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ABSTRACT

of the dissertation for the degree of Doctor of Philosophy

**REGIONAL AND SOCIAL DIALECTS OF THE
AMERICAN VERSION OF ENGLISH LANGUAGE**

Speciality: 5708.01 – Germanic languages

Field of science: Philology

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GENERAL CHARACTERISTICS OF THE WORK

Relevance and the degree of development of the topic. In modern linguistic literature, there has been a growing worldwide interest in the study of the American version of English and its dialects over the last century. First of all, it is important to discuss the origin of the word “dialect”. The term is of Latin origin. It is derived from the word “dialectus”, which means “style of speech”. The concept of dialect is divided into two parts: 1) social dialects; 2) regional dialects¹. In sociolinguistics, there are factors that separate these two subgroups. The factors that determine regional dialects are geographical boundaries; and those who define social dialects are considered social classes².

The growing scientific interest in Americanism in the nineteenth century led to the research and study of regional dialects of the American version of English in the twentieth century. The study of dialects in the modern stage of linguistics in the United States after the World War II, the criteria for their division and, most essentially, the linguistic features are considered to be topical context in the philology of American linguistics.

Although Americanism, which began to take shape after World War II, formed anti-Americanism in parallel everywhere, its global expansion took place in various areas (politics, economics, culture, etc.) of America. As a result, the culture and politics of the English language, especially American English, have taken root all over the world.

It has become necessary to expand the scope of communication in the American version of English, that is, to study regional and social variations of other international dialects, including the American version of English. Although the British version of English is preferred in the teaching of English in our country, the interest of

¹ Carver, M.C. American Regional Dialects: A Word Geography / M.C.Carver. – Michigan: The University of Michigan Press, – 1989. – p.136

² Francis, W. The Dialects of American English / W.Francis. – New York: Ronald, – 1958. – p.182

students in the American version of English makes us think. For this reason, a comprehensive study of American English has been of particular interest in recent decades. The study of regional and social dialects of American English, which is the main focus of our dissertation, is undoubtedly important for the study of this significant variant of English in terms of revealing the theoretical and practical problems of linguistics. The study of regional and social dialects of the American version of English is important in terms of revealing the theoretical and practical problems of linguistics.

The object and the subject of the research. The object of research is to study the regional and social dialects of the American version of English. The subject of the research is to study the historical, social and regional, as well as linguistic features of the regional and social dialects of the American version of English.

The goals and the objectives of the study. The main purpose of the study is to study and analyze the historical chronicle and linguistic features of the regional and social dialects of the American version of English. To achieve this goal, the following missions have been identified:

- to study English as a global and Lingua-Franca language;
- to study the historical roots of the English language;
- to investigate the origins of the American version of the English language, its history, development chronicle and the reasons for its prestige in the modern world;
- to study the history of regional and social dialects of the American version of English and analyze its linguistic features;
- to study the concept of corpus linguistics and to analyze the benefits and importance of the American National Corpus in the study and research of the American version of the English language;
- to investigate the reasons for the idea that “Americans spoil the English language”;
- to conduct research and benefit in absentia from any organization or scientific institution that may be of practical use in research and which is considered to be a leader in the study of dialects in America.

Research methods. Traditional methods and techniques of theoretical linguistics, specifically, methods of observation, description, structure, and linguistic analysis were used while writing the research.

The main provisions of the defense:

– The ideal model to explain the spread of the English language is the Braj Kachru model. It divides the world into Inner, Outer and Expanding groups according to the frequency of English language development and use.

– Although migrants from all continents settled in the United States as a result of British colonial policy, the dialectal variation of the American version of English is more unanimous than that of the British version of English.

– The United States is divided into four dialectological regions on a regional basis: North, Midland, South and West.

– The claim that “Americans are spoiling the English language” has not been substantiated in the last century. As the American version of English was formed on the basis of the linguistic base of immigrants from the islands as a result of the British colonial policy, the already violated norms of this language were transferred to the colonies.

Scientific novelty of the research. For the first time in Azerbaijan, regional and social dialects of the American version of English were systematically studied as part of the research. Possibilities of interaction between regional and social dialects of the American version of English have also been disclosed. The interactions between the regional and social dialects of the American version of English include an explanation of the phonetic, grammatical, and lexical similarities and differences that exist between both regional and social dialects. The research can also be considered as the first source that serves to enrich the practical and theoretical knowledge on the linguistic features of the dialects of the American version of English.

Theoretical and practical significance of the research. The theoretical significance of the research is that it has an exceptional place in the methodology of studying foreign language dialects, and determines new attitudes and views on the American version of

English. Theoretical research on the analysis of the linguistic and dialectological features of the American version of the English language provides an opportunity to use the results of research.

The practical significance of the research is that a sample of the researcher's audio text was sent to the International Dialects of English Archive, the world's first and only dialect archive in the United States, and the samples were accepted by the archive management. Given the greater interest in the study of the American version of English, the dialectological audio materials available in this archive can have a positive impact on the study of dialects of the American version of English. This research can be used to write textbooks and teaching aids, graduation and master's theses.

Approbation and application. The main provisions of the dissertation have been presented at various scientific conferences and published.

