



LINGUOCULTURAL FEATURES OF LEXICAL UNITS IN AMERICAN AND BRITISH MEDIA

Gulnoza Ashuraliyeva Abdusalomovna, Tashkent State University of Economics

Abstract- The article describes the main lexical and spelling differences between British and American versions of English linguocultural features of lexical units in the media. Since school, many have developed a stereotype - the British speak more correctly than the Americans. However, contrary to popular belief, there is no more correct version of the language. Each dialect reflects the cultural characteristics of the inhabitants of different countries. British and American English, like any dialect, have some differences in grammar, vocabulary and pronunciation.

Keywords: Dialect, linguocultural features, lexical units, american and british language, media.

I. INTRODUCTION

The beginning of an alternative linguistic branch of the English language, which is now called American English (AE), was laid by English-speaking settlers who arrived on the new continent in the late 16th and early 17th centuries. Three groups of first settlers are known: the first arrived in present-day North Carolina in 1584-1590, the second in Jamestown (modern Virginia) in 1607, and the third in Plymouth (Massachusetts) in 1620.

These groups were extremely heterogeneous in their composition and had different linguistic roots. The colonists of Jamestown came from western England, from counties such as Somerset and Gloucestershire, with the characteristic pronunciation of these places - the voicing of the sound [s] and the booming pronunciation of the sound [r] after the vowels. Plymouth colonists were from the eastern counties of England (Lincolnshire, Nottinghamshire, Essex, Kent) and London, where the phonetic side of the language was distinguished by its national flavor. The most obvious feature was the absence of the [r] sound after the vowels.

During this period, the English language in America corresponded to the norms that were adopted in England in the 17th century. D.Kh. Fischer wrote that the two options were so close to each other that an American traveling in England might well be mistaken for a British. The differences between the regional dialects in each of the countries were much stronger than the differences between the two variants of the language. Changes that

occurred in the language in England later, to a much lesser extent affected the English language in America.

Russian and foreign linguists believe that a significant discrepancy between the two options begins to form in the late 1700s due to three main reasons: the adoption of a new pronunciation standard in England, America's independence from the British crown, and the arrival of a large number of new emigrants from different European countries. ...

Let's dwell on each of them in more detail. By the beginning of the 19th century, spelling and pronunciation reform was nearing completion in Great Britain, on which many British linguists worked at different times (John Palsgrave, William Salesbury, Thomas Smith, John Hart, Alexander Gill, John Wallis, Christopher Cooper, Alexander J. Ellis, Henry Sweet). The gradual introduction of a new pronunciation standard began, which would later be called

Received Pronunciation 2 The new pronunciation standard has led to changes in the pronunciation rate. Most notable was the process of narrowing the articulation of some long vowel phonemes and their subsequent diphthongization. Not yet ubiquitous, but there was a dropout at the end of a word and between a vowel and a consonant. The combination of some vowels with [r] was replaced by their diphthongs

All these changes practically did not affect the English language in America, except for the territory of the eastern regions adjacent to the Atlantic coast. Many wealthy Americans imitated the new prestigious pronunciation and introduced it into dialects of New England and the southern states. Similarities to the British variant can be seen in dialects of the Atlantic coastline even today.

However, most linguists admit that not only England influenced the formation of the language of the colonies. In the XVII - XVIII centuries. the flows of emigrants grew steadily, bringing with them a variety of languages and dialects. After the American Revolution, crowds of Scottish and Irish immigrants flooded the United States in search of a better life and salvation from the cruel English laws. In the West and

Southwest of the modern United States, Spanish was the dominant language. Immigrants from France settled along the St. Lawrence River. New York, originally called New Amsterdam, was dominated by the Dutch language. The Germans also immigrated to America, who settled mainly in Pennsylvania, and at the beginning of the 20th century. - Italians and Jews. In addition, a large number of Africans were imported into the southern regions, who became the object of the slave trade. All of these new inhabitants of North America, along with the Indians, contributed to the formation of a synthesized, diverse American version of the English language.

M. Montgomery in his work "British and Irish Antecedents" writes that American English is emerging from the influence of British dialects. However, it is difficult to understand when and how this happened due to the remoteness of what was happening, the instability of social phenomena in the settlements of the colonists and the difficulties of proving the spread of linguistic phenomena.

