

Univerzita Hradec Králové

Pedagogická fakulta

BAKALÁŘSKÁ PRÁCE

Univerzita Hradec Králové

Pedagogická fakulta

Katedra anglického jazyka a literatury

## **Vnímání variant angličtiny nerodilými mluvčími**

Bakalářská práce

Autor: Zmateková Darina

Studijní program: B7310 Cizí jazyky pro cestovní ruch

Studijní obor: Cizí jazyky pro cestovní ruch – anglický jazyk

Cizí jazyky pro cestovní ruch – ruský jazyk

Vedoucí práce: Mgr. Michal Pištora

Oponent práce: Mgr. Vladimíra Ježdíková, Ph.D.





## Zadání bakalářské práce

<b>Autor:</b>	<b>Darina Zmateková</b>
Studium:	P17P0423
Studijní program:	B7310 Filologie
Studijní obor:	Cizí jazyky pro cestovní ruch - anglický jazyk, Cizí jazyky pro cestovní ruch - ruský jazyk
<b>Název bakalářské práce:</b>	<b>Vnímání variant angličtiny nerodilými mluvčími</b>
Název bakalářské práce AJ:	Varieties of English as Perceived by Non-native Speakers

### **Cíl, metody, literatura, předpoklady:**

Bakalářská práce se zaměří na vybrané varianty angličtiny a jejich vnímání českými nerodilými mluvčími anglického jazyka. Teoretická část práce bude obsahovat informace týkající se možných přístupů v klasifikaci jazykové variability (např. Kachruův model; fenomén World Englishes), popíše rozvrstvení angličtiny, věnuje se problematice standardní angličtiny a detailněji charakterizuje zvolené varianty angličtiny a jejich typické rysy. Praktická část se prostřednictvím vhodně zvolených výzkumných nástrojů zaměří na to, jaké mají čeští nerodilí mluvčí angličtiny povědomí o variabilitě a jak popsané varianty angličtiny vnímají. Práce bude psána anglicky.

JENKINS, J. World Englishes: A Resource Book for Students. Routledge, 2009.

KACHRU, Y., NELSON, C., L. The Handbook of World Englishes. Blackwell, 2006.

REEBORN, D., FRENCH, P., LANGFORD, D. Varieties of English: An Introduction to the Study of Language. Palgrave, 1993.

TRUDGILL, P. International English: A Guide to Varieties of English Around the World. Taylor & Francis, 2017.

WELLS, J. C. Accents of English 1 - 2. CUP, 1999.

Garantující pracoviště: Katedra anglického jazyka a literatury,  
Pedagogická fakulta

Vedoucí práce: Mgr. Michal Pištora

Oponent: Mgr. Vladimíra Ježdíková, Ph.D.

Datum zadání závěrečné práce: 12.10.2018

## Prohlášení

Prohlašuji, že jsem bakalářskou práci vypracovala samostatně pod vedením Mgr. Michala Pištory a že jsem v seznamu použité literatury uvedla všechny prameny, z kterých jsem vycházela.

V Hradci Králové dne

---

Podpis

## Poděkování

Chtěla bych poděkovat vedoucímu bakalářské práce Mgr. Michalu Pištorovi za jeho pomoc, čas, trpělivost, odborné vedení a užitečné rady, které mi velmi pomohly nejen ve psaní práce, ale také v osobním růstu. Dále bych chtěla poděkovat Adrianě za její ochotu a čas, který mi věnovala při rozhovoru. Také moc děkuji všem respondentům, kteří vyplnili dotazník k praktické části.

## **Anotace**

ZMATEKOVÁ, Darina. Vnímání variant angličtiny nerodilými mluvčími. Hradec Králové: Pedagogická fakulta Univerzity Hradec Králové, 2021. 78 s. Bakalářská práce.

Tato bakalářská práce pojednává o vnímání variant angličtiny nerodilými mluvčími, soustředí se především na americkou a britskou variantu angličtiny. Práce je rozdělena na čtyři kapitoly – první tři kapitoly se zaměřují na teorii a čtvrtá kapitola se věnuje praktické části – výzkumu. Teoretická část práce je zaměřena na vysvětlení a popis hlavních termínů a pojmů, které jsou použité v této práci, jako například standard, akcent, dialekt, varianta, popisuje Kachruův model a fenomén World Englishes, také obecně charakterizuje anglický jazyk a zabývá se jeho vznikem a také jeho historickým vývojem. Dále také popisuje rozdíly mezi vybranými variantami angličtiny z gramatického, lexikálního a fonetického hlediska. Obsahuje také kapitolu, která se zabývá vnímáním variant angličtiny, tato část práce je založena na výzkumech ostatních lingvistů (Hans J. Ladegaard, Jan Jakšič, Pavel Šturm, Kateřina Brabcová, Radek Skarnitzl) a také na reálných příbězích, které byly získány z The Accentism Project, která sbírá zkušenosti lidí, kteří se setkali s jazykovou diskriminací nebo speciálním zacházením, které bylo na základě toho, jaký akcent a dialekt používají. Čtvrtá kapitola věnující se praktické části se zaměřuje na dotazník, jeho vyhodnocení a shrnutí. Cílem je zjistit jestli respondenti vnímají rozdíly mezi britskou a americkou angličtinou a jaká varianta je jim bližší.

Výzkumná metoda použitá v praktické části je dotazník, který se soustředí na rozdíly mezi americkou a britskou angličtinou. Dotazník se skládá z pěti cvičení, která se především zaměřují na diferenciaci v gramatice, ve slovní zásobě a ve výslovnosti. První cvičení se zabývá tím, na jaký akcent jsou respondenti nejvíce zvyklí, také na škále určují, jak moc jim je daný přízvuk příjemný a jak moc mu rozumí, dále mají za úkol určit co je to za přízvuk. Toto cvičení obsahuje ukázky rodilých i nerodilých mluvčích. Úryvky vybraných akcentů v tomto cvičení byly získány z The British Library – Evolving English VoiceBank. Druhé cvičení se skládá z nahrávek slov, které se v každé variantě vyslovují jinak. Respondenti mají za úkol vybrat jaká výslovnost je podobná jejich. Záznam daných slov byl získaný z Cambridge Dictionary Online. Ve třetím cvičení mají respondenti za úkol vybrat pro který standart jsou dané věty typické a napsat jejich důvod. Čtvrté a páté cvičení se věnují slovní zásobě a gramatice. Cílem praktické části je zjistit, zda mají nerodilí mluvčí angličtiny povědomí o variabilitě mezi americkou a britskou angličtinou, také jestli jsou schopni je

rozeznat na základě výslovnosti, gramatiky nebo slovní zásobě, také se soustředí na vnímání těchto dvou variant.

