically describe the person as being unschooled, but that is not continuously the case. This kind of language is verbal by persons of the uppermost teaching, as well as the lowest.

Need/Want + Past Participle

extra place where *to be* is wide-ranging is the use of *need(s)/want(s) + past participle*. An example would be: "**I want out**," most other dialects would say: "I want to be outside." Murray and Simon privilege that the most undeveloped case of name using this was from someone in Pennsylvania in 1931. They say that they are not sure what share of Pennsylvania though, later the universities the writers were allied with were in city towns where persons may not have occupied on such a vernacular since it is not typically as precise as greatest city areas appear to poverty to be .³⁸

³⁷ Cassidy, Frederic G. and Joan Houston Hall (general editors) *Dictionary of American Regional English*, vols. 1–6. Cambridge, MA: Harvard University Press, 1985, 1991, 1996, 2002, 2012, 2014.

³⁸ Eble, Connie Slang. In Edward Finegan and John R. Rickford (eds.), *Language in the USA*. Cambridge: Cambridge University Press, 2004. p375–86.

Another grammatical variation that we see in Midland American English is the use of positive anymore.

In examples of Standard English, the term *anymore* is used only in examples where there is evil polarity, such as in the verdict, "She not ever comes home any longer." In cases of the Midland vernacular, many periods the chat *anymore* is used in sentences where there is harmful division, such as, "all academischoolchildren get bad scoresany longer."

This brand of proper discourse is received definitely in the Midland region of the United States. Along with the Midland conditions, this kind of language is also seen in numerous North American conditions. There are a lot of diverse philosophies as to in what way it really got ongoing in the Americas. Some give Scottish-Irish settlers the praise for the influx to North America they contend that in shares of Ireland and Scotland, the term *anymore* was rummage-sale in optimistic settings.³⁹

About the similar period that the Scottish-Irish settlers initiated become quiet in North America, the occurrences of constructive any longer inaugurated to stand up there as well. A correct discrepancy being initiate indoors the younger compeers of the Midland Dialect is notorious as exclamations. These are confrontations like um and like, which are used to set up a person's speech. Additional thing originate within the newer cohort is recognized as language repair or recurrence of a verdict to fix what a person messed up on.

Construction

To conclude, alternative bulbosear in correct distinction that one sees in Midland American English is the erection of the "need/want +past particle building making after Pennsylvania. "My clothes need washed," is a countless instance of this. This kind of building is typically exact to the North Midland vernacular, and is actual protuberant in Indiana.

³⁹Morgan, Marcyliena Language, Discourse and Power in African American Culture. Cambridge: Cambridge University Press. 2002-.p596

These **grammatical features** are characteristic of both older **Southern American English** and newer **Southern American English**.

Use of done as an auxiliary verb between the subject and verb in sentences conveying the past tense.

I done told you before.

Use of done (instead of did) as the past simple form of do, and similar uses of the past participle in place of the past simple, such as seen replacing saw as past simple form of see.

I only done what you done told me.

I seen her first.

Use of other non-standard preterites, Such as drowned as the past tense of drown, knowed as past tense of know, choosed as the past tense of choose, degradated as the past tense of degrade.

I knowed you for a fool soon as I seen you.

Use of was in place of were, or other words regularizing the past tense of be to was.

You wassittin' on that chair.

Use of been instead of have been in perfect constructions.

I beenlivin' here darn near my whole life.

Use of double modals (might could, might should, might would, used to could, etc.--also called "modal stacking") and sometimes even triple modals that involve oughta (like might should oughta)

I might could climb to the top.

I used to could do that.

Use of (a-)fixin' to, or just "fixing to" in more modern Southern, to indicate immediate future action in place of intending to, preparing to, or about to.

He's fixin' to eat.

They're fixing to go for a hike.

Preservation of older English me, him, etc. as reflexive datives.

I'm fixin' to paint me a picture.

He's gonna catch him a big one.

Saying this here in place of this or this one, and that there in place of that or that one.

This here's mine and that there is yours.

Existential It, a feature dating from Middle English which can be explained as substituting it for there when there refers to no physical location, but only to the existence of something.

It's one lady that lives in town.

Use of ever in place of every.

Ever'where's the same these days.

Use of "over yonder" in place of "over there" or "in or at that indicated place", particularly to mention to a chiefly dissimilar advertisement, such as in "the house over yonder". Moreover, "yonder" have a practice of to denote to a third, larger notch of reserve beyond both "here" and "there", signifying that approximately is a stretched way away, and to a condensed scope, in a eclectic or lightly well-defined breadth, as in the papal hymn "When the Roll Is Called Up Yonder".

2.3 Lexical peculiarities of American and British dialects

There was, 'til quite freshly, large verbal assortment across the UK. For periods, home-grown regimes and tongue reformed identical minute. In the face of an ongoing loss of tongue terms over the path of the twentieth century, one still frequently catches native falling out and languages, and Tyneside is a mainly creative gunfire crumpled. Abundant of the innate linguistic is sloped from Old English (Anglo-Saxon), but has changed or been relieved in other varieties of English additional south. For example, when a Geordie usages the verb larn, meaning 'to teach', it is not a misuse of the Standard English verb learns (c.f. modern German lernen), pretty it is the up-to-date reflex of the Anglo-Saxon verb laran, import 'to teach' (c.f. modern German lehren). Several Geordie confrontations are also thought to have been loaned out from Romany.

