

**THE MINISTRY OF HIGHER AND SECONDARY SPECIALIZED
EDUCATION OF THE REPUBLIC OF UZBEKISTAN**

UZBEKISTAN STATE UNIVERSITY OF WORLD LANGUAGES

**ENGLISH FACULTY – 1
DEPARTMENT OF ENGLISH PRACTICAL SUBJECTS №1**

COURSE PAPER ON THEORETICAL PHONETICS

THE THEME: SCOTTISH ENGLISH PRONUNCIATION

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Tashkent 2022

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INTRODUCTION

The course paper is dedicated to the comparative analysis of the specific features Scottish English pronunciation which is one of the most interesting, disputable and important theme of phonology.

The aim of the present course paper is to analysis of Scottish-English pronunciation

The aim of the research work puts forward **tasks** to fulfill such as:

- to define main distinctive situations Scottish-English pronunciation
- to study the main features of Scottish-English pronunciation
- to analyze the difference of Scottish-English pronunciation

The main language material of the given course paper is taken from different books on theoretical and practical phonetics as such English Phonetics. A Theoretical Course (by Abduazizov A.A) T., 2006, A Theoretical Course of English Phonetics (Leontyeva S.F). M., 2002. Theoretical Phonetics of English (Sokolova M.A. and others) M., 1994, A Manual of English Phonetics and Phonology (Paul Skandera, Peter Burleigh) and many others.

The theoretical value of the present course paper is that the theoretical part of the work can be used in delivering lectures on the Theoretical Phonetics of Modern English.

The practical significance of the present course paper is that the practical results gained by investigating the given problem may be used as examples or mini-tests in seminars and practical lessons on English phonetics.

Introduction provides with brief information about whole course paper and includes the problems that are going to research and discuss in the project. Moreover, this course paper points out the aim of this research, tasks of the work, scientific novelty, theoretical value, practical value and other peculiarities and features of the course paper.

The chapter 1 focuses on the general information about the topic we are given, and their usage in Theoretical Phonetics.

The chapter 2 is mostly focused on the set of activities' analysis are organized on phonetic criteria on the basis of the examples from the literary work I have read.

Structurally the present research work consists of four parts – Introduction, Two chapters, Conclusion and Bibliography.

CHAPTER 1 SCOTTISH -ENGLISH PRONUNCIATION

1.1 General information and main features of Scottish- English pronunciation

Native English speakers from different countries and regions use a variety of accents and dialects. English accents are part of English dialects. Any dialect of English has unique features in pronunciation, vocabulary and grammar. The term accent describes only the first of these, namely, pronunciation. In the UK, accents and dialects vary widely across its different regions. The aim of this paper is to explore phonological differences between Received Pronunciation and Standard Scottish English. Based on some collected speech data and application of speech analysis software Pratt, their phonological distinctions are mainly discussed in vowels, consonants and prosody. The research on accents and dialects across the UK plays a critical role in the study of English Phonetics and Phonology. Investigating phonological differences between Received Pronunciation and Standard Scottish English is of great significance in English pronunciation education.

The major native dialects of English are often divided by linguists into three general categories: the British Isles dialects, those of North America, and those of Australasia . UK is one of the most accents and dialects obsessed nations in English speaking world. Countless accents and dialects have been shaped by its long and rich history. Among them are Received Pronunciation and Standard Scottish English. Received Pronunciation is the accent of Standard English in the UK. In the Concise Oxford English Dictionary, Received Pronunciation is defined as the standard accent of English as spoken in the south of England, although it can be heard from native speakers throughout England and Wales. Standard Scottish English refers to the formal variety of English spoken in Scotland, and sometimes Standard English with a Scottish accent Received Pronunciation has been given particular prestige by sociolinguistic factors in parts of Britain . It has been seen as the accent of those with power, wealth, and influence. In Scotland, Standard Scottish English may be defined as the characteristic speech of the professional class and the accepted norm in schools . With both Received Pronunciation and Standard Scottish English being given particular prestige in England and Scotland

respectively, it is proper and necessary to explore distinctions between them. These two dialects differ in many aspects such as pronunciation, grammar, vocabulary as well as expressions, with their phonological distinctions being the most obvious. In this paper, their phonological differences are mainly discussed in vowels, consonants and prosody. Phonological study of English dialects and accents is of great significance in helping English learners especially foreign ones become more sensitive to different English varieties and acquire English speech better. In addition to Convention teaches the influence of the English of England upon Scots to the 16th-century Reformation and to the introduction of printing. Printing arrived in London in 1476, but the first printing press was not introduced to Scotland for another 30 years. Texts such as the Geneva Bible, printed in English, were widely distributed in Scotland in order to spread Protestant doctrine. King James I of England in 1603. Since England was the larger and richer of the two Kingdoms, James moved his court to London in England. The poets of the court therefore moved south and "began adapting the language and style of their verse to the tastes of the English market". To this event McClure attributes "the sudden and total eclipse of Scots as a literary language". His continuing absence of a Scots translation of the Bible meant that the translation of King James' not English was used in worship in both countries.