Name of the organization where the dissertation work is carried out. The dissertation was completed at the Linguoculturology department of the Azerbaijan University of Languages.

The total volume of the dissertation with a sign, indicating the volume of the structural units of the dissertation separately. The dissertation consists of an introduction, 3 chapters, a conclusion and a list of references. The introductory part of the dissertation is 5 pages, 8353 signs, Chapter I – 37 pages, 73085 signs, Chapter II – 36 pages, 70303 signs, Chapter III – 39 pages 75207 signs, Conclusion part 4 pages, 6794 signs. The total volume of the dissertation is 233742 characters, excluding the list of used literature.

MAIN CONTENT OF THE STUDY

The introductory part of the dissertation explains the relevance and degree of development of the topic, the object and subject of research, goals and objectives, methods, the main provisions of the defense, scientific novelty, theoretical and practical significance, approbation and structure.

Chapter I of the study, entitled “**English as a Global and Lingua Franca Language,**” provides an overview of the English

language. Chapter I consists of two paragraphs: 1) *“General notes on the English language”*; 2) *“American version of English and distinctive features”*.

The current status of the English language is a clear example of the fact that in the 1500 years it left behind, it has created a history of cultures and that political, economic and social elements have played an important role in the formation of a language. It is almost impossible to say exactly where and how a language originated. A language that has changed since its formation is not always fully accepted by its contemporaries. If we speak about English, we can say that the history of this language was formed on the basis of written records of different periods. The written texts that have survived to the present day date back to the 7th century. Of course, the history of the language we are talking about dates back to long before it was written. The period before the Anglo-Saxons came to Britain is a separate stage in the formation of the English language, and we have very little material about it. English belongs to the Indo-European language family. In the book “History of the English language” V.Arakin divides the German language group into western and northern subgroups and attributes English to the western group³.

B.Fennel divides the process of spreading the English language and creating variants, including the American version, into 4 stages:

– *British colonization policy in the XVII-XX centuries;*

– *British leadership in the Industrial Revolution in the XVII-XIX centuries;*

– *Economic and political leadership of the United States;*

– *America’s technological dominance”*⁴.

The reasons for Britain's colonial policy were, of course, the miserable state of England's social welfare in the sixteenth and seventeenth centuries. The "fencing" policy of merchants and entrepreneurs encouraged immigrants in the country to beg and steal in

³ Arakin, V.D. History of the English language / V.D. Arakin. – Moscow: Fizmatlit, – 2003. – p.72

⁴ Fennell, B. A History of English: A Sociolinguistic Approach / B.Fennell. – Oxford: Blackwell, – 2008. – p. 20

order to survive. Gaining access to new worlds was the only plan of the country's leadership to save the population from poverty. In this way, the government would have solved the growing demographic problems and occupied new lands for the population that could not be settled in the country. The second reason was Britain's desire for economic hegemony, but it was also aware that establishing colonies as an economic market would be a risky policy for it.

The British occupation policy of North America, Oceania, West Africa, South Asia and South America over the last two centuries has played a key role in the emergence of English language variants. The Canadian version of the English language has the oldest history compared to other versions, because its occupation was also early⁵.

Labov writes in “The Atlas of North American English” that the most distinctive feature of the Canadian version of the English language is Canadian Raising⁶. Thus, when Canadians pronounce /ai/ diphthong before deaf consonants, the tongue rises more in the oral cavity.

There are also some differences in grammar. In speech and writing, Canadians use the past tense form of some verbs instead of the infinitive case. For example, “*done with something*” instead of “*done something*”, “*graduate from university*” instead of “*graduate university*”, “*finished with something*” instead of “*finished something*”⁷.

As for the vocabulary of the Canadian version of the English language, it is possible find the words of both the American and British versions.

That is, according to the wishes and preferences of a Canadian,

⁵ Aliyeva, S. Variants of the English language // – Baku: The World of Culture Scientific-theoretical bulletin, Azerbaijan State University of Culture and Art, – 2010. №20, – s.32-37

⁶ Labov, W. The Atlas of North American English: Phonetics, Phonology and Sound Change / W.Labov. – Mouton de Gruyter, – 2005. – p.146

⁷ Trudgill P. International English: A Guide to Varieties of Standard English / P.Trudgill, J.Hannah. Routledge, – 2013. – p.59

he/she can use both “holiday” and “vacation” for the word “holiday”, “colour”/“color” for the word “color”, “dialogue”/ “dialog” for the word “dialogue”, “criticise”/“criticize” for the word “criticize”, “centre”/ “center” for the word “center”. In addition to these words, there are words that Canada has created throughout history in accordance with its cultural and social life, which have passed through the filter of history to the present day and are called “Canadianism”. It should be noted that these words do not form a plural: “*toque*”, “*poutine*”, “*Nanaimo bars*”, “*clamato juice*”, “*garburator*”, “*studio apartment*” and so on⁸.

The beginning of the Australian version of the English language is taken from the British version of the English language, with which the British communicate on the Australian coast. Although the exact date of this variant is not known, historians and linguists agree that the Australian version of the English language had already been formed during the first 30 years of British colonization. In 1898, with the publication of E.Morris’s “Australian English” dictionary, “Australian English” became official⁹.