Similarly, changes in articulation, though obvious, infrequently touch our skill to appreciate all other. So it is lone when somebody customs an unaccustomed name or countenance that we accept they are dialogue in vernacular.⁴⁰

Persons in the North-east will frequently express you that a ration of Geordie disagreements derives from "Scandinavian." To be a bit more exact, there does appear to be a stout link with the philological of the Anglo-Saxon immigrants of the first epoch, mostly those as of the Angle expanses of what did you say is now southern Denmark. Words such as **lop** 'louse' or its egg', **bowk** 'belch', **hoppings** 'fairground', **ket** 'rubbish' and **worm** 'monster' have been suggested as Anglo-Saxon existences. Invaders from further north, known readily as "Vikings", probably had a larger impact on the language extra south in Durham and Yorkshire. Geordie language is, in fact, relatively meticulously akin to Lowland Scottish, even if the exact etymology of voluminous words of the area is still not completely unspoken.

The next words, characteristically rummage-sale around Tyneside and Northumberland, do seem to have money further northern into the Scottish Lowlands:

⁴⁰Trudgill, P *New-dialect formation: the inevitability of colonial Englishes*. Edinburgh: Edinburgh University Press. 2004.-p79

bairn child	muddy	glaiky slow-witted
burn stream	gulley large knife	howk dig
bonny pretty	cuddy horse	dottle cigarette ash,
muckle very	sackless stupid,	droppings
keek peep	useless	cushat wood pigeon
howay come on	sneck door latch, nose'	hadaway go away,
sweer obstinate	stot bounce	you're kidding
donnered stupid	spuggy sparrow	
clarts, clarty mud,	spelk splinter	

The shared word **galluses** sense 'braces to grip up the trousers', seems to have touched not lone Scotland but shares of the US as well.

Other archetypal Geordie words are also create further south, and look to be part of a universal Northern English lexicon:

aye yes	chuffed happy	nowt nothing
gob mouth	wisht be quiet	nigh on nearly
give over stop it		

What, then, can be careful truly Geordie words? The next do seem characteristic of the area, though it may well go out that they are recognized outdoor the area as well.

bullets sweets	hoppings funfair	ten o'clock morning
stannech	proggy mat kind of	snack
lop flea, louse or their	woven or patchwork	hoy throw
eggs	mat	hockle spit
ket rubbish	hacky dirty	cree (bird) cage
marra friend, mate	lowp jump	kiff very good (see
bait food	bool wheel (e.g. pram)	
bubble weep		

The term **canny** is extensively recycled in Geordie with a variation of imports, as well as adverbial identical. **Varnigh** is in public use, importpractically, or exact nearly'. Other parlance words such as **penker** -marble and **plodge** wade

finished mud' may have an onomatopoeic component, while a Romani origin has been recommended for some words such as **gadgie** -chap and **baari**-excellent. I have also seen situations to an alleged Romani borrowing **jugal**-dog, although I have never overheard the word used in speech. Some aboriginal terms are well notorious from local songs or legends, but may not every so often be heard in conversation today. Models are **singing hinny** -a kind of pancake, **worm** -monster, **mazer** -an eccentric', **girdle cake** 'another pancake'⁴¹.

Common Phrases And References

Finally, visitors to Newcastle might like to try out a few greetings or phrases commonly heard **aboottoon**:

Hoo ye gannin? How are you?

Hoo'sya fettle? How are you?

Y'areet, hinny? Are you all right, kid?

Champion. Very good, very well

Bonny day the day. It's nice weather

Cowld the day, mar. It's cold today.

Hoo's the Toongannin? 'How is the Newcastle United match progressing?'

Tara now, pet. 'Goodbye (to female)

Wee's yon slapper? 'Who's the young lady?' (derogatory)

Scouse⁴² is an enunciation and vernacular of English startprincipally in the Metropolitan province of Merseyside, and strictlyaccompanying with the city of Liverpool and the next-doormetropolitanspaces such as the constituencies of south Sefton, Knowsley and the Wirral. The intonation is branded to be as far triumph as Clwyd, Runcorn and Skelmersdale in Wales, Cheshire and Lancashire in turn. The Scouse accent is greatlyunique, and has little in collective with those rummage-sale in the neighbouring regions of Cheshire and Lancashire. The articulation itself is not exact to all of Merseyside, with the pronunciations of inhabitants of St Helens

⁴¹Graham, Frank The New Geordie Dictionary. Rothbury: Butler Publishing 1987-.p96

⁴²Honeybone, P. & K. Watson The (continuing) development of Scouse: language meets history, society and culture. Paper presented at the Inaugural Conference of the Centre for Liverpool and Merseyside Studies, LiverpoolJohn Moores University. 2004-.p56

and Southport, for instance, more usually related with the historic Lancastrian accent. The accent was chiefly limited to Merseyside until the 1950s when slum consent in the city caused in transfer of the public into new pre-war and post-war developments into nearby parts of what was informally called Merseyside and upcoming to industrialized legitimately known as Merseyside 1974. Residents of Liverpool are called Liverpudlians but are more habitually voted by the idiom Scousers. People from exterior of Merseyside who do not voice scouse are commonly referred to as "woolybacks" or "wools"

Arlarse : Cruel.	Beviedup : Drunk.	arl fellah - old
ArlFella : Father	Bifter : A cigarette or	man (i.e. father)
ar 'ey : Oh no!	joint.	arl girl - old lady
'ad off : Someone elses	Bizzies, 'de : The	(i.e. mother)
poor fortune.	Police.	me fellah - my
Auld baig : Old	Blag : Lie.	boyfriend
woman. pron;	Blaggin' me 'ead :	bifta – cigarette
Owldbaign.	Lying to me.	smab - cigarette
ave off : A spot of	Blert : A lightweight.	(from the
improvised good	Usually from down	Geordie <i>tab</i> ;
fortune.	south.	now rare)
Azif : I don't believe	Blind scouse :	ciggie -
that.	Vegetarian version of	preferred to <i>fag</i>
Bail : Go Away - Stop	the scousenational	the boozer -
chatting Shit	dish.	usual word for
Beaut : An idiot.	lolly ice - ice lolly	pub
Better beaut : An	the busies - the police	the ale'ouse -
extreme idiot.	kecks – trousers	usual word for
Bevvy : Beer.		pub

Cockney - habitually pejorative, denotes to somebody from London (or who sounds even vaguely like they might perchance require at explicit dispute breathed in the

capital) and has nonentity to do by method of being born inside the complete of Bow Bells.

suzzies – suspenders	the flicks - the cinema	barmcake (bap) - bread
ace - cool (obsolete)	mat knee – matinée	roll (London)
smart - ace (obsolete)	footy – soccer	
brill - ace (obsolete)	lemon - (rare)	
sound (as a pound)	fruit(cake), prize idiot	

sausage dinner - sausage, chips, mushy peas, gravy and sometimes onion (as a take-away from a British or Chinese chip shop).

