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**Pronunciation of Northern English: Materials for the Seminar**  
**Varieties of English Pronunciation**  
(Bakalářská diplomová práce)

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Vedoucí práce: Mgr. Šárka Šimáčková, Ph.D.

Olomouc 2013

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## Abstract

This thesis introduces a study material, which could be used in the seminar called Varieties of English Pronunciation (code AF10) taught at the Palacký University, Olomouc. Thesis provides a review of literature on Northern English, which is the topic of the study material. The paper briefly explores the history, present and future of the accent in order to give a general sense of Northern English. The aim of the thesis is to arrive at the most characteristic phonological and phonetic features of Northern English and present them in the suggested study material. Based on the vowel and consonant inventories, the study material – the handout – contains exercises linked to audio recordings and its main aim is to familiarize students with Northern English accent.

## Abstrakt

Záměrem této bakalářské práce bylo navrhnout studijní materiál, který by mohl sloužit ve výuce semináře Výslovnostní varianty angličtiny (kód AF10), vyučovaném na Univerzitě Palackého v Olomouci. Tato práce provádí přehled literatury o severské angličtině, která je tématem již zmiňovaného studijního materiálu. Práce se stručně zabývá historií, současností a budoucností tohoto akcentu s cílem poskytnout obecnou představu o severské angličtině. Cílem této práce je dospět k nejvýznamnějším fonologickým a fonetickým rysům severské angličtiny a prezentovat je v navrhovaném studijním materiálu. Tento studijní materiál obsahuje, na základě samohláskových a souhláskových inventářů, cvičení propojené se zvukovými nahrávkami a jeho hlavním cílem je seznámit studenty s výslovností severské angličtiny.

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## 1 Introduction

Students of English Philology at the Department of English and American Studies at Palacký University have the opportunity to attend a seminar called *Výslovnostní varianty angličtiny* (Varieties of English Pronunciation); code AF10. This seminar builds on the theoretical knowledge which students have acquired in the introductory Phonetic Seminar AF02 and on their practical skills. These include using the International Phonetic Alphabet (IPA) to phonologically and phonetically transcribe English utterances and recognize different varieties of English. Students are taught to describe the varieties both from the segmental and prosodic point of view. In the seminar students review what they know about Received Pronunciation (RP) and General American (GA) and familiarizes themselves with the following range of English varieties: Estuary English (EE), Cockney, Scottish English (ScE), Irish English (IE), and US South. The variety called Northern English (NE) has so far been missing in this seminar. The reason to include it is that it is an accent spoken, to some degrees, by nearly half of the native population of England. The aim of this thesis is to create study material on NE which could be used in the seminar. However, the proposed material is not intended to replace the seminar itself. Instead, it provides many schemes and exercises to be commented on and discussed in the seminar. Without commentary, some of the tasks may be difficult to solve. A solid knowledge of phonetic terminology and phonetic rules is assumed. Also familiarity with the sound system of Received Pronunciation is essential, since RP serves as the reference accent for describing the other varieties of British English in this seminar. This means that the phonemic inventory and phonological rules of Northern English are also explained on the basis of RP.

The study material, which is introduced in this thesis, is comprised of a handout and several recordings. The handout provides students with the background of NE and a map of the accent area of NE. The main function of the handout is to familiarize students with the pronunciation of NE. The handout is accompanied by the listening exercises, which allow students to put their theoretical knowledge into practice. They learn about NE by reading the descriptions and listening to audio samples and they test their knowledge by using IPA to transcribe sample recordings of NE speech. Not only do the sound exercises help students to tune to the particular phonological and



phonetic features of the accent, the exercises also improve the students' general perceptual skills in English.

In my thesis, I review the sources dealing with NE and I explain which information I consider relevant for the handout. The thesis is organized as follows. Chapter 2 provides a brief introduction to NE. First, the boundaries of NE are defined, since the area of the accent does not correspond to the geographical part of England which is ordinarily called the North. Because the accent area covers a considerable part of England, this chapter also discusses possible variation within NE. I shall define both the area I focus on and what variety of NE this work is concerned with. Furthermore, this introduction touches upon the history, present and future of the accent. The book *Northern English* (2006) by Katie Wales serves as the main source in this chapter, since according to her own words: “There is no similarly focused account of the history of a variety of English in England that is not Standard; and certainly not of Northern English, whose ‘pedigree’ is much older” (Wales 2006, 4). Selected parts of this introductory chapter about NE are used as a brief foreword in the hand-out. The subsequent chapter presents the phonological inventory of Northern English. The vowels and consonants of NE are compared with the sound system of the reference accent, i.e. RP. In this chapter, I will consider the variations within NE and discuss which pronunciation features are more local and which ones are more widely spread throughout the accent, and therefore may be considered emblematic of NE. The chapter contains relevant support for each of the selected phonological features in order to give perspective as to why a particular feature has been selected for the study material. The last chapter focuses on the handout, and a presentation of the practice activities, including the use of audio recordings. As the study material includes audio recordings, it is essential to describe them and explain why each particular recording has been selected. It also explains what the aim of each particular exercise is and why it is helpful for the student. In addition, this chapter provides sources for further study, such as a reading list and links to web pages about the NE accent.

## 2 Relevant Information on Northern English

### 2.1 *Boundaries of Northern English Accent*

The North is historically the area covered by the Anglo-Saxon kingdom called Northumbria. Since this area was divided from Mercia, it is different both historically and linguistically. For this thesis it is more important to focus on the linguistic division of the North. There were many attempts to do such linguistic divisions and the results were more or less the same, however, differences appeared, since linguists use different criteria for the division. The two types of dialects – urban and traditional – cause differences in the division (I shall discuss the terms in the following chapter). Wales (2006) is among those who focus on the traditional dialects. She uses the pre-1974 county boundaries and refers to the English Dialect Society, which also uses the counties as its framework. The North is thus comprised of Northumberland, Durham, Yorkshire, Cumberland, Westmorland and Lancashire. These six counties are also divided from the rest of England in Orton's *Survey of English Dialects*.<sup>1</sup> It seems, though, that both Wales and Orton use this old division for administrative convenience rather than for any other specific linguistic criteria. Trudgill basis his traditional dialects on the pronunciation of words *long*, *night*, *blind*, *land*, *arm*, *hill*, *seven* and *bat* (Trudgill 1999). His criterion separates the Midlands from the linguistic North, which then also corresponds to the historical Northumbria, with the exception that northernmost Northumberland and southernmost Yorkshire are excluded. Although the former is politically English, the language is much more influenced by Scotland. Ellis (1869-1889) uses different phonological criteria for the division – pronunciation and the distribution of /r/, pronunciation of words like *house*, *some* and the definite article. Still, his Northern division is nearly the same as Trudgill's (Ihalainen 1994, 245). Similarly, Wakelin (2008) divides the 'North proper,' as he calls it, from the North Midlands by listing several isoglosses, namely the different pronunciations of /u/ or /əʊ/. Again, this territory coincides with Anglo-Saxon Northumbria.

However, linguists use different sets of criteria to classify modern dialects. Trudgill (1999), for example, uses a different sets of words, namely *but*, *arm*, *singer*, *few*, *coffee*, *gate* and *milk*, and ascertains two major isoglosses which incorporate the

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<sup>1</sup> The subtitle of the volumes concerning the North is as follows *The Six Northern Counties and the Isle of Man* (1962-1963).

Midlands into the area of NE. It is not true in his division of England focused on traditional dialects mentioned above. The two major isoglosses are the absence of the FOOT-STRUT Split and the BATH broadening. Like Trudgill, Wells (1982) also states that the modern NE dialect area expands to most of the Midlands. Although they agree in this North-South division, they differ in how to subdivide this NE area. Wells divides the area of NE accent into Midlands, Middle North and the Far North. His division is based on the pronunciation and distribution of /ɪ/, on different vowel systems and the last area mentioned is divided mainly because it is an area rich in traditional dialects. Trugill uses the features of the pronunciation of the sentence *Very few cars made it up the long hill.* and divides the area into Northern Dialects and Central Dialects, which are further divided into eleven regions.

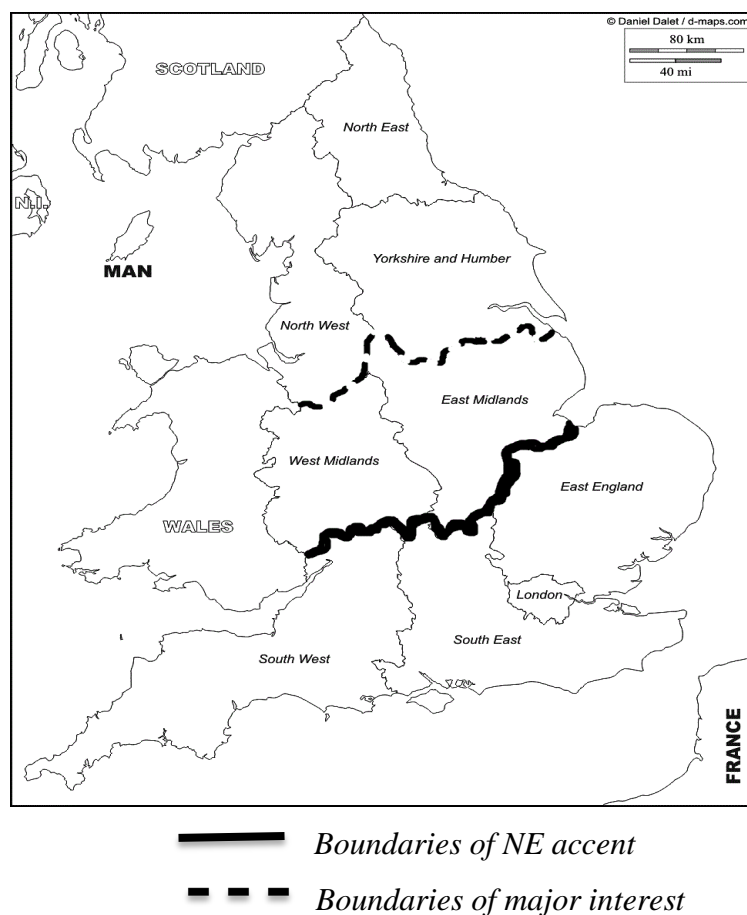
To sum it up, the linguists' divisions differ according to which phonological criteria they use and according to what type of dialect (modern vs. traditional) they are focused on. The linguists (Trudgill and Wells) who focus more on modern dialects incorporate the Midlands into the NE area, since the Midlands share certain characteristic features with the North. Also Crystal states: "It [FOOD-STRUT split] is now one of the chief means of telling whether someone has been brought up in the North of England" (Crystal 2003, 69), where 'North' automatically incorporates the Midlands. Together with the absence of BATH Broadening, these two isoglosses separate Northern local accents from the Southern ones and therefore the accent area of NE comprises not only the North but also the Midlands. On the other hand, many other linguists and historians (Wakelin, Orton, Ellis and Wales) agree on the core area of NE which roughly corresponds to the ancient Anglo-Saxon kingdom and is typically Northern. In my thesis, I will adopt Wakelin's division. He incorporates Midlands in the NE area, but at the same time divides "the north proper from the north midlands" (Wakelin 2008, 8). This does not mean that I will completely exclude the Midlands from the phonological description in Chapter 3, rather, I would like to state that I will focus on the 'North proper' more. Therefore, in Chapter 3, I shall discuss mainly the NE area which is comprised of current regions of North East, North West and Yorkshire and the Humber. On Map 1<sup>2</sup> you can see both the definition of NE accent area and at the same time the regions I focus on in my thesis. When I need to

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<sup>2</sup> The map was taken from: d-maps. "England." [http://d-maps.com/pays.php?num\\_pay=301&lang=en](http://d-maps.com/pays.php?num_pay=301&lang=en), and adjusted for the needs of this thesis.

use more specific place names when referring to particular phonological features, I use the current counties of England.

