

DPEV 1103
VARIETIES OF ENGLISH

GROUP MEMBERS:

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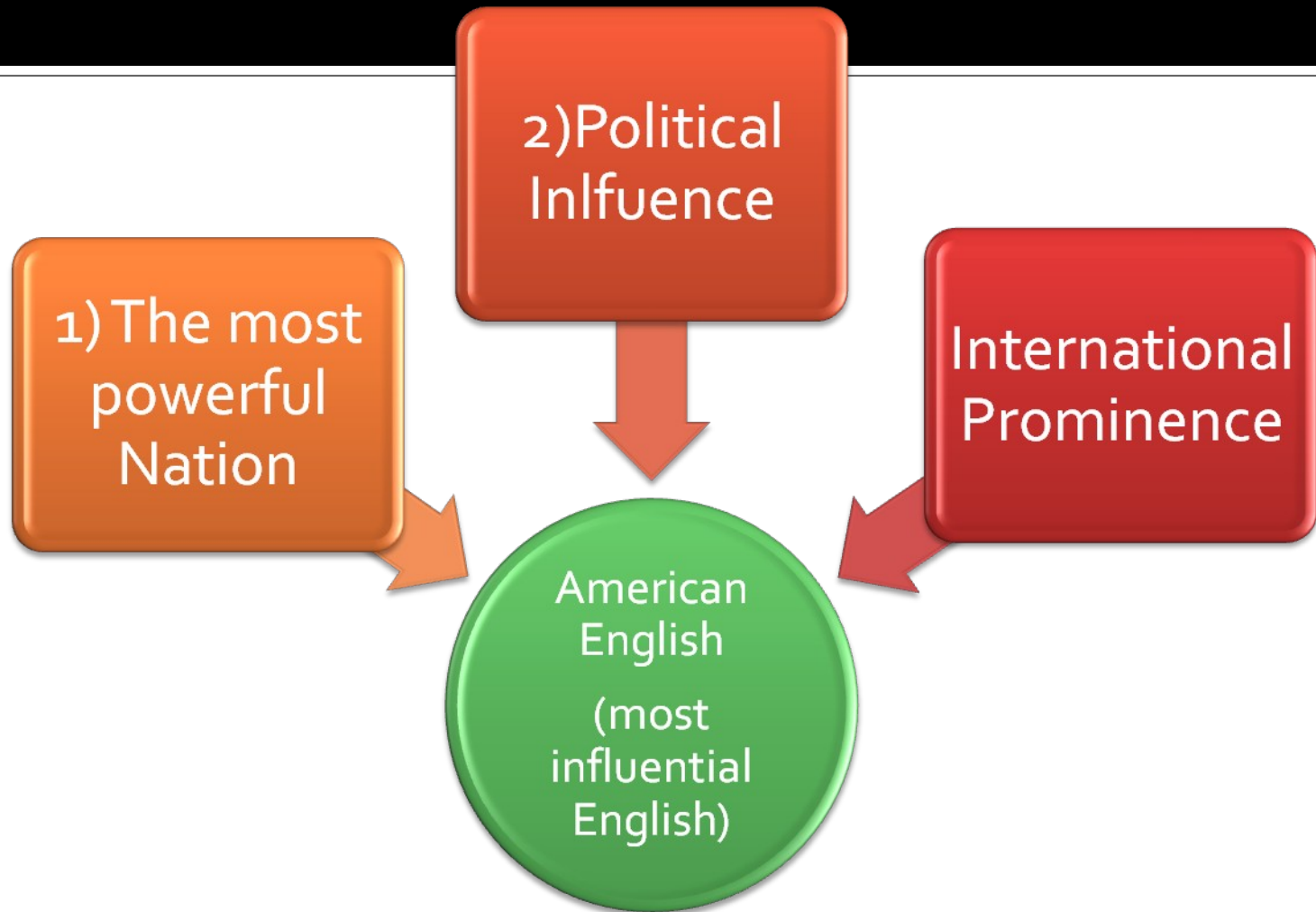
NURUL FARAH AIN BT MOHD FADZIL

NURSYAMILA BT SULAIMAN

FARAH AINAA BT ABDUL LATIF

THE POWERFUL VARIETY

AMERICAN ENGLISH



1497

- 1st official English speaking group.
- Lead by John Cabot

1621
Mayflower

- The best-known English-speaking immigrants
- The English Puritans

1644

- 18 different languages were spoken on Manhattan Island.

Factors made the linguistic even more complex

The migrants from Britain brought with them many different varieties of British English.

The migrants : Britain, Europe, African(slaves)

The indigenous American population spoke several different American English

AIPE

The presence of so many languages gave rise to AIPE

AIPE is an important Lingua Franca in the days of :

Early settlement and the move west across United State

Samuel
Johnson

- **Johnson's Dictionary**
- Described American Dialect as a **tract of corruption**

1769

- A Scot, **John Witherspoon** become the President of Princeton University.
- He said, AE give negative effects on BE. Such as, **errors in grammar, improprieties and vulgarism.**

1930

- **An English Politician** complained, the words and accent of AE were perfectly disgusting and the American film are an evil influence on the BE.

1776

- America achieved independence from Britain
- An American academic, **Noah Webster** compiled the famous '**Webster's Dictionary**'
- He rationalize Eng to make it more systematic.
- He proposed new spellings.
- e.g :**Dropping the unnecessary vowels such as.. 'flavor', 'color'**

Webster attempt to establish independence for AE was not welcomed by all Americans.

One wrote, sarcastically...

“ if the Connection lexicographer considers the retaining of the English language is a badge of slavery, let him not give us a Babylonish dialect in its instead, but adopt, at once, the language of the aborigines”.