Praktická část je doplněna o rozhovor s rodilou mluvčí angličtiny na téma této bakalářské práce. Rozhovor se skládá z obecných informací o osobě poskytující rozhovor, popisu její varianty angličtiny, jejího povědomí o rozdílech mezi britskou a americkou variantou angličtiny, jejího názoru na nerodilé mluvčí angličtiny, dále zahrnuje otázky ohledně jazykové diskriminace a jejích osobních zkušeností, jaký postoj mají Američani vůči ostatním variantám angličtiny a také k nerodilým mluvčím. Na konci rozhovoru posuzovala tři nahrávky z pohledu příjemnosti daného akcentu, schopnosti porozumění a také měla za úkol zkusit určit o jaké akcenty se jedná. Metoda použitá v této doplňkové části je strukturovaný dotazník. Přepis rozhovoru je možné najít v příloze.

Na dotazník zodpovědělo celkově 90 lidí, muži i ženy různého rodného jazyka (čeština, slovenština, vietnamština, ruština, moldavština), věku (15 – 47), typu vzdělání a úrovně angličtiny (A1 – C2). Dotazník byl zadáván v českém jazyce, aby bylo všem jasné zadání, a tudíž nedošlo k nějakým nedorozuměním. Distribuce proběhla pomocí sociálních médií, tudíž nebylo možné kontrolovat a regulovat ke komu se dostane. Z výsledků vyplývá, že většina dotazovaných má pozitivní postoj k anglickému jazyku a chce dosáhnout úrovně rodilého mluvčího, protože díky jeho znalosti mohou komunikovat s cizinci, cestovat a také jeho znalost je důležitá v rámci lepšího uplatnění v pracovním trhu. Více než polovina účastníků se věnuje doplňkovým aktivitám ke zlepšení jejich úrovně angličtiny. Převážná část byla obeznámena o rozdílnosti mezi vybranými variantami a byla schopna vyjmenovat konkrétní rozdíly mezi britskou a americkou angličtinou, ale i přes to většina z nich míchá obě varianty dohromady jak ve výslovnosti, tak i v gramatice a slovní zásobě. Když jim byly dány věty na určení, pro jakou variantu jsou věty typické tak majorita dotazovaných správně určila, pro jakou angličtinu byly dané příklady charakteristické. Podle výsledků získaných z prvního cvičení vyšlo že akcent, který je typický pro britskou angličtinu (“Received Pronunciation“) je považován za nejpříjemnější z daných akcentů a také že jsou respondenti na tento akcent nejvíce zvyklí, na druhém místě byl akcent spojovaný s americkou angličtinou (“General American“) a jako nejméně příjemný byl dotazovanými vybrán ruský akcent. Varianta angličtiny u tohoto vzorku není zcela jasná, většina neúmyslně používá jak americkou, tak britskou variantu dohromady, i když jsou ve škole vystavováni spíše britské variantě angličtiny. Americkou variantou mohou být respondenti ovlivňováni skrze vnější podmínky –

internet, sociální média, filmy, seriály, hudba, knihy apod. Toto je podle mého názoru hlavní důvod, proč dochází k používání obou variant dohromady. Práce je psaná v angličtině.

Klíčová slova: Angličtina, varianty, vnímání, nerodilí mluvčí

## **Annotation**

ZMATEKOVÁ, Darina. *Varieties of English as Perceived by Non-native Speakers*. Hradec Králové: Faculty of Education, University of Hradec Králové, 2021. 78 pp. Bachelor Degree Thesis.

This thesis deals with the perception of chosen varieties of English, mainly British Standard and American Standard. The theoretical part includes and explains the main terminology used in this work and therefore gives a space for the practical part, which is based on research realized by a questionnaire. The thesis focuses on the English language, its characterization and historical development, it also consists of a description of the differences between both varieties. In addition, it outlines the issues concerning the perception of the two varieties by both native and non-native speakers of English. This part is based on real stories retrieved from The Accentism Project and also few studies regarding popularity, likeability and stereotyping of Standard American English and Standard British English.

Research in the practical part is carried out in a form of a questionnaire proceeding the first part of the work. This paper has four key aims. Firstly, it is to collect data of the respondents' preference and awareness of Standard American or Standard British English, whether they favour one variety or the other. Secondly, the questionnaire is used to determine whether they distinguish different accents and which accent is similar to theirs. Thirdly, it analyses whether the respondents are able to recognise the two standards from a grammatical and lexical points of view. Lastly, it focuses on whether they are more likely to use Standard American or Standard British grammar and vocabulary. Generally, the purpose of the practical part is to examine and discuss attitudes, consciousness, and the ability to recognize each standard from the other. The sample of respondents does not consist only of one group of respondents, they differ in age, education and gender, however, it is composed mainly of Czech citizens. The whole work is written in English.

Keywords: English, varieties, perception, non-native speakers

## Prohlášení

Prohlašuji, že bakalářská práce je uložena v souladu s rektorským výnosem č. 13/2017 (Řád pro nakládání s bakalářskými, diplomovými, rigorózními, dizertačními a habilitačními pracemi na UHK).

Datum: .....

Podpis studenta: .....



## Summary

Introduction .....	12
1. The English language.....	14
1.1 Characterisation .....	14
1.2 History .....	17
2. Varieties of English.....	19
2.1 Terminology .....	19
2.2 Standard English.....	20
2.3 Language variety .....	21
2.4 Differences between Standard British English and Standard American English .....	22
2.4.1 Pronunciation .....	22
2.4.2 Grammar.....	23
2.4.3 Spelling.....	34
2.4.4 Vocabulary .....	38
2.5 Perception of varieties .....	39
3. World Englishes .....	43
3.1 The spread of English .....	45
3.2 Three-circle model of World Englishes.....	48
4. Practical Part .....	50
4.1 The questionnaire .....	51
4.2 Assessment of the questionnaire.....	52
4.3 Summary of the questionnaire .....	64
4.4 Additional part – interview .....	66
Conclusion.....	69
Bibliography.....	72
List of charts.....	76
Appendices .....	78

## **Introduction**

The topic of this thesis is perception of varieties of English by non-native speakers. There are many varieties of English that are either standard or non-standard, which differ in pronunciation, grammar, and vocabulary. However, the most widespread varieties of English are Standard British and Standard American English. That is the why I have chosen the two varieties for comparison. Throughout this thesis, the term AmE will refer to Standard American English and BrE to Standard British English. The thesis is divided into four themed chapters – the English language, varieties of English, World Englishes and Practical part.