The American version of English is not considered an independent language. It is a regional variant of the English version of the English language, which originated in the XVII-XVIII centuries. The history of the American version of the English language dates back to the time when the first Englishmen set foot on American land. Of course, despite the fact that American English has a very short history compared to the British version, there is a history of “Americanism” that has filtered through the pages of history to this day and is still influential and dominant. The term “Americanism” was first used by Scottish J.Witherspoon, one of the first rectors of Priston University. “*The expression of words, expressions, and even sentences in the British version of English in a different form among officials and scholars is Americanism,*” said

⁸ Clouston, M.L. Canadian English: Background, Features and Resources // TESL Ontario Contact, – 2000. Vol 26, No 1 , – p 11

⁹ Morris, E. Austral English a dictionary of Australasian Words Phrases and Words. / E.Morris. – London: Macmillan & Co., – 1898. – p.83

Viterspun. He adds that *“the term I have created for this purpose is synonymous with the importance and necessity of the term “Scottish”*¹⁰.

Chapter II of the study is entitled **“Regional Dialects of the American Version of English.”** This chapter contains 3 paragraphs: 1) **“General Notes on Dialects”**; 2) **“Classification and linguistic features of regional dialects of the American version of English”**; 3) **“International archive of English dialects”**.

The word dialect, as a word of Latin origin, is derived from the word “dialectus”, which means "style of speech". Before distinguishing the regional dialects of the American version of English, the distinctive features between the dialect and the language must be determined. Although the distinctions between language and dialect are not clearly defined, sociologists say that these differences vary depending on three factors¹¹:

1) “Mutual intelligibility”. Certain factors are necessary for the emergence and development of a certain dialect: the existence of a certain social group in a geographical area close to another (in other words, the greater the distance, the more difficult it is for language speakers to understand each other); the fact that one group of people lives in geographical or social isolation from another, and most importantly, that all this happens over a period of time. After some time, the dialect begins to acquire individual linguistic features in isolation. The most obvious example of this is that English was once a dialect. The Anglo-Saxons, who spoke Anglo-Saxon, were brought to England by the invaders from Germany, were geographically isolated from their German relatives, so their language had taken on a new dimension and developed as English. Of course, the role of foreign invaders in the development of English as a dialect at an early stage is undeniable. Thereby, the languages that were two different dialects in Germany at the time, today have become

¹⁰ Tyler, M.C. President Witherspoon in the American Revolution // The American Historical Review, – July 1896. Volume 1, Issue 1, – p.671

¹¹ Snježana, K. Language and Nationalism // – Zagreb: Journal of Slavic Linguistics, – 2010. Vol. 19, № 2, – p. 327

completely different from each other as English and German. As a result, if there is no mutual understanding between two different dialect carriers, then the two speakers do not belong to a different dialect, but to a different language, that is, English and German are not “mutually intelligible”. There are thousands of “mutually intelligible” forms of speech in the world, with minor differences, such as English and German, and they are considered specialized languages. If these minor differences cause very little difficulty in communication, dialects of a single language are called “variants”. Of course, the fact that the modern technology of communication slows down the development of dialects and languages can also be attributed to English.

2) The second distinguishing difference is the “cultural” criteria, which takes into account the individual's personal views. Hence, in this case, the individual must clarify the answer to 2 questions in this context; Is the form of language in which the individual communicates a variant of the language, or Is there a standard form of language that an individual accepts as the norm? In the United States, speakers of the “Brooklynese” dialect consider their speech to be a local variant of the American version of English. They even realize that the speech of television announcers is not accented, that is, their language is not the norm, and they do not hesitate to admit it¹².

3) The political status of language is the last factor that separates dialect from language. Although the term “mutual intelligibility” confirms the difference between dialect and language only in theory, in reality it includes political and social factors. A state existing in a certain geographical area may declare all the languages existing in the territory of the country as a dialect of a single language in order to create and demonstrate political unity. A completely different government body, on the other hand, considers the dialect-speaking population to be an independent language in

¹² Hendrickson, R. The Facts on File Dictionary of American Regionalisms / R.Hendrickson. – Nyu-York: Facts on File, – 2000. – p.590

order to create a sense of "national pride" in individuals. There have been states in history that have adopted a sufficient number of common languages to their people and have witnessed different results; there were enough examples for the two cases listed above, and the results were different. One example is that the language of the Ukrainians under the Russian Empire is a substandard version of the Russian language.

The concept of dialect is divided into two: social and regional dialects. There are characteristics in sociolinguistics that distinguish these two categories¹³.

With the rising scientific interest in Americanism in the nineteenth century, the study of regional dialects expanded significantly. C.Hempel, C.H.Grandgent and O.F.Emerson, U.Labov, H.Kuras, H.L.Menken from US and D.Crystal from Europe are known in this field.

It is difficult to define separate boundaries between dialects, because many features of dialects have in common. They in themselves show a sufficient number of variations. As a factor in the uniqueness, that is, the unification of linguistic features, it is possible to give an example of the simmering of immigrants during the colonization period. The dense settlement of people from various linguistic regions of the Great Britain to the west of America played an important impact in the standardization of regional dialects in America. Scholars, on the other hand, assume that the fact that migrants traveled on the same ship for months during the migration process resulted in interconnected dialects and thus led to unity, as evidenced by "Ship English".