1965

- As **Mencken** pointed out, AE has long since become accepted by its speaker.
- The American people have shown an increasing inclination to throw off their old subservience to English precept. (*The American Language*)
- Mencken argued that AE influencing BE.

Philologist- people who studied on languages especially its history and development

- The absurdities of standard English are denounced by every English philologist and the American believes that their AE is ..
 - Clearer
 - More rational
 - More charming

Kahane(1992:213)

4 influences that caused AE to break from BE:



A decline in
Anglophilia

The
standardisation
of informal
speech

The levelling of
social dialects

The integration
of foreign
elements

DIFFERENCES BTWN
STANDARD BRITISH &
AMERICAN DIALECTS

& c/h

Pronunciations

The way of
people speak

Stress Patterns

Grammatical

Vocabulary





Speakers of AE = use the simple past tense (- ed)

Speakers of BE = use the present perfect tense (have/has + past participle)

BRITISH ENGLISH

Have you finished your work?

I've already seen that film.

I've just had lunch.

AMERICAN ENGLISH

Did you finish your work?

I already saw that film.

I just had lunch.

PRONUNCIATION

In American English:

- Patriot, the **a** rhymes with the **a** in gate
- Zenith, the **e** rhymes with the **ee** in seen

In British English:

- Patriot, the **a** rhymes with the **a** in sat
- Zenith, the **e** rhymes with the **e** in bet



VOCABULARY

BRITISH	AMERICAN
lorries	trucks
coach	Bus
Overtake/pull out	pass
Underground	subway
motorway	Freeway / Highway
Wing mirror	Side mirror
Gear stick	Gear shift
flyover	overpass
Cycle path	Bicycle route





AMERICAN ENGLISH

BRITISH ENGLISH

La/bo/ra/to/ry
(5 syllables)

Labo/ra/to/ry
(4 syllables)

Ex/tra/or/di/na/ry
(6 syllables)

Extraor/di/na/ry
(4 syllables)

STORY

3

June 18, 2010

Disney.com/toystory

AE



BE

- How are you doing?
- Have a nice day

- How are you?
- Goodbye



VARIATION IN AMERICAN ENGLISH

CONTENTS

- **INTRODUCTION**
 - **THEORIES**
- **SPECIFIC FORCES**
- **DIALECT REGION**

INTRODUCTION

- The variation increases further when regional and social varieties are considered.
- The differences between African American Vernacular English (AAVEs) and White American English Vernacular(s) (WAEVs).
- It has been explained by two competing theories.



THEORIES

COLONIAL LAG THEORY

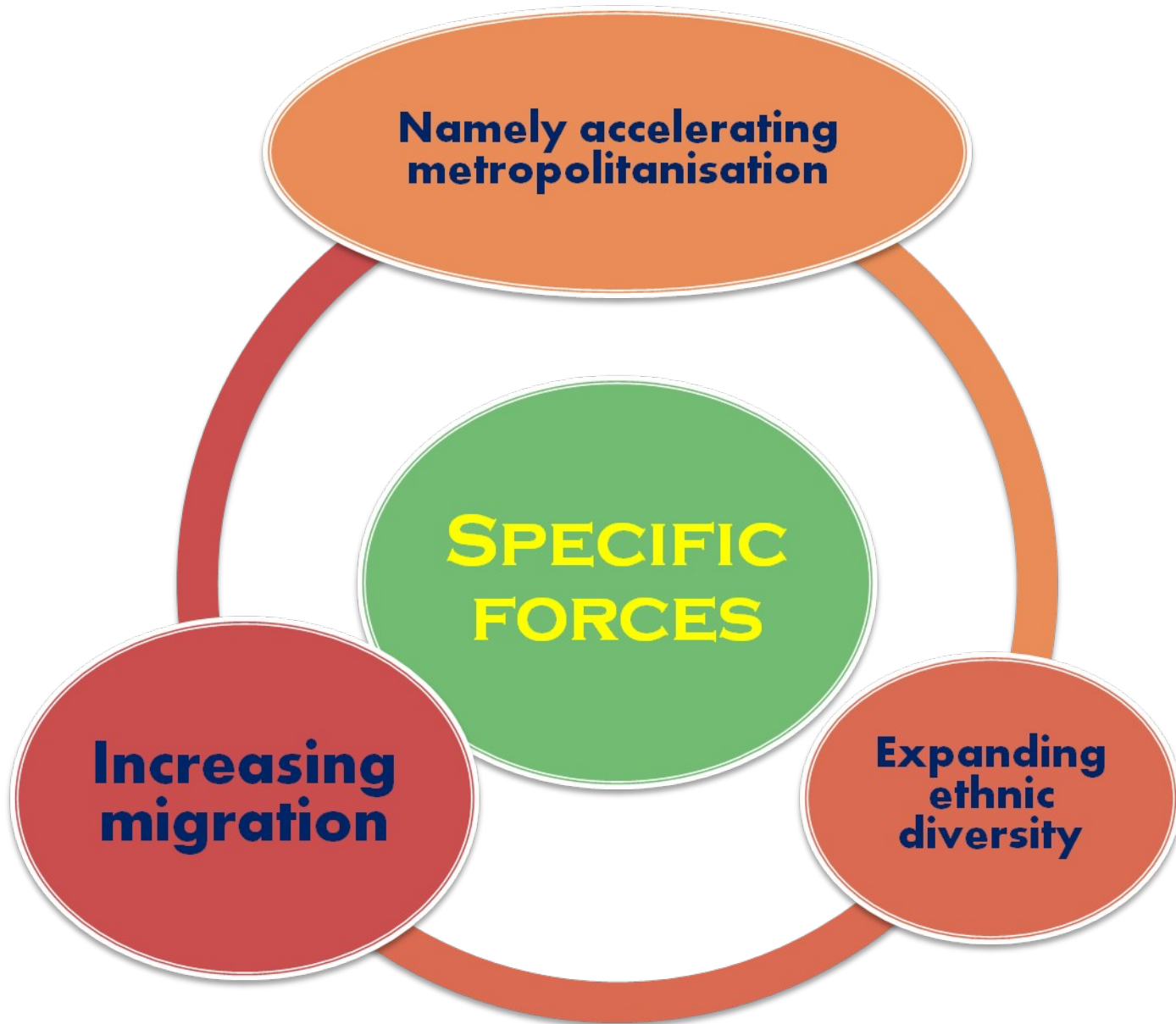
- Argues that WAEVs develop by introducing features from varieties of British English.
- According to Dillard, the initial popularity of lag theory at least among some White Americans .