The sausages are rarely coated in batter, as they almost always are in the South; gravy and peas are available in nearly all northern *chippies*.

shite - shit (cf Geordie)

the pissar - urinal; gents' lavatory (luckily, the Mancunian sister expression *shitter* has not really caught on in Liverpool).

the missus - usual word for wife	sparky – electrician
the wife - alternative to the missus	noddy hammer - a (useless), small hammer
the offy - the off-licence	cubby-hole - (also gen.) recess in a wall
aerie - (kiddiespeak) aeroplane	skins – rizlas
Cowies an'Indies - Cowboys and Indians	

skin - mate (obsolete: a good skin = a decent bloke; cf Cockney skin and blister for sister)

towrag - twerp, fool; nasty person, love-cheat etc.

scallywag - criminal/lout; can be affectionate (!)

scally - (North West in general) laddish, young person; orig. assoc. with rave culture.

turd - little shit (i.e. person)	the bog - the loo
moggie – cat	bog roll - loo roll
parlour - front room (obsolete)	kitchen - living-room (obsolete)
lobby - hall (obsolete)	

Brummie⁴³ is an English dialect that is verbal in the West Midlands of Birmingham in the United Kingdom. Those who say with the pronunciation have a propensity to finish rulings in an informal or inferior octave, which may be taken as less nice-looking to a hearer.

In the historical, numerous British persons must not grip a brummie pronunciation in a high aesthetic worth. It has not been one of the accents that conveys a certain savoir faire, or a certain component of class. Though, this stereotype is changing in present times.

Brummie, to numerous British persons, is viewed as a boringly nasal accent that is just unfortunate and numerous reasons it is just basically unpleasant to hear. This is, in fact, rather a bit of a verbal preconception that is held by countless in the United Kingdom.

Affording to the PhD thesis of Steve Thorne at the University of Birmingham Department of English, Birmingham English is "a dialectal hybrid of northern, southern, Midlands, Warwickshire, Staffordshire and Worcestershire speech", also with elements from the languages and dialects of its Asian and Afro-Caribbean communities.

Traditional expressions include:

Babby variation of "baby"

Bawlin, bawl to weep, as in "*She started to bawl*" (Not unique to Birmingham)

Bottler a popular and enjoyable song

Cob a bread roll (comes from the fact that bread rolls look like street cobbles)

Fock a milder and more nuanced version of the swear word

Go and play up your own end said to children from a different street making a nuisance. It has been used as the title of the autobiographical book and musical play about the Birmingham childhood of radio presenter and entertainer Malcolm Stent

Our wench affectionate term, meaning 'sister' or sometimes used by a

⁴³Trudgill, P. The dialects of England. Second edition. Oxford: Blackwell. 2000-.p96

husband referring to his wife; derived from the older 16th and 17th meaning of "woman"**The outdoor** exclusive West Midlands term for off-licence

Pop another word for a carbonated drink, e.g. *"Do you want a glass of pop?"*. (common in other parts of England)

Snap food, a meal, allegedly derived from the act of eating itself (example usage *"I'm off to get my snap"* equates to *"I'm leaving to get my dinner"*). May also refer to the tin containing lunch, a "snap tin", as taken down the pit by miners

Scragea scratched cut, where skin is sliced off. For example, *"I fell over and badly scraged my knee"*

Suff another word for drain, as in *"put it down the suff"*

As definite past, the cataloguing of **Estuary English** as an intonation or a vernacular is relatively trying. It looks that even Rosewarne himself had care with crucial Estuary English. On one hand, he ask for it to be the utmost leading accent, but on the additional, he terms not only its exact articulation, but also philological ones. Though, this unlikelinguistic that Rosewarne represents is not actual significant. The verbal topographies are labeled as the usage of cheers instead of acknowledge you or even Good bye. There you go is more systematic than here you are, and there is an far-reaching system of Americanisms and demand tags⁴⁴. But these topographies alone can barely number as aim to noise the diversity a dialect.

Midland American English

Verbal footings are sure language footings that persons usage. They differ amid areas and occasionally there are numerous footings for the similar thing in one district. Beneath is a list of relations that are frequently cast off by Midland American English talkers, lengthwise with an account for each one.

Tennis Shoes- What you costume on your feet while in a row or live a sport. Other areas usually refer to these as running shoe or gym shoes.

Mango- A green bell pepper and type of fruit. Other regions only use this term to refer to a fruit and not a pepper.

⁴⁴Středová, A. Changing Views on Estuary English (Bachelor thesis, Masaryk University). 2007-.p79

Pop- A carbonated beverage or soft drink. Other regions commonly refer to this as soda.

Dinner- a mid-day meal or the largest meal of the day.

Some words used in the Boston area are:

Blinkers automobile directional signals (also U.K., Australia and New Zealand). **bubbler (or water bubbler)** drinking fountain. This term is also used in Wisconsin and Australia.

Jimmies Chocolate ice cream sprinkles.

Packie liquor store (from "package store")

Piss means something akin to "great" either realistically or sarcastically. Also spelled 'pissah'. This is from the word "pisser" with a Boston accent, but used as an adjective. Occasionally combined with "wicked" to yield "wicked pissah"

Spa A convenience store that has tonic on tap and (usually) sells sandwiches.