The first three chapters focus on the main characteristics of English and its development through several periods. It also explains the main terminology and themes which are used in this thesis; terms such as Standard English, accent, dialect, variety, the spread of the English language, and World Englishes. It also provides an overview of the differences between the chosen varieties of the English language i.e. Standard British English and Standard American English. The North American English consists of Canadian and American varieties, which are very similar and therefore are united under the North American English. However, there are some variations between them, but this thesis focuses on the differences between Standard American English and Standard British English. The most significant differences concerning pronunciation, grammar and vocabulary are pointed out. This part of the work is supposed to be the foundation for the last chapter - practical part consisting of a research conducted by a questionnaire.

The practical part focuses on the perception and awareness of Standard British and Standard American English, whether or not participants know the differences between them. The main aim of the practical part is to discover which accent is the most pleasant and with which accent are the respondents most familiar. Another goal of the practical part is to determine which variety the respondents use. The research was carried out in a form of a questionnaire, which was composed of several parts focusing on – general information, pronunciation, grammar, and vocabulary. The questionnaire was anonymous and assigned in Czech for those who were not that advanced in English. The questionnaire was completed by a random group of participants, aged between 15 and 47. The research collects data about respondents' preferences and awareness also about their ability to distinguish the chosen varieties from a grammatical and lexical point of view.

Also, there is included a summary of an interview with a native speaker of English, which is related to the topic of this bachelor thesis. It is concentrated on her awareness of the differences

between AmE and BrE and her attitude and perception towards non-native speakers of English, also language discrimination is mentioned. At the end she was asked to evaluate three recordings.

The thesis has four key aims. Firstly, to introduce Standard American and Standard British English and point out their differences. Secondly, to investigate whether non-native speakers are aware of the differentiation between the two varieties. Thirdly, to discover which variety they use. Fourthly, to discover their perception.

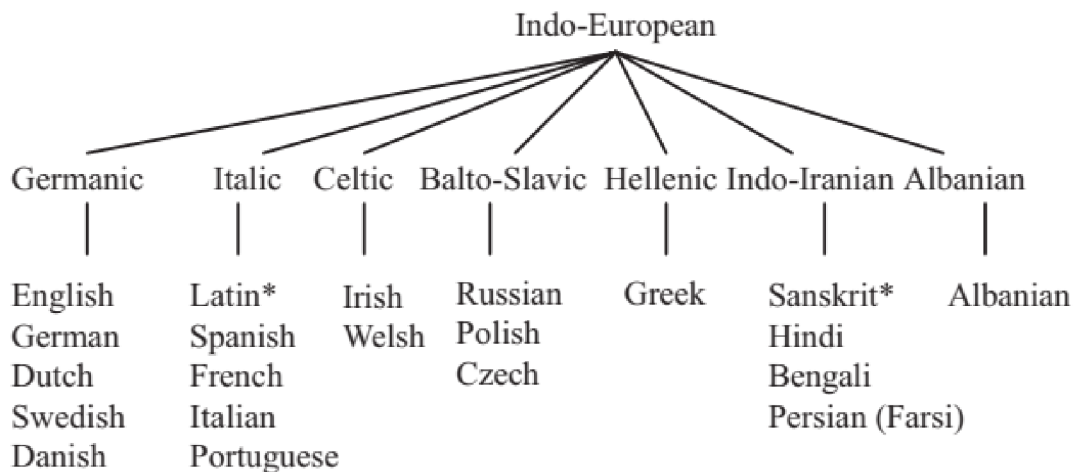
Throughout this paper, quotations are marked by quotations marks and in italics. Key words are also indicated by italics. Words in capital letters and italics (Chapter 2.4.1) represent lexical developed by John Christopher Wells (1982).

# 1. The English language

This chapter is dedicated to the English language, mainly on British English. It focuses on stages of development and changes during multiple periods of development, which is important because it influenced the form which is used nowadays. Also, it provides concise characteristic of the English language including phonology, grammar, and vocabulary.

## 1.1 Characterisation

Languages are divided into “language families”, which are useful for defining relationships between them, some can be “parents” and some “siblings” for other languages resulting in the creation of a family tree (Meyer, 2009, p. 24). English is one of the languages which developed from an Indo-European language family, it dates back 4000 BC. Descendants of the Indo-European language are predominantly spoken in Europe and also in western Asia. English belongs to the Germanic group of languages, which is usually divided into three regional groups – Eastern, Northern and Western. English along with German, Dutch and Frisian are part of the Western Germanic languages. English underwent several periods of development – Old English, Middle English, Early Modern English, and Late Modern English (Crystal & Potter [online], 2020).



\*Indicates a dead, or extinct, language; two additional branches not represented above, Anatolian and Tocharian, are also dead.

Figure 1: The Indo-European language family (Meyer, 2009, p. 23).

## Grammar

The spelling of modern English is a combination of Anglo-Saxon, Norman-French and classical orthographic conventions, most were established during the 15<sup>th</sup> century when printing was invented. Therefore, written English contains sounds that are not pronounced, i.e. ghost letters.

Present-day English has 26 letters, which come from the Roman alphabet, they represent 40 phonemes, either separately or in combination. Thus, one sound can be represented by more graphemes (Crystal, 1995, pp. 327-333).

From the morphological and syntactical point of view English distinguishes nine word classes and the grammatical connections are made mostly by word order (subject-verb-object) and the function words, concretely, by prepositions and auxiliary verbs (Crystal, 1995, pp. 327-333).

All languages are dynamic and therefore they are always changing, so the English language will differ every year, even though the changes might not be as significant as the differences between Old and Present-day English. The changes that English has to deal with nowadays are based on the aspirations for gender neutral words, or because irregular verbs are becoming regular. Over the centuries English has become an international language spoken all over the world and is currently one of the most used languages on the planet (Meyer, 2009, p. 20).

### **Phonology**

The phonemic system of Standard British English has 44 phonemes, which are divided into 20 vowels phonemes and 24 consonants phonemes. Some consonants constitute voiced and voiceless pairs (b-p, g-k, v-f, z-s). They are determined by how much voice we need to use when pronouncing them. Vowels are altogether oral and voiced sounds. The vowel sound depends on pitch, loudness, and length, therefore distinctive stress is important. Stress in the English language is not fixed to a certain position, so we can not predict which syllable is stressed or not. It is variable and mobile (Crystal, 1995, pp. 328-329).

### **Vocabulary**

English has an immense word stock, which is not clearly determined, however, there are over 600 000 words in the Oxford English Dictionary, which does not include scientific and technical vocabulary. English lexis was influenced either by Norman French or Latin and Greek during the Renaissance period. This supported the development of the language and thus the creation of new variants of words, for example buy/purchase, answer/reply/ respond, try/attempt/endeavour. Even though all of these words have the same meaning, some are more formal than the other forms. Currently, new words are predominantly created by either compounding (footpath, blackbird) or affixation (prolife, hopeful). Adding an affix can change the meaning of the words (childhood) or their word class (hopeful). A vast majority of English

lexis is common for both North American and British English, however, some of them differ (Crystal, 1995, pp. 329-330).

