

The Preferences of Tomas Bata University Students for British or American English

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ABSTRAKT

Tato bakalářská práce se zabývá dvěma variantami anglického jazyka. Konkrétně se práce zabývá britskou a americkou angličtinou, jejími znaky a rozdíly, a zkoumá preference studentů Univerzity Tomáše Bati ve Zlíně k jedné z těchto dvou variant.

Teoretická část charakterizuje britskou a americkou angličtinu a jejich spisovné verze. Tato část popisuje historii vzniku spisovných verzí ve Velké Británii a v USA a seznamuje čitatele s jejich fonetickými, lexikálními, pravopisnými a gramatickými rozdíly.

Cílem praktické části, která je prováděna formou dotazníků, je vyšetřit, kterou z těchto dvou anglických variant studenti Univerzity Tomáše Bati ve Zlíně upřednostňují a zdali jsou schopni od sebe tyto varianty rozpoznat.

Klíčová slova: jazyk, spisovná angličtina, spisovná britská angličtina, spisovná americká angličtina, výslovnost, gramatika, slovní zásoba, lexikální rozdíly, pravopisné rozdíly, preference studentů

ABSTRACT

This bachelor's thesis deals with two variants of English language. The work particularly deals with British and American English, their features and differences and examines the preferences of the students of Tomas Bata University for one of these two variants of English language.

The theoretical part characterizes British and American English and their Standard variants. This part describes a history of development of Standard English in the United Kingdom and the USA and acquaints the reader with their phonetic, lexical, spelling and grammatical differences.

The aim of the practical part, which was done through questionnaires, is to investigate which of these two variants of English students of Tomas Bata University in Zlín prefer and if they are able to correctly recognize these variants from each other.

Keywords: language, Standard English, Standard British English, Standard American English, pronunciation, grammar, vocabulary, lexical differences, spelling differences, students' preferences

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INTRODUCTION

English language is on the great way to become a global language. This language influences us on every single place. You are sitting on a bus or on a train to your school and during twenty minutes you can see numerous advertisements with at least small amount of parts written in English language in it. The same situation occurs with many products and their description on them. Producers want to look international and classy while they intentionally put English forward and spread it all around us. And we are used to it. But advertisements and short, sometimes hidden, English descriptions and words on products are just small pieces in our puzzle.

Our education system plays important role in putting English language forward. Even children of preschool age, when they attend nursery, are taught basic vocabulary of English language. They adopt the second language in early ages and as non-native speakers expand proficiency in English during their later studies. Another player in making English language global and universal is certainly technology of the 20th century, the Internet. Thanks to this electronic web we can be in touch with everyone we want, everywhere we want or we can get any information we need in a minute. Nowadays the pressure of mass media, computer technology, trends in fashion, music, films and of course internet can easily and often change the tendency to use different English variety from the one that students are taught at school.

Because the English language is all around us and many of the students use English language everyday-including me, I decided to do the interesting research among my classmates and other students of Tomas Bata University on the preferences of American or British language. I feel this research is interesting from two reasons; firstly because of the status of English language in the Czech Republic. More and more English words have been taken into the Czech language e.g., English word *like* is used in the Czech language in its Czech version *lajknout*. Secondly I am curious whether the students are able to distinguish these two English varieties from each other. I have chosen these two varieties of English language, because they are most common widespread among people.

With my research I would like to find out which of the mentioned versions of English language is more preferred thus more used by the students. I want also to discover if the students are capable to identify their chosen version of English language correctly. The research will be carried out with the questionnaire survey which is divided into 3 parts. In the first part the students will be asked about what aspects can influence them. In the

second part there are only two questions aimed at their personal opinions if they are able to recognize American and British English and which of these two variants prefer. By these two questions I want to provide the reader with the fact what the students actually think about these two varieties of English language. The third part of the questionnaire contains practical exercises from the lexical, pronunciation, spelling and grammar areas. From the evaluation of these parts I will get an answer on the two investigated questions which were mentioned earlier; what English variety the students prefer and if they are able to recognize the differences between American and British English.

I assume that the result of the first question will be on the side of American English. As I said at the beginning of the introduction, the influence of the media, the internet, American music and films have an enormous impact on the students' usage of the English Language. The significant role for choosing the American English plays the fact that is easier for speakers in grammar and spelling as can be obtained from the theoretical part. About the result from the second question I think that the characteristics of American and British English are well known to the most of the students, so I presume positive result in recognition of these two variants of English language.

I. THEORY

1 STANDARD ENGLISH

From the linguistic point of view Standard English can be broadly defined as modern English spoken worldwide. However, sociolinguists have never come up with an exact definition of Standard English. Nevertheless Standard English is a carrier of prevailing characteristics of standard British and American English and definition of this term is therefore essential for further development of this thesis.

Also it is very important to state that in the present world something like International Standard of English does not exist. On the other hand Standard English is included as a common core in many regional and national standard varieties in British and Irish English, American, Canadian and Caribbean English, African English, in East and South Asia English, and in Australian, New Zealand and South Pacific English (Crystal 2003, 111).

1.1 History of Standardization of English language

Standard English may be thought by laymen to have originated in the center of the oldest English speaking capital city in the United Kingdom, in London. Wright (2000) summarizes the possible developments as follows: according to one theory the development of Standard English started somewhere else. The descendant of Standard English development comes from the Midlands dialect, either East or Central Midlands. Gradual selection of the particular Midland dialect was caused by huge migration from Central Midlands to London in fourteenth century. Unfortunately there is insufficient evidence about the fact why inhabitants of London changed their dialect from Southern English to Midland English. Different opinion about the development of Standard English is that it came from the Chancery, which is medieval writing office for the king responsible for the issuance of official documents. And this English was in time shaped from the practices of Chancery. Another explanation why English became standardized is high reputation of educated speakers from three main universities of Oxford, Cambridge and London. In the air is also an idea of naturalness model about beginning of standardized English that says that Standard English came genuinely into existence (Wright 2000, 1).

According to these mentioned theories Standard English was taken into account from fourteenth century as a need of language understandable for all people both in spoken and written form. This main point in developing Standard English still persists. However, in the present account, Standard English is seen slightly differently.

In today's world standardization of English language is seen as a process of ongoing development (Wright 2000, 11). In contrary with 14th century, nowadays it is general public, who plays main role in the development of Standard English, instead of experts from linguistic scholars. Common people, both native and non-native speakers of English language all over the world make from the standardization endless process of development. Above that according to Wright, "in the past the term standard has been applied rather loosely to cover what could more precisely be termed standardization of spelling" (Wright 2000, 2). However, in today's world the processes of standardization of language should be understood as processes which include lexis, morphology, syntax and pragmatics changes (Wright 2000, 2).

1.2 Definition of Standard English

Despite the fact that sociolinguists have never come up with exact definition of Standard English, they try to describe Standard English by using many kinds of definitions. A few of them are provided in the following part.

One definition provided by Crystal and Quirk describes Standard English as a language which is codified in grammar books and dictionaries, taught in the schools and used by the press and media (Crystal and Quirk 2004, 18).

Another definition which is similar to Crystal's and Quirk's is the one from Locher and Strässler. It says that "Standard English is the variety commonly used by the media, especially in printing, and employed in the educational systems for both native speakers and learners of English" (Locher and Strässler 2008, 3-4).

Slightly different definition provided by Laura Wright contains words like "one uniform system of rules, educational system, common language" (Wright 2000, 37), which gives us a concept of uniform system of grammar and pronunciation, which is taught in school systems and makes from English more intelligible language.

Based on the definitions provided by linguists we can sum and state that Standard English is a variety used by a wide community of native and non-native speakers and listeners, used by press and media and taught in educational systems as a first, second or foreign language all over the world.

1.3 Standard English in educational system

The standardization of English language is dated from the 14th century. The prestige of Standard English started to be popular when educated speakers of Oxford, Cambridge and London Universities started to spread this language among people (Wright 200, 1).

The Standard English became educational language also in 14th century when London became the capital city of culture, politics and business. According to manuscripts found in 1370, the uniformity of spelling, mainly the spelling in administrative field was transforming into Standard English (Crystal 2003, 54). In this era, the pressure for unification of English was really strong. New administrative buildings, universities, libraries and media largely contributed to the notion of standardized English for education. It was the beginning of educated English on British Isles.

Nowadays it is really important to choose from lots of varieties of English language the most comprehensible basis for the school curriculum and to describe this basis as accurately as possible. The variety of Standard English which creates the basis for learning in schools also performs higher, wider functions of a developed society. The Standard English can be taught by any individual, since it is not rooted in any potential region group or belonged to any particular social class (Bex and Watts 2002, 8).

Teachers in the countries where English is not native or first language, they use standard teaching norms, where core vocabulary and grammar is standardized (Stevens 1985, 6). On the other hand, how the Standard English will be uniformed and followed depends on both audience and teachers. Audience can choose their own variety when the teachers are tolerant to both American and British variant.