Tonic soft drink; known elsewhere as soda

whiffle a crew cut or male haircut done with electric clippers

Northern American English

There are frequent disagreements secondhand largely in Greater **New York City**, mostly⁴⁵ linked with émigré lingo. For instance, a "stoop" (from the Dutch word "stoep") is the visible steps of a shopingress. A interested split in habit, meditative of the city's social alterations, consist of the talk punk. In the Black and Latino publics, the word inclinations to be castoff as a synonym for weedy, someone grudging or unable to shield himself or feasibly loser.

New Yorkers stand "on line," whereas most other American-English speakers stand "in line." Small closeness stores are, in recent eras, often named bodegas, from the Spanish term first meaning "a wine storehouse" via the Puerto Rican Spanish period for "small store; corner store", or delis, which is the small procedure of delicatessen.

Southern American English

⁴⁵Thomas, Erik R. An Acoustic Analysis of Vowel Variation in New World English. Publication of American Dialect Society 85. Durham, NC: Duke University Press. 2001-.p158

Usually, SAE varied from additional diversities of American English in some of its verbal, linguistic, and phonological topographies, but numerous of the lexical alterations, which were ingrained in an farm budget and a outdated society, have inaugurated to go. For instance, younger Southerners are as likely to use **green beans as snap beans and are more likely to use dragon fly** than either *snake doctor* or *mosquito hawk*. Just as these book positions have switched the big folk terms with the arrival of world wide teaching, a important share of the native language related with farmhouse life has become outdated as the relics to which they mention have vanished. Few Southerners under 50 know what a *single tree* is (it is the bar of timber on a carriage to which the suggestions are attached) or have caught the term *dog trot* rummage-sale for a kind of house (usually a two room house by an open hall depressed the central).

Chapter III Methodological points teaching dialects in EFL classes

3.1 Perspectives on teaching dialects in the classroom

English verbal is one of the record broadly oral languages in the all God's women and it is predictable that around 1.5 billion societies in the world declare English. Being the supreme over and over over again elect phonological to be showed, English extended the rank of the overall lingua franca. ("English Language") Harmer proposes that the present part of English as a lingua franca can be likened to Latin in the Middle Ages, as a linguistic of global message.⁴⁶ Such a feast of English has its origins initially in the foreign growth of Britain, which laid the basis to acceptance English as a future lingua franca; then the rise of US in the 20th period showed that English is not only a linguistic of discipline and skill but also clues customer philosophy.⁴⁷ Altogether academics over the biosphere have dissimilar details for knowledge English. The need to education English linguistic may be share of their program or language learning can be founded on their individual readiness and excellent. Rendering to Harmer, when a underground educations English language in the part where English is the leading language, English language is so taught as a Second Language (ESL). The second case can happen when scholars are knowledge English in their fatherland, in which their innate language is the leading one, English is trained as a Foreign Language (EFL). It is likely to education English only for specific purposes (ESP), e.g. One of the greatest predominant one is Business English or English for Academic drives (EAP).⁴⁸ As Hadfield rights, teachers of English should continuously be sure to be instruction the verbal in an clear, rich and

⁴⁶ Harmer, Jeremy. How to Teach English. Harlow: Pearson Education Limited, 2007-.p78

⁴⁷ Graddol, David. The Future of English? London: The British Council, 2000-.p56

⁴⁸ Harmer, Jeremy. How to Teach English. Harlow: Pearson Education Limited, 2007-.p63

beneficial way in command to have their schoolchildrenculture.⁴⁹ It should be also occupied into thought that bothstudent is an distinct and we have to line all of them in customs which uniform their best. We should reassure our schoolgirls and temporary their concepts. Our career as trainers is to make availableattention-grabbing, appealing, amusing, and likablewisdomdeeds for our greenhorns. Classesbasic to must a stronggoal, which the beginners are conscious of, so that there is a intellect of drive and obligingair in the schoolroom. Essentially, when we impart English we can either attention on the linguistic or on verbal skills. In the best likelystateeducators are able to join both methods to their educationapproaches. Concentrating on the linguistic in English educations, educators tend to distillate on specificlinguistic topographies, e.g. grammar, language or articulation. The chiefgoal of this method is to becomescholars to study new effects about firmerrections in the aimphonological, get them used to the procedure and by the capitals of echopreclude them from creatinggaffes. Harmer rights that: "The instantgoal mouth of this caring of linguisticseducation is to upsurgeinformation of the linguisticscheme so the lengthierperiodgoal of refiningcreative and openservices can be attained." By teaching syntax,⁵⁰ we can usageattending and interpretationmovements to deliver the protest of exactlinguistic rubrics. Students can be in a unconventional line taught the definitepropercomments or they can be examined to spoke a text and guesstimate e.g. the usage of rubricsif by the teacher. Hadfield proposes that it is significant to initiallyimpart the procedure of linguistic item (conditionals etc.), than prove the sense in setting and lastlyclarify the usage and repetitionafresheruditesyntaxbuildings. When language is being taught, the chiefgoal of the educationprocedure is to deliverstrongclarification of the sense of arguments and their usage. It is vital to let scholars do attending or reading movements to exemplify how surearguments are practical in setting. Rendering to

⁴⁹ Hadfield, Jill - Hadfield, Charles. Introduction to Teaching English. Oxford: Oxford University Press, 2000-96.

⁵⁰Harmer, Jeremy. The Practice of English Language Teaching. Harlow: Pearson Education Limited2007-.p46

Hadfield, it is also necessary to expose students to idioms, collocations and register in order to explain the meaning and use of certain vocabulary in the explicit way. (2008: 46) Teaching new vocabulary, teachers should firstly help students to record new words, e.g. by creating cards. Subsequently, it is vital to remember the words which can be facilitated by some word games. As a next stage students have to usage the arguments in repetition for healthier retention and finally to evade overlooking a fresh learned words it is energetic to study language in even intermissions.

