

English: A Language with Their Different Accents

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Abstract:

Nowadays, English has become a second language (L2) called English as a second language (ESL), for most of the countries due to which it is essential for all the citizens. In the school, students learn this language but many problems are seen in learning this language. Accent is one of the problem that means the correct pronunciation of the words. Due to the childhood region, people have their original accent which they learn from the childhood. By their accent, the identity of the person can be determined. In English language, there are three circle, inner circle, outer circle and expending circle. Inner circle is the group or countries in which English is a native language such as Britain and America. This paper represents the accent and its role in the learning process. This paper also discussed about how English is a global language and Development of English. Some people are confused in accent and dialect and they use them alternatively. In this paper, difference between them is also mentioned.

Keywords: Accent, Dialect, Inner Circle, ESL

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Introduction

The accent is defined as the pronunciation that opposed the grammatical and lexical composition of sound. That means with an accent, every utterance is pronounced. This accent is judged with posh, standard, foreign etc. Thus, the choice of regional form is done or not, the regional accent may be determined. In the defined manner, accent should be perceived and identified during the different pronunciation spoken by one's.

The major cause of miscommunication is Accent rather than the others issues such as lack of knowledge and informal expressions which also identifies as one of the concern. The greater problems can be generated by the unintelligible sounds than the speech with lexical or grammatical errors because of weaken communicative competence of second language (L2) speakers. Therefore, researchers conclude that problems related to accent are the most silent issues of spoken English language (**Park et al., 2017**).

The learner's ability for successful communication requires the large part of acquisition of second language. More successful and less successful acquires have a key difference that is related to their ability to use listening as an acquisition.

The substantial component of mastering a second language is the attaining of standard pronunciation. Second language is denoted as L2. The conversation flow can be disturbed by the lack of competency in pronunciation due to forcing the speaker to use more mental resources in the speech process by which fluency is reduced. This is also seen that the credibility of second language (L2) learners is affected by the foreign accented speech in the native listener's perception. L2 listeners is also affected. Besides that the non-native speakers are more discriminated with the strong foreign accent, for example in job interviews and service evaluations. In this situation, there should raise the listener's tolerance in the direction of foreign- accented speech and also the pronunciation of speaker should be improved by the instruction given to L2 learners.

Especially for English, the guidance of competent pronunciation is necessary because English is an international communication language. The pronunciation instruction is cheered in many areas but still it is neglected in English classes. For practicing the pronunciation, sufficient emphasis should be put by Secondary school teachers that

plays an important role in successful communication for attaining the grammar and vocabulary.

Varieties of pronunciation both native and non-native are available in the English language. For the successful communication with the people of different varieties, multiple accents should be exposed by learners. Hence, it is necessary to provide the pronunciation instruction in a single classroom. With the student, teachers would be able to use multiple accents during the maintenance of proficient pronunciation. Thus, fundamental decision must make by which an appropriate model of pronunciation could be made for the students (**Jaksic and Sturm, 2017**)

There are three different angles form which effect of accent strength can be measured. These three different angles are: Comparison of accent strength that may be strong, and weak with native, the listener group native and non-native and last one is dependent variables like understanding and attitudes. Understanding and attitude are seen between native and non-native. The accent and native are correlated to each other. Three relation are formed as: strong accent compared to weak accent, strong accent compared to native accent and weak accent compared to native accent (<https://openaccess.leidenuniv.nl>)

Dialect and Accent

Standard English is an ideal variety of English. This standard variety is used in the mass media, education, printed books and news, and this is taught as a second or foreign language. Many kinds of standard variation of language that are depend on where it is spoken i.e., Standard American English (SAmE) and Standard British English (SBrE). Accent is referred to the speaker pronunciation from which the place of speaker regionally and socially can be identified. According to the definition, each person has their accent that marks their belonging regionally or socially. While speaking with Dialect that is related to the features of grammar and vocabulary. One dialect can be spoken with the varieties of accents. Standard English is linked with the Received Pronunciation (RP) accent (**McGee, 2009**).