1.4 Varieties of English languages

Besides two widely and most used varieties of English - American and British - there exist many other varieties i.e. Irish, Welsh, Scottish, Australian, New Zealand, Iceland, Canadian, African and least but not last Euro-English. All these varieties contain rules from American and British English, respectively Standard English.

With all respect to all other varieties of English, they will not be included in this bachelor's thesis.

1.5 Changes in present-day Standard English

As previous chapter told us, Standard English is still in the process of development and it will be. A list of features suspected to be undergoing a process of changing in today's Standard English is drafted in the paragraph below. This list is largely based on Barber (1964, 130-144).

Modern Standard English tends to unify and regularize irregular morphology e.g., in the world *dreamt* to *dreamed*. Another change is to slightly eliminate the use of word *shall* for expression of future tense. Phrasal verbs have been increasing in the number and types lately, e.g., *have/take/give a ride*. The placement of frequency adverbs has changed as well. Very good example of it is in the following sentence – *I never have said so*. The changes are seen also in increasing use of word *less* instead of *fewer* with countable nouns e.g., *less people*. Huge change is increasing demise of the inflected form *whom*. Words *like*, *same as*, and *immediately* are being used as conjunction in modern Standard English. A tendency towards analytical comparatives and superlatives can be seen in change of the word *polite* – use of *more polite* instead of *politer*.

All the discovered changes support the claim that modern Standard English evolves constantly and continually. It takes a lot of time to adjust and settle a change in English language for general public and to unify it for English users, listeners and speakers.

2 THE DEVELOPMENT OF BRITISH AND AMERICAN ENGLISH

The previous chapter acquainted us with brief history of Standard English and clarified this term as a basis for two main varieties of English – British and American. The base of these two varieties comes from the British Isles. Nevertheless American English started to shape its own form of usage later.

This chapter deals with the British English in British Isles and American English in the United States of America. This part covers brief history of development of these two varieties of Standard English.

It is also important to mention forms of dictionary codification of English in both countries. In Britain it was Samuel Johnson's dictionary and in USA Noah Webster's dictionary that specified the direction and influenced other lexicographer's work.

2.1 British English

2.1.1 History of British English

The first evidence of English language on British Isles was found in Anglo-Saxon corpus of poetry and prose from 7th century. Old English was created from mixture of non-native dialect. The borrowing of words from Latin people and Celtic newcomers was the milestone when Old English was getting the first account of the sounds, spellings, grammar, and vocabulary core (Crystal 2003, 8-28).

The same situation was happening in Middle English period, which is dated from the beginning of 12th century, when French invasion had an influence on creating English language. Norman French, which is language introduced to Britain inhabitants by the invaders, was used in schools, at courts, and among the public. But when the different political climate occurred and King John of England and King Philip of France came into Hundred Years War, the prestige of French language was in decline and English language grew together with English nationalism. This resulted in the year 1362, when the English language was used for the first time at the opening of Parliament. Since then the English was abundantly used in England in both written form and spoken form. Also because of movement of political center of the country from Winchester to London, during 15th century the London was becoming the hearth of social, medial and commercial center.

Along with that the need of unified language increase, which led to development of written Standard English (Crystal 2003, 28-54).

Between roughly 14th and 18th century was English in the Early Modern period. To this period we can classify the development of first English printer, translations of works from French to English and the pronunciation shift. This pronunciation shift was named Great Vowel Shift and this caused important development of the sound system in English Language and its standardization (Crystal 2003, 54-75).

With the beginning of Modern English Period in the 18th century the new trend to find a proper form for polite and socially acceptable language was on the agenda. By the end of 18th century the spelling, punctuation, and grammar is started to be very close to the English we know and use today. Englishmen started to distinguish the social classes and the rich people tend to use the different language than others (Crystal 2003, 76-90).

This different language could be characterized as language which is properly pronounced and grammatically correct. This proper English used among people from upper class was the basic element of educated and cultivated society. This all reveals and tells us a clue why is British English seen as Standard English for education.

2.1.2 Samuel Johnson's Dictionary

First attempt to release one synoptic book with summary of most of English words together with their usage was in 1721 by Nathaniel Bailey with *Universal Etymological English Dictionary*. People saw this book as guidance for uniform usage of English language. Although this first written dictionary contained about 60 000 words in the version that was released in 1736, for public it was not as successful as Bailey thought. His definitions were written without any illustrative support and people were confused because presence of little guidance about usage (Crystal 2003, 74).

Another attempt to set up a widely accepted language system on British Isles came from Samuel Johnson in 1755. This attempt was way more successful than the one from Bailey. His lexicon *A Dictionary of the English Language* is regarded as the most authoritative piece of work. It took seven years to write definitions for 40 000 words. He illustrated their use from the best authors from the linguist's field. Although Johnson's dictionary has fewer entries, his dictionary contains selection which is more wide-ranging,

and his lexicological treatment is far more discriminating, sophisticated and intelligible to people than the Bailey's dictionary (Crystal 2003, 74).

Samuel Johnson's dictionary is perceived as the first dictionary of English language in which a methodology how dictionaries should be written is established and also a style in which entries should be presented. This dictionary had shaped and built a norm for usage of British English on British Isles and created stability of the language together with its spelling.

2.2 American English

2.2.1 History of American English

We need to know that history of American English is directly connected with the history of the society that spoke English language. The gradual development of English language in America contained internal and external factors. The external factors cover migrations, wars, religion, marriage customs, family traditions, sports and basically every aspect of their lives. In contrary internal factors are defined as changes in vocabulary, grammar and pronunciation (Algeo 2001, 1). The progression of American English can be divided into two eminent periods from the historical point of view, in which the American English was formed and in which we can see the beginning of dissimilarity between British and American English.

2.2.1.1 *The colonial period*

The beginning of the Colonial period is dated from 1607 when the first English-speaking colony in Jamestown was established. Settlers from another part of the world discovered something new, means native population, new language and new style of live. John Algeo mentions three different factors, which brought new variety of English language into existence (2001, 4).

First of all it was the new experiences for the English settlers that required different ways of talking about these different experiences. Another aspect was communication together with understanding to native civilization. They needed to create shared language for better understanding. Remarkable and the last factor was conclusively distance between new colonies in America and their motherland (Algeo 2001, 4-8). All of this initiated the

development of a new variety of English in American continent and development continued in the National period.

2.2.1.2 The National period

Second major period was National period. This period served as a crutch for creating and development of American nation as a whole and also had a huge impact to development American English language.

All dividing process began when British parliament put very high taxes for colonies on almost everything. These taxes affected mainly the most powerful people of colonies e.g. lawyers, journalists, bankers and merchants. The conflict burst when British continued with taxing of tea and this led to War of Independence. Of course colonies desired to be independent from the British parliament and their domination. In the year 1776 American nation celebrated, because the Declaration of Independence was signed by Thomas Jefferson. In this point the American nation stood on the threshold of new history. The new political system was established and society felt the need to take this opportunity to become culturally independent from British power (Algeo 2001, 21-22).

After the Revolutionary War, United States won its political independence immediately, but cultural independence took a little longer. Direction of cultural independence in politics and of course linguistic part, determined Noah Webster (Algeo 2001, 34).

2.2.2 Noah Webster's Dictionary

In 1775 was issued Samuel Johnson's Dictionary of the British language to show people the way how to use their language. In the United States of America happened something similar with the Noah Webster's Dictionary released in the year 1806. A difference between these two dictionaries was that Webster did not want to show people the way how to use their language he in fact wanted to create the rules in spelling, grammar and vocabulary and showed them to all people in America in one comprehensive book.

Between years 1778 and 1783 Noah Webster was as a clerk, teacher and lawyer, disappointed with the texts which were available in those years. He was especially dissatisfied with their lack of American perspective. He strove to give lexicography in America a fresh direction. From this reason he decided to write his first Dictionary, in which was nearly half of the words included were not to be found in Johnson's Dictionary

of British Language. This proved his claim, that he was creating a new direction in American language (Crystal 2003, 81).

Moreover Webster did not give to America new spelling rules and usage of their English, but he gave them an identity and status comparable to that given to the British English lexicon by Samuel Johnson. His book was perceived as authoritative and contained facility for a national standard (Crystal 2003, 81).

In spite of huge criticism his work has received, his American Dictionary had the same weight on development of American English as Johnson's dictionary on British English. Since 1806 the American language started to develop differently from British English and Americans started to perceive their identity due to Webster's work.

3 DIFFERENCES BETWEEN BRITISH AND AMERICAN ENGLISH

All over the world many varieties of English language besides British and American exist, but these two main varieties are the ones studied by most foreign students and learners. The reason why they are so spread, widely used and learnt as two dominant standard versions of English is simple. According to Algeo, it is "because there is more material available in them than in any other variety" (2001, 6).

Under the term "material" are hidden features like vocabulary and grammar patterns, which contain shared rules for using, and last but not least very important feature of pronunciation or accent.