In 1776, the United States gained independence from the British Crown, which gave more room for the formation of a national language. Then the words "American" and "American" appeared in it, which had a nationalist connotation. The desire to disassociate themselves from the British elite after the Civil War has led Americans to adopt Northern and Midwestern Roth dialects as the standard for American pronunciation.

It is often argued that if colonization had occurred two or three centuries earlier, American English would be from British, like modern French from Italian, that is, instead of different variants of one language, different languages would appear. However, colonization took place after the invention of printing and continued into the Enlightenment with its ideas of universal education. For a long time, most of the books read in America were in English. Moreover, many colonists continued to maintain ties with England, and American schoolchildren studied with textbooks exported from Great Britain.

Many American linguists of that time stood for purism: they fought for the purity of the language, for strict adherence to British norms. They warned those seeking to speak correct English against using certain American words and phrases, calling it a corruption of language, a deviation from the standard of writing and speaking in England.

At the same time, the positive side of the activities of the purists was that they carefully investigated cases of deviations from British norms and described them in their dictionaries. For example, John Pickering included words and phrases in his dictionary that had a different meaning from the British version; explained their new meaning and described in which region and in which social strata these words are used.

II. METHODS OF RESEARCH

Despite the opposition of purists, a movement developed in the United States to revise the norms of the literary language, taking into account the peculiarities of the American version. This movement was based on the activities of a whole galaxy of American writers who widely used the vernacular in their work, and whose works played a large role in the formation of the American version of the English literary language. Particular merit in this struggle belonged to Washington Irving, Fenimore Cooper, Walt Whitman, Mark Twain, O. Henry and Jack London. All of them were ardent advocates of a deep study of folk speech and staunch opponents of the negative attitude towards Americanism characteristic of the purists.

In particular, W. Whitman in his lecture "An American Primer" called for "National independence" in the language and proposed to develop stylistic norms of the American version, focused on everyday colloquial speech, and to create a dictionary of the English language in America, which would reflect not only literary, but also vernacular, including slang and argotic vocabulary ...

The movement for the need to abandon blind adherence to British norms was supported by the American linguist N. Webster and prominent public figures of the time, John Adams and Benjamin Franklin. They were convinced that an independent nation needed not only its own government, but also its own language. It was believed that British English ceased to be the language of W. Shakespeare and A. Milton, that it became the language of the "corrupt" British nobility and fell into decay.

The study and standardization of the American language proceeded in a moderate and gradual manner. The author of the first grammar textbook, which came out in 1795, was Lindley Murray. The first explanatory dictionary was Samuel Johnson's School Dictionary⁴, published in 1798. In 1816, John Pickering publishes his Dictionary of Words and Expressions Used in the United States.

In the first decade of the 19th century, new dictionaries appeared, registering Americanisms. In 1800, a dictionary by S. Johnson and J. Elliot was published, where borrowings and the first American toponyms were recorded. Prescriptive dictionaries proclaim for the first time a new American spelling and pronunciation norm. Such works as K. Alexander's dictionary "The Columbia Dictionary of the English Language" in 1800, G. Priest "The Young Ladies' Pocket Companion" in 1806, guided by old British editions, served as a kind of harbingers of the dictionary N Webster, now rightly considered the first American lexicographer.

In 1828, Noah Webster's American Dictionary of the English language was published, which first systematized the difference between AE and British English (BE) in terms of word usage and pronunciation. Other dictionaries and textbooks for teaching American English followed. This, according to N. Webster, was supposed, on the one hand, to help Americans understand that they did not need to look back at England in search of a language standard, on the other, to make American English more uniform. N. Webster's dictionaries and spelling reference books were the main weapon in the institutionalization of what he called "federal English."

When a country becomes independent, the natural reaction of its citizens is to leave behind the linguistic past imposed on it by its colony and find a local language that could become a symbol of the new nation.

At the same time, the "founding fathers" did not want to recognize the English language of the corrupt British nobility as the official language of the new state and saw in this role German, Hebrew or Greek. There were also those who suggested "to improve, to make more perfect" the English language, to remake it into "something completely American," because the survival and prosperity of an entire nation depended on it. The desire to give the American version the status of an independent language forced different states for several years, from 1923 to 1952, to submit laws to rename the English language to Amerenglish, Statish, Unitedstatish, Inglish, Americanese.