Map 1: *Boundaries of NE Accent & Boundaries of Major Interest*



## 2.2 *Varieties within Northern English Accent*

NE is very rich, when talking about variations within an accent. It could be said that Northern English is a term used for a group of dialects found in the North of England. Milroy pinpoints the importance of specifying the variety a phonetician is focused on by criticizing Wells' approach in his paper from 1970: “Wells' study may be described as ‘idealized’ to the extent that he gives an account of the main phonological and phonetic characteristics of a range of Welsh and English accents without specifying the kind of speaker for whom his description is valid, or attempting to describe the kind of variation that occurs within the accent of an area” (Milroy 1984, 199). In one of his most recent works, Wells realizes the variedness in NE

accent: “[L]ocal differences in dialect and accent as one moves from valley to valley or from village to village are sharper in the north than in any other part of England, and becomes sharper the further north one goes” (Wells 1982, 350-351) and tries to incorporate also the extralinguistic factors in his description. It is impossible for me to present NE to students in all its variation. I will need to make choices about what to include in the class listening materials and the handout. In the following lines I am going to explain what I will consider in making my decisions.

As I have already mentioned in section 2.1, many differences between NE accents are due to geography; according to some common isoglosses in a particular parts of the whole NE accent area. Accent, therefore, indicates a speaker's geographical identity. Dialect levelling, which I shall discuss in section 2.4, may represent possible solution to the stabilization of NE dialect. However, Beal argues that: “Even in areas where levelling occurs, new shibboleths are emerging to represent perceived differences between speakers living as little as 10 miles apart [...]” (Beal 2004, 120). Despite levelling there is still substantial variation in NE. Many popular varieties have specific names, and in the area which I defined previously one can find the following: Cumbrian dialect; Geordie, which incorporates the county Tyne and Wear, southern part of Northumberland and Cleveland; Mackem, which refers to the speech of the people who live in Sunderland; Scouse is spoken in Merseyside; Lancashire dialect spreads also to parts of Greater Manchester and to the south of Cumbria, nevertheless, Simon Elmes states, in his book *Talking for Britain* that the Lancashire dialect is on decline (Elmes 2006, 168).; Pitmatic is the variety mainly spoken in county Durham, Mancunian which is spoken in Greater Manchester; and Tyke which is a very old variety spoken in Yorkshire and Humberside.<sup>3</sup> However, these are not all the varieties which occur within NE, they are just the most common ones.

Other factors apart from the geographical one have to be considered. I would call one of them a ‘historical’ factor. An accent may be traditional or modern (urban). In section 2.1 I defined the area, which I am focused on in my theses, for the reason that many linguists regard the area as ‘typically or traditionally northern’. For

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<sup>3</sup> For more information about the dialects I refer to Wells: *The Accents of English* (1982), Griffiths: *Pitmatic: the Talk of the North East coalfield* (2007), Omoniyi & White: *The Sociolinguistic Identity* (2007), Sullivan: *Cumberland & Westmorland: Ancient and New: The People, Dialect, Superstitions and Customs* (1857), Elmes: *Talking for Britain* (2006), McMillan: *Chelp and Chunter: How to Talk Tyke* (2007).

example, Wells says: “It is the north of England that traditional-dialect survives most strongly” (Wells 1982, 350). For this reason, from my point of view, the area is prime for phonological examination, since students will be given the traditional characteristic features of NE. Midlands are geographically and phonologically closer to southern dialects like Estuary and also to RP and as such are more modern and not so prominent in the traditional phonological features which can be found further in the North. Nevertheless, as Beal suggests: “It is certainly the case that traditional dialects are being replaced by more modern, urban vernaculars, and that, within certain regions, the dialect of influential towns and cities is spreading” (Beal 2004, 120), therefore, when discussing phonological inventory of NE in Chapter 3, I shall consider this phenomenon as well.

There are also differences in speech among different generations. Older people's speech is rather old fashioned, while younger people's speech reflects the linguistic innovations. It may be said that old people speak the traditional accent and the young speak the modern one. I have already stated that I will mostly focus on the traditional accent, however, the handout is a material designed for young adults and I may not be able to find that many recordings of old people online. Therefore I will go across generations in the listening material and make appropriate comments about each sample in Chapter 4.

Another source of variation within an accent is the socio-economic status of the speaker. There is an evident relationship between an accent and social class. Accent everywhere in England has social connotation. When discussing the phonological inventory in Chapter 3, I will not take the upper class into consideration. Let me quote Wells, who says: “Any regional accent is by definition not an upper-class accent, and hardly an upper-middle-class accent: because in those social classes such accent differences as do exist are not regional” (Wells 1982, 14). Although the society in England is not stratified that much as it was in the nineteenth century, I will focus mainly on the lower-middle class and below, since the degree of difference from RP is prominent in these classes.

To sum it up, in section 2.1 I defined the geographical boundaries of the NE variety, which I mostly focus on. Furthermore, in this section I have stated that it is the traditional accent that I am mainly concerned with, and that I will take some extralinguistic factors into account, namely age and class.

### **2.3 *Phonological Development of Northern English***

The Northern English dialect is considered to be nonstandard. However, the term ‘nonstandard’ is in many cases misused, because of its negative connotations. For example, to quote Merriam Webster's online dictionary, the term means: “Not conforming in pronunciation, grammatical construction, idiom, or word choice to the usage generally characteristic of educated native speakers of a language” (“Nonstandard,” Merriam-Webster.com, 2013). This definition equates the term with ‘social inferiority’, ‘grammatical incorrectness’, and ‘rudeness’. Philip Carr considers these judgments to be “founded on non-linguistic factors, to do with social attitudes in the societies in questions” (Carr 1999, 134). The reason why dialects like NE are perceived as inferior lies in the process of standardization. The suppression of vernacular dialects starts as the language becomes standardized in printed documents and when linguists codify the ‘standard’ language, forgetting about the importance of the questions of identity. Although Standard English continues to threaten the vernacular dialects of English, in the following paragraphs of this chapter I hope to reveal that the superiority of Standard is being gradually weakened by vernaculars. Therefore Northern English, as a vernacular, should attract academic interest.

The following history of NE is taken from a phonological point of view, since this work is intended to serve the phonetic seminar. Nevertheless, it is necessary to include some sociolinguistic factors in order to understand the development of the accent. Furthermore, the history does not go into details, because the main aim of this work is to create study material for students of phonetics and that is why the history of the accent is not so relevant for them to study it. Nevertheless, it is essential to know the main developmental points and the main phonological features of NE in the history of the English language, since the readers will encounter some features which are still used in NE, although I may not include them in the study material. Another reason for including this phonological and sociolinguistic history here is to understand the sense of identity in those who speak NE.

The beginnings of the English language date back to the arrival of the Germanic tribes. Those who settle in the North, or more precisely in the Midlands (Mercia) and the North (Northumbria), were called the Angles. This part of England became politically separated from the rest of the country which also resulted in linguistic differences. Even though there are not enough records of the language from these

early times, Katie Wales mentions De Camp's findings about one of the earliest isoglosses which separated the North from West Saxon and East Anglia, where long *ae* /a/ was raised to long /e/ (Wales 2006, 34).

When the Vikings began to plunder the North and East of England, they brought their Scandinavian languages with them. However, it is not agreed how large their influence on the English language was and is, because of the family resemblance between the languages. Nevertheless, there certainly was some influence of the Scandinavian languages, which is evident from the place names in the North. Phonologically speaking, both NE and Scandinavian languages are marked with the so called 'hard' consonants<sup>4</sup>, which may belong to one of the differences between North and South, where consonants are considered to be softer. Their kingdom called Danelaw roughly separated the 'linguistic' North (East Midlands, East Anglia and the North) from the rest of the country (the West Midlands, the South-east and the South-west), which is also important information in regards to the boundaries of NE already discussed in section 2.1. Furthermore, the differences between the Scandinavian dialects, since they were not all the same, contributed to the differences within the NE dialect. Wales mentions the influence of Vikings on the glottalling of /t/ which is still typical in Yorkshire, and this feature differentiates this area from the North-east (Wales 2006, 42).

In the Middle English (ME) period the phonological differences between North and South were clearly evident. As Susan Wright states, the differences appeared due to the Great Vowel Shift, which gradually affected the pronunciation of vowels from the 15<sup>th</sup> century. "[T]he vowel /u/ that is now pronounced in a word like *food* (/u:/) in RP was the typical pronunciation in a word like *cow*. And the present day RP vowel (/i:/) in a word such as *team* occurred in a word *blind* in Middle English" (Wright 1996, 272). These features remained unaffected, or nearly the same, mainly in the far North of England. David Crystal notices that the North followed a different course also in other features: "[S]everal of the new diphthongs were far more evident in the south, being replaced by pure vowels in the North [...]" (Crystal 2003, 42). These pronunciations, again, can still be found in NE, and I refer to Chapter 3 for more information.

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<sup>4</sup> "An impressionistic term sometimes used in the PHONETIC descriptions of particular LANGUAGES, referring to a CONSONANT which lacks PALATALISATION" ("Hard consonant," Crystal 1991, 162).