These two varieties of English language differ in these features thanks to its development according to previous chapter. Present-day British English as it would seem is not the older one compared to American English. For example, American variety preserves older usage which became obsolete and outdated in present-day British English.

This part of the thesis deals with differences in phonetics system, lexicon, spelling and grammar of these two main standard varieties of English.

3.1 Standard pronunciation variants

The comparison of these two main variations should start with the most striking one. It is, without any doubt, the pronunciation. When American and Briton speak together, it is possible, according to the intonation in their utterances, to differentiate, who is from America and who is from Britain. Algeo sees that the most obvious difference is in tune of language of these two variants that is in fact intonation that accompanies sentences. Britons and Americans identify themselves primarily by the tunes of their respective varieties (Algeo 2001, 2).

Standard pronunciation variants are closely related to accent. Accent can be defined as combination of three components: speech music, word connections and spoken sounds of vowels, consonants and combinations (Cook 2000, iv). To see and explain the pronunciation differences properly we have to state and describe two main uniform pronunciation standards or so called standard accents in both British Isles and United States of America. In Britain it is Received Pronunciation and in the USA it is General American.

3.1.1 Received Pronunciation

People of Britain from higher classes wanted to differ from lower classes. They wanted to show their nobility and higher status in society by using Received Pronunciation. This accent was about to be popular among educated and prestigious people. Received Pronunciation or in literature referred to as RP is neutral or standardized pronunciation of educated Southern English.

On British Isles, one accent has been above all others for its ability to be used in both higher class and education system. It was Received Pronunciation what has become prestige accent and was taught in public schools. People speaking with RP accent were seen as people with good education background. RP was spread by Civil Services and also armed forces of the British Empire and became the language of power, education and authority (Crystal 2003, 365).

Received Pronunciation started to be more and more popular during the 19th century. Since the beginning of radio broadcasting by the BBC in 1920, Received Pronunciation accent have been adopted by broadcasting company, because its neutral regional accent (Crystal 2003, 365). The popularity of RP among the media brought this accent to all people and established it as accent connected with good education, media, power, freedom, higher class and prestige.

The position of Received Pronunciation in today's world is not as high as it used to be. Social classes are not divided as it used to be in 19th century and mass media did not use RP as an exclusive accent nowadays. On the BBC you can hear still general variety of Received Pronunciation but there are another several varieties. Nevertheless the core of RP is still seen as an educated accent and it is perceived as British model in educational system (Crystal 2003, 365).

3.1.2 General American

Despite the fact that General American or GA is not perceived as national accent of the USA, it is an accent of majority of people in North America. General American can be found in many important American regional and sociocultural varieties.

According to Andrea DeCapua (2008) Standard American English is recognized by people for its correctness in the most usage books and its widespread style which most of speakers and readers mark as correct. Although in America does not exist any of formal

institution or language academy of American English, which could decree, supervise or legislate its correctness, people accept it as standard variety. Most people also recognize variant of American English, which is used at schools or at universities and taught to native and non-native speakers as Standard variant. This version of Standard English or General American is also recognized as correct because of its grammar, which reflects shared rules of usage of formally educated native speakers from America (DeCapua 2008, 15-16).

In America accent is seen as free form, intuitive and creative. Accent goes together with music, feeling of freedom and flow. It is rather seen as the spirit of the language. Many people think that, when they speak General American, they sound slangy or casual. Opposite is true. This is the way, how it is taught. This is the way how national newscaster broadcasts in America. General American is the most comfortable, the most widely used and familiar to the majority of the native speakers of United States of America (Cook 2000, v).

General American is an accent, which is spread among people by media, radio, television and internet as Received Pronunciation in UK. It is taught at schools across America to native as well as to non-native people. General American is the most spread accent of America.

3.2 Phonetics Differences

This part of the thesis covers the differences between two standard pronunciation variants, Received Pronunciation and General American. The phonetics differences make these two English varieties unique from each other. As we have just learned from previous chapter both versions have their own Standards in pronunciations and both variants differs in many ways. These differences are not evident at the first sight, but play crucial role in distinguishing British English from American English. Main differences between RP and GA can be summarized as follows.

- a) Most noticeable difference between British and American English is rhotic accent. General American is rhotic, which means that phoneme *r* is pronounced in all positions where it is written in a word and also it changes the quality of vowels that comes before it. In Received Pronunciation the *r* phoneme is pronounced only before a vowel sound. So words like *car*, *hard*, *turn*, *offer*, *far* sound different in each variety.

- b) In some varieties in American English can be found that certain vowels are nasal. In British English the nasal vowels are used seldom.
- c) Important difference between RP and GA is that RP has one more vowel than GA. The vowel is rounded short *o* [ɒ], which is pronounced in the words like *got, off, stop, lost, cot*. In GA these words are pronounced either with [ɑ], like the first vowel in word *father*, or with [ɔ:], which you can find in word *caught*.
- d) In some words where is *a + consonant*, e.g., *fast* or *after*, British pronunciation is [ɑ:] and American pronunciation is [æ] instead.
- e) The vowel in words *home, open, go* sounds very different in GA and RP. In RP the vowel *o* is pronounced [əʊ] and in GA the correct pronunciation is [oo].
- f) In American English *t* and *d* are pronounced without noticeable difference, because they both have a very light voiced pronunciation [d]. In British English *t* and *d* sound different. For instance in words *writer* *t* is pronounced like soft *t* and in the word *rider* the *d* consonant in the middle of word is pronounced like *d*.
- g) In some words e.g., *enthusiastic, duty, tune* or *new*, where *th, d, t* or *n* are followed by *u* or *ew* in American English are pronounced with [u:] and in British English with [ju:].
- h) Words like *fertile, reptile, missile* or *senile*, which have ending in unstressed *-ile*, are pronounced in both varieties of English differently: in American English with [l] and in British English with [əl] at the end (Swan 1996, 44-45).

These above mentioned phonetics differences make British Received Pronunciation and American General American clearly distinguishable from each other. Since these differences are not easy to follow for non-native speakers, they may pronounce them variously and easily cause mixture of these two phonetic variants.

3.3 Lexical Differences

Diversity in vocabulary is another large issue for native or non-native speakers of American and British English. The differences in grammar and spelling are not as striking as in the lexical differences. There are many words that can cause misunderstanding between native speakers of these two Standard English varieties. However, the biggest hitch among these two variants of English is for non-native speakers, because they may create combinations of the two varieties and mix two Standard English variations into one.

There are a lot of examples of different words being used in British and American English. In the following columns is shown a few of common words that have different expression for the same thing.

American English	British English	American English	British English
airplane	aeroplane	anyplace	anywhere
apartment	flat	busy	engaged (<i>phone</i>)
cab	taxi	can	tin
candy	sweets	check	bill
cookie	biscuit	candy	sweets
corn	maize	crib	cot
crazy	mad	diaper	nappy
eraser	rubber	fall	autumn
first floor	ground floor	second floor	first floor
flashlight	torch	flat	puncture
french fries	chips	garbage	rubbish
gas	petrol	mad	angry
hood	bonnet	intersection	crossroads
highway	main road	freeway	motorway
mail	post	mean	nasty
movie	film	pavement	sidewalk
railroad	railway	rest room	public toilet
stand in line	queue	trunk	boot
vacation	holiday(s)	windshield	windscreen

(Swan 1996, 42-43)

3.4 Grammatical Differences

Grammatical differences between two educated British English and American English are not so noticeable as lexical differences. On the other hand the grammatical differences are more familiar to the general public than lexical ones, because there are significantly less grammatical variations. There are only few parts in grammar where the differences are

evident. To be more specific, we can divide these parts into: tenses, have/have got, prepositions, gotten/got, singular/plural nouns and others (Crystal 2003, 311).

It is necessary to mention that in many cases, two different options are possible to use in on variety of English, whereas only one form is possible or acceptable in the other variety (Swan 1996, 41). These cases together with parts of grammar where differences are contained are clearly explained and described in the following outline.

a) Tenses

Grammar differences in tenses are only observed in present perfect versus past simple part. American English prefers simple past tense in the situations where British English uses present perfect tense (Swan 1996, 41).

Examples: BrE: They *have moved* here recently.

AmE: They *moved* here recently.

b) Have/Have got

Speaking about verb phrases *have* and *have got*. British grammar prefers usage of *have got* for possession. American grammar uses only *have*. Answers in these situations tend to vary as well (Crystal 2003, 311).

Examples: BrE: *Have you got* a dog? No, I *have not*.

AmE: *Do you have* a dog? No, I *do not*.

c) Prepositions

Despite the fact, that the prepositions are being used with different words in different situations quite frequently, it is not the major area of differentiation between British and American English. Different prepositions do not determine a definite contrast between BrE and AmE anymore. According to David Crystal, British usage of prepositions is under heavy influence of American English and vice versa. E.g., American *talk with* is now common in British language instead of *talk to* and while the British traditionally fill in forms (documents), they now use fill out form (documents), as in American Language (2003, 311). A few examples are provided afterwards.