The Acts of Union 1707 amalgamated the Scottish and English Parliaments. However the church, educational and legal structures remained separate. This leads to important professional distinctions in the definitions of some words and terms. There are therefore words with precise definitions in Scottish English which have either no place in English or have a different definition. Scottish English is spoken in Scotland, one of the constituent countries of the United Kingdom of Great Britain and Northern Ireland (UK). At the time of the 2001 census, 87% of the 5,062,011 Scottish population had been born in Scotland, while about 8% of the Scottish population (approx 0.4m) had been born in England. In the UK as a whole, 5,229,364 million residents (9.2%) had been born in Scotland: so 84% of people born in Scotland live there. In England, 408,948 (1%) had been born in Scotland, (the majority living in London and the South East). The Scots tongue spread to Ulster through emigration and settlement, so Scottish English and Ulster Scots

share a number of features. How many people speak Scottish English is unknown, but a rough estimate would be between 4 and 5 million. Bearing in mind the issues about variation and change which have been highlighted above, we should expect Scottish English to be comparable to other similar English varieties with respect to the acquisition of consonants (though see Scobbie, 2005). The vowel system, however, is different enough to warrant no such assumptions. Moreover, it is the vowel system which is most subject to interference between Scottish English or Scots and other varieties, most commonly the vowel system of English as spoken in England (Howard, in press). Scobbie, Hewlett and Turk (1999a) quantified the potential for Anglo-English parental influence. They examined the birth registrations from 1997 for children born into an “executive” or “professional” family with a parent who was Scottish, English or mixed Scottish/English from (comprising about 75% of the total) in Scotland’s two largest cities. In Glasgow, 12% of such children have at least one English parent, but this figure rises to almost a quarter in Edinburgh. The 2001 census shows that 13.5% of all Scottish households have multiple countries of birth. The actual effects of parental dialect on a Scottish child’s vowel system are highly complex and have only been studied to shed light on specific theoretical questions, not to provide a broad descriptive picture (Hewlett, Matthews and Scobbie, 1999). The flexibility of individuals and their context means that the specific outcomes of dialect mixture for a given individual are impossible to predict, but their results suggest that areas such as the SVLR where Scottish and English systems are incompatible are liable to most interference. Diphthongization of /e/ and /o/ as well as SSBE-style non-rhoticity is likely. Smith will reveal a great deal about acquisition in NE Scots. Some initial results relevant to morphophonology are presented by Watt and Smith.

We will give specific references to these researchers’ work where most relevant, but for more information on much of the adult material presented here, for useful summaries of Scottish English, for detailed exposition of their extensive empirical research, and not least for further references on Scottish English, see bibliography and references therein.

First, with its verdant landscapes as far as the eye can see, has its own variant of English. In fact, Scottish English is seen as a difficult variant of the language, even for certain native speakers of the language and it was Scotland that came first. While it's true that the English spoken there is different, it's also incredibly charming. In this article, we're going to look at the origins of Scottish English, how it differs to other varieties of English, how it's spoken, and how you can start learning to speak it.

Scottish English in a Linguistic Context

Scottish English is also known. The written form is usually used in non-literary texts. It's often confused with Scots, which is actually its own language. Scots is a Germanic language that's related to modern English. In reality, Scottish English was born from a soft mix between English and Scots. It came about during the 17th century when the language underwent a number of linguistic changes. Scottish transformed while remaining autonomous. This independence helped create the language's identity, which ties in with the culture. Whether it's the phonology, the semantics, punctuation, or even the grammar, this type of English has contributed to how the people of Scotland express themselves. However, there are different variants of Scottish English from region to region. There are different types of Scottish English in the Highlands, the Lowlands, Glasgow, Edinburgh, etc. The population of Scotland has increased by 30,000 in twenty years. This is a good reason to learn more about the country and its language. As we said before, there's no one type of Scottish English. In fact, just like in every other English-speaking country, there are various types of Scottish English in different parts of the country. However, these variants have a number of characteristics in common and once you've got the hang of these characteristics. Furthermore, a lot of the grammar and the accent can be difficult to pick up. This is why a lot of learners choose a more standardised form of English. It's a lot easier to talk to the English speaking world if you talk using a general English accent. To add some extra information, here are some examples: There is a distinction to be made between Scottish English and Scots. Scottish English is a variety of English; Scots is a

language closely related to English. There also exists a dialect continuum between the two.