CONTACT THEORY

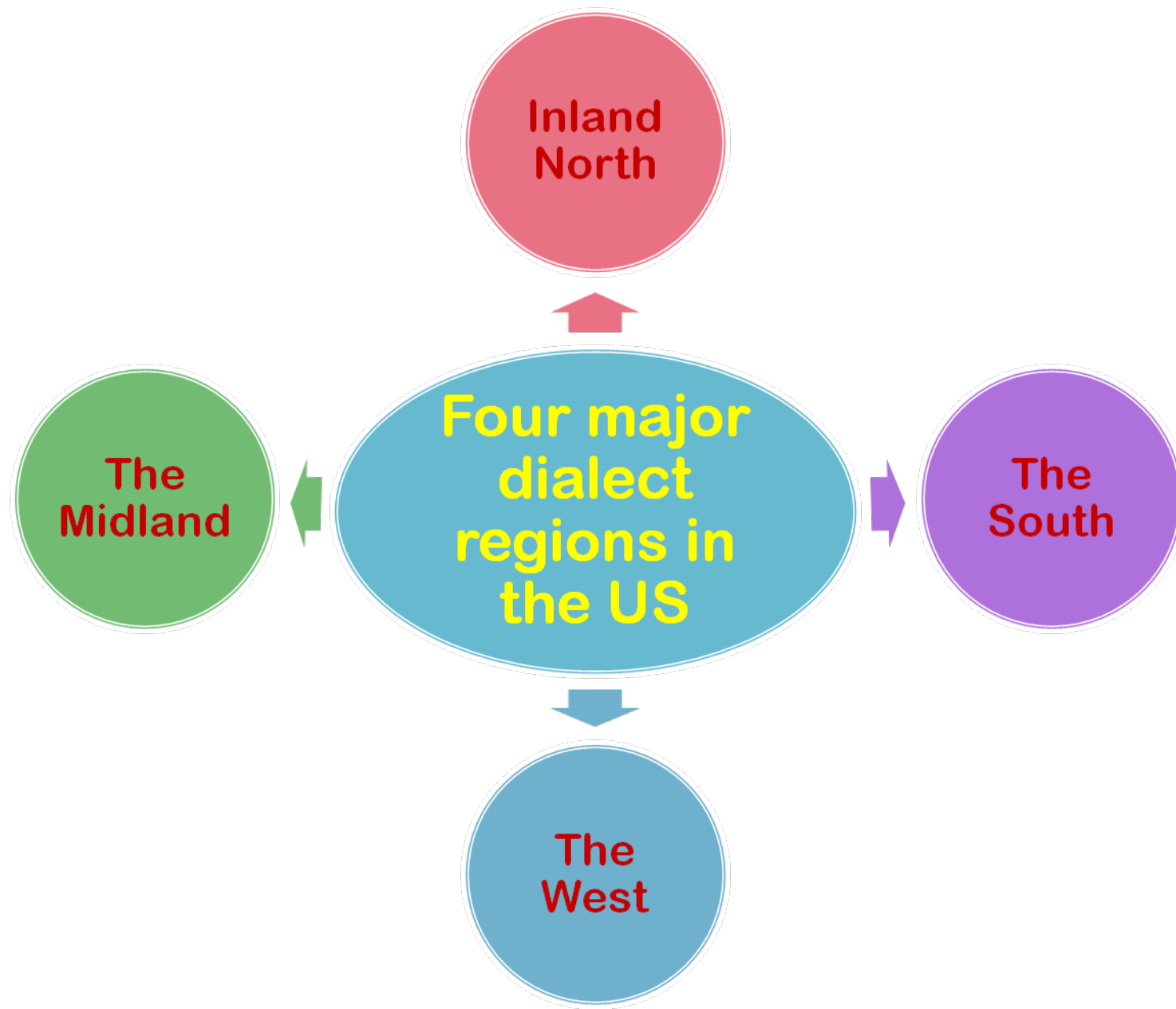
- Argues that AAVEs differ from WAEVs because they developed from the contact of English with other languages, primarily African languages.



- Today the contact theory is more accepted.
- According to Mufwene's 'virtually the same language contact equation and the same selection principles applied in the formation of AAEs and WAEVs'.
- Mufwene pointing out that both varieties have clearly influenced each other and he notes that the similarities between them can be explained by some 200 years of common history and regular interaction between the speaker.



- In some cases the majority of the population are not native to the community.
- The varieties of English spoken in communities are likely undergo significant change.
- In the early years, each settlement developed different varieties.



- A variety of different acronyms and terms are used to describe certain varieties

English. For example:

- Black English Vernacular, African English Vernacular, African American English, African American Vernacular English and Ebonics.
- 'Ebonics' was a term originally created to indicate that Black American English was actually a variety of African languages rather than a variety of English.