The dialect dictionary of the Northern American region is rich in regional features. Words that existed only in the Northern dialect spread to other regions: "bitch" (leech), "bloodsucker" (complain), "cabbage salad" (cole slaw), "cowboy" (reckless driver), "nightcrawler" (large earthworm). Another characteristic of illiterate

¹³ Wolfram, W. American English: Dialects and variation / W.Wolfram, N.Schilling-Estes – Cambridge: Cambridge University Press, – 2007. – p.123

northerners is that they replace the pronoun “you” with the word “youse” in the plural. It would be good to talk about the influence of many European peoples on the northern dialect. Influenced by the Finns in Michigan, the Swedes in Minnesota, and the Russian-Polish peoples in Buffalo and Detroit, some words have taken root in the dictionary. One such example of this can be highly fascinating word “babushka” (scarf covering the head and shoulders)¹⁴. Although these types of words are considered dialect words, they should in fact be called derivative words¹⁵.

The obvious grammatical construction of the northern dialect is “all the + adjective”. Northerners use the construct “*That is all the farther I could go*” or “*My hands are covered with grease*” instead of “*That is as far as I could*”. The most notable grammatical variation in this dialect is that the modal verbs “*ought*” and “*ought not*” change according to tense forms and take the form “*had ought*” / “*hadn’t ought*”¹⁶.

The New York dialect is considered a subdialect of the Northern dialect and is easily distinguished among Americans by its exceptional features. We have already mentioned above that the residents of New York City, located in the northern part of the city, do not pronounce the “*r*” sound after the vowel in the last position: / park /, / car /. “Linking-*r*” is an exception: “*Goupher is a program*”. In addition, it is possible to come across the sound of “intrusive-*r*” in the speech of a New Yorker: “*The sofa is broken*”. In fact, the word “sofa” does not have the sound “*r*”, but the letter “*r*” may be included when the vowel is followed. By the way, the sound of “intrusive-*r*” exists in many British dialects, and if we examine the relationship of this dialect with the British dialects, we see that in the XVIII century New York became the country's economic power in the United States

¹⁴ Kovacs, K. American English: An Introduction. / K.Kovacs. – Peterborough, Ont.: Broadview Press, – 2000. – p.160

¹⁵ Tahirov, I.M. Derived words in dialect lexicon / I.M. Tahirov. – Baku: Nurlan, – 2004. – 136 p.

¹⁶ Wells, John C. The Cockneyfication of R.P.Nonstandard Varieties of Language / John C. Wells. – Stockholm: Almqvist and Wiksell, – 1994. – p. 198

and since the Revolutionary War, the city's commercial aristocracy have maintained ties with the British Empire. The reason for the reduction of the “r” sound in the speeches of New Yorkers was the imitation of the elite British class. After World War II, social values in America, like many others, were reversed, and the “*rotic-r*” voice became the “*norm of influence*” of the entire United States¹⁷.

Chapter III of the dissertation is entitled “**Social dialects of the American version of English and their linguistic features.**” This chapter consists of 3 paragraphs: 1) “*Social dialects in the United States, their research issues and problems*”; 2) “*The process of historical formation and linguistic features of Afro-American English*”; 3) “*The process of historical formation and linguistic features of Chicano English*”. The second paragraph is divided into one sub-paragraph: 1) “*Linguistic features of Afro-American English*”.

Many influential scholars and public figures have responded to the widespread British view that “Americans are radically spoiling the English language”. Since the distinctive features of the American form of English began to emerge, it has been the topic of intense debate. Americans are often accused of spoiling the English language, and these accusations continued throughout the nineteenth century until the Americans proved themselves among other nations. “*The Prince of Wales complains that Americans are corrupting English in a speech at the British consulate*”¹⁸, Algeo was quoted in the Times as saying in his article, “True Lies: Americans Corrupt English”.

Given that the prince belongs to the royal family and has a strong nationalist spirit, in this case, it is unreasonable to accept his claim. Thus, Americans are accused of spoiling the English language under the following provisions:

1) change of spelling rules (honour – honor;)

¹⁷ Carbonell, A.B. US Salad Bowl. Representation of Regionalism in Standard American English. / A.B. Carbonell. – Cambridge: Cambridge Univ. Press, – 2013. – p.37

¹⁸ Algeo, J. Language Myth: America is Ruining the English Language / J. Algeo. – London: Penguin Books, edited by Laurie Bauer; Peter Trudgill, – 1998. – p.178

- 2) *use of the rotic “r” sound;*
- 3) *double denial;*
- 4) *end the sentence with a word;*
- 5) *use nouns as verbs.*

In order to justify the first accusation, it would be good to give an example from the works of W. Shakespeare. The reason why American researchers consider W. Shakespeare's works as the object of research is that W. Shakespeare used English in the most perfect way in the history of English language and literature and increased its prestige. The paradox is that in Shakespeare's I Folio, published in 1632, the word “honour” was used 393 times, and the “honor” form, known as the American variant, was used 530 times¹⁹. In the British version of English, “humour” was used 47 times, the form “humor” created by the Americans was used 90 times, “centre” only once, “center” 9 times, “sceptre” 4 times, and “scepter” 36 times²⁰.