When the process of standardization of the language began in the 15<sup>th</sup> century, both Northern and Southern dialects gradually disappeared in writing. However, the letter still enjoyed a slight superiority over NE, because of the political connections with the court. The ideal of a ‘spoken standard’ emerged in the 18<sup>th</sup> century, and from that time the attitudes towards NE dialect received even more negative character. Regional pronunciations were considered abnormal and in the majority of cases hindered professional development. I believe that the process of standardization was also the time of forming regional identity. People at this time realized that they did not want to be dictated how to speak properly, since by that process they would be deprived of their own identity. That is why people tried to differentiate their speech from the standard more than at any time before. At that time the pronunciation of /ɹ/<sup>5</sup> disappeared when the phoneme occurred before a consonant or at the end of a word. However, this was not true for the North, where the so-called ‘Northumbrian Burr’ or uvular /r/ - [ʁ] - remained. As Katie Wales mentions the presence and the way of pronouncing the sound “became a symbol of rusticity and ‘barbarity’” (Wales 2006, 100). Furthermore, she indicates that this behavior may have something to do with the maintenance of identity, which means that people from the North proudly differentiated themselves from the rest of the country in their speech. Although the Northumbrian Burr is now in decline, as I will discuss in section 3.2.4, there have appeared other two important distinguishing elements which differentiate the Northern dialect from the Southern one even today. The first one is the lengthening of /ɑ/ in BATH words, which appeared in the second half of the 17<sup>th</sup> century in the South. The second one is the so-called FOOT-STRUT split which emerged as a result of “the lack of unrounding in respect of non-labial vowels [...]” (Wales 2006, 103). Neither of these changes took place in NE. I shall discuss both of these features in detail in the following chapter. Wales also discovered that at that time, an intrusive /w/ before a vowel was reported in the North as well. All of these features were typical of the Northern speech and were of the matter of identity.

The industrial revolution brought the North into a more positive light, but not for long. Many immigrants came together with the revolution, which also had an impact on the accent, and as the accent was becoming more different from the

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<sup>5</sup> Students at the department of English and American studies at Palacký University are taught /r/ is an alveolar trill and when transcribing English accents they use the post alveolar approximant /ɹ/ if not required differently by a different variety of English accent.

Standard, it was at the same time becoming more unpopular and stigmatized. The Irish especially are said to influence the final voiceless stops /p, t, k/, which became heavily aspirated. Furthermore, the dental fricatives /θ, ð/ became alveolars [t, d] (respectively) in speech and the North-west acquired a tapped /ɹ/ - [ɾ], which was different from the way of pronouncing this phoneme in the rest of the North (Wells 2006, 119). Due to industrialization Liverpool was expanded and the many immigrants mainly from Ireland caused that the Liverpool dialect, called Scouse, was enlarged by other phonological features: “[...] /aʊ/ in brew (sounds like ‘brow’), long /u:/ in book; the merging of the fair/fir diphthongs, and the l-vocalization of words like owd (‘old’). And the [g]-articulation in words like *singing* was first noted by Bamford (1854)” (Wells 2006, 120).

Compulsory school attendance caused the vernaculars to be even more suppressed, and emphasis was placed on the use of standard language, both written and spoken. However, the literacy excited people's interest in their own dialects, as is apparent from the nineteenth century's boom in literature, art and music industry, where vernaculars appear (e.g. Edwin Waugh's poetry). In the poems and songs, one can find for example the phonological characteristics of the North at those times: [ɪe] in a word like *make* (RP /eɪ/), long back vowel [u:] in words like *out* and *round* instead of RP /aʊ/, and RP /aɪ/ as in *night* and *right* was a monophthong [i] in NE accent (Wells 2006, 132). The fact, which is worth noting here, is that most of these phonological features can be found in NE up to the present day.

The nineteenth century still saw NE pronunciation as marked by such negative connotations as low education and uncivilized speech, and it was a burden for those who longed for promotion. The absence of long /a/ and the FOOT-STRUT split in NE still mattered. However, the twentieth century brought a change in the attitude towards vernacular dialects thanks to technological media. People became more broad-minded to nonstandard accents and speakers of these vernacular accents became even more aware of their identity. Nowadays, as Susan Wright states: “Most linguists treat RP as one of a variety of accents, neither better nor worse than any other accent of English” (Wright 1996, 260). Therefore, it can be concluded that the hegemony of the image of the Standard language was weakened and NE became part of the social discourse.

## 2.4 Northern English - Present and Future

As I have already mentioned in section 2.3, the media brought regional variation to the general public and made people accept different regional identities. It also seems that NE has influenced RP. Wales mentions the pronunciation of *one* as [wɒn] not /wʌn/. The TRAP vowel, which used to be represented as /æ/ in RP is now more retracted as the NE /a/. The same is also true for the BATH vowel in RP which is not that long as it used to be and became centralized. Nevertheless, in the last feature mentioned, Wales also suggests that the influence may have been caused by the retreat of long vowels before fricatives, which has appeared in RP (Wales 2006, 165). It should be mentioned, however, that apart from Wales' suggestions, there is no further evidence that these changes are due to the influence of NE.

Nevertheless, many middle-class Northerners are something like 'bidialectal' speakers. On one hand, they continue to look up to the RP accent, but on the other hand, they also keep their northern accent, as L. Milroy notices: "It seems that people are willing to pay lip-service to correctness and prestige variants, but at the same time they continue to speak the variety current in their own speech communities" (Milroy 1999, 16). Influence between the two dialects goes both ways, in which case the more prestigious one and hence more important one (RP) influences the subordinate one (NE). Wales also points out that NE accent is being influenced by RP; she mentions for example the replacement of [a:] in a word like *law* by RP /ɔ/ (Wales 2006, 171).

Nevertheless, the influence is not so prominent, since RP is considered to be on the decline and Estuary English is becoming the more prominent 'standard'. One feature which NE adopted from EE is called T-glottaling. However, there had already been the same influence on the pronunciation of /t/ before - from the Vikings. This feature, although not so used then, increased dramatically nowadays due to the influence of Estuary. Another adopted feature, called H-dropping, is also becoming more prominent in the North. TH-fronting, another influential feature of EE is, however, according to Wright (1892) on the decline (Wales 2006, 177). It is important to mention, however, that despite these 'new' pronunciations, the 'old' pronunciations which I mentioned in the previous lines can still be heard in the North mostly among older speakers.

One more fact is worth noticing here; Wales mentions that NE is influenced not only from the 'outside' by RP and Estuary but also from the 'inside', which means

that Northerners try to maintain their speech according to the regional ‘norm’, as she puts it (Wales 2006, 172). They try to eliminate the marked features and instead use the less stigmatized ones. For example, g-articulation in final *ing* is being suppressed and the traditional diphthong [ɪə] in a word like *name* is being replaced by long monophthong [e:] (Wales 2006, 173-174). Northumbrian Burr has almost completely disappeared nowadays and the same is true for rhoticity in the North in general. Hughes and his fellow coworkers, however, state that partial rhoticity can be found in parts of Lancashire (Hughes 2005, 71).

Due to all these and other changes, the difference between NE accent and RP or EE may seem to be less prominent. However, as Katie Wales's argues: “[I]t is in respect to accent rather than dialect that Northern English reveal much of their continuing strong distinctiveness; and that therefore it is by accent that Northerners will mainly be identified for a long time to come” (Wales 2006, 200-201). Grammar and lexicon may fall even more under the influence of the standard; however, it is the accent that people use in order to keep a sense of regional or local identity. The phonological inventory of NE is likely to remain salient marker of the ‘linguistic’ North.

### 3 Phonological Inventory of Northern English

This chapter introduces the phonemic and phonetic inventory of NE, which will later be included in the handout. Strictly speaking, this chapter introduces the features which the disparate pronunciations within NE have in common. Nevertheless, I may also mention phonological features typical only of certain variety of NE, because of their prominence. As I have already stated in section 2.1 and 2.2, I focus mainly on the traditional phonological features, supported by their wide geographical distribution. Concerning vowels, I use Wells' Standard Lexical Sets, which are based on the intersection of vowel incidence in two reference accents, GA, and more importantly for this thesis, RP. They stand for a number of reference sets of words. You can see the sets in *Table 1* below. *Table 1* presents the complete Standard Lexical Set, where some vowels occur in words of more lexical sets (e.g. /ɑ/), because they are distinguishable in other accents (e.g. in GA). However, I excluded the GA pronunciation of the vowels, since it is not relevant for this thesis. In general, I rely heavily on J. C. Wells' *Accents of English* (1982) in this chapter.

*Table 1: Standard Lexical Sets*

RP	Keyword	RP	Keyword	RP	Keyword	RP	Keyword	RP	Keyword
ɪ	KIT	ʊ	FOOT	eɪ	FACE	aɪ	PRICE	ɑ	START
ɛ <sup>6</sup>	DRESS	ɑ	BATH	ɑ	PALM	ɔɪ	CHOICE	ɔ	NORTH
æ	TRAP	ɒ	CLOTH	ɔ	THOUGHT	aʊ	MOUTH	ɔ	FORCE
ɒ	LOT	ɜ	NURSE	əʊ	GOAT	ɪə	NEAR	ʊə	CURE
ʌ	STRUT	i	FLEECE	u	GOOSE	ɛə	SQUARE		

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<sup>6</sup> Although Wells transcribe this word with /e/, students are taught in the seminar AF02 to use the vowel /ɛ/ instead in these sets of words and /e/ is used as the first element in particular diphthongs.

### 3.1 *Vowel Inventory*

#### 3.1.1 FOOT-STRUT Split

There is a five term system in the North of England, since the so called FOOT-STRUT split which dates back to the seventeenth century did not take place in most NE accents. The current situation in most accents of English, including RP, resulted from the splitting of Middle English /u/ into two phonemes /ʊ/ and /ʌ/. Because of the absence of the FOOT-STRUT split in the North, the vowels in words like *foot* and *strut* are homophones with a single phoneme /ʊ/.

Nowadays, there appeared a tendency to suppress the typical NE pronunciation of /ʊ/ in STRUT words and move towards RP by pronouncing the vowel as some way between the RP /ʌ/ and the northern /ʊ/. The result is something like /ə/, thus [stɪət]. This northern Near-RP, or poshing-up of NE accent, however, appears mainly in professionals in bigger cities of the NE area such as Manchester or Leeds (Svartvik and Leech 2006, 133).

This five-term short vowel system is evident in broad working-class speakers everywhere in the NE accent area. In the North East and North West even the lower-middle class speakers do not have any opposition. As Wells states: “The area in which FOOT and STRUT have the same vowel comprise all of England north of this line [from Seven to Wash] except for (i) a part of Salop and Herefordshire, along the Welsh border, and (ii) northernmost Northumberland [...]” (Wells 1982, 351). Since the feature covers nearly the whole area of NE accent (both the ‘true North’ and the Midlands) and is spoken among considerable number of Northerners, it is essential to include it in the handout.

#### 3.1.2 ‘Later Shortening’

With respect to the previous comment, this does not mean, though, that *look* is homophonous with *luck*. Instead, the vowel of GOOSE is still encountered in the former word in the North, thus /luk/ vs. /lok/. Wells states that it is a result of the absence of Later Shortening. This was a process in the Middle English period, in which the vowel /o:/ was shortened to the Middle English /u/ before it was split and further shortened with the result of /ʊ/ (Wells 1982, 197). The ‘later shortening’ varied in different places. Nevertheless, most of the North-of-England accents retain

the long vowel /u/ usually in words with the spelling *-ook*. This pronunciation is still widespread in spite of the fact that the RP influence of the standard /ʊ/ has increased. I regard this feature as important, since it can be found not only in broad working class Northerners, but it is also a typical pronunciation of the North West and the East Midlands in general (Trudgill 1999, 71). Beal supports this claim by stating that older NE speakers throughout the North have /u/ in these words except for in Northumberland, and Tyne and Wear. (Beal 2004, 122). This traditional phonological feature supported by the geographical spread is thus a true representative feature of NE accent.