Among the conditions that led to the emergence of AE, they call a high geographic and social mobility of the population, an orientation both to the norm of the British variant and to the regional norms of the colonial centers, as well as to the most widespread variant. All these complex and contradictory factors have left a certain imprint on the status and structure of American English, the distinctive features of which are the vagueness and blurring of its boundaries, and a significant variability of its structure. At the time of the settlement of the American continent for people of different nationalities, the need to speak the same language was, without exaggeration, a matter of life and death. The mixing and alignment of dialects was most intense in the Midwest, the northern middle of the country; there was a good climate, fertile soil and minerals. The population of this region grew rapidly. In schools, colleges and universities in the Midwest, new settlers and their children learned English as a second foreign language with strict rules of grammar, spelling, and pronunciation. The Midwestern dialect developed and became the language standard in the area. When settlement began in the rest of the western regions of the country, the Midwestern dialect spread throughout the west and served as the basis for the western dialects. Based on this dialect, the national General American dialect was formed as the standard American pronunciation.

The literature uses different terms for the name of AE: Nationwide American English, Standard American English, General American, Common American / Literary American / Common American National, Standard Spoken American English, General American Speech, Standard Midwestern, American Broadcast English, Network Standard.

A number of researchers recognize the existence of the pronunciation standard AE. By General American or Standard American they mean the form of language used by educated people; the regional characteristics that appear in such speech are considered neutral.

Other authors argue that Standard American English should hardly be defined at all, since it is a "useful fiction" at best. They see the main strength of American English in the diversity of existing dialects; all dialects occupy an equal place in the structure of the language. The only standard in the United States is to consider the speech of the best people. The term "common American" should be used for comparison, not for every American to aspire to.

A. McWorth and C. Thomas express doubts about the existence of the common American dialect. In their opinion, the term "common American" implies the homogeneity and uniformity of its constituent dialects. Moreover, even a minimal analysis of the phonetic features of these dialects indicates that this uniformity is imaginary.

Thus, some American linguists exaggerate the uniformity and general validity of linguistic norms. Hence the categorical nature of their judgments: a linguistic fact can be either acceptable or unacceptable. Others exaggerate the variability of the language, ignore the stable common core that cements the literary language in all its varieties. Their judgments are also categorical: everything that is in the usus is acceptable.

HELL. Schweitzer disagrees with either the "conservatives" or the supporters of the anti-normative approach: a literary language is not the same as a real usus, but an idealized construct. However, this construct is not a fiction. Literary language is permeable, language innovations are objectively developing processes that cannot be prevented in any way.

The decisive argument in the question of the existence in the United States of its own version of literary English, a national pronunciation standard, should be the presence of those common (universal) features that distinguish any literary language. There can hardly be any doubt that General American / Standard American English meets all the commonly distinguished features of a literary language - such as polyfunctionality, supra-dialectalism, processing, selectivity, and the presence of its own norm.

Currently, under the influence of many linguistic and extralinguistic factors, significant changes are taking place in the standard pronunciation norm of the English language. Phoneticians have long noticed its significant "democratization", an increase in normative options.

In Russian linguistics, it is customary to consider *mu* as the concept of a functional plan, which includes the most stable, traditional implementations accepted by society and, to one degree or another, understood by it as correct and obligatory. Due to the fact that the definition of the norm does not cover the entire set of realizations of the structure of a particular language, linguists have developed another concept of the functional plan - *usus*, which, unlike the norm, contains both traditional, stable, correct and non-traditional, occasional and erroneous realizations, therefore the *usus* is always wider than the norm.

Considering the concept of a norm in indissoluble unity with the concepts of *usus* and the language system, E.V. Erofeeva defines the norm as "perceived (a criterion of prestige), correct and desirable realizations, while *usus* is generally all accepted realizations". Therefore, the norm also includes a psychosocial moment, since it is associated with the notions of the bearer of the code about the correct, prestigious speech.

The standard pronunciation is not fixed and unchanged. Speech is standard when it is generally accepted in everyday use among people. Speech cannot be accurately measured and there is no absolute standard for pronunciation. Pronunciation varies from region to region, from class to class, from person to person, subject to regional, social and individual differences accordingly. There are only options that are acceptable in the country and those that are not.

American linguists define the pronunciation standard as a fixed, well-established, recognized norm of the national language, which serves as a model by which all speakers model their speech. While acknowledging the existence of a standard, the authors note that most American English speakers use both standard and non-standard pronunciation forms in their speech.