Great personalities such as J.Drydn, J.Swift, J.Milton from time to time criticized Shakespeare for his poor grammatical knowledge. Despite the above mentioned facts, the “-or” and “-er” endings are considered to be the reform of the American N.Webster. W.Cachston, the inventor of the printing machine, was one of the historical figures who violated English spelling standards before the Americans. Although he was known for his contribution to the stabilization of English grammar, due to the lack of clear spelling standards in his time, grammatical errors might be found in the books he published. As a result, since the colonization of America took place in the time of W.Shakespeare and C.Marlon, in fact, the language spoiled by the British themselves was transferred to the colonies. The rotic “r” sound, which is clearly pronounced by the Americans, was once pronounced in England in the 15th century, and even in modern times it is reflected in the speech of Scots and West

¹⁹ Shakespeare, W. The meeting of king Richard and queen Isabel. In J. Dover Wilson (Ed.), *Richard II: The Cambridge Dover Wilson Shakespeare / W.Shakespeare*. – Cambridge: Cambridge University Press, – 2009. – p.152

²⁰ <http://fifthcolumnistblog.wordpress.com/2013/02/16/the-americans-are-ruining-our-language>

Countries. Surprisingly, the rhotic “r” sound does not exist in the Eastern Massachusetts and New York dialects of the American version of the English language.

In response to those who accuse Americans of using “double denial” to corrupt the purity of language, we can say that there are enough languages in the world that have the ability to express denial using “double denial”, (thus, according to the laws of logic, the double denial in the sentence “I can not see no bird” is perceived as confirmation – Mammadova G.). This list of languages also includes our native language. Such cases are unacceptable in both cases, but it is interesting that in this case, only Americans are considered language spoilers.

The rule “you can't end a sentence with a preposition” is known to all English language experts. The origin of this rule is connected with the name of the grammarian J.Pul, who lived in the XVII century. It is impossible to say exactly what motives were behind his decision, however, the fact that the preposition comes at the end of the sentence has no impact on its meaning or structure, and the probability of the preposition being used at the end, as in the previous provisions, is common in both circumstances.

D.Schlasko, the author of the idea that “the world can be changed by the development of the pronoun” “They”, writes that everyone has an individual opinion about the singular “they”²¹.

Of course, some accept “they” singular, some in the plural. Opponents of the singular form of the pronoun “They” claim that it is grammatically incorrect. This is especially used when the gender is not known, and for some reason there are many who do not consider the use of the verb singular grammatically correct for the pronoun “they”. The reason for this is that we are taught grammar rules very seriously at school. Singular “they” is especially used in words such as “someone”, “anyone” and “whoever”, which are syntactically singular and logically plural: “*Someone left their umbrella in the*

²¹ Shlasko, D. Trans Ally Workbook: Getting Pronouns Right and What It Teaches Us about Gender / D.Shlasko. – Think Again Training, – 2014. – p.10

meeting room”, in other words, “Someone left his or her umbrella”, but “their” is easier to use and easier to understand²².

The last provision that Americans are accused of is the verbalization of nouns, which is typical in English grammar and is known as “conversion” in grammar. This grammatical tradition comes from medieval English. The frequency of growth of this rule reached its peak in the XVI-XVII centuries, after which it progressively decreased. Shakespeare, in his work called “Richard II” by writing “*Grace me no grace; nor uncle me no uncle*”, used the words “*grace*” and “*uncle*” as both nouns and verbs²³.

The first possible conclusion is that it would be unreasonable to blame both peoples of corrupting the English language. Language, like other real spheres of life, is constantly changing, and these changes are reflected in the context of “cultural dominance”. McNeill explains the changes in the American version of English in a unique way in his book “Do you speak American?” by saying: “*Our language is as changeable as the Mississippi River. If our language stops changing, the American people will stop being innovative and dynamic, which is much the same as the freezing of the Mississippi River. If our language does not change, it will live only in books as a “dead” language like Latin*”²⁴.

The second conclusion is that there is no language body that can clarify all of these comparative difficulties and regulate and stabilize the rules within the language. In 1712, the poet and satirist C. Swift tried to establish a language academy, trying to use the experience of the French (the Académie Française was founded in 1635 by order of Cardinal Reschelier – Mammadova G.). In his article “Proposal for Correcting, Improving and Ascertaining the

²² Shlasko, D. Trans Ally Workbook: Getting Pronouns Right and What It Teaches Us about Gender / D.Shlasko. – Think Again Training, – 2014. – p.28

²³ Shakespeare, W. The meeting of king Richard and queen Isabel. In J. Dover Wilson (Ed.), Richard II: The Cambridge Dover Wilson Shakespeare / W.Shakespeare. – Cambridge: Cambridge University Press, – 2009. – p.3

²⁴ Macneil, R. Do You Speak American / R.Macneil. – Harcourt: Language Arts & Disciplines, – 2005. – p.1

English Tongue” (1712), Swift complains about the imperfection of the English language: The deterioration of the English language is not proportional to its development... changes in the English language are contrary to grammar²⁵.