**AFRICAN AMERICAN
VERNACULAR ENGLISH
(AAVE)**

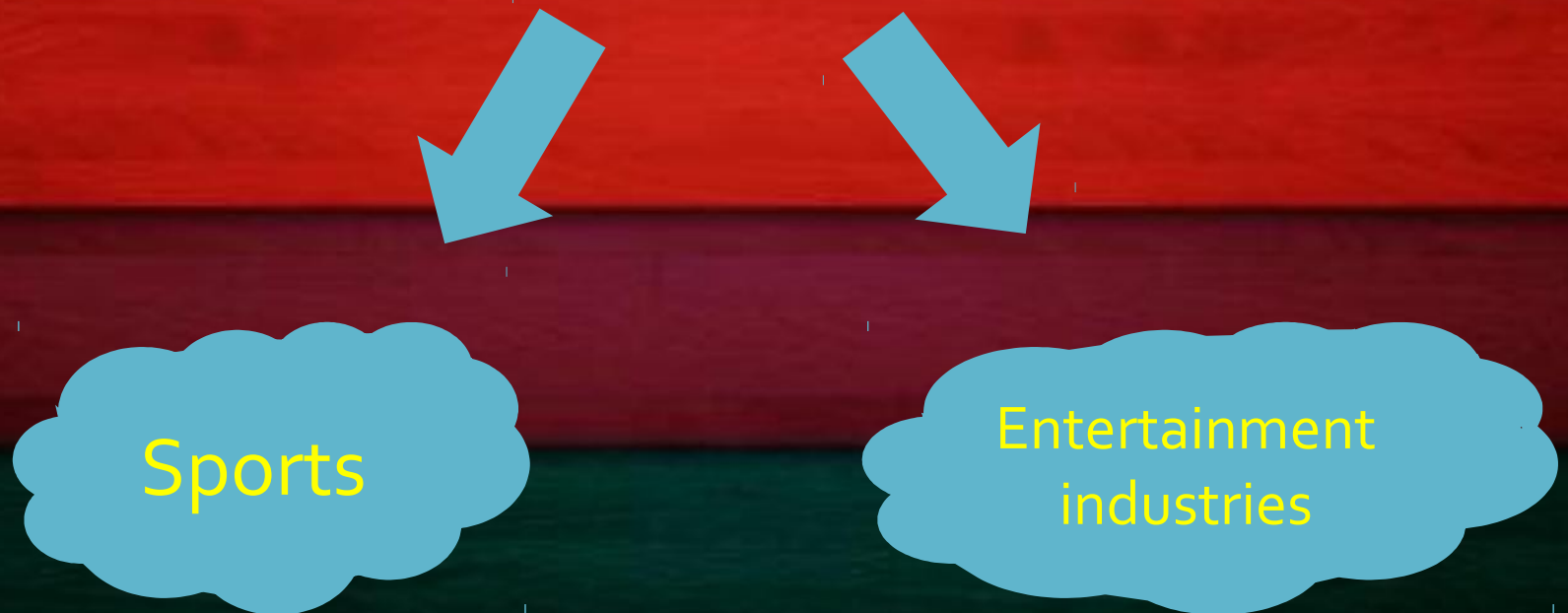
What is AAVE?

AAVE

- **Variety spoken by Black Americans especially those living in cities.**
- **AAVE attracts negative prejudice.**

→ Lippi-Green (1997) argues that :
“A speaker of AAVE is likely to be pigeon-holed as being capable of only certain types of work.”

Successful only in



→ She also mentioned that :

→ “An African-American accent would be more acceptable in a **physical education** teacher for example than it would in a teacher of speech.”

→ It is common among speakers of certain varieties around the world, speakers of the particular variety are among those most prejudiced against it.

→ The question how to legitimise the home varieties or languages of children in the school, been a matter of debate and controversy for centuries.

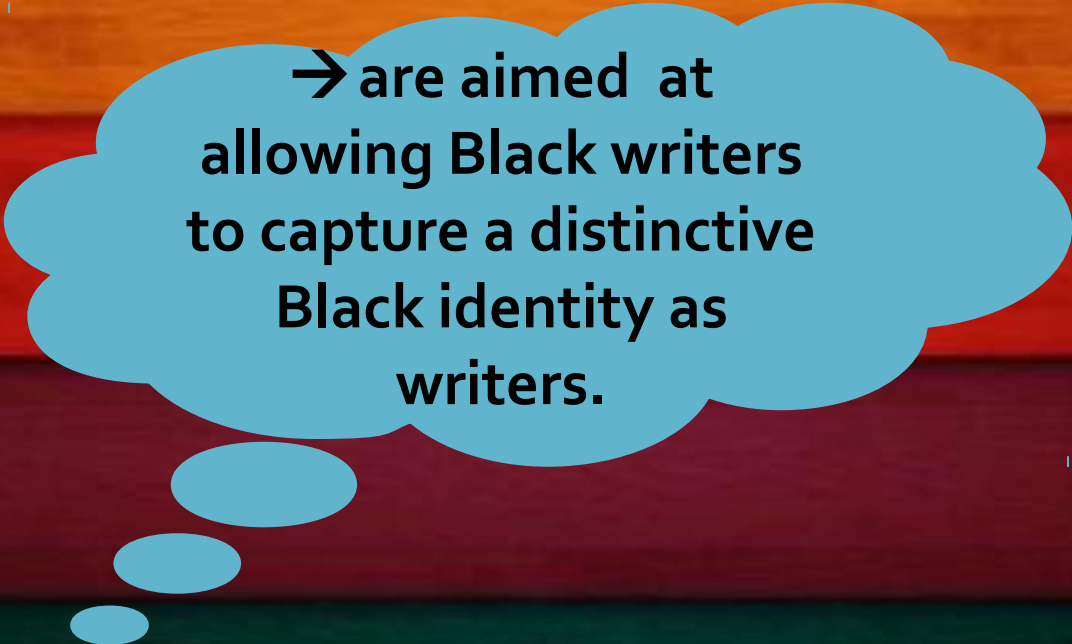
→ Lippi-Green again argued that,

*“Everyone should have the **right to be heard** in their variety and this is as much a right being treated equally on the basis of religion and colour.”*

→ Clearly, questions of identity and power along with cultural and stylistic issues are at least as important as linguistic ones in any discussion of AAVE.