New language can be established by educator by movies, face play, gestures etc. There are countless conducts how terminology can be skilled but it should be constantly winning and exciting for schoolboys. So we can prepare for them cross-words, word maps or some cups that might be gratifying for them. A noble case in point of a inclined can be advocated, Pictionary, when undergraduate have to attraction the sense of the arguments on the panel or Snap, when scholars are to competition movies with arguments.

ESL/EFL teachers should have a sharp perception of **dialect variation** in English for a mixture of details. **Firstly**, we poverty to distinguish as much as likely around the linguistic we impart so we can signify it precisely in the laboratory. **Secondly**, we are continually mindful of our own talking and inscription and our person as a prototypical for students, and poverty to texture that we are giving our scholars with an suitable perfect. **Thirdly**, we may poverty a sense of refuge; we famine to touch that the blast in the custom of English as a world dialectal has not port us stuck with our own outdated kind of it, which may only turn out to be added secluded from the majority even as we remain to teach it, everyplace we are. As a final point, we lack to be able to consider formulas of English in footings of their usefulness to our greenhorns, in terms of how we can finest usage our period to impart our scholars what they will greatest essential to distinguish.

As a long-time English trainer, you become to understand which educations will give you fairy opinions and which language tests just fall level on their face. In a

motherland such as Poland everywhere there are only a minority of regional pronunciations, one sure crowd-pleaser is to distillate on English area accents and vernaculars.

Students are perhaps aware that English is verbal in numerous dissimilar ways, but they have no impression how each one sounds. I could gait into the schoolroom and say, 'The bairn'sgan tae school, man.' Stunned silence followed by a few sniggers and mystified looks. Would they have any impression where persons might say such a thing? Of course not – it's Geordie! we have skillful many an hour annoying to nail sure accents, occasionally receiving them right and occasionally way off the mark. I can't do Geordie, but I can do a good Australian accent. Get the scholars assembly in and it develops funny.

Live those podcasts is a countless method to depiction them to dissimilar pronunciations, and live short attending excerpts and requestings scholars to work out what the folks are maxim is also decent rehearsal. I frequently use local lexis to play Call My Bluff or play a disposed christened Wordly Wise, in which you snoop to the chat and you have to presumption which classification is exact out of three ranges. Students discovery this very stimulating but amusing, as it is chastely conjecture based on their nature and information of words.

On the one hand, the schoolboys will maybe not reminisce these words, and they won't be of any habit to them open-air of, say, Lancashire. On the other hand, it is key to make them aware of the provincial transformations, and it could without doubt relieve them in take note conception activities.⁵¹

One eternal problem the English teacher is tackled with is that the coach your student used to have does not wide-ranging like you. I say the vowel sound in castle like 'car' but Pawel's ex-teacher said castle like 'cat'. What can you do about it? Not a lot but just point out the change. The vowel sound in bus can sound like 'puss' or 'us'. So when that student says that they hunger to express Standard

⁵¹Wolfram, W., Christian, D., and Adger, C. T. (forthcoming). Dialects in schools and communities. 1980-p.123

English or they want to sound British, maybe they should just around they want to sound like you!

Difference in English giftssubstantialtest to universities, stranded as they are in normal English standards. The justlyunchanging written StandardEnglish of university texts and examinations is usually more nearby to students from mid class upbringing who have beenmingled into spoken standard English and blessed in reading ability than it is to schoolboys from other dialect experiences. Because in print language the stageaessential role in influentialstudents' school feat or fiasco, parlancemisalliance has chiefconsequences. Tonguemetamorphoses in voiced English are also in the cards to handicap students from dialect backgrounds because talk conveys metamessages about social uniqueness, along with other meanings Student's accurate, insightful contribution to classroom discourse may be revalued when she or he uses vernacular dialect features in speaking. Moreover, such valuation may be austere backed by local or ceremonialvalues that call for apprentices to use Standard English in theoreticaltreatise.

As a humanity, we still waterfront languagepredisposition to a far greater step than we accept other anthropologicallyinterrelated bias, at least freely.⁵²Schools have not industrializedmethodically based linguisticconsciousnessprograms to illuminelinguisticdisparity and its social connotations. Programs to brace the standard English helps that collegeswant do not dependably point out probable disparities between ordinary and lingodialect structures, nor do they sufficiently address the social functions that dialects serve. Because educators donatestrongly to important students' school identities, this persistently weak enlighteningreply to vernacularinquiriesat school must be exposed and corrected. As the well-known Ann Arbor Decision showed, not taking dialect into reason at school intrude uponstudents' civil civil liberties. Schools can fixtheir carelessness and witlessness of students' languages when they must.

3.2 Strategies and exercises teaching dialects in EFL classes

⁵² L. Cole, Implications of the position on social dialects. ASHA, 1983-.pp 25-27.

In teaching about dialects (i.e., language variation), educators may meet certain tests, counting extensive confusions about how linguistic works and prejudice in the track of disempowered clusters. Instruction about language dissimilarity may callous curious some broadly held assessments about dialectal. While widespread sights are not at all times wrong, they may prerequisite to be re-examined. For example, blood-letting was usually superficial as a right solution for sure illnesses when the organization was supposed to have four mainwits that skillfulness; since then, loans in medicinal information have ran people to alteration their opinion of blood-letting. In the similar way, many person trust that there is a solitary set of values for English, but language disciplined demonstrations that Standard English in one share of the republic is rather dissimilar from Standard English in other shares of the republic and from Standard English in other English-speaking republics. Discussion about what is "precise" can convert a moral battleground in which persons contend the qualities of linguistic usage and verbal instruction rendering to total values of correct and incorrect.