### 3.1.3 BATH Broadening

Additionally, NE accent has not experienced the ‘split’ called the TRAP-BATH Split. This phenomenon occurred mainly in the South of England and was followed by another change, namely the backing and ‘broadening’ of /a/ to /ɑ/. Although typical of RP, neither of these changes has happened in the North. Therefore, nowadays most NE speakers pronounce the same short open vowel in both TRAP and BATH sets, namely /a/.

Wells and Trudgill find long /ɑ/ in the Yorkshire and the Humber accents, but they continue to explain this phenomenon by saying that it is not the BATH Broadening, which would make the distinction between the quality of vowels in BATH words and TRAP words. The vowels are differentiated only by length; therefore it is purely allophonic, thus *Pam* and *palm* are pronounced as [p<sup>h</sup>am] and [p<sup>h</sup>a:m] respectively (Wells 1982, 354), (Hughes 2005, 94).

In the previous features I mentioned that there are tendencies to move towards the Standard in the pronunciation, nevertheless, the retention of /a/ in BATH and TRAP words is evident throughout the North, except for in the highest social classes. The distinction between RP /ɑ/ and NE /a/ is clearly noticeable in Newcastle-upon-Tyne only. Thus, geographically, the path of this feature across England from east to west is more or less the same as the FOOT-STRUT isogloss, dividing NE accent from the rest of England accents as well as being an important phonological feature. There is one more important statement about this feature by Wells: “It is a striking fact that the current trend in pronunciation of this vowel [RP /ɑ/] is towards a closer, longer, perhaps tenser or diphthongal quality in the United States, but towards an opener, [a]-

like, monophthongal quality in England” (Wells 1982, 129). It seems NE pronunciation of /a/ has been influencing other accents in England and its ‘popularity’ is thus justifiable. On the basis of the previous, sociolinguistic reason, ‘geographical’ reason and the Wells' statement, I have no hesitation to incorporate this NE feature in the handout.

#### 3.1.4 The Long Mid Diphthonging

So far the Northern speech appears to be very conservative, for most changes which happened in the rest of England are missing in NE pronunciation. The Long Mid Diphthonging is also absent in most NE accents. In eighteenth century England the vowels in words like GOAT and FACE were realized as monophthongs /o/ and /e/ respectively. However, they retreated to the diphthongs /əʊ/ and /eɪ/ present in current RP pronunciation. Although monophthongs are typical of Northern speech, the diphthongization is not missing in the whole NE accent area. Properly speaking, this change from monophthongs to diphthongs has been applied in the East and West Midlands, thus dividing the NE accent area into two roughly equivalent parts. There are more pronunciation varieties of these vowels in the North. “In Tyneside and Northumberland, traditional dialect speakers have centering diphthongs /uə/ and /iə/ in these words [...]” (Beal 2004, 123). However, according to the study on dialect levelling by Paul Kerswill: “The vowel /e:/ as in *face*, *may*, *rain*, etc., is currently subject to monophthongization across the region [North East]” (Kerswill 2003, 3). Furthermore, many phoneticians<sup>7</sup> include these features as characteristic for Northern speech, and according to Wells, the traditional pronunciation of the monophthongs [o] and [e] may still appear in areas where the change has been applied: “Even where the Long Mid Mergers have been carried out, we find monophthongs in many conservative accents [...]” (Wells 1982, 211). Although Wells (1982) lists several other pronunciations of the GOAT vowel<sup>8</sup>, these pronunciations are restricted to specific areas only. Since the pronunciations - [o] in GOAT and [e] in FACE - are typical and traditional of the ‘true North’ and widely geographically spread

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<sup>7</sup> Hughes (2005), Wells (1982 and 1984), Cruttenden (2001), Beal (2004).

<sup>8</sup> [ɔɪ] in parts of Yorkshire and Lancashire, [ɔʊ, əʊ] in some areas of the middle north, [ɔʊ, ʌʊ] in the Midlands.



throughout the whole area that this chapter is mostly focused on, it is essential to list them in the handout.

### 3.1.5 PRICE Vowel

The vowel in PRICE is /aɪ/ in RP. Wells (1982) and Hughes (2005) mention these pronunciation varieties in connection with NE: [aɪ], [ɛɪ], [ɛɪ], [aɛ], [ɑɪ], [ɛ], [i]. Nevertheless, Wells summarizes these different pronunciations into three most typical ones: “Thus the three most typical realizations of the PRICE diphthong seem to be [ɑɪ] in the midlands, [aɛ] in the middle north, and [ɛɪ] in the far north” (Wells 1982, 358). In his other work, Wells states that the pronunciation of the PRICE diphthong in the North is that of the [aɛ] type, which narrows the range even more. In the same work he also mentions that there is an alternation between [ɛɪ] and [aɪ] in Tyneside, however the [ɛɪ] diphthong is distributed only in some environments (Wells 1984, 63). For [ɛɪ] occurs only in a small area and in particular environments only, I would suggest to include only the generalized statement of Wells', which is that the diphthong is usually of [aɛ] type. Nevertheless, as Wells also mentions the pronunciation are being supplemented by the RP form [aɪ], therefore it will be listed in the handout as well.

### 3.1.6 GOOSE Vowel

GOOSE vowel is typically pronounced as /u/ in RP. Although Wells (1982 and 1984), Hughes (2005) and Wakelin (2008) list several different pronunciation varieties of this vowel in NE, they agree on the most common realizations. Wells states that it has now become [əu] not only in London and the south but also in Birmingham (Wells 1984, 64). Hughes notices the same pronunciation in Norwich (Hughes 2005, 78). These (Birmingham and Norwich) are the Midland areas. In another of his works, Wells assigns this feature not only to Birmingham, but also to other rural pronunciations and furthermore to northern Yorkshire speech (Wells 1982, 359). Another frequently mentioned realization of the vowel is [ɪu], which is more typical of conservative NE (Wells 1982, 359), (Wells 1984, 64). Wakelin supports Wells by saying that ‘i-oo’ is common in areas of the ‘north proper’ (North East and North West regions) (Wakelin 2006, 8). Since the [ɪu] realization is being suppressed

by the RP pronunciation /u/ (Wells 1982, 359) it is essential to mention both of them in the study material together with the more common [əu].

### 3.1.7 FLEECE Vowel

There are four most frequently mentioned realizations of the FLEECE vowel in traditional NE. Wells mentions /i/, [ɪə], [əɪ] and [ɛɪ] (Wells 1982, 359). There exists the opposition between words like *meet* and *meat*.<sup>9</sup> [ɛɪ] is most common in West Midlands (Hughes 2005, 88). Wakelin states that [ɛɪ] is a feature in both West Midlands and East Midlands and that /i/ or [ɪə] can be found in the area north of the Humber (North East and North West regions) (Wakelin 1984, 71). Both [ɪə] and [əɪ] are typical of North Yorkshire (Wells 1982, 357). The handout will contain all the four mentioned realizations of the FLEECE vowel.

### 3.1.8 Other Characteristics of NE Vowels

NE differs from RP and most other English accents by having strong vowels in positions where RP has weak ones. Wells stresses the environment of Latin prefixes before a tonic syllable. For example, the word *advance* would be transcribed in RP as [əd'vʌns], but [ad'vʌns] in Northern form. Among other prefixes are *con-* and *ex-* (Wells 1982, 363).

Another characteristic of NE vowels which is worth mentioning concerns the length. The duration of tense vowels in NE tend to be longer than of those in RP. The phonetic representation of words such as FLEECE would be [flis] in RP, but [fli:s] in NE.

## 3.2 *Consonant Inventory*

### 3.2.1 H-Dropping

H-dropping is a feature which most people used to look at from the sociolinguistic point of view, since it was connected with the nonstandard speech (when the negative connotation is applied to the term). H-dropping is associated with

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<sup>9</sup> For more details see Wells (1982, 1984) and Wakelin (1984).

older working class speakers. Nevertheless, as I have already mentioned in section 2.4, it is very popular nowadays even in young speakers throughout the social strata. Concerning NE accent, Wells states: “Uniquely among urban accents of England, Geordie has phonemic /h/ and no H Dropping” (Wells 1982, 374). Trudgill gives sixteen regional versions of the word *hill*, by which he shows that the isogloss for H-retention, when speaking only about the NE accent area, is in the North East region only (Trudgill 1999, 68). In all other parts of the area (including the Midlands) the word is pronounced as [ɪl]. “Recent studies indicate that the h-dropping isogloss is moving further north, with even younger speakers as far north as Newcastle providing some evidence of this” (Beal 2004, 127). H-dropping is no longer a stigmatized feature of the working class, quite the contrary; it is now spoken throughout the social scale and geographically throughout almost the whole NE area.

### 3.2.2 Liverpool Features – ‘G-articulation’ and Affrication

One of the popular varieties of NE called Scouse, as has been already mentioned in section 2.2, is spoken in Liverpool and Merseyside in general. The Beatles spoke this variety of NE, which has become popularized and internationally recognized. Thanks to Keith Szlamp it is also a recognized internet dialect<sup>10</sup>. Due to its popularity I regard it as an important variety of NE, some features of which should be known to students.

In RP, and also most southern accents of English, words like *king* and *sing* end with velar nasal /ŋ/. It is also true for most parts in NE accent area. However, Scouse is characterized by being non-NG-coalescing. The final [ŋg] pronunciation is a typical feature of this accent and Knowles considers it as locally prestigious (Knowles 1978, 85-86). The [g] is retained also word internally, thus *singer* [sɪŋgə], *singing* [sɪŋgɪŋg]. Not only is this pronunciation typical for Scouse, it is also present in the western half of the Midlands, Birmingham, Coventry and Stoke-on-Trent, and also uniquely in Sheffield, Yorkshire (Wells 1982, 365).

The phenomenon called affrication concerns plosives in Liverpool speech. Words like *king* and *dog* are pronounced as [k<sup>x</sup>ɪŋg] and [d<sup>z</sup>ɒg] respectively. The

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<sup>10</sup> Internet Assigned Numbers Authority. “Protocol Registries.”  
<http://www.iana.org/assignments/lang-tags/en-scouse>.

process of affrication is relevant, as most phoneticians<sup>11</sup> state, to the Liverpool accent and the immediate surroundings, thus it will be listed as one of the typical features of Scouse.