AAVE can be seen as symbolic of black resistance to the cultural mainstream.

GUIDELINES FOR WRITING OF BLACK ENGLISH



→ are aimed at allowing Black writers to capture a distinctive Black identity as writers.

1) Minimal number of words for every idea.

2) Clarity

3) Eliminate the use of the verb 'to be' whenever possible.

4) Use 'be' or 'been' only when you want to describe a chronic, ongoing state of things.

5) Zero copula (eliminate the verb 'to be' whenever it would combine with other verbs)

6) Eliminate 'do'

7) Try to formulate really positive ideas by using emphatic negative structures.

8) Use double or triple negatives for dramatic emphasis.

9) Never use the -ed suffix to indicate the past tense of a verb (if this is used in 'standard' English)

10) Only use the third person singular, present, indicative

11) Observe a minimal inflection of verbs.

12) Never use an apostrophe ('s) construction. (The possessive case scarcely ever appears in Black English.)

13) If the modifiers indicate plurality, then the noun remains in the singular case.

14) Listen for or invent special Black English forms of the past tense. ('losted' etc)

15) Do not hesitate to play with words, even invent them.

16) Stay in the present tense unless you want to underscore the past tense.

17) Never use the suffix -ly form of an adverb.

18) Never use the indefinite article 'an'

19) Invariant syntax : it is possible to formulate an imperative, interrogative, and declarative with the same syntax.

→ AAVE has changed over time just like with all other varieties of English.

→ This example illustrates features of AAVE that are still in use.

“S : What’s her ,what’s her her name t hat cooks t hem? She a real young girl. She bring ‘em in every mornin’. An’ t hey sells ‘em, an’ t hey sells ‘em f or t hat girl t here in t hat st ore.”

=There is no need for the copula ‘is’ in ‘she a real young girl’ and note the deletion of the /d/ in the consonant cluster ‘and’ .

- In AAVE, '-s' inflection occurred in instances of present tense 1st singular and with the present 3rd plural.
- Jordan's 4th 'rule' says that 'be' should only be used to describe a chronic, ongoing state of things.
- For example:
 - 'If you don't do nothing but farm work , your social security don't be nothing.'
 - 'If you only do farm work, then social security isn't usually very much.'

- In General American, 'be' often occurs with the 1st person singular pronoun and the neutral 3rd person singular.
- It's use is compulsory in the past tense 'was' but 'was' is used for both singular and plural subjects. For example:
'Well, that's the way it best' (Well, that's the way it usually is).

- AAVE also creates a distinctive vocabulary by according different meanings to words commonly found in GA. For example:
 - the verb 'mash' to mean 'press' as in 'mash the accelerator' to mean press the accelerator as hard as possible.
 - AAVE has a wide range of distinctive phonological features. Includes the non-use of consonant clusters especially final position. For example:
 - 'wes' for 'west', 'de' for 'the'.

Namely
borrowing from
others
languages.

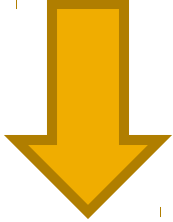
Three sources of vocabulary

Comes from
slang and
creativity.

Extending or
limiting meanings
of known words
and creativity.

SOUTHERN AMERICAN ENGLISH (SAE)

- **Southern English**



**is a laboratory on the workings of
language.**

(Thomas, 2003:166)

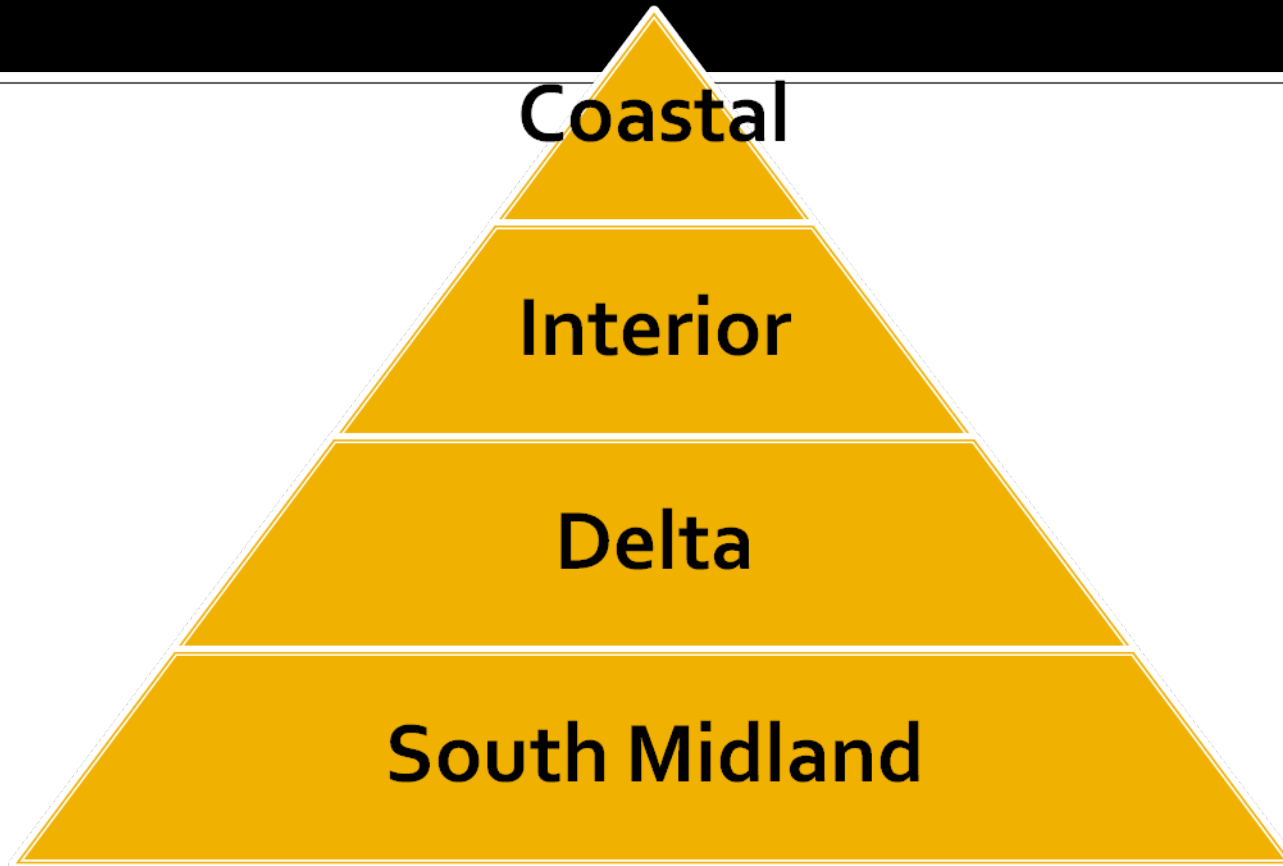
- **SAE cannot be considered as single variety**