Teachers can circumnavigate this possible problem by cumulative their own information around sociolinguistic study on vernaculars of English. They will come to comprehend and can assistance their students appreciate that the change amid the Standard English vernacular vocal in Boston and the Standard English vernacular oral in Atlanta can be explicated by variances in local customs for language practice. The modification flanked by Standard English in Baltimore and argot English parlances in Baltimore (e.g., African American Vernacular English and urban Appalachian English) is expounded by altered shared means.

Arrogances about numerous vernaculars may also be prejudiced by a ongoing prejudice toward dissimilar cultural and national clusters. Tutors can unswervingly discourse unspoken or long-standing discernment that expressions up in language (e.g., "the lady doctor" vs. "the doctor") or in defiance toward language. The scope to which the trainer is in authority for fluctuating boldness about other those is a challenging answer, but an open going-over of language arrogances can deliver chances to deliberate wider communal subjects.

The training of vernaculars bids a attractive line to subsidy about language. Perfectly, by culture about how dialectal fluctuates organically and communally, students will come to comprehend at smallest two rudimentary evidences about linguistic: 1) that linguistic vicissitudes over time, and 2) that language use is related to communal individuality. Language difference, or vernacular variety, reproduces the detail that tongues alter over time and that persons who live in the similar physical part or uphold the same communal individuality part language standards; in other disagreements, they say the similar vernacular. Though vernaculars vary physically and informally, no vernacular is better architecturally than extra. While countless folk have faith in there to be only one particular arrangement of a dialectal, what is average truly contrasts from vernacular to parlance. For illustration, the typical Southern pronunciation of the word pin does not be different from the diction of the word pen. But as other vernaculars brand a difference between the vowels i and e previous the nasal sound /n/, speakers of those vernaculars may measure the Southern pronunciation as improper in its place of only dissimilar. Arbitrating someone's articulation (or grammar or word excellent) as incorrect may principal to unjustified rulings about such a vernacular taste is extensively stood in the United States. If people had a better sympathetic of how linguistic everything, they would perhaps be less tending to make adverse findings about reciters of unlike languages. Facts about how language the whole kit and caboodle is ultimate to kind human e-mail in the different way that familiarity of ecology leads to a better accepting of how the humanoid form everything their intellect or aptitude.

This summary discourse selected of the hitches instructors may meeting in training about languages and affords more than a few activities for ration students acquire more about language and apprehend that etymological difference is a ordinary singularity.

The best approach for teaching about dialects is to invite **students into a dialogue that engages them in examining some basic assumptions**. This is not an informal procedure, but greatest spectators prove a tallequal of notice in

verbal materials. **Instructors might jerk with a sequences of true-or-false questions, such as the following:**

True or False

1. Language is one of our most significant national creations.
2. Language alteration is a procedure of decay.
3. Grammar books used in schools concealment most of the instructions and progressions of English.
4. Eskimos have many words for snow, and they "see" snow differently than others do.
5. Writing and speech is basically the same thing.
6. Appalachian English is Elizabethan English.
7. Children entail complete education to cram language.

After the scholars have accomplished the workout, the responses can be conversed. (They are all false.) This kind of argument carries the teacher and the students into an alertness of how confident language-related relationships, such as rulebooks and phonological, may be used in changed senses. The group can decide unruffled what positions they must to delineate and how to localize and apprehends systematically founded meanings.

Another useful strategy for teaching about dialects includes lively learning: observing for designs of language difference. The teacher should guide the scholars in investigative language examples to discover language clarifications for the designs they note. A second set of language samples can be used for difficult the students' suggestions. In this method, the students are succeeding the logical method: thought (i.e., looking for patterns), hypothesis change, and proposition testing.

A good way to begin is to examine nonpilloried data first. In other words, look at a case in which variation is considered perfectly acceptable and correct, such as the three vocalized forms of the past tense (i.e., "walk/t/," "flag/d/," "bat/Id/"), as in the previous exercise.

Linguistic fact: Sounds are either voiced or voiceless. The /t/ in time is voiceless, and the /d/ in dime is voiced. Voicing is the only difference between these two sounds. This information will help students understand the exercise described below.

The following words are all regular verbs, but the past tense marker <-ed> that is attached to them comes in three different phonetic forms: /t/, /d/, and /Id/.

- | | |
|------------|------------|
| 1. Hop | 7. Bat |
| 2. Knit | 8. Explain |
| 3. Kick | 9. Need |
| 4. Score | 10. Side |
| 5. Stretch | 11. Flex |
| 6. Bag | 12. Burn |

Say each of these verbs aloud in the past tense. Notice the sound of the past tense marker for each of them. Sort the verbs into the following three columns according to which past tense marker attaches to them.

/t/ /d/ /Id/

_____	_____	_____
_____	_____	_____
_____	_____	_____

This exercise helps students understand that language variation is quite normal something that each English speaker participates in. They see that there is more than one way to pronounce, and the choice follows a pattern: If the root word ends in /t/ or /d/, the ending is pronounced /Id/. If the root word ends in a voiced sound other than /d/, the ending is pronounced /d/; if the root ends in a voiceless sound other than /t/, the ending is pronounced /t/.

The next step is to introduce stigmatized data, that is, a linguistic pattern that is sometimes assessed negatively: perhaps a-prefixing from Appalachian English (e.g., "She went a-hunting"), habitual be from African American Vernacular English (e.g., "Tuesdays, we be bowling"), or the Southern

vowel merger (e.g., pronouncing pin and pen the same). It may be best to choose patterns that students are already familiar with. On the other hand, if teachers want to avoid evoking the students' language prejudices (associated with language patterns that students would deem incorrect or non-standard), they may prefer to use examples of language patterns that are not familiar to the students⁵³.