### **Contemporary English**

Nowadays English is spoken in several regions all over the world. It is spoken in various countries around the world, such as the United Kingdom and Northern Ireland, the United States of America, and Commonwealth countries, such as Australia, New Zealand, Canada etc (Viney, 2008, pp. 1-2). There are several variations of English and the most common varieties are North American English and Standard British English. Spelling is based on Anglo-Saxon, Norman-French orthographical conventions. Many of the most common words are irregular and their spelling must be learnt. The major differences between North American and British English were made in the early 19<sup>th</sup> century with the help of Noah Webster's reforms (Crystal, 1995, pp. 327-334).

In many countries, i.e. Britain and the US, English is used as a first language (native language), native speakers are those who have learned and used English from their childhood; it is the most used language while communicating with others. In several countries English is used as a second language, i.e. in countries which have two or more official languages, people can speak their native language and English is used frequently as a second language in official matters, state matters, education etc. It is mostly in countries that used to be British colonies, such as Nigeria, Bangladesh, and India. English has spread all around the world as a foreign language, it is taught in schools, but in fact it has no official status (Viney, 2008, pp. 1-2).

With more and more people speaking English, the language is being influenced in many ways. Speakers create new manners of pronunciation, spelling and new words, which sometimes do not have to be considered as standard, and some can be classified as slang words or are part of a regional variety. It is also hard to say whether it is correct or not, because in one variety it can be acceptable and in other not.

For Europeans, the variety which is taught at primary and secondary schools is Standard British English. Here in the Czech Republic there are no explicit rules for only teaching British English, however British English is more common. It is dependent on which variety the school chooses to teach. As a result of globalization, and influence of mass media, social media, movies, series, etc. students often mix British and mostly American varieties together, and sometimes are not even aware of doing so. Even the language itself is influenced mainly by globalisation.

## 1.2 History

The development of the English language began during the Old English period which started in 425 AD and lasted until 1100 AD. The original language spoken in this area was Celtic, but with the arrival of Germanic tribes – Angles, Saxons and Jutes, it alternated (Crystal, 1995, pp. 356-359). Four dialects were used during this time – Kentish and West Saxon were used in southern England, Mercian in middle England and Northumbrian in Scotland (Old English Language, [online], 2019). The major differences could be seen in phonology, morphology, and lexicology. Old English is largely similar to the Germanic group of languages - Old Saxon, Old High German, Old Frisian, Gothic and Old Norse. Some words which are used nowadays come from Latin, because of Christianisation, for example, cheese and Holy Ghost. Celtic words are not that preserved. Most words came from Latin and French during the period of Middle English. From a linguistic point of view pronunciation was different from spelling and word stress was fixed. Old English was a synthetic language, so the word order was not fixed, because it distinguished single grammatical features and therefore it used different endings (Crystal, 1995, pp. 356-359). Old English also used three genders for nouns and for adjectives – masculine, feminine and neuter. The amount of irregular verbs was much bigger than nowadays, many verbs which were once irregular are now regular (Old English Language, [online], 2019).

The Middle English language started to be used in 1100 A.D. until 1500 (Middle English language, [online], 2016). It began with the Norman Conquest in 1066 A.D., when William of Normandy won the English throne. William was promised to be the next successor to the throne following the death of Edward the Confessor. However, there were some conflicts about the claim of the throne, so eventually Edward crowned Harold Godwineson, later called Harold II. William fought against Harold II., for his right to be king, they had an encounter in the battle of Hastings and William became the king of England (Norman Conquest, [online], 2019). Further development was generated by the Norman Conquest, which brought Norman politics and culture to England. This period can be divided into three stages – Early Middle English, during this period Old English was still used, especially in writing; the Central Middle English, dialects were formed by the Norman influence and word borrowing; and Late Middle English (Middle English language, [online], 2016).

The major difference between Old English and Middle English was the change in alphabet, which is similar to the one we have now. Southern varieties marked length of the vowel by doubling letters which were meant to represent them, for example, good, feed. There was major borrowing of words from Norse, Latin and French. Also word order became more fixed, the

pattern was subject-verb-object. Grammatical gender, which was used in Old English disappeared. During this period plurality and possession were indicated by -e (s). Phrasal verbs also started to develop, such as put up, stand by (Crystal, 1995, pp. 351-356).

The Early Modern period is dated approximately from 1500 to 1700. This century is connected to Reformation following the downfall of monasteries. Civil war took place in the 17<sup>th</sup> century. There were several transformations in social life, social hierarchy changed, and economy increased. The invention of the printing press enormously influenced written text in England. The growth of education helped in the enlargement of literacy and literate people. Early Modern pronunciation varied from the current one. This was caused by the changes among the vowels, this process is known as the Great Vowel Shift, which affected long vowels. English became more analytical and more auxiliary verbs were used. The third-person neuter possessive determiner *its* replaced *his*, which started to be used as a reference to the male gender. Negative prefixes, such as un-, in-, dis- and non- were also established. Again, the major loans in lexis were from Latin and French (Crystal, 1995, pp. 339-342).

Later Modern English is dated to around 1700 - 1900. This era is marked with several important historical occasions such as the Restoration of the monarchy, the start of the French Revolution, the fall of Napoleon and the end of World War I. With the scientific development new words were needed to name the inventions, processes, and disciplines. This period is also marked by the Industrial Revolution and new technological innovations. The Late modern period is also the time of division between Standard British and Standard American English. The first English-speaking colonies, which are now united and known as the United States, were founded during 17<sup>th</sup> century. Standard American English was considered to be a national variety during the American Revolution. Lexical innovations were made thanks to colonialism and scientific discoveries and inventions (Crystal, 1995, pp. 343-350).

These terms and dates were established in the 19<sup>th</sup> century by Henry Sweet and Julius Zupitza. These dates are only approximate, because the development was slow and simultaneous (Crystal, 1995, pp. 351-356).



## **2. Varieties of English**

This chapter explains the main terminology used throughout this thesis. It also focuses on description of the main differences between Standard American English and Standard British English. Also, it includes a chapter about perception of varieties based on three studies and personal experience.

### **2.1 Terminology**

#### **Accent**

Accent deals with pronunciation, every language and every person has their own unique accent which can be further classified into categories. We can determine where speakers come from or their social class. Differences within the same language can be perceived by stress on different syllables, loudness of voice, pitch, and duration. Another term connected with accent is dialect. It is often mistakenly thought to be the same, although there is a major difference: accent deals with pronunciation, whereas dialect with grammar, vocabulary and sentence structure (Bauer, 2002, pp. 2-4). Therefore, the differentiation of each accent is a matter of pronunciation, thus it can not be encountered in a written text.