### 3.2.3 Clear vs. Dark /l/

In RP the phoneme /l/ has two allophones, the clear [l] and the dark [ɫ]. The former is realized prevocally, while the latter postvocally. However, this opposition cannot be found in the whole area of NE accent. Wells notices that the Geordie accent, spoken in Tyne and Wear, has clear /l/ even when post-vocalic, but at the same time he adds that this phenomenon is not necessarily present in the speech of all social classes (Wells 1982, 374). Having clear /l/ in all positions is also a typical feature of county Northumberland, except for the far North. The area mentioned can be found in the North East region and Trudgill supports the findings by claiming that “dark /l/ is now found everywhere except in the northeast” (Trudgill 2010, 102), which is further supported by Beal who says that Lancashire dialect is reported to have [ɫ] in all positions (Beal 2004, 130). On the basis of these statements, saying that in the North East region they use [l] in all environments and in the North West region [ɫ] instead in the same environments would be an overstatement, nevertheless, from my point of view it is important to highlight that not all varieties of NE have the same distribution of clear and dark /l/ as RP has. Thus, I would like to state in the handout that the students, when listening to NE speakers, may encounter all the three possibilities of [l] vs. [ɫ] distribution – the same distribution as the RP has, the distribution of clear /l/ in all environments, or dark /l/ in the same environments. *Gimson’s pronunciation of English* supports this idea by claiming that there is “the lack of the RP allophonic difference between clear [l] and dark [ɫ], clear [l] being used in all positions in many areas, e.g. Newcastle, and dark [ɫ] in others, e.g. Manchester” (Cruttenden 2001, 89).

### 3.2.4 Rhoticity

There are two subjects which should be discussed when talking about rhoticity. The first one concerns the distribution of the alveolar approximant, while the second

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<sup>11</sup> Wells (1984) page 56, Carr (1999) page 164, Hughes (2005) page 98.

subject deals with the realization of /ɹ/. Let me discuss the distribution first. Accents which do not pronounce /ɹ/ in all environments except before a vowel are called non-rhotic. This ‘rule’ applies not only to RP but also to most NE accents. Trudgill demonstrates, by transcribing the word *car* in all his Northern regional variations, that the rhoticity (pronouncing /ɹ/ in all environments) is found only in Central North (an area covering Cumbria and most of Yorkshire and Lancashire), however, he adds that this feature is receding (Trudgill 1999, 70-71). Wells supports both Trudgill’s claims by stating that rhoticity can be found to the “north and east of the center of Manchester” (Wells 1984, 59), but is recessive. In his work from 1982 he also records rhoticity in Northumberland, North Yorkshire, Humberside and Lincolnshire. In Lincolnshire, as he mentions, /ɹ/ has been lost when preconsonantal but in the final position (Wells 1982, 368). Peter Roach notices rhoticity only in the West of England accents, the area of which he does not specify in detail (Roach 1991, 7). Thus, as in the case of /l/ in 3.2.3, it is essential to mention in the suggested study material that accents of NE are predominantly non-rhotic. Nevertheless, some of them may pronounce /ɹ/ mainly in final positions. The geographical extent of rhotic accents still attracts attention although it is a matter of levelling. Thus, I would call NE as variably rhotic.

Another important matter for discussion is the possibilities of realizations of /ɹ/. There are actually three possibilities, one of which is the postalveolar approximant /ɹ/, the one typical of RP pronunciation, and another one is an alveolar tap/flap [ɾ]. Wells (1982) indicates that the tap is quite widespread in the North, however, he admits that its geographical spread is not known. In his work *English Accents in England* he supports this claim by saying there is alternation of [ɾ] and /ɹ/ in NE. The distribution, as he says, depends on the phonetic environment or the degree of formality, alternatively both options. Hughes finds tap as typical of the Yorkshire and Scouse accents (Hughes 2005, 95). Beal adds to these areas Lancashire and Cheshire (Beal 2004, 130) and Cruttenden Leeds and Newcastle (Cruttenden 2001, 89). What is more, in Tyne and Wear Wells notices the replacement of uvular [ʁ] by the tap (Wells 1982, 368). The uvular fricative pronunciation of /r/ is the next possibility, which is known under the name Northumbrian ‘burr’. The name itself suggests where the feature has been, and is, prominent. Although this phonetic feature has not completely disappeared, it has certainly receded further north (Wales 2006, 170). Beal adds that even in this small area it is spoken mainly by “older working-class males in rural of

fishing communities” (Beal 2004, 130). The authors of the *Survey of Modern English* talk about the ‘burr’ in Northumberland and Durham counties in the past tense, as it has now died out (Gramley & Patzold 1992, 95). As the area where the burr is spoken is considerably small and the amount of speakers is not noticeable, I have decided not to include it in the handout. Nevertheless, the other two realizations of /ɪ/ will be mentioned for mainly geographical reasons.

### 3.2.5 T-to-R Rule

The so called T-to-R rule means using of [r] instead of /t/ when it occurs between two vowels, the first of which is short and the second one begins the next word. In other words, when /t/ occurs intervocalically in word boundaries it is realized as [r]. The rule is a development from a previous rule called Tapping of /t/. This tap [t] has been further reinterpreted as [r]. Wells notices this feature in the middle and far North (the area that this thesis is focused on). In his article he ascribes this phenomenon to Northern speech in general (Wells 1984, 56). Hughes says it can be found in parts of East and West Midlands and in Liverpool (Hughes 2005, 92, 98). Cruttenden finds this phenomenon in south Lancashire and west Yorkshire (Cruttenden 2001, 164-165). Carr mentions this feature when he describes the Tyneside pronunciation (Tyne and Wear county), nevertheless, he mentions that this [r]-type realization of /t/ can be found in many Northern accents (Carr 1999, 161). For this feature covers a considerable part of the NE accent area, and since those phoneticians mentioned above consider it one of the most important features of NE accent, I shall also include it in the handout.

### **3.3 *Other Phonological and Phonetic Features of Northern English***

The following features are listed here, because I often found them mentioned in connection with NE accent. However, these features will not be included in the handout for various reasons - see individual features.

### 3.3.1 The HappY Vowel

Until recently, the weak vowel in *happY* was /ɪ/ in RP. In this matter, some pronunciation varieties of NE coincide with RP. Namely, in the counties of West Yorkshire and Greater Manchester the pronunciation is /hɑpɪ/. This small area is, however, surrounded by varieties of NE which are marked by using the vowel of FLEECE, thus [hɑpi] (Wells 1982, 362). Since this [i]-using area is much larger, and since it differs from RP /ɪ/, I should include this phonological feature of NE in the study material. Nevertheless, students of the Phonetic seminar AF02 are taught that the old vowel has already been replaced by /i/ in RP (which is supported by Wells (1982) and Hughes (2005)).

### 3.3.2 MOUTH Vowel

The diphthong in a word like MOUTH which is in RP /aʊ/, has many different pronunciations in NE area. For example, the pronunciation is [u], thus *cloud* [klud], *cow* [ku], etc. in the far north of England (Wakelin 2008, 8), [a:], [ɑ:] or /aʊ/ in the middle north and [æʊ] may be hard in Sheffield, South Yorkshire<sup>12</sup> (Wells 1982, 359). Since these pronunciations are inconsistent, I have decided not to include them in the handout.

### 3.3.3 NURSE & SQUARE Merger

This is a phenomenon in which the two vowels, that are commonly pronounced in RP /ɜ/ and /ɛə/ respectively, are in some areas of the North merged and the resulting vowel is generally [ɜ]. This feature is typical mainly of the Liverpool speech. Wells states that there has not been adequate investigation concerning this phenomenon; nevertheless, he adds that he “*has the impression* [my italics] that there are various other parts of the north (Leicestershire, West Midlands, Lincolnshire) where there is at least variable merging of NURSE and SQUARE” (Wells 1982, 361). As there are no findings which would support his ‘impression’, I follow Cruttenden and assign this feature mostly to Liverpool speech (Cruttenden 2001, 89). Apart from this ‘lack-of-geographical-spread reason’, I have another one which concerns the variation of the

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<sup>12</sup> For further different pronunciations that can be encountered in MOUTH words see Wells (1982).

pronunciation of this merged vowel. I stated above that it is generally [ɜ]; however, the characteristic qualities of this merged vowel differ.<sup>13</sup> Since the handout is intended to give just the most characteristic features and is not supposed to go into detail, this feature will not be included both for geographical reasons and wide range of possibilities of the pronunciation.

#### 3.3.4 THOUGHT Vowel

The vowel in THOUGHT is pronounced as /ɔ/ in RP. In NE there are several different variations of the pronunciation. Wells mentions [ɔʊ], however, he does not specify the area where this pronunciation occurs. He adds that the RP /ɔ/ is now well spread throughout NE in these words, but at the same time some older pronunciations like [ʊə, oə] may still occur (Wells 1982, 360). Trudgill informs us of a different pronunciation of this vowel in Northumberland, where there are two possibilities. The first one is [ɑ] in words which are spelled with -al-, thus talk [takɪŋ]. Those words which do not contain -al- are pronounced the same as in RP – with /ɔ/. Since there is a wide variety of the pronunciation of the THOUGHT vowel and in addition, the RP pronunciation is prevalent, it will not be mentioned in the handout.

#### 3.3.5 Yorkshire Assimilation

Wells (1982) devote one sub-chapter to Yorkshire Assimilation, which is the change of voiced obstruents into voiceless ones before a voiceless consonant across word boundaries or, less commonly, within a word. This feature is most common in West Yorkshire and some other parts of Yorkshire (Hughes 2006, 95). Wells also assigns this feature to West and South Yorkshire and he adds that he “*suspects* [my italics] it to extend to most of historical Yorkshire [...]” (Wells 1982, 367). However, I have not found any support for his ‘suspicion’. Moreover, he admits that the exact geographical spread of Yorkshire Assimilation is not known (Wells 1982, 367). Since the known geographical spread is not significant, the feature will not be listed in the handout.

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<sup>13</sup> For further information see Wells (1982) page 361.



### 3.3.6 Non-aspiration

Non-aspiration is also meagerly spread. “Initial /p, t, k/ are aspirated in most accents [...] but are unaspirated in Lancashire, South Africa and Most Indian English” (Collins & Mees 2013, 157). This claim is supported by Wells (Wells 1982, 370). From the geographical point of view, this feature is not prominent in NE accent, and thus will not be included in the handout.

## 4 The Handout

The phonetic seminar, for which this suggested material is intended, is aimed at foreign learners of English. Foreign learners are usually exposed to only the standard variety, which is spoken relatively carefully and in formal contexts. Thus students do not have enough opportunities to learn an informal style of speaking, which, at the same time, prevents them from being able to understand it. This situation causes problems when learners communicate with native speakers and the primary problem is in understanding of what has been said. Therefore, learning to understand different varieties of English is an important part of study for students of English. This seminar helps students in this matter by introducing several varieties of the language (see Chapter 1). The description of one such variety, together with the audio recordings provided in this thesis, is an attempt to broaden the repertoire not only of the seminar but mainly of the students. Thus, the proposed handout is designed to help students in understanding the NE accent.

As has been mentioned in the introduction, the handout is not intended for self-study; rather the students should work with it in the seminar. Nevertheless, individual work with the handout will benefit a student who follows the suggestions on the handout and listens to the recordings, which are the integral part of the handout. The tasks are mostly based on my personal experience with using similar materials in the same phonetic seminar, which I have already attended. Instructors are likely to modify both the exercises and the recordings according to their teaching preference.