Examples:

BrE:

It is ten *to* four.

AmE:

It is ten *of* four.

It is <i>behind</i> the building.	It is <i>in back</i> of the building.
I looked out <i>of</i> the window.	I looked out the window.
<i>On</i> Mondays we go out.	Mondays we go out.
I will see you <i>at</i> the weekend.	I will see you <i>over</i> the weekend.
He lives <i>in</i> Main Street.	He lives <i>on</i> Main Street.

d) Gotten/Got

American form of word *gotten* creates the most distinctive American and British grammatical differences. Many British people do not understand how to use this form properly. It is not an alternative to *have got*. It cannot be used in sense of possession. The real meaning can be *to obtain*, *to become* or *to move* (Crystal 2003, 311).

Examples: They have *gotten* a new boat. (=obtain)
 They have *gotten* interested. (=become)
 He has *gotten* of the chair. (=moved) (Crystal 2003, 311)

e) Singular/Plural

American English prefers collective nouns in the singular form. British English allows both variants, plural and singular form with collective nouns (Crystal 2003, 311).

Examples: BrE: The Clash *is* well known band.
 or The Clash *are* well known band.
 AmE: The Clash *is* well known band.

f) Others

Into the group others we can place some minor changes as follows. All examples are taken from David Crystal (2003, 311).

Punctuation

Examples: BrE: *No. 12*
 AmE: *#12*

Word order

Examples: BrE: *River Thames, a half hour*

AmE: *Hudson River, half an hour*

Use of the article

Examples: BrE: *in the future, in the hospital*

AmE: *in future, in hospital*

Adverbs

Examples: BrE: I will go *in a moment*. It was *really good*. It went *backwards*.

AmE: I will go *momentarily*. It was *real good*. It went *back-ward*.

3.5 Spelling Differences

One of the main sources for obtaining the spelling differences was world press. Between British and American English spelling several variances exist (Crystal 2003, 307). The variances cover a number of words, which end in *-or* in American English and in *-our* in British Language. A few American words end in *-er* and in British in *-re*. In British English words can be ended with *-ize* or *-ise* while in American English these words end only with *-ize* (Swan 1996, 44). In the following overview are some of the commonest words that have different forms.

American English	British English
analyze	analyse/analyze
catalog	catalogue
center	centre
defense	defence
honor	honour
labor	labour
theater	theatre
program	programme
tire	tyre
color	colour
practice	practice

(Swan 1996, 44)

4 PARTIAL CONCLUSION OF THE THEORETICAL PART

To approach to the practical part of the thesis I provided the readers with the information about the origin of the American English and the British language, their Standard variants, their unifications and mainly with their differences. I described the development of both English variants and their features and how they differ from each other.

This chapter acquainted us with Standards English pronunciation variants: Received Pronunciation in Britain and General American in America. Many of differences occur between these two standard variants of pronunciation and some of them were provided in this part and explained on the practical examples. All this information gave the reader a better overview of the issue this bachelor's thesis is dealing with.

II. ANALYSIS

5 FOREWORD TO THE SURVEY

The practical part of the thesis deals with the survey whether the students of Tomas Bata University prefer American or British English and how distinctly they are able to recognize the differences between these two varieties on lexical, grammatical, spelling and pronunciation level.

The research is divided into 3 parts. In the first part I paid attention to get the same number of participants from each faculty of Tomas Bata University in Zlín. Also I tried to get the representation of men and women in the same proportion. In the same part of the questionnaire are students asked about what aspects can influence them. From this part we will know how many students were in the USA or in the UK, how many students communicate on the social networks in English language, or how many percent of students play computer games in English language.

In the second part there are only two questions aimed at their personal opinions if they are able to recognize American and British English and which of these two variants students prefer. By these two questions I want to provide the reader with the information what are the student's personal opinions about these two varieties of English language.

The third part of the questionnaire contains practical exercises from the lexical, pronunciation, spelling and grammar areas. In this practical part all the questions and practical exercises of survey will be analyzed in the synoptic way and all obtained results will be described by using tables and figures.

6 THE DESCRIPTION OF THE SURVEY

The preferences of students on one particular version of English Language depend on a lot of circumstances. Some students do not know where the differences between American and British English are. Some of them never think about these differences at all. This survey shows if students are able to recognize differences between American and British English. The questionnaire provides answer on question what may influence the process of selecting one of these two most common English varieties among students of Tomas Bata University. This research will mainly reveal specific number of students that prefers American or British English.

The survey was aimed to students from five faculties at Tomas Bata University in Zlín. Total number of participants was 150. This number contains 30 respondents from each faculty. From the Faculty of Humanities 14 men and 16 women were addressed. From the Faculty of Management and Economics the same number of students was obtained: 14 men and 16 women. From the Faculty Applied Informatics and Faculty of Multimedia Communications the same number of men (10) and women (20) was received. The Faculty of Technology contributed with 25 men and 5 women. In the survey almost the same number of men and women have been involved that can be seen from the following figure.

Gender Category

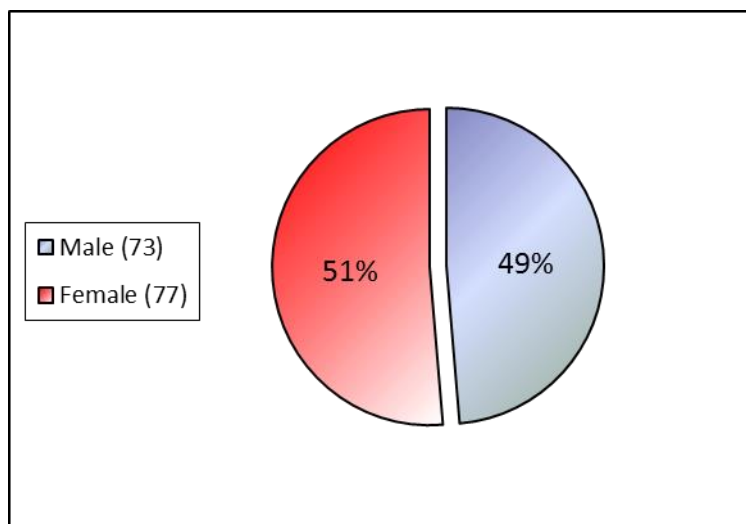


Figure 1. Gender category of the respondents.

The respondents from all years of the bachelor's studies at the Tomas Bata University were involved in the survey, i.e. respondents from the first, the second and the third year. To involve students from all the first three years of the studies at the Tomas Bata

University was an intention because of different knowledge of English and different methodology of lessons in every semester the students get. On the other hand the survey is aimed only on the 3 years of study to obtain a similar age category of respondents. Age category was not investigated in this survey. Exact numbers of students from different years of study and its percentage evaluation is in the following figure.

Years of study

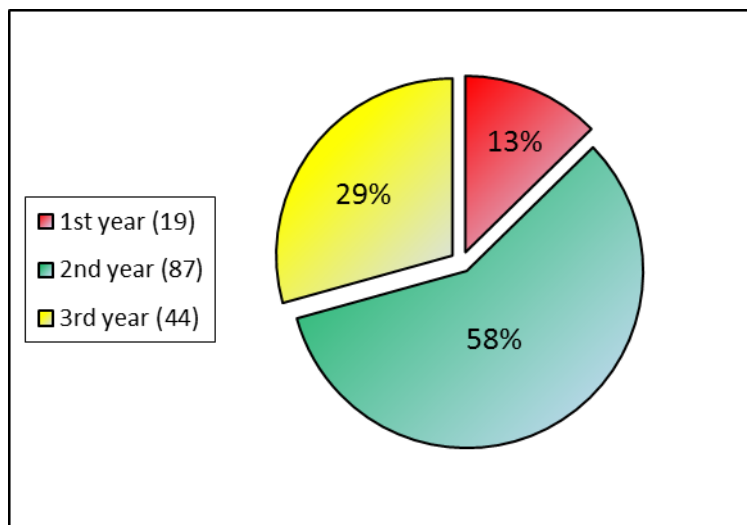


Figure 2. Years of study of the respondents.

Another important question put in the survey was to what level of English Language the respondents estimate themselves. The results of answered options, specifically beginner, pre-intermediate and advanced, indicate the level of credibility of the whole thesis. In other words, when student tick other option than beginner, it suggests that they have certain knowledge of English language and will answer the following questions with a meaningful assessment.

According to complete evaluation of this question, from 150 respondents only 14 students think that their knowledge of English language is on the beginner level. 65 of 150 concerned students answered that they estimate their level of English language as advanced. It indicates that almost half of the participated students consider their language ability on the high level, which helps this survey to gain more credibility. The rest of participants perceived their language ability on the pre-intermediate level. In the following table you can see from the results of this question from all five faculties arranged together.