In some works, the standard is understood either broadly, and it includes a whole group of regional standards of the North, North Midlands and West; or this concept is narrowed down and the status of an "unofficial standard" is attributed only to the pronunciation of radio and television announcers of several channels and only in news programs.

R.B. Smith defines a standard language as a form that includes nationally accepted variants of the language: official written speech with its own styles and almost all regional forms of spoken language that do not violate the canon of the written language. The author recognizes the existence of a pronunciation standard, while pointing out the difficulty of defining it.

We will proceed from the understanding that any language has two inherent, obligatory categories: norm and variability. It is an objective linguistic fact that there can be no standard; without him, the language would simply disintegrate. Another thing is that the standard changes, absorbs new features and loses old ones, and in this form it takes root for a certain time, and then changes again. The changes are not a sign of a lack of standard, but a sign of the normal development of the language.

Thus, General American is most often defined as a language that has features that can be found in the speech of the majority of the educated people of the country, as the standard of the spoken American language. Therefore, he is often given the definition of "standard", "neutral", "typical". It lacks any distinctive features of regional dialects. This is not one accent, but rather a whole spectrum of accents, in which certain characteristics are present, the most striking of which is the pronunciation of the "r" sound both at the end of a word and before consonant sounds and / in words like "lot" instead of the historically short / ɒ /. This type of pronunciation is accepted by the majority of the US population, codified by authoritative American dictionaries, and used by the media. This is the dominant emphasis in teaching American to foreigners.

An active role in the codification of AE norms is played by explanatory dictionaries widely used by Americans, published in both full and abridged popular editions. HELL. Schweitzer cites five major American publishers that publish American dictionaries:

Merriem - Webster, Fank and Wegnols, Random House, American Heritage and World.

The conclusion about the mechanism of perception of the monosyllabic British word as a basic mechanism in the functioning of the perceptual system of the English language made it possible to limit the range of studies to experiments on the perception of a short American word and to put forward a hypothesis about the similarity of the mechanisms of perception of the monosyllabic and disyllabic American words by the speakers of AE and BE. The experimental material of the study is word programs balanced in a special way according to generalized LP. 7 programs of monosyllabic words were compiled, 30-31 words each, a total of 220 words; and 6 two-syllable word programs of 43-44 words each, for a total of 262 words. The general principle of balancing is that in each table includes an approximately equal number of words with certain LPs. When selecting the features of words, the results of experiments on the perception of Russian, English, German and French words, conducted earlier according to the model of A.S. Stern, were taken into account.

The balancing of all programs began with the objective frequency feature (Fob), information about which was taken from the ANC. The delimitation of frequency zones was carried out according to the principle of a logarithmic scale [Malakhovsky, 1980]. The balancing was carried out according to the main LPS influencing the perception of an isolated word: Fob, stressed vowel, part of speech, length in phonemes, consonant load, initial phoneme, rhythmic structure, length in morphemes, differential features of phonemes.

When selecting words from the ANC frequency dictionary, the following rules were determined: to avoid repetition of lexemes within the same table; take into account only the first (most frequent) mention of each word in the dictionary; in the selection

“Average”, “rare” and “very rare” words choose words from different parts of the corresponding layer of the ANC; use only common nouns (see Appendix 3 (one-syllable word), Appendix 4 (two-syllable word)). Let us consider in more detail the main stages of balancing programs of one- and two-syllable words on the material of the ANC dictionary.

Here is an example of how words are written in the ANC dictionary. The first mention of the word

“Was” occurs in the following form: “was be VBD 158470” This means that the word “was” refers to the “high-frequency” layer of vocabulary (the word has a 6-digit index). For the ‘VBD’ label, the interpretation is given: “VBD - Verb, past tense”, that is, this word is a past tense verb.

III. RESULTS

The balancing was carried out according to four gradations of the factor Fob: “very frequent”, “frequent”, “average”, “rare” and “very rare” words. The seven tables of monosyllabic words included 35 words of the “very frequent” (FA), 69 words - “frequent” (FB), 63 words - “average” (FC) and 53 words of the “rare and very rare” (FD, FE) “. In the six tables of two-syllable words, the words were distributed as follows: 12 words of gradation “very frequent” (FA), 86 words - “frequent” (FB), 89 words - “medium” (FC) and 75 words of gradation “rare and very rare. (FD, FE).