Several types of accents have been established, but the one that is used and taught in most European countries is the RP accent, which is an accent for Southern Standard British English, it can be sometimes referred to as “BBC English”. The second accent widely used is the GA accent or “General American”, which is common primarily in the United States and is usual for Standard American English (Bauer, 2002, pp. 69-71).

#### **Dialect**

*“A dialect, in the strict sense of the word, is a language variety distinguished from other varieties by differences of grammar and vocabulary”* (Hughes, et al., 2013, p. 3).

Dialects can be either social or geographical, therefore we can distinguish the origin of the speaker. Everyone has a certain dialect. Dialect is a combination of vocabulary, pronunciation and grammar, which is used differently by various people in given area or with similar social background (Trudgill, 2001, pp. 1-2).

Another definition of dialect is that it deals predominantly with grammar and vocabulary, phonological features are characteristic for accent (Ivić & Crystal, [online], 2020).

While a variety of definitions of the term dialect have been suggested, this paper will use the definition that a dialect is a combination of vocabulary and grammar while accent is a matter of pronunciation.

*“Dialects are not good or bad, nice or nasty, right or wrong – they are just different from one another, and it is the mark of a civilised society that it tolerates different dialects just as it tolerates different races, religions and sexes. American English is not better – or worse – than British English. The dialect of BBC newsreaders is not linguistically superior to the dialect of Bristol dockers or Suffolk farmworkers. There is nothing you can do or say in one dialect that you cannot do or say in another dialect”* (Trudgill, 2001, p. 2).

Standard English is a dialect which has the highest social status. It can be seen in dictionaries, books, education systems or newspapers. As the opposite there are non-standard dialects, which use different grammatical forms. They are used all around the world. These dialects are not that prestigious (Trudgill, 2001, pp. 5-6)

From a linguistic point of view both accents and dialects are neutral, and nobody should be criticised for having one, it is just the way of speaking in a certain region and no dialect should be seen as superior because they are equal. But from a social point of view they are not equal, because they are perceived differently in each region.

### **Variety**

There is also the term variety, which is also included in the name of this thesis and is essential to this work. Throughout this thesis the term variety refers to a form of a language. It is a combination of accent and dialect and is perceived as a whole. It is important to state that no variety is better than another. Linguistically all of them are on the same level, nevertheless from a social point of view they are not equal, and some people are being criticized for using one type of variety. People are perceived differently while using standard or non-standard varieties, for examples proving inequality between varieties see Chapter 2.5.

## **2.2 Standard English**

Firstly, the term standard language should be defined in order to understand the rest of this chapter. Standard languages derived from a dialect and became reckoned as a norm that is widely accepted and commonly used by people of particular community. Standards are used mainly for educational purposes, newspaper, and public speeches, they are the most prestigious varieties, however, they are used only by a minority of people, mainly by those who are in

power, thus attaching the social prestige and therefore changing it into a model for others. Therefore, they do not have prestige on its own, their prestige is dependent on their speakers (Jenkins, 2009, p. 33). The term standard language does not include accent, it is a matter of grammar and vocabulary, although some accents are connected to the standard because of common social and educational aspects (Received Pronunciation, General American). Most people are able to at least understand the standard language and some can even actively use it (Dialect, Encyclopaedia Britannica [online], 2014). The standard language is form of a language that is widely accepted as a norm.

Basically, standard English is a dialect, i.e. includes only grammar and vocabulary, that possesses prestige and is non-geographical, therefore it is a social dialect. Standard English shares a lot of aspects with other regional dialects, however there are some differences, but that does not mean that they are superior or better than other dialects (Jenkins, 2009, p. 36).

There are more than just two standards of English, for example Australian, and New Zealand English, still, the most accounted are Standard British English (further also BrE) and North American English (further also NAmE) – especially the Standard American English (further also AmE). These two are majorly represented in the world and are predominantly taught at schools as a second language or as a foreign language. They differ on all linguistic levels i.e. grammatical, lexical, syntactical and morphological. Standard British English is used predominantly by educated people in upper-middle or upper classes in England. It is connected with Received Pronunciation accent (RP) which is more restrictive and is used just only by 3-5 per cent of England's population, mainly in government and education. The General American is the accent that is usually associated with Standard American English. This variety is taught mainly in Latin America and in some other countries (Trudgill & Hannah, 1994, pp. 1-3).

### **2.3 Language variety**

*“We all speak language varieties with distinct accents or pronunciations”*  
(Gordon, 2012, p. 127).

Varieties of English can be divided into native and non-native, which are distinguished by their origin. Native varieties are those in the United Kingdom, North America, Australia, and New Zealand. Non-native varieties are in those countries which were British or American colonies, but there have never been large settlements of English-speaking people, thus it is used as a second language together with the local languages (Crystal, 1995, p. 360).

Variation is based on the differentiation from the language norm. It can differ from the norm by using different grammar, pronunciation or vocabulary. Mostly it is perceived in the spoken language, because non-native varieties borrow words from the local languages. Influence of the local languages cause that the sentence structure can change (Crystal, 1995, p. 360).

English can vary based on geography and social classification. From a geographical point of view there are many local regional dialects, with some differing completely and some being similar to each other in certain ways. For example, the United States has three major regional variants – the Midland dialects, the North-eastern, and Southern. These variants can be subdivided into local dialects, e.g. Texas, Boston and Chicago. Society can be divided into several social groups based on their status, thus using different dialect and pronunciation. We can distinguish certain varieties based on gender. In English men are more likely to use non-standard language while women mostly use the standard variety (Gordon, 2012, pp. 129-137).

## **2.4 Differences between Standard British English and Standard American English**

Even though both varieties have similar origin, they differ a lot, which might lead to misunderstandings. However, the differences do not influence or affect the understanding of the speakers. The main differences are related to pronunciation, grammar, spelling and vocabulary.

### **2.4.1 Pronunciation**

Accents that are mostly associated with BrE and AmE are Received Pronunciation (RP) and General American (GA). They are encountered in mass media, higher education and are usually related to higher social prestige. None of these accents belong to a particular region, therefore we cannot recognize from which region the speaker comes from. We can distinguish whether the person is British or American, however we cannot certainly specify from which region (within the country) they come from. They are also models for non-native speakers and students of English, who want to acquire a certain accent, therefore each or sometimes both (depends on the school) are taught at foreign schools (Baker, 2017, p. 230). Both varieties have a similar core, therefore their system and principles are very similar (Bauer, 2002, p. 70).