Level of English Language

The Faculty of	Beginner	Pre-Intermediate	Advanced
Humanities	5	6	19
Management and Economics	0	21	9
Applied Informatics	2	17	11
Multimedia Communications	1	15	14
Technology	6	12	12
Total	14	71	65

Table 1. Level of English language of all participants.

The largest contribution to the advanced numbers was from the Faculty of Humanities with 19 respondents. The second faculty with the highest number of advanced students was the Faculty of Multimedia Communications. On the other side of barrier was the Faculty of Technology with 6 participants who estimated their English level as beginner.

7 FACTORS INFLUENCING PREFERENCES

For non-native speakers of English language a lot of factors exist that may heavily influence their personal decision which English variety they use. Questions used in the first part of the questionnaire are closely associated with the factors which are current in today's world. Because of the modern technology the world is getting smaller and distant parts of the world are more reachable for everyone than ever before. Traveling to Britain or America for real language experience is not a problem in the modern world we live in. On the other hand traveling itself is not even needed to get real language experience because of the internet. The survey is focused exactly on the factors connected to modern technology, internet, computer games and traveling abroad, namely to America or the United Kingdom.

Over the above mentioned factors, many others exist in everyday life. A few of them, targeted specifically on students of Tomas Bata University, are listed in the following part.

7.1 Personal attitude

If one prefers American English, because he or she finds it interesting, exciting or attractive, it is his or her personal decision that can influence whole learning process of new language. The negative attitude towards American or British English or accent is also factor, which can create the basis for leaning to other variety of language.

When people, in this case students, are not motivated enough to obtain an attitude towards one particular English variant, they will most probably hybridize American and British English together. When students are motivated by opportunity to travel to the USA or UK and study there, or work there, they will be focused on the standard of English of their willed destination.

7.2 Personal experience

This factor is directly connected with the last sentence of the preceding paragraph. Working or studying in the English speaking country has enormous contribution to the selection of the one variant. The Students of Tomas Bata University have many opportunities to go abroad, e.g., with Erasmus program.

Not only study or work intervenes to the process of adoption one particular English variety. When you are directly in America or in Britain, the ambience of the place together with overheard accent can decide for you. When the person feels the culture, both formal

and informal language, and can see the situations directly connected with the context, language acquisition of the country is disproportionately faster.

According to the questionnaire, only 5 people have visited the USA. It means that only 5 from 150 respondents have been to the place, where they could acquire the American English. On the other side, 59 from 150 students have encountered British English in the United Kingdom and their preferences inclined to British variation of English language. In the following table are listed numbers of students from each faculty.

Personal Experience

The Faculty of	In America	In United Kingdom
Humanities	0	14
Management and Economics	1	15
Applied Informatics	0	12
Multimedia Communications	4	18
Technology	0	0
Total	5	59

Table 2. Number of students that has been to America or Britain.

7.3 Internet and games

Factor of the internet is in today's modern and interconnected world significant aspect. The internet websites absorb more and more people from different parts of the world. Throughout the internet one can communicate in written or spoken form. Because of the great opportunities to go abroad students come back with contacts of new acquaintances and they keep in touch with them through the internet on the social networks like Facebook, YouTube, MySpace, or through lot of forums.

Practicing English language over the internet is great. Because of the freedom to travel abroad, students have opportunity to establish communication tunnel with foreigners and then keep in touch online with them. The one, who maintains the conversation through the websites on social networks, encounters different variants of English language and learns the variants of others.

According to the Table 3, only one third of 150 asked students communicate on the internet in English language. The remaining 96 students are not influenced by English language of their acquaintances on the internet and social network.

Social network experience

The Faculty of	Yes	No
Multimedia Communications	18	12
Humanities	15	15
Management and Economics	9	21
Applied Informatics	7	23
Technology	5	25
Total	54	96

Table 3. Number of students communicating through the internet in English.

Playing computer games is another large factor connected with internet technology which influences our language skills in today's world. Most of the developers and publishers come from different part of the world. To get the most customers of their products, they developed the games in English language.

From 150 participants almost 100 students admitted that play computer games in English language hence they are influenced by this entertainment of modern technology in their language proficiency.

Computer games experience

The Faculty of	Yes	No
Humanities	23	7
Technology	22	8
Applied Informatics	20	10
Management and Economics	17	13
Multimedia Communications	12	18
Total	94	56

Table 4. Number of students playing computer games in English Language.

8 EVALUATION OF THE QUESTIONNAIRES

The second part of questionnaire deals with the survey what variant of English language students of Tomas Bata University prefer. The question if students can distinguish American from British English and the result of the replies received reveals the extent to which students are familiar with the differences. Another question, if students prefer American or British English variant, reveals to which variant students are leaning. These two questions precede the survey itself. This section contains four parts aimed to vocabulary, spelling, pronunciation and grammar in this order and the results from mentioned parts of the survey show, if the students are not wrong. In this chapter all the sections will be analyzed.

The first table provides the information about how many students are in fact able to perceive differences between American and British English. The table is divided into five lines according to number of faculties involved in the research.

Awareness of differences

The Faculty of	Yes	No
Management and Economics	23	7
Multimedia Communications	22	8
Humanities	19	11
Technology	15	15
Applied Informatics	14	16

Table 5. Number of students that are aware of differences.

Overall awareness of differences

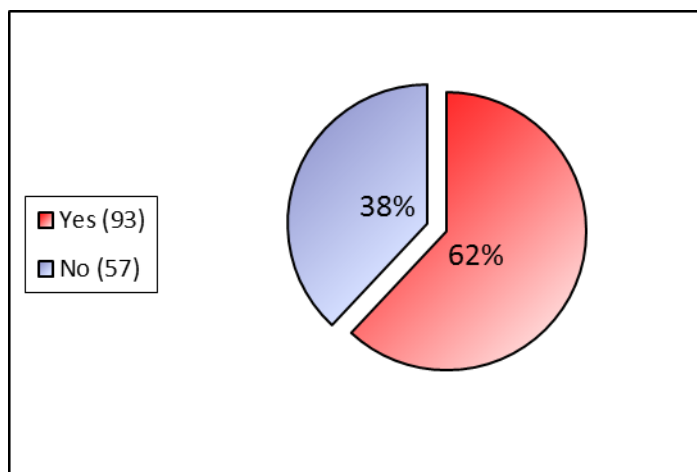


Figure 3. Overall percentage of students' awareness of differences.

From the last figure we know, that most participants, 93 of 150, is aware of differences between American and British English.

Before the students started to fill in parts of the questionnaire with vocabulary, spelling, pronunciation and grammar, they were asked, which of the English variants they prefer. 4 faculties from 5 prefer British English. The only one that does not prefer British English is the Faculty of Management and Economics. The result of each faculty and overall percentage result of all participants are presented in the following table and figure.

Preferred English variant

The Faculty of	AmE	BrE
Management and Economics	16	14
Multimedia Communications	12	18
Humanities	11	19
Applied Informatics	11	19
Technology	8	22

Table 6. Overview of preferred English variant.

Overall preferred English variant

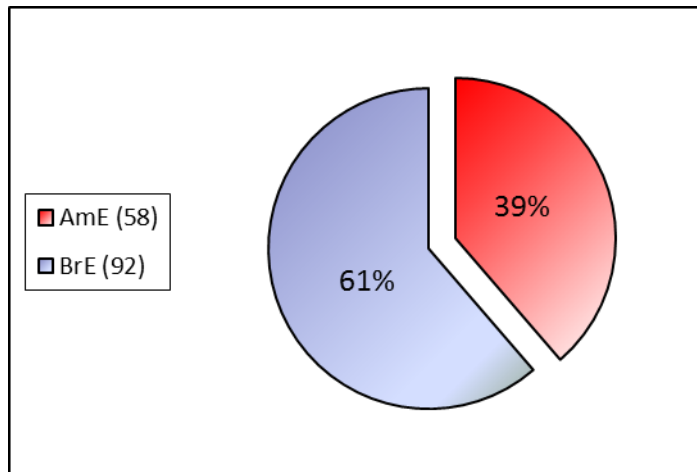


Figure 4. Overall percentage of preferred English variant by students.

A lot of students answered, that prefer British English before American English. At this moment we know, that 62% of all students is aware of differences between American and British English, and also that 61% prefer British before American English.

8.1 The preferences according to practical parts

8.1.1 Vocabulary preferences

The survey continues with four parts aimed to particular areas of British and American English languages and its lexical, spelling, pronunciation and grammar differences. This double page contains four exercises. In each exercise those who were involved in the research should choose one variant of word, pronunciation or sentence from two possible options. Obviously one option is American variant, the other is British variant. Students were asked to choose the variant which they would prefer to use themselves.

In the first part aimed to lexical differences students has been observed whether they lean to American or to British version of the particular word. Two different words with same meaning were written next to each other and students should tick the one, which they would prefer to use. In addition students were asked to choose whether the variant of the word they had chosen was American, or British. This additional information provides if students are able to distinguish these two variants and furthermore if they are able to properly identify American or British variants on a practical example.