The chief distinction between Scottish English and other varieties of English is phonological. Scottish English has fewer vowels than, for example, southern English varieties of English. Scottish English tends to contain fewer diphthongs, and the vowels are often more familiar to speakers of other languages. There are different rules in Scottish English governing the length of vowels compared with southern English and US varieties of English. Some words are stressed differently.

1.2. Differences in Vowels

There are a large number of vowel phonemes in English language, and these vowels differ considerably among dialects. Vowels of Received Pronunciation and Standard Scottish English differ significantly in terms of quantity and quality.

In the Scottish type of pronunciation some phonetic features Vowel quantiton one of the major realisational differences between Received Pronunciation and Standard Scottish English is the length of vowels. Vowel length of Received Pronunciation is phonemic, making length distinction contrast obvious. Unlike Received Pronunciation, vowel length of Standard Scottish English is allophonic and thus largely dependent on different contexts where vowels occur.

Differences in Consonants

Differences between Received Pronunciation and Standard Scottish English in terms of consonants are not as distinctive as in vowels, and their differences in this aspect are mainly discussed in rhoticity, plosives and fricatives.

7 Consonants

	Bilabial	Labio-dental	Dental	Alveolar	Post-alveolar	Palatal	Velar	Glottal
Plosive	p b			t d			k g	
Affricate					tʃ dʒ			
Nasal	m			n			ŋ	
Fricative		f v	θ ð	s z	ʃ ʒ		x	h
Approximant					r	j	ɰ w	
Lateral Approximant				l				

Rhoticity

Rhoticity in English refers to the situations in which the historical rhotic consonant /r/ is pronounced. It is one of the most prominent factors that distinguish

English Examples	Scottish Standard English (SSE)	Southern Standard British English (SSBE)
<i>near</i>	ɪr	ɪə ↔ ɪː
<i>bear</i>	eɪ / ɛɪ	eə ↔ ɛː
<i>bird</i>		
<i>word</i>	ʌr ↔ ər	ɜː
<i>heard</i>	ɛɪ / ʌr ↔ ər	
<i>bard</i>	ɑr	ɑː
<i>cord</i>	ɔr / or	
<i>board</i>	or	ɔː ↔ oː
<i>tour</i>	ʊr	
<i>cure</i>	jʊr	ʊə
<i>fire</i>	ɑːɪr	ɑeə
<i>hour</i>	ʌʊr	ɑʊə
<i>coir</i>	ɔɪr	ɔɪə

English varieties. In rhotic varieties of English, speakers pronounce /r/ in all instances, while in non-rhotic varieties, speakers do not pronounce /r/ in postvocalic environments when it is immediately after a vowel and not followed by another vowel. One of the major differences between Received Pronunciation and Standard Scottish English is that the former one is non-rhotic and the latter one belongs to rhotic variety. Received Pronunciation speakers do not pronounce /r/ in postvocalic environments where it is after a vowel and not followed by another vowel. Therefore, pairs such as farther/father, source/sauce and formally/formerly in Received Pronunciation are homophones. Non-rhotic speakers of Received Pronunciation still pronounce /r/ in syllable-initial and intervocalic positions such as in words ready and barrel, and in the phenomenon of Linking R in which a word ending in written "r" is followed closely by a word beginning with a vowel—as in water ice.

Rhotic

Standard Scottish English is a rhotic accent, which means that /r/ is typically pronounced in the syllable coda. The phoneme /r/ could be an alveolar approximant /ɹ/, alveolar tap /ɾ/ or alveolar trill /r/. Trills are now unusual, and Stuart-Smith states that she certainly has rarely heard them amongst Scottish English students. More usual are approximants, retroflex and alveolar taps, which vary according to position in the word, phonetic environment and social linguistic environments. Scots are usually said to favor taps, though Johnston notes that /ɹ/, more typical of Standard Scottish English, is encroaching.

Historic reasons for this rhotic distinction

The difference in rhoticity between Received Pronunciation and Standard Scottish English was explained by John Wells claiming that Standard Scottish English has not undergone changes of Pre-R Breaking, Pre-Schwa Laxing and R Dropping that Received Pronunciation has. First, Pre-R Breaking refers to the epenthesis of a schwa between the vowels /i:/, /e:/, /u:/ and the following /r/. Therefore in Received Pronunciation, words like beer, chair and sure were pronounced from /bi:r/, /tʃe:r/, /ʃu:r/ to /bi:ər/, /tʃe:ər/, /ʃu:ər/. Then, Pre-Schwa Laxing involves these vowels changing from tense to lax. Therefore /i:/, /e:/, /u:/ became /ɪ/, /ɛ/, /ʊ/, and the above words were pronounced /bɪər/, /tʃɛər/, /ʃʊər/. And finally R

Dropping refers to the missing of /r/ before a consonant or in absolute final position. Thus the three words are pronounced as /bɪə/, /tʃɛə/, /ʃʊə/. Standard Scottish English has not undergone these changes so that it still preserves the historical consonant /r/, making it a rhotic accent.