Accent and Identity

One factor of English varieties is accent under the World Englishes paradigm. Accents are not only used to define people but these are also useful to

show their relationship with a specific speech community. Hence, Accent is used as a token of Social identity. It is considered as a one's regional origin and identity of nation or ethnic irrespective of the language as they speak.

Two main attitudes on the accent are outlined by the SLA (Second Language Acquisition) research field. By dividing the accent and non-accented varieties of a language, first perspective drives. The variation between people on the basis of accent and without accent can be cleared by the society that support the social power differences which is raised by the existence of accents. Hence, this situation is known as socially bound perspective on accent. While second point give an idea 'all language users have their own accents'. This second perspective is related to the nation of World Englishes that separate the native accented speaker from non-native accented speaker. According to SLA, second perspective is more effective compare to social power. According to Achirri (2017), Accent can show the speaker's linguistic background (Achirri, 2017).

Changes in Accent

This is another issue in the accent as how accent-change occurs. A speaker always has the accent of their own part of country in which he born and learn the local language. A person from one region of British moves to the different parts of British Isles, but he has acquired the accent of his region. It is common to notice that some speaker left their childhood region and moves toward another region where they acquire another accent by reverting their own accent during new accent is being spoken around them.

Another way in which accent can be change. Speakers who have changed their accent can revert to their accent in some situation. In knowing the changes in Accent, informal observation is better option. The alteration in the sound of speaker's voice can be a sign of change in accent. Two alteration; frequency content and timing of speech are most important factors. Frequency and intensity change at the time of speaker on telephone. This is the reason of appearing an accent as a sound stronger.

Linguistic levels in Accent

At different linguistic levels, the way of accent differs. First linguistic level is prosodic and segmental differences, lexical and phrasal stressing or accentuation patterns and intonation, and

realization of consonants and vowels. In second linguistic level, phonological versus phonetic differences, differences in the sound systems such as missing or additional sound oppositions and the latter involving the way the properties. While third linguistic level contains the differences of lexical incidence in which same or similar framework of opposition exists but the equivalent sounds occur differ in lexical items.

English as a Global Language

A global language is a language which has gained a special status in every country. When the language has started to become a general norm for communication in the field of different media and political situations then this special status is achieved. By using the different inter media, the interesting information can be found about the syllabus of English. For developing their language linguistically and cognitively, students have the possibilities. One another way to decide the language as a global language after the analyzing the language of countries for the communication. It is fact that English has become the second language in many language educations all over the world that also support the idea that English is being a global language (<https://muep.mau.se>)

Three circle of English

Norms and models are the two main issue which are raised in the teaching of pronunciation. These two issues are the controversies that are surrounded the status of English. English is globally spreading results in the different varieties of English that are categorized into three classes: native language, second language, and foreign language.

Native language means the language of those people who speak it as a mother tongue in countries. There are some countries which have English as a native language i.e., Canada, Britain, and America. Second language is referred as the type of language which is spoken by those countries that has been colonized mainly by Britain or America. These countries are Singapore, Malaysia or India. Foreign language means the language is which not spoken as the main language for communication. Three familiar terms are used with these varieties of English; inner circle, outer circle and expending circle respectively (Pilus, 2013).

Problems Relating to the Circles

These three circles have the problems such as concept of nativeness, the norms of correctness and the way of spreading of English. These are represented in the literature. The traditional perspective is opposed by the statement that only native speakers in Britain and America can hold the full command of English. In recent time, English is used as a first language by some people in some countries such as Malaysia and India. But the language 'English' is different from native English and in formal contexts, some features are not acceptable. These statements lead to the norms of correctness. Communities should decide to maintain a standard variety by which local cultures or native English as norms is reflected. And third concern not last which is related to the way of spreading English is evaluated and represented in the literature. This means: the inner circle countries as the center or norms and outer circle countries as the peripheral of the circle. These outer circle varieties are considered as deviating from English spoken by inner circle countries (Pilus, 2013).