The gradations of the stressed vowel phoneme factor for a monosyllabic word were 19 vowel phonemes that can be in the stressed position. These are five short vowels

/ ɪ, ɛ, æ, ʊ, ʌ /; three long / i: u: ɑ: /; one vowel / ə / and ten diphthongs, five of which are simple / aʊ, oɪ, oʊ, aɪ, eɪ /, and five are / u ɹɪ, eə, iə, ɑə, oə /. For a two-syllable word, two more vowels / o, e / were added to them, that is, the total number of vowel phonemes became 21. The Merriem-Webster Learner's Dictionary was taken as the basis for determining the pronunciation norm. Each vowel occurred 12-14 times in the word tables.

The words were balanced taking into account the factor of length in phonemes. When determining the phonemic composition of a word, we relied on the data of the Merriem-Webster Learner's Dictionary. It should be noted that, relying on the data of the dictionary with respect to the norm of pronunciation of words, we disagreed with the authors on the issue of interpreting the phonemic composition of diphthongs; for example, the diphthong / j was seen as two phonemes, a consonant and a vowel. The gradations did not match the number of phonemes in the word.

So, for a monosyllabic word, three gradations were allocated: 1 -

“One-phonemic and two-phonemic words” (due to the “insignificance of the specific weight of one-sound words”, 2 - “three-phonemic words”, 3 - “four

- six-phonemic words” (see Appendix 5). The tables included respectively 41: 89: 75 words of each gradation. Two-syllable words were divided into four gradations: 1 - “three-four-phonemic words”, 2 - “five-phonemic words”, 3 -

“Six-phonemic words” and 4 - “seven-eight-phonemic words”. Each group contained 65: 104: 62: 31 words, respectively.

The part of speech factor is represented by four gradations: noun, adjective, verb and adverb. They belong to those full-valued parts of speech that are characterized by oversituationality, objectivity and semantic stability. Belonging to one or another part of speech was determined by ANK marks. For seven tables of monosyllabic words, a total of 67 nouns, 66 verbs, 58 adjectives and 29 adverbs were selected. Six tables of two-syllable words included 79 nouns, 67 verbs, 72 adjectives and 44 adverbs.

When balancing tables of two-syllable words, the rhythmic structure feature (the place of stress in a word), which is one of the most important perceptual characteristics of a word, was taken into account. This feature in the programs of two-syllable words has two gradations: an initial shock word and a finite shock word (see Appendix 6). The six word tables included 99 choreic and 163 iambic words.

On the resulting array of words, additional factors that were not taken into account during balancing were considered: the initial phoneme, consonant load, and some differential signs of consonants - “bow-chord”, “deafness-voiced”, “noisy sonority”.

IV. CONCLUSION

The initial phoneme factor is represented by two gradations: words starting with a vowel phoneme and words starting with a consonant phoneme. It turned out that there were 203 (92.2%) monosyllabic words beginning with a consonant phoneme, and only 17 (7.7%) words beginning with a vowel phoneme. Among disyllabic words, 188 (71.8%) began with a consonant phoneme and 74 (28.2%) with a vowel. Consonant load. This factor was set as the ratio of the number of consonants to the number of vowel phonemes in a word. For a monosyllabic word, it is represented by three gradations. The first gradation includes a group of words with a consonant coefficient "k = 1" (CV, VC), the second "k = 2" (CVC) and the third - "k ≥ 3" (CVCC, CCVCC, CCVCCC), in a ratio of 46: 95, respectively : 79. There were four gradations for a two-syllable word, and they were distributed as follows: words with a consonant coefficient "k = 0.5-1", "k = 1.5", "k = 2" and "k = 2.5 -3 ". The proportion was, respectively, 64: 103: 61: 34. This division into gradations was dictated by the characteristics of the selected verbal material.

Each of the differential signs of consonants is represented by three gradations. For example, when identifying the gradations of the "stop-split" factor, the following procedure was adopted: if more than half of the consonant phonemes of a word are stop, then it is conventionally considered stop (perk, new). If in a word more than half of the consonants are slotted (still, rare), then it conventionally considered to be slotted. If the number of stop and gap consonants is the same, then the word has a gradation of "stop-gap" (chief, push). The factors "deafness-voicedness" and "Noise-sonority". Then the words of the tables were randomly mixed using the computer program String Mixer.

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