Another means of teaching the idea that language variation is natural is to discuss its role in language change. Lexical variation can offer a good approach. For example, the teacher can ask the students to do a grammatical cloze exercise: "Today I work; yesterday I _____." They will respond, "worked." At this point, the teacher can ask them if there is any stigma attached to the word worked. Then the teacher can inform the class that the original form was wrought (as in wrought-iron) and explain that many of the Old English verbs that formed the past tense by changing a vowel have slipped into the Modern English verb category. In such cases, the results of language change are not stigmatized. Verbs in transition can be discussed (e.g., hang, hanged, hung). The final category to consider includes verbs that are currently undergoing such change and have stigmatized forms (e.g., knowknoved).

The general pedagogical approach is to guide the students from considering unstigmatized variation in English to considering stigmatized variation. The goal is to have them understand that stigmatization is a social judgment, not a linguistic matter. Language variation is neither bad nor good. But because discussion of correct English is sure to arise, it is best to address that topic directly. The following definitions are useful.

In commenting that a segment of talk or writing is good or correct, non-linguists may have in mind the kinds of criteria for what we would call Prescriptively Correct English. Prescriptions for how people should use English can be found in grammar books, books on writing style and usage, and in schools and other institutions. **The following assumptions are associated with Prescriptively Correct English:**

⁵³Christian, D "Vernacular dialects in U.S. schools" 1997-.p79

* Some forms of the language always work better (linguistically) than other forms of the language. For example, "She is not home today" always works better than "She ain't home today."

* English should be protected from corrupting influences that would cause decay in its form. English has already been corrupted by slovenly use and should be reformed to the standards of yesteryear.

But linguists and others are also concerned with using language in ways that are appropriate for the situation. We can call this Rhetorically Correct English, and it is associated with the following assumptions:

* Some forms of the language work better than others in sure contexts. For example, there are some settings in which "She ain't home today" will work better than "She is not home today."

* No institutionalized authority exists to govern the production of English. Appropriate language production is governed by the speaker's intention, the audience, and the context.

Because change is a fundamental feature of human language, the Rhetorically Correct English of any particular context will most likely be different from, but neither inferior nor superior to, the Rhetorically Correct English of yesteryear.

Debating dissimilar views of precise English assistances students gain a more technical sympathetic of language. The goal is for students to see that language difference is essential to human language.

The Dialect Game

Linguists usage the term *dialect* to denote patterns in the way people use language. These arrangements contain pronunciation (or "accent"), vocabulary and grammatical constructions that imitate the user's national and local background. Vernacular is not incomplete to spoken language; users of American Sign Language employment differences that reproduce their local and social experiences as well. The lingering firestorm over Ebonics in the Oakland, Calif., schools a few years ago submits that there is a lot at stake when it comes to dialect differences, in

education and away. Pay consideration to the labels used to pronounce "accents" or languages in the mass media, in the classroom, and in social meetings everywhere - - *funny, thick, bad, foreign, hick, weird, corrupt*. A second's reflection exposes the level of decision and preconception about vernaculars and, by delay, their speakers. **Contemplate the following recorded examples:**

- "They hear this Brooklyn accent; they think you grew up in the slum, hanging out on the corner."
- "Wisconsin people, they're really bad, they sound like they're Norwegian."
- "It's ignorant, it sounds ignorant, they gonna hear this and say, 'Look at them two beautiful girls; if they'd keep their mouth shut they'd be great.'"

-- *from the video American Tongues*

- "What makes me feel that Blacks tend to be ignorant is that they fail to see that the word is spelled A-S-K, not A-X."

-- *from "The Oprah Winfrey Show"*

The general norm looks to be that brashness about dialectal modifications don't even have to be hidden. Well-intentioned general public who would be shy to make overt testimonials about race, sexual characteristics or class openly mock and disparage linguistic alterations. In *English with an Accent*, author Rosina Lippi-Green says that language insight is "so commonly accepted, so widely perceived as apposite, that it must be seen as the last back door to discrimination. And the door standpoints catholic open."

Book learning about languages is barely at chances with the gaining of normal English syntax. In fact, part of the education process involves mastering fitting panaches of language for dissimilar times, including those situations where standard English is obligatory. At the same time, growing evidence supports the deduction that respect for and information of a student's public dialect aids somewhat than delays the gaining of Standard English.

Other dialect awareness activities emphasis on exact constructions in a range of local and ethnic vernaculars to demonstrate these unvarying patterns -- such as the practice in Appalachia of the *uh* sound (usually transcribed as a-) before

words ending in *ing* (*She's a-fishing today*), the use of *be* in urban African American English to designate expected deeds (*She be fishing all the time*), or the nonappearance of the plural *-s* inflection (as in *four mile*) in rural Southern dialects.

To learn how normal and unavoidable vernacular alterations are and how they vary over space and time, dialectologists can assemble examples of individual dialog in their own milieu. For case, almost all communities have some local and regional names for over-the-counter foods (*sub, hoagie, and hero*) and drinks (*soda, pop, and cola*). From such a starting point, the analysis can take on wider dimensions as students interview parents, antecedents, helpers and others about local difference of judgment and work together in writing down, organizing and examining the definitions.

Students instigate to grip the internal mechanisms of vernaculars most efficiently when they get accidental to detect and examine their own speech design together with those of others. Urban African American children revel in the modeling of Appalachian forms while education about the habit of *be* in their own language. At the same time, students in isolated Southeastern coastal populations learn new veneration for the usage of *be* in urban African American English while education about their own use of *weren't* for *wasn't*, as in *I weren't there* or *She weren't ready*.⁵⁴

The chance to liken and difference vernacular proposals students much more than an example in syntax. As an 8th grader from the unique Ocracoke dialect area of North Carolina's Outer Banks put it, "I never comprehended that our dialect rules were so composite. It kinds me proud that I scholarly about my dialect."