### 1.1 *The Arrangement of the Handout*

Since there were already created study materials (handouts) for other varieties of English covered in the seminar, and since students are already familiar with their format and know how to work with them, I have decided to structure my handout in a way similar to the existing materials.

I have divided the handout into five parts. The first one is called *Briefly: Defining Northern English (NE)*. Its function is to familiarize students with the concept of NE by presenting a short introduction of the accent and showing a map of the ‘psycho-boundaries’ of NE, so that the students have an idea of where the accent is being spoken. Geographical locations of the speakers from the recordings are also

shown in the map. The other two sections are composed of listening tasks which are focused on the particular features of NE. One section is focused on specific vowels to NE and the other on typical consonants. At the end of each section, the phonological and phonetic inventories are listed; either vowel or consonant ones. The inventories of NE are placed at the end of each section for the following reason: if it were placed at the beginning of each of the two parts, or even in the ‘introductory section’, it would alert the students only to the listed features of this variety. The students would search for these particular pronunciation features, without trying to discover the features themselves, and, as it is commonly known, experience is much efficient in learning than just memorizing things. Thus, by placing the inventories at the end of the sections, the students are given the opportunity to analyze NE speech themselves, which contributes to their subsequent memorization of the features. In the fourth part of the handout, students practice what they have learned about the NE consonant and vowel inventories, by transcribing speech from a recording. The last part of the handout presents a list of literature where students can read more about NE, and it also contains useful links with more recordings of NE accent.

There are explicit instructions for each listening task, so that the students can read what is being expected from them and what they may expect in the recordings. The numbers in the listening tasks written in the handout correspond to the actual audio recordings on the CD.

## **1.2 The Recordings**

In her book, Ida Ward makes a statement about the application of the knowledge of phonetics in the teaching of English: “It was assumed at the outset that teachers wish to teach a clear and distinct articulation and a pronunciation free from outstanding dialectal peculiarities, i.e. to “cure” an accent. *This is, of course the most obvious use of phonetics to the English teacher* [my italics]” (Ward 1962, 36). I must object to her statement by saying that this kind of pronunciation in teaching is not efficient in situations when a student enters conversation with native speaker and most likely ascertains that he or she has considerable difficulty in understanding. That is why it is important not to overlook ‘dialectal peculiarities’ and dialects as such. This issue is also applicable to the recordings which students are exposed to. There would be no use in analyzing recordings where the style of speaking is deliberate, slow and

formal. Therefore, most of the recordings in the handout are taken from BBC Voices website. The reason is twofold; first, this style of speech is not focused on the non-native-speaking audience. Speakers in recordings designed specifically for foreign listeners would speak deliberately clearly; therefore I tried to avoid such recordings. The second reason is the conversational style of speaking. The recordings capture people in conversation, which is beneficial for students, since they are exposed to real conversations and speeches. Moreover, some of the people are talking about language – accents, dialects, slang – and students can learn new information about their target language from them. Other topics in the recordings include all sorts of subjects. Furthermore, the website contains detailed information about the speakers and also the date of recording, thanks to which I know that the samples were recorded recently. The rest of the recordings are taken from the British Library website, which captures the diversity of spoken English and provides an in-depth look into the Geordie dialect. Although it does not go into details concerning the background of the speakers and the date of recordings, as is in the case of the BBC website, all the recordings are from the second half of the twentieth century. The date is important, since accents change (see section 2.4) and it is relevant to show students present-day NE. The orthographic transcriptions of the recordings can be found in the Appendix.

#### ***4.1 The Exercises***

In order to create a good teaching material, I discussed books on listening comprehension, since, as has already been mentioned above, the seminar aims at helping students understand different accents. The same is true for listening comprehension, which is a ‘process’ that provides students with audio recordings and, by questioning them, tries to discover if the students understood it or not. It is a good way of testing; however, it does not contain much teaching, which is essential of this seminar. In listening comprehension, the students concentrate on the meaning of an utterance and are busy visualizing the meaning. However, it would be much more effortless for them if they were familiar with the sounds of the accent, which are important cues for understanding. Therefore, the first step in successful listening comprehension, or more precisely in this case – understanding -- is to familiarize oneself with the phonological and phonetic inventory of a particular accent. According to Brown, listening for a meaning and at the same time listening for the way of

pronunciation is very unlikely: “Indeed if you listen to how the words are spoken it is very unlikely that you can simultaneously understand what it is that is being said” (Brown 1993, 3). Therefore, the tasks in the handout will be designed so that they would not be beyond the ability of the students.

The first audio recording<sup>14</sup> (TASK 1) lasts only 5 seconds, to stress the importance of the two vowel features, namely /a/ and /ɒ/ in words *footpath* and *bus* respectively. Students are asked to find the words with different pronunciation from RP and transcribe them both orthographically and phonetically. This kind of exercise according to Hughes “compels students to concentrate hard and makes them recognize just what they understand and what they do not” (Hughes 2005, 132). The recording is taken from the British Library website. The speaker in the recording has a Geordie accent, nevertheless, he is not marked as ‘broad Geordie’ which the British Library website characterizes as “pronunciations associated with dialect speakers,”<sup>15</sup> therefore this speaker falls into one of the other groups of pronunciation – “pronunciations more common in careful speech or among certain social groups, such as older speakers, the middle classes or females.”<sup>16</sup> Since the recording is short and students are given relatively clear sound sample, the extra time can be used for the discussion about the importance of these features (these are the two important isoglosses which divide the northern speech from the southern one).

Sample 2<sup>17</sup> (TASK 2) is a discussion about the words which describe anger and leads to one story about a water supply cut-off that made the people from bakery angry. The recorded people are villagers from Mellor Brook, Lancashire. The date of recording is November 19, 2004. The students get an overall impression about the accent. This listening exercise purely aims at teaching students to listen ‘critically’ and make them analyze the speech. Students should be asked for general observations about NE vowels. The observations concerning the pronunciation differences between NE and RP should be named by the students, by giving instances of particular words/passages where the difference has been found. The number of differences depends on the time available, however, students should notice that apart from the

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<sup>14</sup> British Library. “Geordie Accent.” <http://www.bl.uk/learning/langlit/sounds/case-studies/geordie/vowel-sounds/>

<sup>15, 16</sup> British Library. “Geordie Accent.” <http://www.bl.uk/learning/langlit/sounds/case-studies/geordie/vowel-sounds/>

<sup>17</sup> British Broadcasting Corporation. “BBC Voices.” <http://www.bbc.co.uk/voices/recordings/group/lancashire-mellorbrook.shtml>

already mentioned /ʊ/ in a word like *number* and /ɑ/ in a word like *mad*, there are at least two other vowel features – [o] in words like *flow* and *phone* and [e] in a word like *shame* and *came*.

In sample 3,<sup>18</sup> a man is talking about his own accent change and about his opinion on why the dialects are being lost. His name is Paul Dunn, born in 1946, living in Helmsley, North Yorkshire for all his life, which is apparent from his speech, since his accent is quite strong. The date of the recording is November 16, 2004. In TASK 3, students listen to a sample (1 minute and 6 seconds long) and they are asked to focus on what the man is talking about. In the previous tasks they were supposed to focus only on the features of the speech and not that much on the content. In the previous two tasks they learned about the most common pronunciations of some of the vowels, therefore it should be easier for them now to understand the speech in the thirds task, since they know what kind of sounds in which environments they may expect. The instructor may ask them comprehension questions in order to find out if they understand or not, and also to discuss the phenomenon covered by the recording, which is the death of dialects. Thus, the students learn more about the situation of traditional dialects in the North. Moreover, students learn two other vowel features, since they are asked to focus on the words *school* and *feel* and to transcribe them.

TASK 4 (sample 4)<sup>19</sup> focuses on the vowels in words ending orthographically in *-ook*. There are four short samples taken from the British Library website. As in Sample One, these speakers are not marked as ‘broad Geordie’, however, they are not specified either. There is neither detailed background about the speakers nor information about the date of recording. Nevertheless, since the created vowel inventory in Chapter 3 also includes the realization of the vowel in the ‘*-ook* words’, these recordings serve their purpose. Transcriptions of the recordings are included in the handout so that it is easier for the students to focus on the ‘*-ook* words’ only and the realization of the vowel in them.

Sample 5<sup>20</sup> (TASK 5) is an interview (1:23) of six media students from Pendleton College in Salford, Greater Manchester. The date of interview is November 22, 2004. Again students get an overall impression of the accent and are asked to

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<sup>18</sup> British Broadcasting Corporation. “BBC Voices.” Last modified November, 2012. <http://www.bbc.co.uk/voices/recordings/group/york-helmsley.shtml>.

<sup>19</sup> British Library. “Geordie Accent.” <http://www.bl.uk/learning/langlit/sounds/case-studies/geordie/vowel-sounds/>.

<sup>20</sup> British Broadcasting Corporation. “BBC Voices.” Last modified November, 2012. <http://www.bbc.co.uk/voices/recordings/group/gmr-salford.shtml>.

focus on a particular word. The word is *hanging*, and represents two typical consonant features of NE, namely H-dropping and G-articulation in *ng* clusters, which is a feature more typical of the Northwest and more particularly of Liverpool. Students are asked to find the features and also to notice how proud the interviewed students are of their dialect, which may be applied to Northerners in general.

TASK 6 (sample 6)<sup>21</sup> concerns another feature of the Liverpool speech, namely the affrication of plosives. The speaker, Chamonix, born in 1992 talks about her teacher who did not want her to talk in her accent, since it would decrease the marks for her school in singing competitions. The sample was recorded in March 1, 2005. Chamonix is a student living in Garston, Liverpool for all her life, thus has a strong Scouse accent. This 30-second long recording shows students the broad liverpudlian accent. In the handout, the students are asked to give the general sense of what they hear. From the narration, they also learn about what attitudes may be encountered in relation with strong accents. Furthermore, they are asked to focus on plosives and learn how they are realized in Liverpool speech.

Sample 7<sup>22</sup> (TASK 7) contains 4 short samples of different speakers. The samples are taken from British Library website and although the website marks the pronunciations as Geordie accent, again it does not say any details about the background of the speakers, neither how old the recording is. Nevertheless, it should give students an idea about a different realization of /t/, which they may also encounter in NE, namely [r]. In the handout they are given the transcripts of the samples so that they can notice in which words and environments this feature is particularly noticeable. In the samples, students should notice that the T-to-R rule occurs most commonly in word boundaries between two vowels in common verbs and non-lexical words. It can also occur word-internally in verbs like getting and putting, nevertheless, the web site marks these environments as “a small set”. The rule can also appear within a noun, e.g. in ‘matter’, however, the web site again marks this case as an “extreme”. Thus, thanks to the samples, the students get an idea about the most common environments of the T-to-R rule.