Vocabulary preferences

The Faculty of	AmE	BrE
Multimedia Communications	201 (67%)	99 (33%)
Applied Informatics	177 (59%)	123 (41%)
Management and Economics	174 (58%)	126 (42%)
Technology	173 (58%)	127 (42%)
Humanities	164 (55%)	136 (45%)

Table 7. The preferences of American or British vocabulary

As table 7 shows, students from the Faculty of Multimedia Communication prefer American variant of vocabulary. 30 students from the Faculty of Multimedia Communication have chosen 201 American variant from total 300 words, it is about 17% more than their British equivalent. This result was predictable because of the fact that from this faculty had been 4 students to the United States of America. Beside this, all faculties are leaning to American vocabulary usage. Percentage results of all chosen 1500 words from all faculties are given in the following figure.

Overall vocabulary preferences

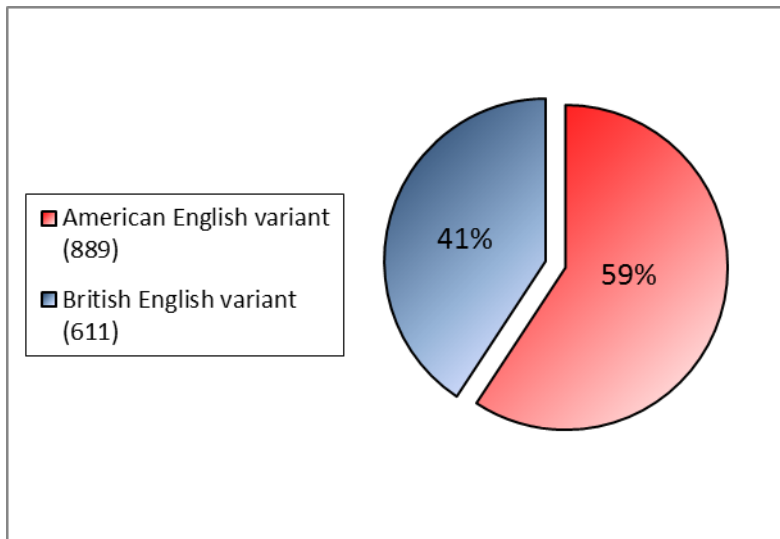


Figure 5. Overall vocabulary preferences.

The table 8 called Misidentified vocabulary provides number of words, which have been wrongly recognized by students. The Faculty of Technology has the worst outcome with 91 unrecognized words from the total number of 300. The result of the rest of faculties is between 80 and 90 unrecognized words variant. The students' percentage success that in identifying of American or British variants of words moves around 70%.

Misidentified vocabulary

The Faculty of	Misidentified vocabulary
Technology	91 (30%)
Humanities	90 (30%)
Applied Informatics	86 (29%)
Multimedia Communications	84 (28%)
Management and Economics	80 (27%)

Table 8. Wrongly determined vocabulary.

8.1.2 Spelling preferences

Which one of British and American variants of spelling students of Tomas Bata University would choose was another examined question in the survey. Students from the Faculty of Technology are leaning to American spelling with 62% as can be seen in the table 9. All faculties prefer American spelling variants before British spelling variant. The Faculty of Multimedia Communications is on the second place with 57%. The Faculty of Applied Informatics prefers 55% of American spelling variants. The Faculty of Humanities use 53% of American spelling and on the last place is the Faculty of Management and Economics, where the usage of American and British spelling variants is almost balanced: 51% to 49%.

Spelling preferences

The Faculty of	AmE	BrE
Technology	186 (62%)	114 (38%)
Multimedia Communications	171 (57%)	129 (43%)
Applied Informatics	164 (55%)	136 (45%)
Humanities	160 (53%)	140 (47%)
Management and Economics	153 (51%)	147 (49%)

Table 9. The preferences of American or British spelling variant.

All respondents chose 834 variants of American spelling and 666 variants of British spelling. The following figure shows that 56% of all respondents use American spelling variant.

Overall spelling preferences

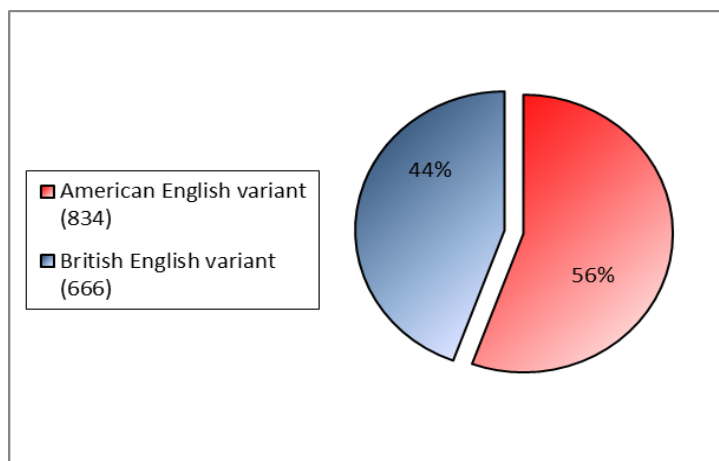


Figure 6. Overall spelling preferences.

Despite the fact that the Faculty of Technology chose 62% words with American spelling, they wrongly determined 42% of these chosen words. It is the highest number from all 5 faculties. On the second place with 39% is the Faculty of Humanities and also the Faculty of Applied Informatics. Faculties of Management and Economics and Multimedia Communications did not recognize 34% of chosen words.

Misidentified variants of spelled words

The Faculty of	Unrecognized variants of spelling
Technology	125 (42%)
Humanities	118 (39%)
Applied Informatics	118 (39%)
Management and Economics	102 (34%)
Multimedia Communications	101 (34%)

Table 10. Wrongly determined spelling variants.

8.1.3 Pronunciation preferences

The pronunciation part is the only part in the survey in which British variant prevailed on American. All faculties tend to British pronunciation and the results are very balanced. Faculties of Management and Economics, Applied Informatics and Technology tend to use 56% of British pronunciation variants. The Faculty of Humanities and the Faculty of Multimedia Communication have chosen 54% of British pronunciation variants. Specific number of chosen variants is in the following table.

Pronunciation preferences

The Faculty of	AmE	BrE
Humanities	138 (46%)	162 (54%)
Multimedia Communications	137 (46%)	163 (54%)
Applied Informatics	133 (44%)	167 (56%)
Technology	132 (44%)	168 (56%)
Management and Economics	131 (44%)	169 (56%)

Table 11. The preferences of American or British pronunciation variant.

All participants prefer 56% of American spelling and 59% of American vocabulary. The situation in pronunciation section is the opposite. British pronunciation variants were selected 829 times and American pronunciation variants 671 times, i.e. 55% of respondents prefers British pronunciation variants.

Overall pronunciation preferences

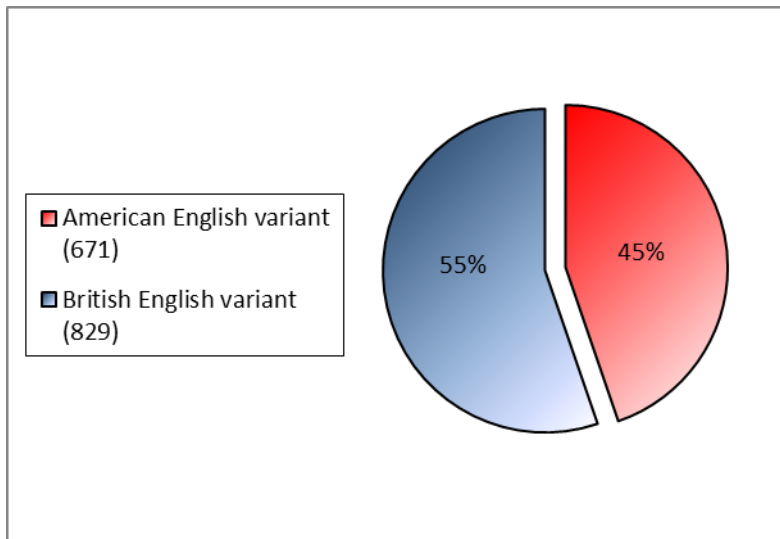


Figure 7. Overall pronunciation preferences.

To correctly identify all chosen pronunciation variants was slightly worse than in the previous sections with vocabulary and spelling. The worst knowledge of American and British pronunciation has the Faculty of Technology and the Faculty of Multimedia Communication. They both wrongly identified 43% pronunciation variants. At the Faculty Management and Economics and the Faculty Applied Informatics was margin of error identical: 42%. The best knowledge of American and British pronunciation variants showed the Faculty of Humanities with 60% of success.

Misidentified variants of pronunciation

The Faculty of	Misidentified variants of pronunciation
Technology	131 (43%)
Multimedia Communications	130 (43%)
Management and Economics	129 (42%)
Applied Informatics	126 (42%)
Humanities	119 (40%)

Table 12. Wrongly determined pronunciation variants.