For her teacher, Gail Hamilton, dialect scholarships have undone a new window on old rulebooks. "I didn't apprehend there was a pattern," she says. "As an English teacher, when they would talk I would cringe at what I rash 'bad grammar.' Presentation me that there is an exact pattern, a technique of speech, is something that now I'm pleased they know."

⁵⁴Demo, D. "Dialects in education" (ERIC/CLL Resource Guide Online). 2000

In some Southern dialects of English, words like pin and pen are pronounced the same. Usually, both words are marked as pin. This pattern of articulation, where the small and vowels are marked the same, is also found in other words. Investigating dissimilar pronunciations from this dialect proves how linguists reveal linguistic patterns. List A has words where the I and we are definite the same in these dialects. List B contains words where the I and we are obvious in a different way. Listen to a lecturer of this parlance voice the words in

List A and List B.

List A: I and E Pronounced

The Same
 Tin and ten
 Kin and Ken
 Lin and Len
 Windy and Wendy

List B: I and E Pronounced

Differently
 Lit and let
 Pick and peck
 Pig and peg
 Rip and rep
 Litter and letter
 Sinned and send

In some dialects of English, like the Eastern New England dialect, the “r”-sound of words like car or park can be dropped so that these words sound like “cah” and “pahk.” This feature is perhaps most strongly associated with the city of Boston, which leads to stereotyping phrases such as, “Pahk the cah.” However, not all r-sounds can be dropped. As you will discover, some words can drop the r-sound and other words may not drop it. By comparing lists of words where the r may be dropped with lists of words where it may not be dropped, you can figure out a pattern for r-dropping. Listen to a speaker from Boston reading the words in List A and List B. Listen closely so that you can hear the difference between the words pronounced with the r and without “t” her

List A: Words that can drop “r”

car	card
father	bigger

cardboard

court

beer

ListB gives words where the “r” sound may NOT be dropped. In other words, speakers who drop their r’s

In ListA would pronounce the “r” in the words in ListB.

ListB: Words that cannot drop “r”

run

bring

principal

string

okra

approach

April

Conclusion

Generally speaking, language difference, or dialect variety, imitates the fact that languages vary over time and that individuals who live in the same earthly area or maintain the matching social distinctiveness share dialectal norms; in other words, they declare the same tongue. While parables contrast purely and socially, no talk is superior physically than a new. While many general public be certain of there to be only one precise form of a linguistic, what is normal really differs from dialect to dialect. For instance, the normal Southern pronunciation of the word pin does not fluctuate from the elocution of the word pen. But since other vernaculars make a dissimilarity flanked by the vowels i and e former the nasal sound /n/, orators of those idioms may measure the Southern enunciation as unbecoming as an alternative of solely poles apart. Judging superstardiction (or grammar or word choice) as improper may principal to unjustified judgments about their intellect or aptitude.

Such vernacular taste is widely stood in the United States. If people had a better sympathetic of how linguistic works, they would perhaps be less motivated to make negative rulings about utterers of dissimilar vernaculars. Knowledge about how linguistic everything is important to sympathetic humanoid message in the identical way that gen of biology tips to a better empathetic of how the human body the lot. This digest addresses some of the hitches teachers may come across in schooling about languages and affords more than a few goings-on for helping undergraduates hit the books more about phonological and apprehend that language change is a normal portent.

In education about vernaculars (i.e., language variation), educators may meet sure tests, counting prevalent confusions about how language everything and bigotry toward disempowered groups. Teaching about language variation may mean inquisitorial some widely held interpretations about language. While popular views are not at all times wrong, they may want to be re-examined. For example, blood-letting was commonly alleged as an apposite solution for firm viruses when the bulk was said to have four crucial joking that well-ordered shape; from the time

when then, loans in medicinal information have led people to alteration their opinion of blood-letting. In the similar way, many people trust that there is a solitary set of values for English, but linguistic science shows that Standard English in one part of the republic is rather dissimilar from Standard English in other parts of the republic and from Standard English in other English-speaking countries. Debate about what is "correct" can develop a moral battleground in which persons argue the virtues of language use and language tuition according to complete morals of right and wrong.

Instructors can direct this probable hazard by growing their own acquaintance about sociolinguistic examination on dialects of English. (See Demo, 2000, for a reading list.) They will arise to realize and can relief their students comprehend that the change between the Standard English vernacular spoken in Boston and the Standard English vernacular spoken in Atlanta can be clarified by changes in local norms for language use. The change between Standard English in Baltimore and vernacular English dialects in Baltimore (e.g., African American Vernacular English and urban Appalachian English) is clarified by dissimilar communal standards.

In solences about numerous vernaculars may also be prejudiced by a current prejudice toward diverse ethnic and cultural groups. Teachers can right lecture contained or long standing insight that illustrations up in philological (e.g., "the lady doctor" vs. "the doctor") or in defiance toward etymological. The extent to which the lecturer is liable for changing assertiveness about other general public is a hard question, but an open checked of language impertinences can offer probabilities to converse bigger social topics.

Language every now and then may be trying to be unwritten when a person know the language itself at a broad point and is not awake of them in other themes like dialectal, they may have some worry. This is since, when they study a language, they may time piece video cassettes or films, and at this opinion, the learned language of them may be unusable if they comprehend nothing from the resources or films. That is why knowledge a linguistic with its dialectal changes and

resemblances assistance the learners to use the linguistic for their ordinary survives and augment their gen with the benefit of more dependable ingredients pretty than only endorsed records and others. For illustration, let's receipts an illustration of a motion representation in English which made by American general public and the soul who is only used to wisdom and trial British English form may not apprehend it even if they have been book learning the language for a long period. In this circumstance, for that being it is also obliging if they study about the American form of the linguistic just in circumstance like articulation or some of the syntax rubrics in their knowledge procedures.

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