Until the 1960s, the only issue of interest to researchers in the field of dialectology in the United States was regional dialects, as there were serious predictions about the destruction of language repertoire in rural areas. For this reason, throughout the nineteenth century, the study and documentation of regional dialects in America has become scientific trend. Although the study of regional dialects began one hundred and twenty years ago, its methodology could not be applied to social dialects with thirty years of systematic research. As a result, we can say that social dialects appear in the phonological and grammatical tiers of language. Regional dialects, on the other hand, manifests itself mostly in the lexical layer. The difficulty of the scientific study of social dialects in comparison with regional dialects is that social values have the ability to demonstrate large changes in language over a short period of time. This unintentionally affects the language repertoire of social groups. Observations made by a researcher also lose their impact over time due to changes that take place. For this reason, sociolinguists have to re-experiment to see if the results remain the same in changing conditions. Another issue in this area was that the lack of any research material on social dialects and the linguistic problems of the societies in which they exist, particularly the study of phonetic transcriptions, supra-segments and syntax, is still neglected in comparison with regional dialects. It was impossible to come across an audio material to listen to any social dialect in the United States. For instance, according to a popular opinion in the last century in America, it is always easy to identify the voice of a black person on the phone. In fact, it was just a popular belief. There was no information to prove it to be right or wrong and to establish a link between a popular belief and true use. The

²⁵ Jonathan, S. A Proposal for Correcting, Improving and Ascertaining the English Tongue / S.Jonathan. – London: Benj Tooke, – 1712. – p.30

development of technology has not only affected many areas of research, but has also contributed to this area. In this century, many Americans can guess the ethnic origin of the first word “hello” on the phone. J.Bau, a black professor at St.Louis University in Washington, D.C., was the first one to test it. He created the term “linguistic profiling” and proved in one study that if the voice on the phone is considered to be African-American or Mexican-American, the individual is immediately subjected to racial discrimination²⁶.

Social dialects related to national identity in America today include African-American English, Chicago English, Southern White English, New English English, Smoky Mountains English, Apalachian English, Cajun English, Puerto Rican English, Midwestern English, more precisely, ethnolects exist.

This dialect, spoken by the majority of the American population, has gained several names throughout history: Afro-American English, African-American Vernacular English, and Ebonix²⁷.

When the study of the African-American dialect began in 1960, the dialect was referred to as “Negro speech”, “Negro English” or “Negro American dialect”. Those who came to the conclusion that the name “Negro” (Spanish Negro – black) was wrong to use in the country's official administrations later replaced the term “Black English” in 1970. Between 1980 and 1991, it became known as the “African-American English”, and from 1991 to the present, the “African-American Vernacular English”²⁸.

Rickford mentions, “*Standard African-American English uses the grammar of the American version of Standard English, but it still sounds African-American. The reason for this is the intonation and*

²⁶ Baugh, J. Linguistic Profiling, in *Black Linguistics: Language, Society, and Politics in Africa and the Americas* / J.Baugh. –London: Routledge, – 2003. – p.90

²⁷ Nikolaeva, K.S, Trushkova T.V American and English dialects Scientific leader - associate professor Trushkova T.V Siberian Federal University, Youth and Science: Collection of materials of the VI All-Russian scientific-technical conference of students, graduate students and young scientists [Electronic resource]. - Krasnoyarsk: Siberian Federal University, – 2011. – p.2

²⁸ Ibid, –p.3

empathy typical of African languages”²⁹.

As for the vocabulary of this most widely studied dialect, it should be noted that L.Green proposes to divide the Afro-American Vernacular English dictionary into two categories: words and phrases used by all age groups and words and phrases used by a certain age group. Certain words and expressions are naturally used differently in various regions³⁰.

K.Fout states that Chicano English is an independent dialect that is widely used and known in Los Angeles, California and the Southwest, and has its own characteristics that distinguish it from other dialects (African American, California Anglo-American) as well as Spanish³¹.

It should be noted that there are misconceptions about the American version of the Mexican-English language. Contrary to popular belief, Chicano English is not a mixture of Spanish and English, it is a dialect of Spanish migrants from Mexico. Chicano English speakers, like Afro-American English speakers, have struggled throughout history with some prejudices about them. The reason for conducting scientific linguistic research on Chicano English was the recently launched research on African-American English, which which was able to draw attention as a result of the American Civil Rights Movement. As a result of the study of Afro-American English grammar in the 1960s and 1970s, linguists realized that the dialect had something in common with Chicano English grammar. It is well known that both dialects have “wrong grammar” and those who speak this dialect are considered to belong to lower class Latin or African social groups. It was clear to linguists that the "double denial" and "double modality" that were considered incorrect in the American version of standard English were

²⁹ Rickford, R. *Spoken Soul: The Language of Black Imagination and Reality* / R.Rickford. – New-York: Wiley, – 2000. – p.243

³⁰ Green, L.J. *African American English: A Linguistic Introduction* / L.J.Green. – Cambridge: Cambridge University Press, – 2002. – p.106