Plosives

Compared to Received Pronunciation, plosives in Standard Scottish English are generally reported to be less aspirated. Further difference in this aspect is discussed in terms of glottal stop.

Aspiration

In Received Pronunciation, voiceless plosives /p/, /t/ and /k/ are aspirated at the beginning of a syllable, unless followed by a completely unstressed vowel or with /s/ preceding them in the same syllable. For example, the /p/ is aspirated in pass, but not in compass or spot. Compared with Received Pronunciation, plosives /p/, /t/, /k/ in Standard Scottish English are generally not aspirated. Nevertheless, this is not always the case as the aspiration is often common in speakers of middle class. Stuart-Smith stated that aspiration was shorter with a working class person; however, the middle class speaker had a considerable amount of aspiration with voiceless stops. Also speakers from Glasgow aspirate the stops. Glottal stops In Received Pronunciation, /p/, /t/, and /k/ in final syllables may be either preceded by a glottal reinforcement or in the case of /t/ fully replaced by a glottal stop, especially before a syllabic nasal like the word bitten /'bɪŋ/. In Standard Scottish English, non-initial /t/ comes with /t/ glottalization. Thus the word like sentimental is pronounced /'senʔɪ'menʔl/. Glottal reinforcement to /p/ and /k/ can also occur in the same environment. The t-glottaling in Standard Scottish English can differ in social class distinction. Neroldova states that it is typical for the lower class, optional with the middle class, and restricted with the upper class speakers.

Fricatives In terms of consonants, slight differences between Received Pronunciation and Standard Scottish English are usually found in dental fricatives /θ/ and /ð/, alveolar fricatives /s/ and /z/ as well as velar fricative /x/.

Dental fricatives

As dental fricatives, /θ/ and /ð/ are pronounced the same in Received Pronunciation and Standard

Scottish English. However, in plural nouns like youths and baths, Received Pronunciation has /ðz/ while Standard Scottish English often uses /θs/. In Urban Scots /θ/ has the traditional variant /h/ such as in think, which may also be completely deleted such as in the word both. In Standard Scottish English, the voiced dental fricative /ð/ is often changed into tap /ɾ/ especially in intervocalic positions such as in the word brother, though complete elision is also common. Stuart-Smith also states that the working-class adolescents in the 1997 Glasgow sample showed /v/ for /ð/ in words such as smooth.

Alveolar fricatives

/s/ and /z/ are also the same in both Received Pronunciation and Standard Scottish English in which speakers can have a distinctive articulation of them. However, in Standard Scottish English, /s/ can be changed into /z/ in voicing assimilation, which is an interesting phenomenon occurring time to time in Scottish English. For example, the phrase most valuable is transcribed as /moz 'valjəbl/. The consonant /s/ in most changes into voiced sound /z/ under the influence of the following voiced fricative. The t-elision is perceptible at the end of a word which is followed by another word beginning with a voiced sound

Velar fricative /x/

Voiceless velar /x/ is not generally found in southern accents of English and Received Pronunciation. But it is included in consonant inventory of Standard Scottish English. It often appears in word-final and word-central positions with ch spelling such as in the words loch and technical. This phoneme is typically used in certain names and standard Scottish English's many Gaelic and Scots borrowings. Some Scottish speakers use it in words of Greek origin as well, such as technical, patriarch, etc.. Although /x/ is still very important for many speakers of Standard Scottish English, the younger generation of Scottish speakers would have difficulties to even come up with some words that would include this phoneme

Consonant cluster /hw/

Consonant clusters of Received Pronunciation and Standard Scottish English are generally alike but in Standard Scottish English, onset /hw/ is still common in wh words. So there is a distinction between /w/ and /hw/ in word pairs such as witch and which in Standard Scottish English.

The pairs such as witch and which, Wales and whales are considered as homophones in Received Pronunciation but minimal pairs in Standard Scottish English. Some scholars refer to this phoneme as a unique segment in Standard Scottish English consonant inventory, while others analyzed it as a consonant cluster /hw/. In this paper, this phoneme in Standard Scottish English is analyzed as a consonant cluster of /h/ plus /w/.

Differences in Prosody

Different accents of English and any other languages often have some of their own prosodic features. In the field of linguistics, prosodic features are concerned with those elements of speech that are not individual phonetic segments (vowels and consonants) but are properties of syllables and larger units of speech, such as intonation, tone, stress, and rhythm. In this part, differences in prosody between Received Pronunciation and Standard Scottish English are mainly discussed in aspects of stress, intonation and rhythm.