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<sup>21</sup> British Broadcasting Corporation. “BBC Voices.” Last modified November, 2012. <http://www.bbc.co.uk/voices/recordings/individual/merseyside-garston-removed-chamonix.shtml>.

<sup>22</sup> British Library. “Geordie Accent.” <http://www.bl.uk/learning/langlit/sounds/case-studies/geordie/connected-speech/>.

Sample 8<sup>23</sup> (TASK 8) is focused on rhoticity and the realization of /ɹ/. Doreen Wardle, the speaker, tells a story about guiding tours and uses ‘broad’ Yorkshire accent. She was born in 1937 and has been living in Harome, North Yorkshire for more than 10 years. The date of the recording is November 16, 2004. Although the recording is only 35 seconds long, the transcription of the speech is included in the handout, since it is spoken in ‘broad’ Yorkshire dialect and thus some of the words may be difficult to understand. There are missing words in the transcription – words which include the (non)pronunciation or /ɹ/ - and students are asked to fill in the missing words and transcribe them. This exercise helps them to find out where the rhoticity often occurs and how the postalveolar approximant is realized. They should notice that the pronunciation of /ɹ/ may occur word finally and that it is often realized as a tap. Nevertheless, they should be told by the instructor that this phenomenon is not realized throughout all NE accents (it is also stressed in the table of the consonant inventory in the handout).

In sample 9<sup>24</sup>, students hear 31 seconds long recording of Leslie Armstrong. He lives in Kirkoswald, Cumbria for all his life. At the time of the recording, which was November 25, 2004, he works as a farmer. He describes his own accent as “slightly broad Cumbrian”. In this task, students are asked to attempt phonetic transcription of the recording. Nevertheless, since the accent is broad, some passages may be difficult to understand; therefore students are given the orthographic transcription of the recording. In this task, students practice what they have learned about the phonemic inventory of NE and train their perceptual skills.

To sum it up, the audio exercises are focused on the features of NE listed in the handout and give students the opportunity to investigate the accent and thus familiarize themselves with it.

### ***1.3 Suggestions for Further Reading***

Since the history of NE is deeper and the inventories of features of NE accent are richer than this thesis could contain, I would like to make a list of references, where readers may find further information on NE. I include here only the most

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<sup>23</sup> British Broadcasting Corporation. “BBC Voices.” Last modified November 2012.  
<http://www.bbc.co.uk/voices/recordings/individual/york-helmsley-wardle-doreen.shtml>.

<sup>24</sup> British Broadcasting Corporation. “BBC Voices.” Last modified November 2012.  
<http://www.bbc.co.uk/voices/recordings/individual/cumbria-kirkoswald-armstrong-leslie.shtml>.



important books and electronic resources which I encountered during collecting data. To help students with listening comprehension and to provide them with more audio recordings of NE accent, I also want to include references to works, which can help them with training perceptual skills and links to websites, where more sound recordings can be accessed.

For detailed description of NE accent, readers are referred to J.C. Wells, *Accents of English* (Cambridge University Press, 1982). *Volume 1. An Introduction* gives information on particular consonant and vowel features of the English language. *Volume 2. The British Isles* includes a detailed description of NE accent. In his more recent work called *English Accents in England* (Cambridge University Press, 1984), Wells updates his previous works (1970, 1982) and in the introduction he refers to other authors who also offer studies on English dialects. Peter Trudgill, *The Dialects of England* (Blackwell Publishers Ltd., 1999) offers information on NE accent both from the traditional and modern point of view. In *English Accents and Dialects* (Hodder Education, 2005) by Hughes, Trudgill and Watt, the readers may find particular northern places and their phonological and phonetic descriptions. The book is accompanied with sound recordings on CD. A rather short description of NE is offered by Martyn Wakelin, *Discovering English Dialect* (Shire Publications Ltd., 2008) with orthographic representation of sounds instead of IPA symbols.

For an account of more detailed history of the accent, see Katie Wales, *Northern English: A Social and Cultural History* (Cambridge University Press, 2006). As the title suggests, she also talks about the identity of Northerners. Similar approach, but slightly more cultural can be found in the book *Looking North: Northern England and the National Imagination* (Manchester University Press, 2004), by Dave Russel. There is also information available online in *Northern English Dialects: A Perceptual Approach* (University of Sheffield, 2006) by Christopher Montgomery, who looks at the phenomenon ‘north-south’ divide from historical and current point of view.

There are several works which try to help in training perceptual skills. Gillan Brown, *Listening to spoken English* (Longman Group, 1990), Ida C. Ward, *The Phonetics of English* (W. Heffer & Sons, 1958), Beverley Collins and Inger M. Mees, *Practical Phonetics and Phonology: A Resource book for Students* (Routledge, 2013) are all useful.

More audio recordings of NE accent can be accessed via <<http://news.bbc.co.uk/local/hi/default.stm>>. Readers can find there BBC local radio

stations, which offer podcasts of chat shows and phone-ins. Someone may argue that the BBC World Service still retains the reputation concerning the careful, cultivated pronunciation. However, this is no longer true as Brown mentions: “Even BBC newsreaders, whose speech was once subject to careful analysis by phoneticians who were employed to cultivate the ‘best possible’ pronunciation among this elite corps of broadcasters, have now descended from those Olympian heights and they read the news for the most part in a casual, relatively informal style, just like a member of the public might” (Brown 1993, 6). Furthermore, BBC has also a website, where one can find recordings of how people speak across the British Isles <<http://www.bbc.co.uk/voices/>>. The British Library websites <<http://www.bl.uk/learning/langlit/sounds/>> and <<http://sounds.bl.uk/Accents-and-dialects/>> also deal with accents and dialects of the British Isles and offer audio recordings with descriptions.

## 5 Summary

The aim of this thesis is to suggest study material for the seminar taught at the Palacký University and is called *Výslovnostní varianty angličtiny* (Varieties of English Pronunciation); code AF10. Since the seminar has been lacking the pronunciation of NE, this thesis introduces a handout with audio recordings based on the accent. At first, it was essential to define the boundaries of the accent area and specify the factors which would be considered in making decisions about what features should be included in the handout. Based on these factors, a selection of vowel and consonant inventories of NE for the use of the seminar were introduced. Furthermore, NE accent was investigated historically. Nevertheless, only the most important information was included, since the suggested study material is mainly practical focused on phonetic transcriptions of NE. Finally, the study material – the handout – was introduced together with the presentation of the practice activities, including the use of audio recordings. The suggested material is intended to broaden the varieties of English taught in the seminar and help students to experience NE accent.

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## **7 Appendix**

### **7.1 Appendix 1: The Handout**

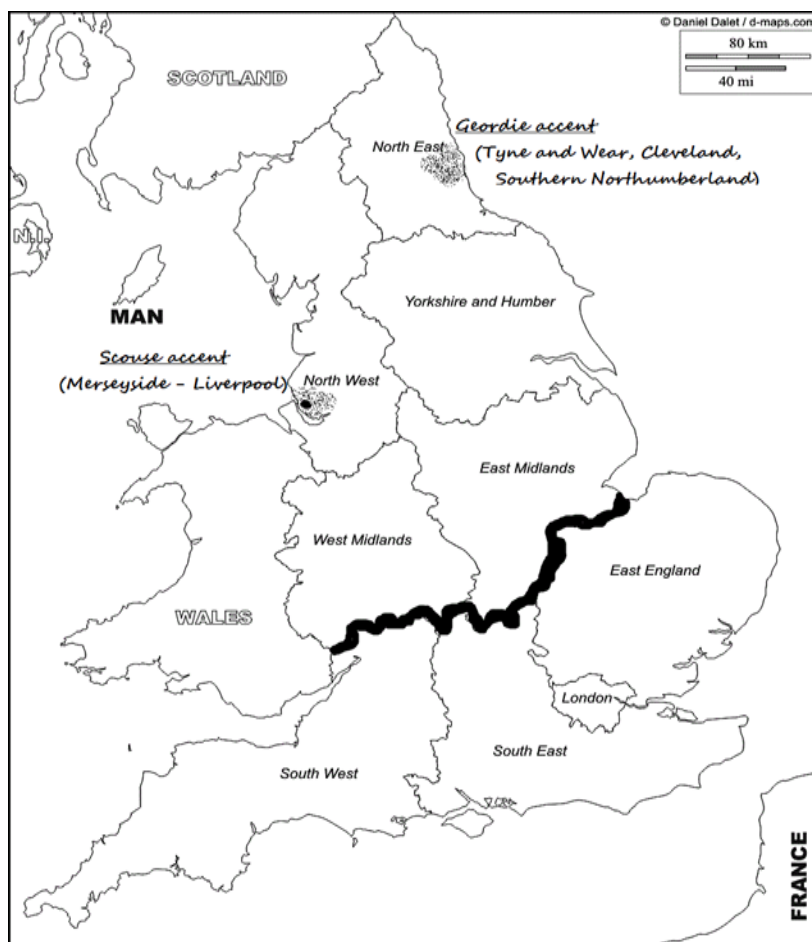
#### **Topic: Northern English**

- 1. Briefly: Defining Northern English (NE)**
- 2. Listening Tasks: NE Vowels**
- 3. Listening Tasks: NE Consonants**
- 4. Transcribing NE**
- 5. Suggestions for Further Reading and Useful Links**

#### **1. Briefly: Defining Northern English (NE)**

Northern English is an accent spoken, to some degrees by nearly half of the native population of England. This fact suggests that it is not an accent which has a single vowel and consonant inventory, rather it has different inventories specific to particular varieties which occur within Northern English accent. The features that are common to most of the varieties are listed in this material. The area of NE accent does not correspond to the geographical part of England which is ordinarily called the North. MAP 1 shows that the accent area comprises also most of Midlands. Nevertheless, the further North one goes the more traditional the dialect is.

MAP 1: *Boundaries of NE accent*



## 2. Listening Tasks: NE Vowels

**TASK 1:** Listen to the speaker and notice 2 important vowel features that mark him out as a Northerner. These two features divide the northern speech from RP and speech in the south (see MAP 1). Transcribe the words both orthographically and phonetically.

- a) \_\_\_\_\_
- b) \_\_\_\_\_

**TASK 2:** Listen to sample 2, the speakers are talking about the words for ‘anger’. One of the speakers tells a short story. Pay attention to the vowels and find the words with different vowel pronunciations from RP. How do they pronounce the words *flow* and *shame* in the recording?



**TASK 3:** Listen to sample 3, you will hear a man from Yorkshire. What is the man talking about? In which words is the pronunciation of vowels different from RP? Find the words *school* and *feel* and transcribe them.

**TASK 4:** Listen to 5 short extracts of Geordie speakers (Tyne and Wear, Cleveland, southern part of Northumberland) and pay attention to the underlined words. Which vowel is pronounced in these words? What is special about the words?

