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**The Impact of the American English Variety on RP English in EFL
Classrooms: The Case of English Teachers and Students at
BELHADJ BOUCHAIB University Centre**

*An Extended Essay Submitted in Partial Fulfillment of the Requirement for a
Master's Degree in Advanced Studies in Contemporary Linguistics*

Submitted by :

Ms. Asmaâ Jazia GHITRI

Supervised by :

Dr. Amina KERKEB

Board of Examiners

President: Dr. Rym ALLAL (MC.B) University Centre of Ain- Temouchent

Supervisor: Dr. Amina KERKEB (MC.B) University Centre of Ain- Temouchent

Examiner : Dr. Boualem BENGHALEM (MC.B) University Centre of Ain- Temouchent

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Abstract

Received pronunciation (RP) is the variety frequently used as an academic model for teaching English as a foreign language. Nevertheless, American English is honed by a remarkable expansion of international business, technology (internet), film industry and international education. This significant expansion of American English has highly influenced the non-native speakers (NNS) in their vocabulary choices and in their use of English mainly EFL students who tend to show this preference inside the academic English context (classrooms). This current research work is concerned by the position of American English variety in the academic context, and it attempts to direct EFL teachers towards considering American English as an additional (to RP) academic variety in teaching. To this end, the research study adopts a mixed method approach (quantitative and qualitative) conducted through (65) students' questionnaire and a semi-structured interview which was conducted with (10) teachers in order to identify their view points about American English use in classrooms. Moreover, the research study makes use of an observation grid that enables the researcher gaining more insight into the use of American English variety at BELHADJ BOUCHAIB University Centre EFL classrooms. The results show that the majority (71%) of the students preferred American English mainly in speaking. Whereas, both students and teachers claimed the usefulness of both varieties (RP and American) in teaching and learning some subject matters (Oral and written expressions).