- **WHY??** Because it comprises to some of the states. For example :



There are 4 major hierarchical levels of SAE

:



(Algeo 2003)

- SAE has developed due to 3 major influences:



A) English-Core

B) Scots-Irish

C) African
Languages

Algeo (2003:9-12)

PHONOLOGY

- a.k.a 'Southern Drawl'.

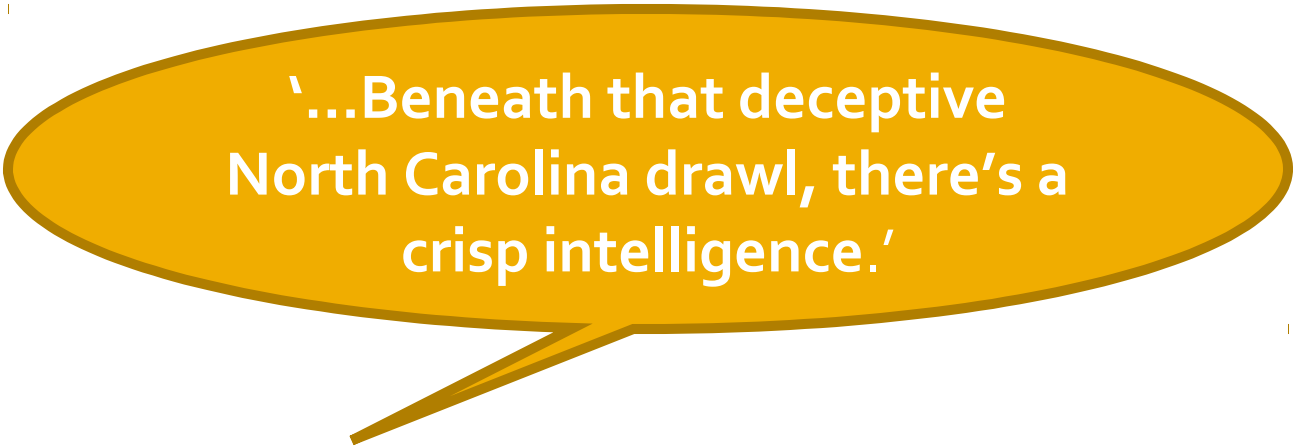
- 2 features :

- a) *Prolongation of certain vowel sounds and the breaking of vowels and diphthongs into triphthongs*

■ Example :