³¹ Fought, C. *Chicano English in Context* / C.Fought. – Houndmills: PalgraveMacmillan, – 2002. – p.153

considered true in these dialects and and, as we noted in the previous chapter, what distinguishes a dialect from a language is its distinction from literary language and the norms of language accepted in a particular society. We think that members of society should be unequivocally aware that dialect is a form of communication with its own linguistic features, such as language, and that the difference between language and dialect is not linguistic in this sense, but social and political discrimination. Unfortunately, there is a “dialect superstition” in American society today. If one does not speak Standard American English, many people may judge him in advance, in a biased way, as illiterate or as a member of the lower class. No dialect in America is superior to another. While this may seem at least contrary to American ideology, there are unfortunately many people who think that Standard American English is the “real” English language. At the same time, there are doubts about the validity of widespread views on how languages and dialects came into being and how they existed. We think that the view on this issue has always been individual. Language has always been regulated by defined norms, such as grammar books written and coded by someone for proper language use. Alternative approaches, such as the descriptive approach, have existed throughout history. Using this approach, they put forward ideas about how people can communicate in language, despite the fact that they are actually coded rules, and implement them. This realization is the dialects themselves.

Chicano English was influenced by several dialects that existed in parallel with it in society, and the results of these influences were reflected in phonology, lexicon, and syntax. Chicano English benefited not only from Spanish, but also from California and African-American English, resulting in common linguistic features. Since research on Chicano English has taken place in recent decades, it is still difficult to say whether this impact has gone in the opposite direction. Thus, whether Chicano English has an impact on other dialects remains an unclear issue for linguists around the world. As we have already mentioned, when studying the two dialects, we came to the conclusion that there are some grammatical similarities between Afro-American English and Chicano English. For example,

the absence of the consonants [θ] and [ð] between teeth is considered to be the most noticeable feature among the common phonological features. One of the most common features between the two dialects is the reduction of the consonants at the end of the word and the emphasis on the second syllable in words whose emphasis falls on the first syllable. The sound “*light / l /*” in Afro-American English is also available in Chicano English. However, the fact that this sound is also in African-American English shows the influence of Chicano English on this dialect. The influence and similarity between Afro-American and Chicano English expresses themselves in more syntactic rather than phonological characteristics. There is no “*copular verb*” in either dialect. In both dialects the personal forms of the verb “*be*” are not used: *She tired (She is tired)*. Double denial is also one of the main similarities between the two dialects.

The results of the study can be listed as follows:

1. While researching the historical roots of English, it became clear that English belongs to the West German branch of the Indo-European language family, originated from the Anglo-Frisian dialect and was brought to England by the Anglo-Saxons in the middle of the 5th-7th centuries AD.

2. English as a global and Linguo-Franca language is a language of international trade and transport, tourism and, finally, science, technology and academic information for domestic political, practical, foreign economic and intellectual reasons with its unique phonetic, lexical and grammatical features. The ideal model to explain the spread of the English language is the “Braj Kachru” model. It divides the countries of the world into “Inner”, “Outer” and “Expanding” groups according to the development and frequency of English language use.

3. Over the last two centuries, Britain's occupation policy in North America, Oceania, West Africa, South Asia, and South America has played a significant role in the emergence of international dialects of English. This, in turn, has led to the formation of English variants such as New Zealand, Australia, America and Canada. Many linguists and historians consider that the language repertoire of dialects is solved by the language fund of

migrants on ships, and this language fund is historically known as “Ship English”.

4. American culture, which is loved in every country of the world, especially among young people, including our republic, differs from other variants by its 400-year-old language due to 4 characteristics: 1) inclusion; 2) flexibility; 3) protection; 4) innovation. It also differs from other variants due to the monotony of dialects.

5. Throughout the 19th and 20th centuries, Americans were accused of changing spelling rules, pronouncing the rotic “r” sound, double denial, ending sentences with preposition, and using nouns as verbs and spoiling the English language. In our opinion, the rules that Americans are accused of violating were in fact violated in medieval England. These violated language norms were later transferred to America during migration and became the norm of literary language, reinforced in the speech of immigrants.

6. The second (1620) and third (early 18th century) waves of emigration, followed by the first wave of emigration in 1606, divided the United States into four main dialectological regions, led by the world-famous linguist U.Labov. He has made the distribution regionally on the map of America based on a survey conducted as a result of the TELSUR project. Thus, he divides America into North, Midland, South and West dialectological regions. Due to the “dialect continuum”, it is very difficult to assign any dialect to a certain region, because at many points dialects intersect in a certain place and have common features. The classification of social dialects of the American version of English is based on the individual's gender, age, social class, education, and, finally, ethnicity. There are two social dialects in America: African-American Vernacular and Chicano English. Both dialects have common historical and linguistic features.

7. Examining the linguistic features of the American version of English, it became clear that due to the rich regional and social variation of dialects available in the United States, the American version of standard English is a form of standardization of the dialects of North America, Western New England, and the Western region of America as a result of the codification process. The American version of standard English is the standard dialect adopted

by most linguists to describe certain linguistic features of the American version of English, and is the language of radio and television, science, culture, and trade in the United States. The most characteristic linguistic feature of the American version of standard English is the articulation of the rotic [r] sound. Rotic accents are heard all over America except New York and the Boston region. The composition of the dictionary is based on the British version of the English language and in itself shows a high lexical variation.