Stress

Wells states that the stress pattern varies across English accents only with minor differences, otherwise, the underlying principle traverses each English accent. Received Pronunciation and Standard Scottish English bear some differences in word stress. Received Pronunciation tends to stress the first syllables in verbs suffixed by -ize. Therefore, in the following words: advertize, baptize, realize and recognize, the primary stress in Received Pronunciation falls on the first syllables while in Standard Scottish English it is on the final syllables. In words of porpoise and tortoise, the main stress lies on the first syllables in Received Pronunciation, while Standard Scottish English have equal stress on each syllable. Besides, words like lamentable and preferably have the primary stress on the first syllables in Received Pronunciation and on the second syllables in Standard Scottish English. Nevertheless, both Received Pronunciation and Standard Scottish English distinguish between verbs and nouns by stressing the second syllable in the case of a verb and on the first syllable in the case of a noun. Thus in words like present and record, both Received Pronunciation and Standard Scottish English have the second stressed syllable in case of being verbs and the first stressed syllable in case of being nouns.

Intonation

Received Pronunciation has a distinctive, clear intonation with a noticeable tendency for high-falling patterns. It is particularly common among younger speakers to use lengthened vowels and creaky voice towards the end of a sentence or tone unit. This might be because younger speakers of Received Pronunciation especially female ones have been influenced more by American culture in which lengthened vowels and creaky voice are prevalent as a peer-group affectation among young women. Apart from the work of Brown and his colleagues on Edinburgh intonation, there has been surprisingly little research on intonation of Scottish English. The intonation of Scottish English often shows obvious regional variability. For accents of Scotland other than those found in Glasgow, statements and questions will invariably show “a sequence of falling tones”. Rising tones are reported for many northern cities, for example in Glasgow]. The main difference between the speech of Edinburgh and Glasgow is in terminating mid-to-low falls in Edinburgh but a tendency towards high rising patterns in Glasgow. Northern Irish influence may be invoked to some extent to explain distinctive **Glaswegian patterns**.

Some audio data samples of Received Pronunciation and Standard Scottish English (Edinburgh and Glasgow speech) were selected in order to analyze their intonation distinctions with the application of Praat. From the figures we can see that Received Pronunciation shows an obvious tendency of high-falling patterns, while Standard Scottish English demonstrates great variability in its intonation.



Rhythm

Cruttenden understands the term rhythm as the extent to which there is a regular beat in speech. Rhythm is certainly one of the factors which differentiate accents. Received Pronunciation is spoken with what is known as a stress-timed rhythm, which means that the stressed, or salient syllables tend to recur at roughly equal intervals of time. It is quite different from many other languages which are

regarded as syllable-timed ones in which all the syllables recur at roughly equal intervals of time . The distinct rhythm of Standard Scottish English is what is known as Scottish snap—in disyllabic words one syllable is long and the other is short. Disyllabic words such as table are often pronounced with a short first syllable and a long second syllable . This has something to do with word stress patterns of Standard Scottish English, as a stress pattern of a language is probably the most crucial factor influencing rhythm . Syllabification in Standard Scottish English can be different from that in Received Pronunciation. This difference is often seen in phrasal verbs. In Received Pronunciation, the consonant tends to be placed with the stressed syllable. In Standard Scottish English, syllabification tends to favor open syllables—a consonant at the end of one word in a closed syllable tends to be syllabicated with the following vowel of the subsequent word. Therefore a phrase such as St Andrews will be syllabified into /sn tan drʊz/], and phrases of an aim and a name bear the same syllabification in Standard Scottish English with both bearing /ə.nem/. Some audio data samples of Received Pronunciation and Standard Scottish English selected from a BBC program and a Scottish interview were used to analyze their differences seen in rhythm. The two figures show that rhythm of Received Pronunciation is quite regular with the stressed, or salient syllables tending to recur at roughly equal intervals of time, while rhythm of Standard Scottish English is not as regular as that of Received Pronunciation due to the effect of Scottish snap.

“A small but significant number of our World English pronunciations lack audio at the

Figure 6 and 7).

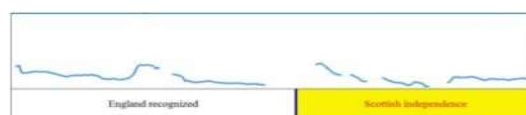


Figure 6 Audio data analysis of Received Pronunciation



Figure 7 Audio data analysis of Standard Scottish English

moment. Audio is created by freelance actor-phoneticians working with our sound engineer in our Oxford recording studio, but for the last several months it has been unsafe for us to run these sessions. We will prioritize addressing this backlog as soon as we can safely get back into our studio.”