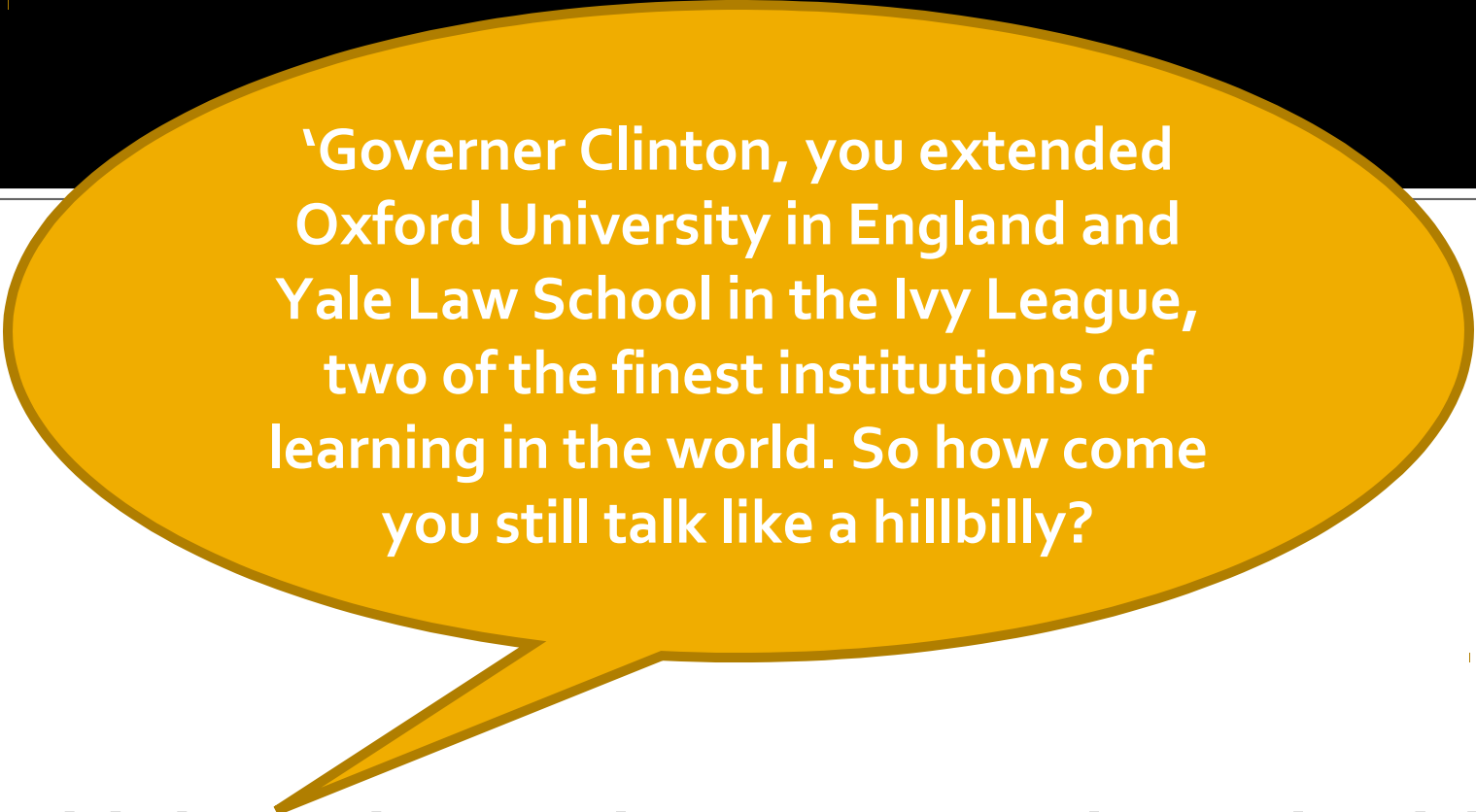
	UK	US
there	/ðeə r/	/ðer/
bad	/bæd/	/bæd/
pass	/pɑ:s/	/pæs/
bath	/bɑ:θ/	/bæθ/
after	/ɑ:f.tə r/	/æf.tə/

***b) Merging of the vowel sounds /I/ and /e/.
For example
(Bailey,1997:255)***



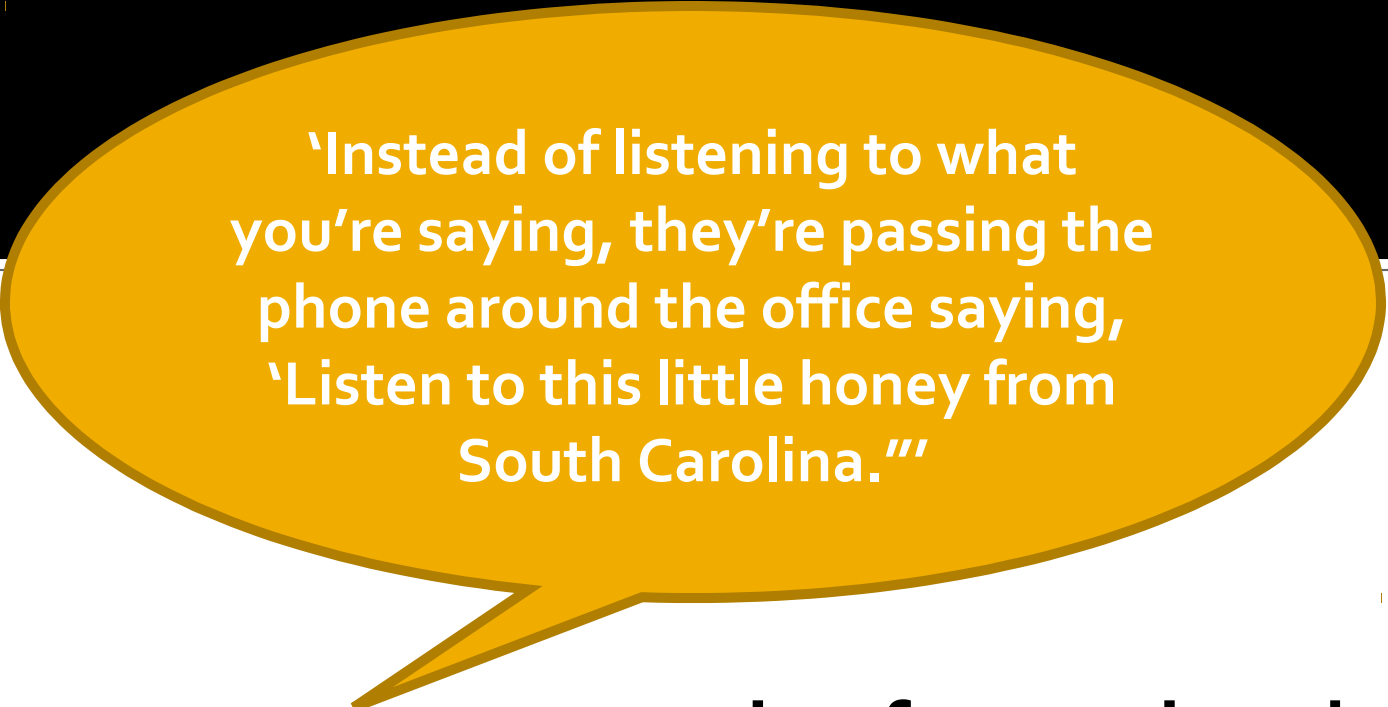
**'...Beneath that deceptive
North Carolina drawl, there's a
crisp intelligence.'**

**Someone who spoke with a southern
drawl might be intelligent.**



'Governor Clinton, you extended
Oxford University in England and
Yale Law School in the Ivy League,
two of the finest institutions of
learning in the world. So how come
you still talk like a hillbilly?