8.1.4 Grammar preferences

American variant of grammar prevails among all contributors. At the Faculty of Applied Informatics 64% of sentences with American grammar were chosen. Students of

Multimedia Communications have chosen 61% of sentences with American grammar. Other 3 faculties prefer American grammar without major differences. The Faculty of Technology prefers 59%, the Faculty of Humanities prefers 55% and the Faculty of Management and Economics prefers 51% of sentences, in which American grammar were used.

Grammar preferences

The Faculty of	AmE	BrE
Applied Informatics	192 (64%)	108 (36%)
Multimedia Communications	182 (61%)	118 (39%)
Technology	176 (59%)	124 (41%)
Humanities	164 (55%)	136 (45%)
Management and Economics	152 (51%)	148 (49%)

Table 13. The preferences of American or British grammar.

In the practical part with grammar, respondents have chosen 58% of sentences written in American English. 42% of British variants have been ticked by respondents.

Overall grammar preferences

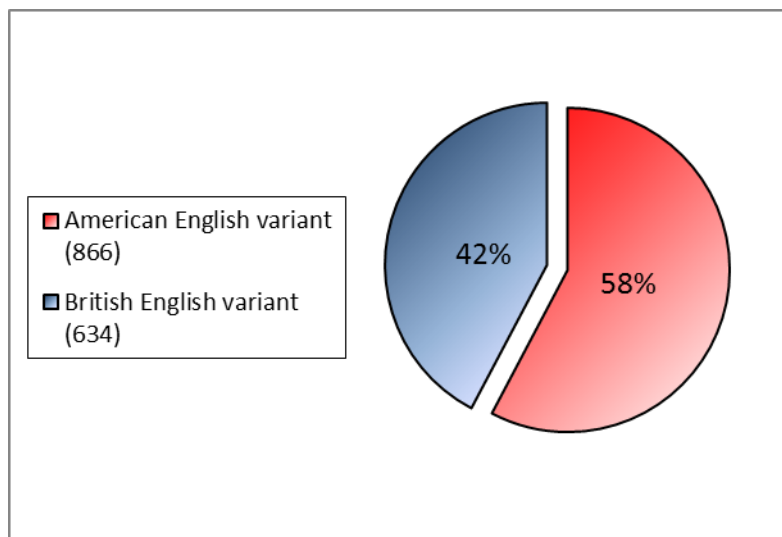


Figure 8. Overall grammar preferences.

Most errors in determining American or British grammar was observed from the Faculty of Technology: 49%. The Faculty of Humanities with 48% of errors was in the second place. 41% of the wrong determination was observed from the Faculty of

Multimedia Communications. The Faculty of Applied Informatics made a mistake in 36% of cases. And the lowest percentage rate of errors was detected from the Faculty of Management and Economics: 34%. All results can be seen in the following table.

Misidentified variants of grammar

The Faculty of	Misidentified variants of grammar
Technology	73 (49%)
Humanities	72 (48%)
Multimedia Communications	61 (41%)
Applied Informatics	54 (36%)
Management and Economics	51 (34%)

Table 14. Wrongly determined grammar variants.

8.2 Overall preferences by faculties

Previous chapters showed us fractional results of the preferences in the 4 areas of language. This chapter provides information on how faculties incline to American or British English in general.

The vocabulary, spelling, pronunciation and grammar results from each faculty were summed and final result of the preferences is displayed in the following figures.

The Faculty of Multimedia Communications

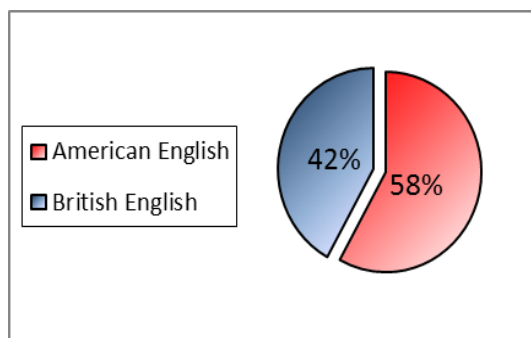


Figure 9. The language preferences of the Faculty of Multimedia Communications.

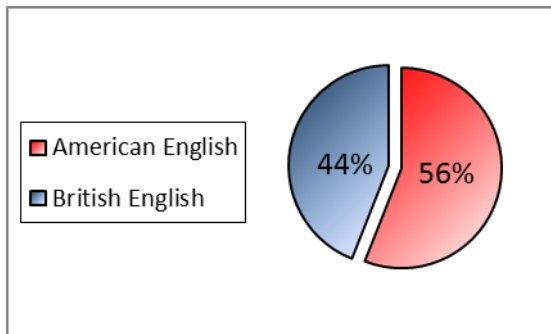
The Faculty of Technology

Figure 10. The language preferences of the Faculty of Technology

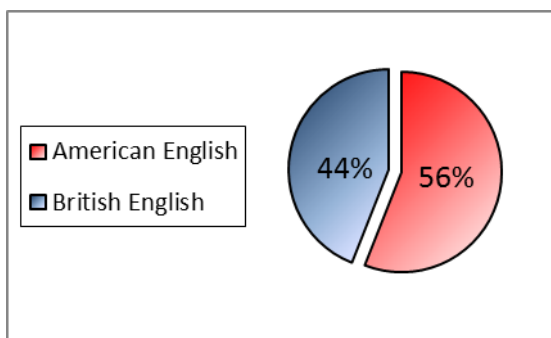
The Faculty of Applied Informatics

Figure 11. The language preferences of the Faculty of Applied Informatics.

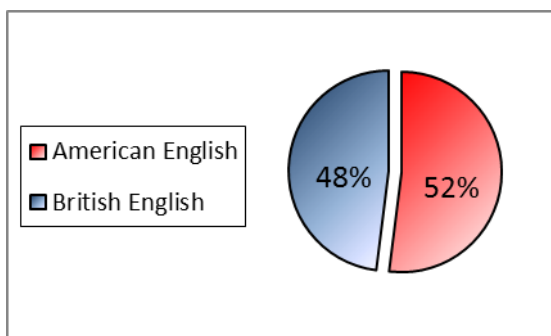
The Faculty of Humanities

Figure 12. The language preferences of the Faculty of Humanities.

The Faculty of Management and Economics

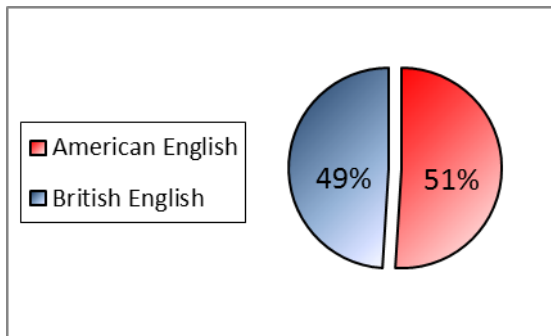


Figure 13. The language preferences of the Faculty of Management and Economics

According to previous figures, all five faculties prefer the usage of the American English variant. Between the Faculty of Humanities and the Faculty of Management and Economics, there are no significant differences in using American and British English. At these two faculties, students prefer the American version in about 52% of cases. Both the Faculty of Technology and the Faculty of Applied Informatics are leaning towards American English usage by 56%. Students who prefer American English the most are from the Faculty of Multimedia Communications.

8.3 Overall preferences

From the obtained outcomes of the practical part of the questionnaire, it can be seen that most students are leaning towards the American English variant.

All percentage results from the 4 parts of the questionnaire for American, i.e. vocabulary, spelling, pronunciation, and grammar, were summed. Then these results were divided by 4, and the arithmetic average was obtained. Here you can see the figure with the final result of the preferences of the English language among all participating students.

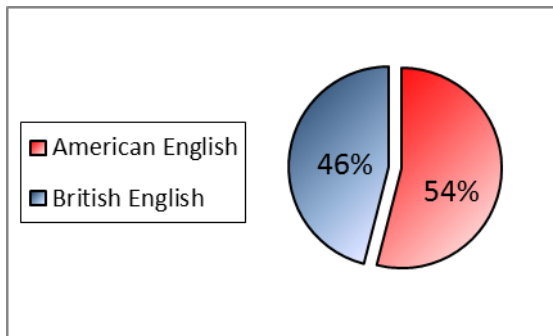
Overall preferences obtained from practical part of questionnaire

Figure 14. Overall preferences obtained from practical part of questionnaire.

This last figure shows that usage of American English is slightly preferred among students of the first three years of the bachelor's studies at Tomas Bata University in Zlín.

9 PARTIAL CONCLUSION OF THE PRACTICAL PART

The practical part of this bachelor's thesis was based on the information collected from the 150 students from the first three years of the study at Tomas Bata University in Zlín. To obtain the objective results of my survey I managed to get 30 participants from each faculty and also almost the same number of men and women. After I collected all 150 filled questionnaires I could start to work on the evaluation of every single answer and move forward to the goal of the thesis.