There are several lexical sets that represent certain phonemes, one of the differences between RP and GA is the pronunciation of *a*, which belong to a *BATH* (path, pass, laugh etc) lexical set and *START* (cart, farm, far etc.). Words that belong to a *BATH* set are pronounced with /a:/ in RP and /æ/ in GA, the *START* set is pronounced the same in RP, but not in GA (Bauer, 2002,

pp. 75-76). These lexical sets were developed by John Christopher Wells in 1982 and there are more sets, however, other sets are not that crucial in distinguishing RP and GA. Another factor is whether they are rhotic or non-rhotic i.e. whether /r/ is pronounced or not, GA is rhotic, and RP is non-rhotic, therefore RP does not pronounce /r/ whereas GA does. The variation is noticeable in words like car, farm, heart, bird and over. Another variation is stress placement. Also, the pronunciation of /l/ is different, when it is before a vowel /l/ is more palatalised in RP, however GA (and other varieties) have darker /l/ (Bauer, 2002 pp. 76-82). When /t/ and /d/ consonants are after a stressed vowel and before an unstressed one they become flapped resulting in the reduction of the difference between /t/ and /d/. In GA consonant /t/ sounds more like /d/. This is apparent in pronunciation of bottle, letter and bleat (Reed & Levis, 2019, str. 236).

## 2.4.2 Grammar

### Verbs

English verbs are divided into two groups – regular and irregular verbs. Verbs have several forms – a present tense form, past tense and past participle. The two latter forms are formed by adding – (e)d to the base form of the verb, for examples see Chart 1 (Trudgill & Hannah, 1994, p. 57).

<b>Present</b>	<b>Past</b>	<b>Past Participle</b>
Accept	Accepted	Accepted
Call	Called	Called
Chase	Chased	Chased
Scare	Scared	Scared

*Chart 1: Changes between present, past and past participle forms.*

However, there are also irregular verbs which do not form the past forms in the same way as regular verbs, for examples see Chart 2.

<b>Present</b>	<b>Past</b>	<b>Past Participle</b>
Cut	Cut	Cut
Teach	Taught	Taught
Go	Went	Gone
Grow	Grew	Grown

*Chart 2: Irregular verbs.*

In Standard American English, a lot of irregular verbs go through a process called regularization, which means that irregular verbs become regular and so it differs from Standard British English where irregular verbs remain irregular (Trudgill & Hannah, 1994, p. 57).

<b>Present</b>	<b>Standard British English</b>	<b>Standard American English – Past and Past Participle</b>
	<b>– Past and Past Participle</b>	
Burn	Burnt	Burned
Learn	Learnt	Learned
Spell	Spelt	Spelled
Smell	Smelt	Smelled
Spill	Spilt	Spilled

Chart 3: Differences between Past tense and Past Participle (Trudgill & Hannah., 1994, p. 57).

In Chart 3, you can see the process of regularization which was made just by adding – *ed* to the present form.

Some irregular verbs also change their pronunciation. In BrE a *FLEECE* vowel in the base form changes into a *DRESS* vowel in the other forms, but in the AmE forms the vowel remains the same as in the base form, however they add *-ed*. The AmE forms may occur in Standard British English, and the Standard British English forms may appear in poetry and formal language in Standard American English (Trudgill & Hannah, 1994, pp. 57-58).

<b>Present</b>	<b>Standard British English</b>	<b>Standard American English – Past and Past Participle</b>
	<b>– Past and Past participle</b>	
Dream	Dreamt	Dreamed
Kneel	Knelt	Kneeled
Lean	Leant	Leaned

Chart 4: Examples of verbs that implies the changes of pronunciation (Trudgill & Hannah, 1994, p. 58)

Sometimes, the AmE verbs can be more irregular than the Standard British verbs, see Chart 5 for examples. In the AmE, the forms such as *dived*, *fitted* and *sneaked* are also used, however they are not that common. The verb form *gotten* is used in the Standard American English and has several meanings. The form *gotten* is usually used in AmE to express obtaining, acquiring,

receiving or becoming and *got* is implied when we talk about possessing or needing, i.e. in the sense of “have” or “must” (Trudgill & Hannah, 1994, p. 58).

I've gotten a new book.	I've got a great book which I want to recommend to you.
I have never gotten such a beautiful gift.	She's got three children.

<b>Present</b>	<b>Standard British English – Past and Past Participle</b>	<b>Standard American English – Past</b>	<b>Standard American English – Past Participle</b>
Dive	Dived	Dove	Dived
Fit	Fitted	Fit	Fitted
Sneak	Sneaked	Snuck	Snuck
Get	Got	Got	Gotten

Chart 5: Examples verbs that are more irregular in Standard American English (Trudgill & Hannah, 1994, p. 58).

### Auxiliary verbs

Auxiliary verbs are verbs that cannot be used on their own, therefore, they are dependent and usually combined with other lexical verbs, i.e. verbs that express a state or action. Auxiliaries are helping verbs, thus they do not have a lexical meaning, and they bear a grammatical function in a sentence. Each auxiliary verb has a different function, it helps to form a question or negative contraction, it can also express the tense of the main verb (progressive, perfective), modality (probability, obligation, ability) and voice (passive) (Trudgill & Hannah, 1994, p. 59).

Modal auxiliary verbs (shall, should, would, must, use (-d) to, ought to, dare, need) are used differently in each variety possessing diverse meaning (Trudgill & Hannah, 1994, p. 59).

1. *Shall* – is seldomly applied. *Will* is usually used instead of *shall* in AmE, apart from legal documents and formal styles. The negative *shan't* is barely used in AmE (Trudgill & Hannah, 1994, pp. 59-60).

<b>Standard British English</b>	<b>Standard American English and Standard British English</b>
---------------------------------	---

I shall do it later.	I will/ 'll do it later.
Shall I do it now?	Should I do it now?
I shan't be able to do it.	I won't be able to do it.

*Chart 6: Usage of shall and will in BrE and AmE.*

2. *Should* – expresses obligation, recommendation, and expectation. In BrE it also possesses hypothetical sense in a conditional sentence, however this is used predominantly by older speakers. Nowadays, *would* is used in these sentences in both AmE and BrE (Trudgill & Hannah, 1994, p. 60).

<b>Standard British English</b>	<b>Standard American English (and younger speakers of BrE)</b>
---------------------------------	--

I should enjoy doing it if I could afford it. (older speaker)	I would enjoy doing it if...
---	------------------------------

*Chart 7: Usage of should in BrE and AmE.*

3. *Would* – is more likely used to express characteristic, repeated, or habitual activities in AmE than in BrE. In BrE it is more likely that speakers would use past simple or *used to*, however this can also be possible in AmE. In some of the AmE dialects *would* can be used in expressing hypothetical condition which is already indicated by the verb or by a conditional clause, however this is predominantly used in informal speech. In a predictive sense BrE uses *would* and *will*, however in AmE *should*, *must* or no auxiliary verb are common. These forms are also applied in BrE (Trudgill & Hannah, 1994, pp. 60-61).