- a) it was all good fun, you could nearly write a book about the threshing days, you could
- b) we cook at the mosque
- c) lots of hooks to, to hang the pans on
- d) they, they built the, the new house in 1961, which looks it's, like it's been dropped out of the sky; it doesn't look natural at all, you know

**Vowel Inventory of NE:**

Keyword	RP	NE
FOOT	ʊ	ʊ
STRUT	ʌ	
BATH	ɑ	a
-ook	ʊ	u
FACE	eɪ	e
GOAT	əʊ	o
PRICE	aɪ	aɪ, aɛ
GOOSE	u	u, əu, ɪu
FEEL	i	i, iə, əɪ, ɛɪ

Note 1: Tense vowels tend to be longer in NE than in RP

Note 2: NE has usually strong vowels in positions where RP has weak ones (e.g. RP [əd'vʌns], NE [ad'vʌns]). Usually in the environment of Latin prefixes (*con-*, *ex-*...) before a tonic syllable.

### 3. Listening Tasks: NE Consonants

**TASK 5:** Listen to a group young people from Liverpool talking about the words they use instead of the word 'unattractive'. When the interviewer asks them about one of the words, they all object. Why and what is the word? What is special about the pronunciation of this word?

**TASK 6:** Listen to the story of Chamonix. What is she talking about? How does she pronounce plosives in her speech? Where do you think she comes from?

**TASK 7:** Listen to the short samples in the folder Task 7. Pay attention to the *t*'s in the underlined words. Try to generalize in which words and environments the feature occurs.

- a) there's a lot of people go there – to the woods
- b) we're not allowed them really
- c) put it through muslin, got all the juice out, and then make us a nice pan of broth out of, uhm, out of marrowbones
- d) the people from Wickham would know what I mean

**TASK 8:** Listen to a woman from Yorkshire, fill in the missing words and transcribe them in IPA. Is NE rhotic or non-rhotic? How is the *r* sound realized?

We - I do guided tour - tours at Duncombe \_\_\_\_\_ you know stately home round \_\_\_\_\_, and I've often slipped sometimes. We, I had some foreigners one day and I sort of talkin' posh, and then they looked out – they \_\_\_\_\_ Swedish, Swedes I was talkin' to, an' 'e said "What a lot of lovely sheep and cattle you have out \_\_\_\_\_". Does \_\_\_\_\_ Fevisham know how many he has?" I says "It's think not cos they daven't belong ter 'vim." Well poor bloke looked at me, and he just c- it just came out like that, and you know it does now an' then

### Consonant Inventory of NE:

Feature	Description
H-Dropping	/h/ is dropped at the beginning of words
T-to-R Rule	/t/ is sometimes realized as [r] when it occurs intervocalically within word boundaries
Rhoticity	NE is predominantly non-rhotic, but sometimes /ɹ/ is pronounced mainly in final positions and there is alternation of [r] and [ɹ]
Clear vs. dark /l/	[l] vs. [ɫ] distribution vary – apart from the same distribution as in RP, there may appear either [ɫ] in all environments or [l] in all environments
Non-ng-coalescence	<u>Liverpool</u> : [ŋg] may be pronounced both word finally and word internally
Affrication	<u>Liverpool</u> : plosives are affricated

## 4. Transcribing NE

**TASK 9:** Listen to a man talking about swearing and explaining why he does not like the word ‘gobsmacked’. Transcribe what you hear in IPA.

1. Swearing is more casually used
2. and there's a whole new breed of words being brought out,
3. modern words that to me that it was - have got no character.
4. I'm thinking in terms, one in particular, that really annoys me is gobsmacked.
5. We'd never have said that, I was brought up - gob was a really
6. you know you could swear if you got really mad
7. but you never said gob,
8. gob was really cheeky,

9. if you said to somebody, shut your gob,
10. they were likely to hit you back.
11. Whereas nowadays people say "Oh I'm gobsmacked" well
12. I think that's an awful word.
13. I'm still amazed.

## 5. Suggestions for Further Reading and Useful Links

For more details on NE accent see:

- Wells, John C. *Accents of English*. Cambridge University Press: Cambridge, 1982.
- Trudgill, Peter, *The Dialects of England*. Blackwell Publishers Ltd.: Oxford, 1999.
- Hughes, Arthur, Peter Trudgill and Dominic Watt, *English Accents and Dialects*. Hodder Education: London, 2005.

Read more about the history of NE in:

- Wales, Katie, *Northern English: A Social and Cultural History*. Cambridge University Press: New York, 2006.

Access more sound recordings online:

- < <http://www.bbc.co.uk/voices/>>
- < <http://www.bl.uk/learning/langlit/sounds/>>
- <<http://sounds.bl.uk/Accents-and-dialects>>
- <<http://news.bbc.co.uk/local/hi/default.stm>>

### 7.2 Appendix 2: Orthographic Transcriptions of the Audio Recordings

Sample 1:

and at the top of this little footpath which led to the yard there used to be the bus-stop

Sample 2

Annoyed, I would say 'I'm miffed'.

How are you when you're annoyed Clarence?

Eh... I'm very angry when I'm annoyed.

What's the worst it gets if you're, you're absolutely... I don't know. What do you say?  
Mad.

Mad yeah, 'hopping mad', you're hopping mad and that really means you're annoyed.

Or another one on that is 'I'm losing in'. I think if it gets worse than that, I think you're going to get locked up.

I don't think you can get any worse than that can you?

No, no I wouldn't say so.

Julie?

I would just put 'knarcked'.

Yeah, that's another one.

I'm knarcked, yeah.

Well, I would say 'cheesed off'; I've just slipped at this.

I was really livid, that's like to me that's the most cross that I could possibly be, yeah.

They turned our water off the other day in the middle of a production shift without giving us any warning whatsoever and so everyone's stood around doing nothing and you ring up the number, the emergency number, and I'd I'd... it would've been a shame if it were an emergency, cause I must've been waiting fifteen minutes, err answer phone message for fifteen minutes till they answered the phone and then they didn't tell me anything.

I blew my top with them when they said it. He said it's no good shouting at me, I thought the low came this way and it doesn't, it comes the way as well. So... right.

You blew your top?

I blew my top, yeah.

Sample 3:

I think they had high nowt actually because ehh err, education is being centralised and err, children are going to a central school and emm, they're learnt to talk in King's English. Well when, when you're.. I mean I did a year away from from from home at a bible college, Cliff College in Derbyshire... and they said I got refined, but when I came back, I'd been back about a month and ehh well I'd just back-slidden into my old dialect, the way I speak. But it definitely is dying out and I mean emm err.. you you, in some ways it's sad. But accents I don't think are dying out. I think you can still, I

think there's a difference between accents and and and dialect, I feel. Err, I don't think accents will ever ever die out, because it's it's erm you can tell when...

Burned in you?

Yeah.

Sample 4:

a) it was all good fun, you could nearly write a book about the threshing days, you could

b) we cook at the mosque

c) lots of hooks to, to hang the pans on

d) they, they built the, the new house in 1961, which looks it's, like it's been dropped out of the sky; it doesn't look natural at all, you know

Sample 5:

If something's unattractive, what would you say?

A minger.

Minger.

Minger, mingin'.

Skanky like I said before.

Grot grot, you grot... grot.

Err I'd say 'angin'.

I'd say 'angin'.

I wouldn't say anything like that, I'd just say 'angin'. Just, if I don't like something or something's horrible, I just say: "eeww that's angin".

It was 'mingin'

Yeah, but I've heard loads of people saying... God, I wouldn't say: "He's a munter".

And it's, it is, it's like, it's like he's a munter. But now and again, I've put it into things like...

She's a moose.

Yeah, it means that, but he's a munter.

Or a dog, when you say: "He's a dog."

Yeah, I've heard that. If you say that, I don't know, a girl who's unattractive you'd say like she's a dog. You know what I mean. She's a mess, but like someone who's more

like more of a scrub, you'd say: "Aww it's just a skank". You know what I mean like, the don't care about their appearance of something like that... Skanky.

The word 'hanging', where did you get that from?

'Angin'.

'Angin'.

'Angin'... with no H.

It's not 'hangin'.

Emm, I think it's it's been around for ages really, it's not, it's not 'hangin', it's 'angin'.

On the film.

Yeah.

To explain that ant it's like where they're in like the ghetoo an erm he's saying erm ow aye, and it's like angin' on the self you don't want that person, it's just, they're just angin' there... That's where it's from.

Yeah, it is, that makes sense.

They don't want them, they don't want them so they go for something else.

It probably was 'hangin' at first, but because people don't pronounce anything you just say 'angin'.

Sample 6:

We were singing out once with erm, with the school when we were in primary school and our teacher was like, she's dead posh, and she was saying to us "Don't talk like that, don't talk like you're from Liverpool," she said because we'll lose marks, it's like she was saying to us "Don't talk like that, talk well pronounced, and pronounce all your words, and talk like you're from somewhere else" and all that, she was saying to us so we'd win gold and all that. It's coz she just expects us to be posh just like that when we're not. MEGAN: It felt like she was ashamed of, of who we are and we shouldn't be ashamed of like, what our accent is or something.

Sample 7:

- a) there's a lot of people go there – to the woods
- b) we're not allowed them really
- c) put it through muslin, got all the juice out, and then make us a nice pan of broth out of, uhm, out of marrowbones
- d) the people from Wickham would know what I mean

Sample 8:

We - I do guided tour - tours at Duncombe Park you know stately home round 'ere, and I've often slipped sometimes. We, I had some foreigners one day and I sort of talking posh, and then they looked out - they were Swedish, Swedes I was talking to, and he said "What a lot of lovely sheep and cattle you have out there. Does Lord Fevisham know how many he has?" I says "T's think not cos they daven't belong ter 'vim." Well poor bloke looked at me, and he just c- it just came out like that, and you know it does now an' then.

Sample 9:

Swearing is more casually used and there's a whole new breed of words being brought out, modern words that to me that was - have got no character. I'm thinking in terms, one in particular, that really annoys me is gobsmacked. We'd never have said that, I was brought up - gob was a really you know you could swear if you got really mad but you never said gob, gob was really cheeky, if you said to somebody, shut your gob, they were likely to hit you back. Whereas nowadays people say "Oh I'm gobsmacked" well I think that's an awful word. I'm still amazed.



## 8 Anotace

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Anotace v ČJ:	Cílem této bakalářské práce je vytvořit studijní materiál, který bude sloužit jako opora pro výuku severské angličtiny ve fonetickém semináři Výslovnostní varianty angličtiny (AF10) na Katedře anglistiky a amerikanistiky Univerzity Palackého. Práce se stručně zabývá historií, současností a budoucností tohoto akcentu a uvádí specifické rysy výslovnosti na severu Anglie společně s komentářem k vytvořenému studijnímu materiálu a zvukovým nahrávkám.
Anotace v AJ:	The aim of the thesis is to create study material on Northern English which will be used in the seminar Varieties of English pronunciation (AF10) at the Department of English and American studies at the Palacký University. The thesis briefly explores the history, present and future of the accent and presents specific features of the pronunciation of Northern English together with the commentary on the suggested study material and audio recordings.