Vowels		
Scottish English		As in...
i		flee <u>ce</u>
ɪ		kit, happ <u>y</u>
ɛ		dress
ɑ		trap, ba <u>th</u> , pa <u>lm</u>
ɒ		l <u>o</u> t, clo <u>th</u> , ha <u>w</u> k
ʌ		cu <u>p</u>
u		fo <u>o</u> t, go <u>o</u> se
ʌr		nu <u>r</u> se
ɛr		he <u>r</u> d
ɪr		bi <u>r</u> d
ɪr		he <u>r</u> e
er		sq <u>ua</u> re
ur		cu <u>r</u> e
ar		sta <u>r</u> t
ɔr		no <u>r</u> th
or		fo <u>r</u> ce
ə		alpha <u>a</u>
e		fa <u>c</u> e
aɪ		pr <u>i</u> ze
ʌɪ		pr <u>i</u> ce

ʌʊ	m <u>ou</u> nd
o	g <u>oa</u> t
ɔɪ	ch <u>oi</u> ce
ər	lett <u>e</u> r

/ɪ/ represents free variation between /ɪ/ and /ə/

The words *nurse*, *herd* and *bird*, all pronounced with the same vowel British English and U.S. English, are often pronounced differently from each other in Scottish English. As in these examples, the pronunciation typically follows the spelling. Words of this sort with the spelling *ear* (e.g. *learn*) usually have /ɛr/.

Scottish English also has a pattern called ‘Aitken’s Law’, which in the OED is reflected in the pronunciations of words which have /ʌɪ/ in British English. In Scottish English, if the vowel is followed in the same syllable by /v/, /ð/, /z/, /ʒ/, /r/ or a suffix (such as *-ed*), or comes at the end of a syllable, it is pronounced /aɪ/. In other positions it is pronounced /ʌɪ/. In this way, Scottish English makes a distinction between pairs of words such as *tide* /tʌɪd/ and *tied* /taɪd/.

Consonants

Scottish English	As in...
b	<u>b</u> ig /bɪg/
d	<u>d</u> ig /dɪg/
dʒ	<u>j</u> et /dʒet/
f	<u>f</u> ig /fɪg/
g	<u>g</u> et /get/
h	<u>h</u> ut /hʌt/
j	<u>y</u> es /jes/
k	<u>k</u> it /kɪt/
l	<u>l</u> eg /leg/

m	<u>m</u> ud /mʌd/
n	<u>n</u> et /nɛt/
ŋ	th <u>ing</u> /θɪŋ/
p	<u>p</u> it /pɪt/
r	<u>r</u> ed /rɛd/
s	<u>s</u> it /sɪt/
ʃ	<u>sh</u> ip /ʃɪp/
t	<u>t</u> ip /tɪp/
tʃ	<u>ch</u> ip /tʃɪp/
θ	<u>th</u> in /θɪn/
v	<u>v</u> et /vɛt/
w	<u>w</u> in /wɪn/
z	<u>z</u> ip /zɪp/
ʒ	vi <u>s</u> ion /'vɪʒ(ə)n/
x	lo <u>ch</u>

Stress

The symbol ' at the beginning of a syllable indicates that that syllable is pronounced with primary stress. The symbol , at the beginning of a syllable indicates that that syllable is pronounced with secondary stress. The symbol ' , at the beginning of a syllable indicates that that syllable may be pronounced with either primary or secondary stress.

CHAPTER II. PRACTICAL PART. EXERCISES AND PHONETIC ANALYSIS OF THE WORDS

2.1. Activities based on the topic Below you can see the different exercises and I think they are very useful for working on pronunciation. These meshes are for elementary and intermediate students. Some students, especially beginners, will have difficulty pronouncing monophthongs and diphthongs. Our first exercise will help solve these problems.

Activity 1. This activity is very helpful for pronunciation for vowels in pronunciation

Try to read and pronounce the words given above. Make easy sentences with these words to remember vowels

Lexical set	Scottish English	Examples
Kit	[ɪ]	bid, pit
Fleece	[i]	bead, peat

Drees	[e]	Bed,pet
Face	[e(:)]	Bay,hey,
Trap	[æ]	Bad,pat
Palm	[a:]	Balm,father,pa
Lot	[ɒ]	bod, pot, co
Thought		bawd, paw, caught
Goat	[əʊ]	road, stone, to
Foot	[ʊ]	good, foot, pu
Goose	[u:]	booed, foo
Strut	[ʌ]	bud, put

Activity 2. There are given some Scottish-English words and this activity is very interesting for elementary students

Make five lists of words with the same number of syllable.

Music, Love, paper, heart, congratulation, miraculous, agreed, ate, nickname, king, man, miss, geometrical, pride, dangerous, sidewalk, athlete, communication,

1 syllable:

2 syllable:

3 syllables:

4 syllables:

5 syllables:

Activity 3.