<b>Standard British English</b>	<b>Standard American English</b>
---------------------------------	----------------------------------

When I was young, I went/ used to exercise every day.	When I was young, I would exercise every day.
I wish I would have exercised more.	I wish I had exercised more. (also BrE)



If I would have seen the book, I would have bought it for you.	If I had seen the book, I would have bought it for you. (also BrE)
That will be the neighbour at the door.	That is/should be/ must be/ the neighbour at the door.
That would be the book you want.	That is/should be the book you want.
Would that be the Westminster Abbey over there?	Is that the Westminster Abbey over there?

Chart 8: Usage of would in BrE and AmE.

4. *Must* – the negative form for BrE is *can't*, however in some regions *mustn't* is more likely to be used. In AmE, the most common form is *must not*, which cannot be contracted to *mustn't* because it would change the meaning to “not be allowed”, however *mustn't* can be used in past perfect (Trudgill & Hannah, 1994, p. 61).

**Standard British English**

He must be in – his lights are on.

He can't be in – his lights are off.

**Standard American English**

He must be in – his lights are on.

He must not be in – his lights are off.

You mustn't be here when he arrives. = You are not allowed to be here when he arrives.

Chart 9: Usage of must in BrE and AmE.

5. *Use(d) to* – in BrE *used to* can be both auxiliary (in questions, negatives) and lexical verb (used together with *do* in a sentence). In AmE *used to* is only applied as a lexical verb, which is also increasingly being implemented in BrE (Trudgill & Hannah, 1994, p. 61).

**Auxiliary verb**

Used he to exercise?

He used not to exercise.

**Lexical verb**

Did he use to exercise?

He didn't use to exercise.

Chart 10: Usage of use(d) to in BrE and AmE.

6. *Ought to* – is barely adopted in AmE, *should* is used instead, however when *ought* is used in the negative *to* is usually omitted. Speakers of BrE also use *ought to* as a lexical verb, however it is perceived as informal (Trudgill & Hannah, 1994, pp. 61-62).

<b>Standard British English</b>	<b>Standard American English</b>
Ought we to buy that? (older speakers)	Should we buy that?
You ought not/oughtn't to have bought that.	You shouldn't have bought that.
Did you ought to buy that? (informal)	You oughtn't have bought that. (formal)
You didn't ought to have bought that. (informal)	

*Chart 11: Usage of ought to in BrE and AmE.*

The auxiliary verb *do* is essential for all varieties, especially when creating questions and negative forms. Secondly, it is also used for polite commands and requests, however *please* is more likely to be used in AmE (Trudgill & Hannah, 1994, pp. 59-63).

Do you want to buy this? I don't want to buy this.

Do come in! Do sit down. / Sit down please.

Standard American English usually uses response questions that are not inverted to express surprise or interest. Standard British English only uses inverted response questions, however, some BrE speakers use AmE forms to express strong surprise (Trudgill & Hannah, 1994, pp. 62-64).

<b>Standard British English</b>	<b>Standard American English</b>
	John bought a house.
Did he?	He did?
	I will buy a house.
Will you?	You will?

*Chart 12: Response questions in BrE and AmE.*

### **Verb phrases**

The verb *like* can be used with infinitive clause or participle clause. In BrE *-ing* participle form is more favoured. A *for...to* infinitive is also used in AmE when the object of *like* is a clause

and the subject of *like* and subject of that clause are not referring to the same person or thing. In this situation a BrE speaker would more likely use *to* infinitive (Trudgill & Hannah, 1994, pp. 66-68).

<b>Both Standard British English and Standard American English</b>	<b>Standard American English</b>
I like to read.	I like to exercise in the evening.
I like reading	I like exercising in the evening.
I'd like you to do this now.	I'd like for you to do this now.

*Chart 13: Verb like in BrE and AmE.*

Verbs such as *seem*, *act*, *look* and *sound* can be used without a preposition, however, this is used only in BrE. In AmE (sometimes also in BrE) these verbs must be used with a preposition *like*, however *seem*, can be used altogether with *to be* (Trudgill & Hannah, 1994, p. 68).

<b>Standard British English</b>	<b>Standard American English and Standard British English</b>
It seemed a long way.	It seemed like a long way.
She seems an intelligent woman.	She seems to be an intelligent
Peter acted an actual fool.	Peter acted like an actual fool.
That book looks a good one.	That book looks like a good one.
That sounds a horrible idea.	That sounds like a horrible idea.

*Chart 14: Verbs seem, act, look, sound and usage of preposition.*

Verbs *come* and *go* can be connected with other verbs either by *to* and infinitive or by *and*, however they are often omitted in AmE, but only when they are in infinitive. Some AmE speakers also omit *to* after *help* when it is followed by another verb, even though it is not in infinitive (Trudgill & Hannah, 1994, pp. 68-69).

<b>Standard British English</b>	<b>Standard American English</b>
I'll come to see you soon.	I'll come see you soon.
Go and do it now.	Go do it now.
Can we come and have a cup of tea with you?	Can we come have a cup of tea with you?
I'll help to mow the lawn.	I'll help mow the lawn.
Peter helped us to mow the lawn.	Peter helped us mow the lawn.

*Chart 15: Usage of come, go, and help in BrE and AmE.*

In the AmE the verb *want* can be followed by *in* and *out*, however in BrE the verb must be followed by an infinitive. In BrE *want* can mean “need” when it is used with an inanimate subject, which is not possible in AmE (Trudgill & Hannah, 1994, p. 69).

<b>Standard British English</b>	<b>Standard American English</b>
He wanted to come in/ to be let in.	He wanted in.
The cat wants to go out.	The dog wants out.
The room wants decorating.	

*Chart 16: Usage of want in BrE and AmE.*

There are some verbs which differ in the prepositional adverbs or prepositions (Trudgill & Hannah, 1994, p. 70).

<b>Standard British English</b>	<b>Standard American English</b>
To battle with/against (the enemy)	To battle
To check up on	To check out
To fill in (a form)	To fill out
To meet (an official = have a meeting)	To meet with
To prevent (something becoming...)	To prevent from
To protest at/against/over (a decision)	To protest
To stop (someone doing...)	To stop from
To talk to	To talk with/to

*Chart 17: Usage of verbs and their prepositional adverbs or prepositions in BrE and AmE (Trudgill & Hannah, 1994, p. 70).*

Clauses that represent hypothetical situations are made by using *if*. In BrE these clauses can be formed by reversing the subject and verb or auxiliary verb. These constructions are not common in AmE because they are regarded very formal (Trudgill & Hannah, 1994, pp. 70-71).