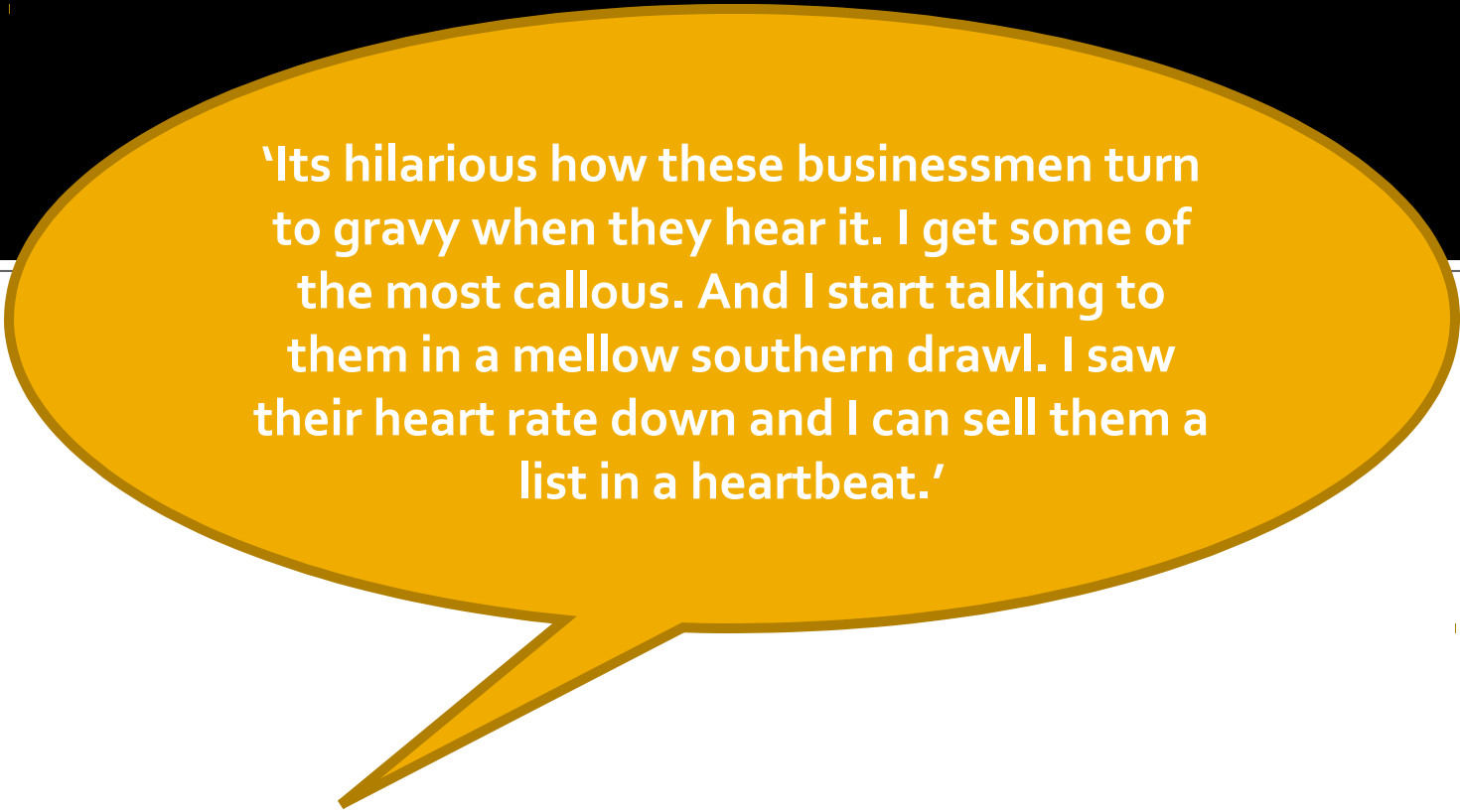
**a highly educated person could speak with
a southern drawl.**



'Instead of listening to what you're saying, they're passing the phone around the office saying, 'Listen to this little honey from South Carolina.'"

a woman expressing frustration that her accent means that listeners do not take her seriously.

if the speaker is a woman, is also evident in the next quote.



'Its hilarious how these businessmen turn to gravy when they hear it. I get some of the most callous. And I start talking to them in a mellow southern drawl. I saw their heart rate down and I can sell them a list in a heartbeat.'

the speaker is a woman who sells mailing list over the phone. She is describing the effect of her southern drawl has on men.

So, all these attitudes towards the southern drawl and 'style' are not always (-).

■ And so southerners have to :

elaborate
civility

Be more
eloquent

Less direct
than their
northern
compatriots

3 vital features of southern grammar

❖ **you-all**  **yall**

❖ **fixin' to**

❖ **multiple modals**

Bernstein argues that it's popularity stems partly from a need in English to find a plural pronoun for 'you'.

She reports that :

■ 'you guys'

As plural pronoun

Can refer to men and women
as well.

■ 'might could'

Means : 'Maybe I could'

To express uncertainty and
politeness.

■ 'fixin' to'

Means : 'about to'

The action has to be coming
a.s.a.p (imminent)

CONCLUSION

- ▮ **The increasing metropolitanisation of America is causing significant and rapid change to varieties of American English.**
- ▮ **Extremely complex situation. WHY??**
Because:
 - **the increasing of migration and immigration to the cities.**
- ▮ **So, it means that the notion of a variety of General American become more idealisation than reality.**

■ **Kretzschmar said that :**

American national standard is a variety with minimum of features connected with any one regional or social group.



And this will compete with English RP in the international marketplace.

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