8. As a result of cooperation with the Archive of International Dialects of the English Language in the United States, we were able to provide an audio text representing Azerbaijan in the Global Map section of the archive. The current image of the map of our country in this archive can be viewed via the link provided³². It is also listen to the audio text via the following link³³.

We work closely with the archive. We have held and continue to hold encouraging talks to send more representatives from our country to the archives. We received an interview in English from N.Muradova, a student at the Azerbaijan University of Languages, and sent the interview and the text of the student's audio-text to the archive, causing our country to be represented in this field. Audio text is available to listen via the link provided³⁴.

9. Although regional dialects are considered acceptable as individual variations due to their linguistic features, as a result, some regional dialects in the United States today are closer to the standard of literary language than others. The concept that makes the regional dialect more standard is again a social factor. Because each region has its own socioeconomic strata, there are both standard and non-standard variations in each region.

10 There is no such thing as “correct English”, regardless what teachers at secondary and higher education institutions tell students. Any style of speech that follows the rules of dialect should be considered “correct” in theory and practice. Words like “aint” are

³² www.e-qanun.az

³³ https://en.wikipedia.org/wiki/List_of_English_words_of_Spanish_origin

³⁴ Online Etymology Dictionary

“real” in many dialects and are considered acceptable. Despite all this, people are judged by the way they speak, and that is why dialects have certain degrees of "social prestige.” In our opinion, this "social prestige" is a criterion formed on the basis of "prejudice" of individuals. Unfortunately, there are prejudices about the dialect in the United States. If an American citizen does not communicate in the American version of Standard English, many judge him as illiterate person. They think that the American version of Standard English is "correct" English. South American dialects are often considered to be among the least prestigious. People who communicate in the South American dialect, in their opinion, are people with a narrow worldview and no higher education. Being aware of the northerners' prejudices, the less educated southerners try to adapt their speeches to the standards of the north. In general, no dialect of the American version of English is superior to any other in any respect. Today, everyone in America carries some dialect.

Teaching English variations in summary form, particularly the American and British variants, will allow students to integrate more quickly into the world and prevent misconceptions in the workplace.

The main content and scientific provisions of the dissertation are reflected in the following publications:

1. Mammadova, G.A. The ship on which the English variants originated; “Ship English” // – Baku: ANAS, Philological issues, – 2018. №12, – p.178-182;
2. Mammadova, G.A. Distinctive features of the American version of English // – Baku: Foreign Languages in Azerbaijan, – 2018. № 3/4 (40), – p.54-57;
3. Mammadova, G.A. British as destroyers of the English language // – Baku: Baku Slavic University, Actual Issues in the Study of the Humanitarian Sciences, – 2018. № 5, – p.77-80;
4. Mammadova, G.A. The role of Open American National Corpus in Teaching English as a Second Language // AUL, Collection of theses of the Republican Scientific Conference “Actual problems of foreign language teaching”, – Baku, – 2018, – p.43-44;
5. Mammadova, G.A. Are Americans destroying the English

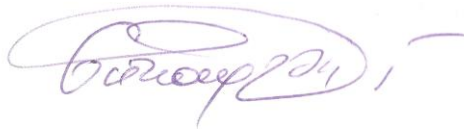
- language? // “Modern Problems of Applied Linguistics”, International Scientific-Practical Conference, – Baku: – 2018, – p.87-88;
6. Mammadova, G.A. Corpus Linguistics and the American National Corps // “XXII Republican Scientific Conference of Doctoral Students and Young Researchers”, – Baku, – 2018, – p.252-254;
 7. Mammadova, G.A. Classification of regional dialects of American English // – Baku: Baku Slavic University, Actual Issues in the Study of the Humanitarian Sciences, – 2019. №3, – p.116-119;
 8. Mammadova, G.A. Phonological features of standard American English // – Baku: Language and Literature, International Scientific-Theoretical Journal, – 2019. № 2(110), – p.94-96;
 9. Mammadova, G.A. About the American version of the English language // – Almaty: Bulletin of the Academy of Civil Aviation, – 2019. № 1(12), – p.55-60;
 10. Mammadova, G.A. Social and regional dialects in the USA // Science Bulletin, Prospects for the development of science in the modern world. Collection of articles based on the materials of the XV International Scientific and Practical Conference, – Ufa, Russia, – March 07, – 2019, Part 7, – p.152-158;
 11. Mammadova, G.A. International dialects of English in the light of the history of their research // – Baku: AUL, Scientific News, – 2020. № 1, – p.28-33;
 12. Mammadova, G.A. American English in Teaching English as a Second Language // – Uk, London: International Journal of English Language Studies, – 2020. № 2, – p.52-57;
 13. Mammadova, G.A. Phonological features of New York accent of American English // German Studies 2020: Nove Et Nova Materials of the Third International Scientific Conference, – Moscow: FGBOU IN MGLU, – December 29, – 2020, – c. 25-26.

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A handwritten signature in purple ink, appearing to be 'G. Mammadov', written in a cursive style.

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