Take a pencil and transcribe the following words in Scottish English pronunciation

Londen

Job

Town

Pre'y

Sco'is

Goes

Time

Full

Activity 4. This activity is very fun and can grab all students' attention. Some students have a problem to say some words and both consonant and vowels in English and also Scottish. To correct this, try to use these twisters

Say them to read the tongue twisters aloud. Then faster. Then three times

in a row. Here are some examples:

o She sells sea shells on the sea shore

o A proper copper coffee pot

o Around the rugged rocks the ragged rascal ran

o Red lorry, yellow lorry, red lorry, yellow lorry

o A big black bug bit a big black bear

o Peter Piper picked a peck of pickled peppers, Where's the peck of

pickled peppers Peter Piper picked

Activity 5. This activity is for clear and careful students.

Write each line in normal English orthography and find the incorrect transcription

1: [ðə tajm hæz cʌm]

2: [ðə walrəs sed]

3: [tu talk əv mɛni θɪŋz]

4: [əv fuz and fɪps]

5: [ænd silɪŋ wæx]

6: [əv kæbəgəz ænd kɪnz]

7: [ænd wɔj ðə si ɪs bɔɪlɪŋ hat]

Activity 6 .Multiple choice question helps students to focus on the topic. Also it is helpful to verify clear information from wrong ones.

Read the questions and find correct answers.

1.Which word has two voiced consonants?

A.Side B.ball C big

2.Which word contains a diphtong?

A.Male B.meat C.music

3. Which set of words is a minimal pair?

A.sink-single B.these-those C.their- there

4. Which set of words has linking in connected speech?

A.fish and chips B.baby boy C.Nice food

Activity 7.There are given words with diphtongs,in your speech,try to use Fill in the blanks using the right choice of diphtongs given in brackets.

Intestines – saliva – toilet – juices – food – mouth – throat

My teeth break the _____ into small pieces. The food is mixed with

_____ in my _____. Food goes down the _____ and mixes

with _____ in the stomach. Nutrients in the food pass from the

_____ into my blood. Finally, food that can't be digested comes out of my body when I go to the _____

Activity 8. Remember the rules and find the true rules

Choose 2 or more options than features for appropriate one

Scottish-English pronunciation

a. The chief distinction between Scottish English and other varieties of English is phonological. Scottish English has fewer vowels than, southern English varieties of English.

b. English and Scottish is the same

c. the amount of vowels and consonants are equal

d. Scottish English tends to contain fewer diphthongs. the vowels are often more familiar to speakers of other languages.

**2.3. Phonetic and phonological analysis of the words from the literary work
which I have read. «Harry Potter» by J.K Rowling**

“CHAPTER ONE: THE LADDIE WHO LIVED”

One syllabic words

just [dʒəst]

1. There are 4 letters in this word.
2. There are 3 sounds in this word.
3. There is a syllable in it.
4. There is a vowel sound. (u)

According to the horizontal movement of the tongue: u back vowel

According to the vertical movement of the tongue: u - close

According to the position of the lips: u- rounded

According to the quantitative features: u- short

5. There are 4 consonant letters: j, s, t-

j-

s- alveolar

t- alveolar

6. This is one syllabic word and there is no reduction in it.

Big

1. There are 3 letters in this word.
2. There are 3 sounds in this word.
3. There is a syllable in it.
4. There are 1 vowel sounds (i).

According to the horizontal movement of the tongue: i- front vowel

According to the vertical movement of the tongue: i- open

According to the position of the lips: i- front position of lips,

According to the quantitative features: i- short vowel,

5. There are 2 consonant letters: b,g
6. This is one syllabic word and there is a no reduction

Two syllabic words

Random[‘r ændəm]

1. There are 6 letters in this word.
2. There are 6 sounds in this word.
3. There are 2 syllables in it.
4. The first syllable is stressed.
5. There are 2 vowel sounds (o- hard vowel, a- soft vowel).

According to the horizontal movement of the tongue: o- front vowel, a- also front.

According to the vertical movement of the tongue: o- open, e- -open.

According to the position of the lips: o- neutral position of lips, a-open

According to the quantitative features: o- short vowel, e- short vowel monophthongs.

6. There are 4 consonant letters: r,n,d,m
m- fricative, r - approximant.

7. The first syllable is unstressed and the vowel a in unstressed position gives us sound [ə]. It is hard reduction (or qualitative reduction type).

Madam[‘maedəm]

- 1 There are 5 letters in this word.
- 2 There are 5 sounds in this word.
- 3 There is two syllables in it.
- 4 There are 2 vowel sounds (a- soft vowels).

According to the horizontal movement of the tongue: a-front

According to the vertical movement of the tongue: a -open

According to the position of the lips: u-rounded, a- neutral position of lips

According to the quantitative features:

5. There are 3 consonant letters: m,m,d
m– alveolar, d post- alveolar,
d- approximant, m– plosive
6. There is no reduction.