My first hypothesis that the American English will be preferred among the students was confirmed but not so distinctly. Only 54% of all participated prefer usage of American English. The American English is mostly preferred by the students from the Faculty of Multimedia Communications. Most of the students from this faculty communicate on the social network in English and it could be the reason why American English is preferred – the Internet. On the other hand, students of the Multimedia Communication hardly play computer games in English, so it turns out that this is not very important factor in influencing non-native speaker to one particular English variant. The faculty which prefers the American English only by 51% is the Faculty of Management and Economics. Surprisingly most students that supposed they prefer American English were from this faculty. The result of my survey showed the opposite. I assume that the main role in this case play the aspect of personal experience because half of the students have been to United Kingdom.

In contrast with the first hypothesis, the second hypothesis was clearly confirmed. Most students think that they are aware of the differences between American and British English and the survey confirmed their estimate and the results also confirmed my hypothesis that the main differences which were investigated are well known among today's students of bachelor's studies at Tomas Bata University.

According to the results of the survey I think the American English is going to be the prevailing English variants for the next students of Tomas Bata University because they acquire the internet from earlier ages and the internet will be one of the main medium through which they can absorb American English.

CONCLUSION

This bachelor's thesis dealt with British Standard English and American Standard English and the preferences of Tomas Bata University students to one of these two variants.

The theoretical part dealt with development of British English on the British Isles and American English in the United States of America. In this part there was clarified the origin of the Standard English and its definition. Differences between British and American English regarding pronunciation, lexical, spelling and grammar were described and explained on the specific examples at the end of theoretical part.

The analysis of questionnaire was provided in the practical part of this work. According to the results of the survey, American English is more popular among students of Tomas Bata University. All faculties prefer American English vocabulary, spelling and grammar, but not the pronunciation. All five faculties are leaning to speak with British accent. The reason may be that more than one third was in the Great Britain and this personal experience influenced them. 62% of the students stated that they are aware of differences between British and American English. This student's statement was confirmed by the results of the questionnaire. All the 150 students correctly identified about 60% of all cases from pronunciation, spelling, vocabulary and grammar sections.

In spite of the fact that 61% of the students would rather use British English, obtained from the questionnaire, the results of practical parts their statement disproved. As final figure shows all asked students from all faculties would use American English in 54% of the cases. This result could be influenced by the fact, that almost two-thirds play computer games in English language where the American shorter and easier variant of English language is used.

As mentioned in the introduction of the thesis, in my opinion American English indulges more and more popular because of the influence of America in the media, internet and modern technology and this statement has been confirmed by the students themselves. The result of predominance in usage of American English is not so tremendous, but my first hypothesis from the introduction of the thesis was confirmed and I can also find my second hypothesis, that students are able to recognize American and British English, confirmed because of more than 60% of success in identifying these two variants.

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APPENDIX P III: A QUESTIONNAIRE



Dotazník k bakalářské práci

Ahoj,

jak jistě víš, anglický jazyk je v dnešní době velmi důležitý. Používá se dnes a denně, ve škole, v zaměstnání, po celém světě. Já anglický jazyk studuji třetím rokem a rozhodl jsem se, že pro moji bakalářskou práci využiji vás, studentů UTB, abych se dozvěděl, jak dokážete rozeznat odlišnosti mezi britskou a americkou angličtinou.

Díky za tvůj čas!

Úvod

- 1) Jsi: muž žena
- 2) Studuješ: 1.ročník 2.ročník 3.ročník jiné
- 3) Fakulty: technologické aplikované informatiky
managementu a ekonomiky humanitních studií
multimediálních komunikací
- 4) Tvoji úroveň angličtiny odhaduješ: začátečník mírně pokročilý pokročilý
- 5) Byl jsi v USA? ano ne
- 6) Byl jsi ve Velké Británii? ano ne
- 7) Používáš sociální sítě ke komunikaci s přáteli v anglickém jazyce? ano ne
- 8) Hraješ počítačové hry v anglickém jazyce? ano ne
- 9) Umíš rozlišit americkou od britské angličtiny? ano ne
- 10) Preferuješ americkou nebo britskou angličtinu? americká britská

Slovní zásoba

Zaškrtni ze dvou uváděných možností tu, která se ti jeví přirozenější, a u ní zkus určit, zdali se jedná o americkou, nebo britskou verzi. (B-britská, A-americká)

- | | | | |
|-----|--------------------------------------|---------------------------------------|-------|
| 11) | <input type="checkbox"/> pavement | <input type="checkbox"/> sidewalk | ..... |
| 12) | <input type="checkbox"/> mail | <input type="checkbox"/> post | ..... |
| 13) | <input type="checkbox"/> lorry | <input type="checkbox"/> truck | ..... |
| 14) | <input type="checkbox"/> timetable | <input type="checkbox"/> schedule | ..... |
| 15) | <input type="checkbox"/> subway | <input type="checkbox"/> tube | ..... |
| 16) | <input type="checkbox"/> sweets | <input type="checkbox"/> candy | ..... |
| 17) | <input type="checkbox"/> movie | <input type="checkbox"/> film | ..... |
| 18) | <input type="checkbox"/> chips | <input type="checkbox"/> french fries | ..... |
| 19) | <input type="checkbox"/> biscuit | <input type="checkbox"/> cookies | ..... |
| 20) | <input type="checkbox"/> parking lot | <input type="checkbox"/> car park | ..... |

Pravopis

Zaškrtni ze dvou uváděných možností tu, která se ti jeví přirozenější, a u ní zkus určit, zdali se jedná o americkou, nebo britskou verzi. (B-britská, A-americká)

- | | | | |
|-----|-------------------------------------|-------------------------------------|-------|
| 21) | <input type="checkbox"/> flavor | <input type="checkbox"/> flavour | ..... |
| 22) | <input type="checkbox"/> colour | <input type="checkbox"/> color | ..... |
| 23) | <input type="checkbox"/> syrup | <input type="checkbox"/> sirup | ..... |
| 24) | <input type="checkbox"/> thru | <input type="checkbox"/> through | ..... |
| 25) | <input type="checkbox"/> tire | <input type="checkbox"/> tyre | ..... |
| 26) | <input type="checkbox"/> centimetre | <input type="checkbox"/> centimeter | ..... |
| 27) | <input type="checkbox"/> fulfil | <input type="checkbox"/> fulfill | ..... |
| 28) | <input type="checkbox"/> realize | <input type="checkbox"/> realise | ..... |
| 29) | <input type="checkbox"/> program | <input type="checkbox"/> programme | ..... |
| 30) | <input type="checkbox"/> catalog | <input type="checkbox"/> catalogue | ..... |

Výslovnost

Vyber jednu z uvedených možností výslovnosti, která se ti jeví přirozenější, a u ní zkus určit, zdali se jedná o americkou, nebo britskou verzi. (B-britská, A-americká)

(æ se vyslovuje jako E a A dohromady)

- | | | | | |
|-----|---------|---------------------------------|----------------------------------|-------|
| 31) | god | <input type="checkbox"/> gad | <input type="checkbox"/> gád | ..... |
| 32) | laugh | <input type="checkbox"/> láf | <input type="checkbox"/> læf | ..... |
| 33) | start | <input type="checkbox"/> stát | <input type="checkbox"/> start | ..... |
| 34) | fire | <input type="checkbox"/> faier | <input type="checkbox"/> fair | ..... |
| 35) | amen | <input type="checkbox"/> ámen | <input type="checkbox"/> eimen | ..... |
| 36) | mobile | <input type="checkbox"/> moubil | <input type="checkbox"/> moubail | ..... |
| 37) | missile | <input type="checkbox"/> misail | <input type="checkbox"/> misl | ..... |
| 38) | adult | <input type="checkbox"/> ædalt | <input type="checkbox"/> edalt | ..... |
| 39) | aunt | <input type="checkbox"/> ánt | <input type="checkbox"/> ænt | ..... |
| 40) | can't | <input type="checkbox"/> kánt | <input type="checkbox"/> kænt | ..... |

Gramatika

Vyber jednu z uvedených možností, kterou bys použil v psané, či mluvené formě a u ní zkus určit, zdali se jedná o americkou, nebo britskou verzi. (B-britská, A-americká)

- | | | | |
|-----|---|--|-------|
| 41) | <input type="checkbox"/> I have a dog. | <input type="checkbox"/> I've got a dog. | ..... |
| 42) | <input type="checkbox"/> I've already seen this film. | <input type="checkbox"/> I already saw this movie. | ..... |
| 43) | <input type="checkbox"/> They moved here recently. | <input type="checkbox"/> They've moved here recently. | ..... |
| 44) | <input type="checkbox"/> The Clash are a well-known band. | <input type="checkbox"/> The Clash is a well-known band. | ..... |
| 45) | <input type="checkbox"/> Have you done your homework? | <input type="checkbox"/> Did you do your homework? | ..... |