Development of accent of English

In past, Germanic Tribes Angles and Saxons attacked on the isles, now known as Great Britain. Tribes brought a language with them. Later this language became an international lingua franca (A language adopted as a common language between speakers). History of English is seen in the most of the phonetic handbooks that begin their diachronic approach to English with Middle English. The most important point of the phonetic is the Great Vowel Shift is an event that was being to start to shape the language into its Early Modern form. Modern English was raised by the Great Vowel Shift because of the change in the quality of the vowel sounds. By the use of half-close, half open and open long vowels diphthongs are formed.

Another change in the development of historical English is the emerging of various splits and mergers. The split is referred to as the use of same phoneme into different phonemic realizations. And in the merging phenomenon, two different phonemes accept the same pronunciation. These splits and mergers are the greatest illustration in the English. These illustrations are called as 'Standard Lexical Sets'. According to J. C Wells (1982) this term is a typical member of a word group having the same vowel pattern is selected to characterize all the words belonging to that vowel group. After the Great Shift Vowel, the population of Great Britain was started to settle other continents and also started to spread their

language in its form with the beginning of colonization (Richterová, 2013).

Review of Literature

Jaksic and Sturm (2017) in their paper, they investigate the attitude of students toward the language and accents of English. The finding showed that British accent was more prestigious compare to American accent. An accent evaluation test and an American identification test are also conducted in this paper. They also suggested that with the accent, cultural preferences and other non-accent attitudes should be examined carefully.

According to Pilus (2013) British English accent have better preference in the term of correctness, labeling of accent and model for teaching. The complex sociolinguistic make-up with English speakers of different cultural and first language background are adopted by Malaysia. Malaysia may have to resort for the native accent that is served as a model not as a norm.

Achirri (2017) in her study she discussed about the relation between culture, accent and identity and she concluded that perceptions of cultural identity have a relation with the second language (L2) because she noticed that her native accent is natural. Finally in the end of the paper, she suggested that there is an evident need for further research about the relationship between accent, identity and Second Language Acquisition (SLA).

Park *et al.*, (2017) studied on the communication difficulties which are encountered by the second language learner 'International Students'. In this study one factor is focused that was accent called Accented English and concluded that accent is a significant factor that gives an impact on the students' communication and educational success. So, need of great awareness and support by the side of educators for making the strategies that is much effective.

Zarin (2013) gave a suggestion that the level of listening comprehension of students is depended up on the native speaker exposure. That means the listening of language of native speaker's mouth is difficult to non-native person who had never exposure to native speaker in the real life. Same as with the students when they learn about the native book in native voice. They thought as they are listening alien voice. So, she suggested that the teacher should select that listening texts which are

spoken by non-native speakers. From which student will be able to develop their skill to a certain level.

Erzsébet (2014) studied about the attitudes regarding the different English Accent varieties and concluded that learner may have either positive or negative attitude toward the language varieties. They also studied that an important role is played by the gender variable in the language attitudes toward English accent varieties. Female respondents show the positive effects than the male respondents.

Conclusion

The accent factor of a language play a vital role in the identity of anyone. When anyone born and grow in a particular region, he attains the culture of that region as well as he attain the learning process of that region by which accent of the language of that region

he gain naturally. But when he move from his region to another then try to attain or learn new accent. In spite of this, they revert their own region accent. This paper also concluded that English, consider as a global language have many accent such as American Accent, British Accent and so on. Non-native person are tried to learn their language as second language but they show their original accent in the second language. They are not able to speak same as American native. This second language has become an important all over the world in which student face difficulty in learning due to accent. So, teacher should start to teach this language with their accent that will be understood to all students. Then, Students can develop their skill in the second language.



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