Three or more syllabic words

envious [‘enviəs/]

1. There are 7 letters in this word.
2. There are 6 sounds in this word.
3. There are 3 syllables in it.
4. The first syllable is stressed.
5. There are 4 vowel sounds (o- hard vowel, u-hard, e- soft vowel, i- soft vowel).

According to the horizontal movement of the tongue: o-back vowel, u-back, e- also front, i-front

According to the vertical movement of the tongue: o, e- mid-open, i- open, u-close

According to the position of the lips: a- close position of lips, e- unrounded position, i- spread position, u -rounded

According to the quantitative features: a long,, diphthongs, e- short vowel, i- short, monophthongs. ,u -long

6. There are consonant letters: n, v,s

v-velar,

s- alveolar,

n- alveolar,

n -nasal,

8. In this word [i],[o] in the second and third syllables is unstressed position.

Because of soft vowel [e], there will be soft reduction (or qualitative reduction).

Mysterious[mi'stiəriəs]

1. There are 10 letters in this word.

2. There are 9 sounds in this word.

3. There are 4 syllables in it.

4. The second syllable is stressed.

5. There are 4 vowel sounds (e- hard vowel, 0- hard vowel, i- soft vowel).

According to the horizontal movement of the tongue: a- front vowel, 0- back, i-front ,u-back

According to the vertical movement of the tongue: e- open, o- open, i- open,u- close

According to the position of the lips: e- neutral position of lips, o- rounded position, i- spread position ,u-rounded

According to the quantitative features: a- short vowel, o- long vowel, i- short, monophthongs.

6. There are 5 consonant letters: m,y, s,t,r,s

m- bilabial, nasal,y-lebal, r- post-alveolar, approximant,

t- alveolar, plosive, s,r- alveolar,

7. The first syllable is unstressed. The second syllabil is stressed.This is special reduction.

Compound words

Nobody ['nəʊbədi]

1. There are 10 letters in this word.
2. There are 5 sounds in this word.
3. There are 2 syllables in it.
4. The first syllable is stressed.
5. There are 2 vowel sounds(o- hard).

According to the horizontal movement of the tongue: 0- back.

According to the vertical movement of the tongue:o- open.

According to the position of the lips: o- rounded position.

According to the quantitative features: o-short.

6. There are 4 consonant letters:

n- nasal

b- labial, plosive

d-alveolar, lateral

y-velar

friendship['frendʃɪp]

1. There are 10 letters in this word.
2. There are 7 sounds in this word.
3. There are 2 syllables in it.
4. The first syllable is stressed.
5. There are 3 vowel sounds (e, i- soft vowels).

According to the horizontal movement of the tongue: i-front,e-soft.

According to the vertical movement of the tongue: i- open,e-open

According to the position of the lips: i- spread position,e-unrounded.

According to the quantitative features: i- short, diphthong, e-short.

6. There are 7 consonant letters: f,r,n,d,s,h,p

f- fricative, labiodental.

r-alveolar, approximant

g- velar, plosive

h-fricative

p-billegal

7. There is no reduction in this word.

Conclusion

The purpose of this thesis was to investigate the use of Scottish English accents in formal and informal utterances. The speech of four speakers living in central Scotland, i.e. in Perthshire was analysed. It was found out that the tempo of formal and informal utterances is similar, the informal being slightly slower because of the speakers' thinking. The characteristic vowels and consonants uttered both formally and informally do not vary significantly. The results show that the informal utterance showed higher occurrence of glottal stops, hesitation sounds [e:], and various deviations from the Basic Scottish Vowel System. Furthermore, none of the speakers uttered the word *promontory* correctly. Should any similar study be carried out, the use of a camera recorder instead of a voice recorder is advised. However, the possible negative impact on the spontaneity of informants must be considered. The work on this thesis was an enriching experience. Not only did it raise the awareness of the characteristics of Scottish English, it also showed that there is no good or bad accent but there are only different kinds of them. Great variation often occurs across areas where English is spoken as the first language. In the UK, it makes sense to compare Received Pronunciation and Standard Scottish English in terms of phonology, because they differ distinctively in their phonological features and inventories, and both enjoy a certain prestige in England and Scotland.

respectively being favored by speakers of middle and upper classes. In this paper, phonological differences between Received Pronunciation and Standard Scottish English are mainly discussed in aspects of vowels, consonants and prosody, with their distinctions in vowels being the most obvious. Firstly the vowel inventories of Received Pronunciation and Standard Scottish English are compared to explore their specific distinctions in vowel length, monophthongs and diphthongs. Then in terms of consonants, the most prominent difference between the two is mainly seen in rhoticity with Received Pronunciation being non-rhotic and Standard Scottish English rhotic. Some other distinctions are also discussed in their plosives and fricatives. Apart from vowels and consonants, several prosodic features of stress, intonation and rhythm in Received Pronunciation and Standard Scottish English are explored finally. More data collection and analysis remain the major task of further research.

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