<b>Standard British English and Standard American English</b>	<b>Standard British English</b>
If we had been there, we could have done it.	Had we been there, we could have done it.
If you (should) need help, let me know.	Should you need help, let me know.
If these problems were to continue, I would have to take further action.	Were these problems to continue, I would have to take further action.

*Chart 18: Hypothetical situations in BrE and AmE.*

## Noun

Verbs can be also used as nouns, especially those with verb-preposition combinations, however, this is more common in AmE than in BrE (Trudgill & Hannah, 1994, pp. 71-72).

Verb	Noun
To cook out(-side)	A cook-out (= an outdoor barbeque)
To know how (to do something)	The know-how
To run (someone) around	The runaround
To try (someone) out	A try-out (an audition)

Chart 19: Verbs as nouns.

Collective nouns e.g. *team, faculty, family, government, band, committee* are often considered as plural in BrE and singular in AmE. Nevertheless, both can also be used in singular or plural form according to whether they represent the whole body or the individuals. BrE uses plural form of the verb or pronoun to emphasize the individuals, on the other hand, AmE stresses the unified function of the group, which is displayed by a singular verb or pronoun form. Both forms (plural and singular) can be mixed in AmE (Trudgill & Hannah, 1994, pp. 72-73).

Standard British English	Standard American English
Your band are doing well, aren't they?	Your band is doing well, isn't it/aren't they?
The team are playing tonight.	The team is playing tonight.
The team were happy with their performance.	The team was happy with its performance.

Chart 20: Collective nouns in BrE and AmE.

Nouns are divided into countable and uncountable. Countable nouns have a plural form, they are preceded by an article and they can be used with cardinal numbers. On the other hand uncountable nouns are not preceded by an article, they do not appear with cardinal numbers, they cannot be pluralized, and they are always singular. For counting uncountable nouns, it is essential to use quantifiers. In each variety some nouns differ in countability and uncountability (Trudgill & Hannah, 1994, pp. 72-73). It is more common that *-aches* are uncountable in BrE and countable in AmE. When talking about vegetables as an ingredient in a dish BrE treats it as uncountable, but, AmE as countable (Hargreaves, 2002, pp. 36-37).

**Standard British English**  
 Has this soup got carrot in it?  
 Pleasant accommodation is  
 difficult to find. (uncountable)

He's got toothache.

**Standard American English**  
 Has this soup got carrots in it?  
 Pleasant accommodations are  
 difficult to find. (countable)

He's got a toothache.

*Chart 21: Countability and uncountability in BrE and AmE.*

In expressions that begin with *half* and are ensured by unit of measure, BrE speakers put an indefinite article before the unit, however, in AmE the article can be put also before *half* (Trudgill & Hannah, 1994, p. 75).

**Standard British English**

**Standard American  
 English**

Half an hour

A half hour/ half an hour

Half a dozen

A half dozen/half a dozen

Half a pound

A half pound/ half a pound

*Chart 22: Usage of half in BrE and AmE (Trudgill & Hannah, 1994 p. 75).*

Standard British English puts *river* before the name of the river, however, AmE puts it after the name of the river (Trudgill & Hannah, 1994, p. 75).

**Standard British  
 English**

**Standard American  
 English**

The River Tyne

The Virgin River

The River Thames

The Mississippi River

The River Aire

The Yellow River

*Chart 23: Usage of river in BrE and AmE.*

## Adjectives and adverbs

In BrE, the comparative adjective *different* is used together with *from* or occasionally with *to*, however in AmE it is followed by *than* (Trudgill & Hannah, 1994, pp. 76-77).

**Standard British English**

**Standard American English**

This book is different from the  
 previous one.

This book is different than the  
 previous one.

The house is different from the  
 picture.

The house is different than the  
 picture.

The colour of the room is different  
 from what I had imagined.

The colour of the room is different  
 than what I had imagined.

*Chart 24: Usage of different in BrE and AmE.*

In AmE adverbs can be placed before or after auxiliary verbs, however in BrE they can be placed only after the auxiliary (Trudgill & Hannah, 1994, p. 77).

<b>Standard British English/ Standard American English</b>	<b>Standard American English</b>
He will <b>never</b> do it.	He <b>never</b> will do it.
You can <b>always</b> rely on us.	You <b>always</b> can rely on us.
You should <b>always</b> be careful.	You <b>always</b> should be careful.

*Chart 25: Usage of adverbs in BrE and AmE.*

Adverbs like *yet*, *already* and *still* can appear in sentences with past simple and also with present perfect in AmE, however, that cannot happen in BrE, because it only uses the present perfect (Trudgill & Hannah, 1994, p. 77).

<b>Standard British English/ Standard American English</b>	<b>Standard American English</b>
I haven't done it yet.	I didn't do it yet.
Have you done it already?	Did you do it already?
I still haven't found my book.	I still didn't find my book.

*Chart 26: Usage of yet, already and still in BrE and AmE.*

## Prepositions

Some prepositions differ in AmE and BrE (Trudgill & Hannah, 1994, p. 79).

<b>Standard British English</b>	<b>Standard American English</b>
Behind I placed it behind the box.	In back of I placed it in back of the box.
Out of She was angry – she threw my clothes out of the window.	Out She was angry – she threw my clothes out the window.
Round Where should we pick her up? Just round the corner.	Around Where should we pick her up? Just around the corner.

*Chart 27: Prepositions in BrE and AmE.*

Some prepositions differ in context of time. When determining time duration BrE prefers *for*, but AmE uses *for* as well as *in*. When referring to clock-time BrE employs prepositions *to* and *past* whereas AmE applies *of*, *till* and *after*, however AmE can also employ BrE form. When talking about situations that are not affected by time both varieties use *in* and *on* differently (Trudgill & Hannah, 1994, pp. 79-81).

**Standard British English**

I haven't been there for weeks.

I haven't done it for ages.

It's ten to five.

It's twenty past seven.

I want to be in a team.

I don't want to live in a street.

This dress is going to be in a sale.

**Standard American English**

I haven't been there in weeks.

I haven't done it in ages.

It's ten of five/ten till five.

It's twenty after seven.

I want to be on a team.

I don't want to live on a street.

This dress is going to be on sale.

(x BrE for sale)

*Chart 28: Variation of preposition in BrE and AmE.*

Sometimes the preposition can be left out before a particular date or day of the week that is far from present. The preposition can be also omitted in front of a temporal noun, but only when it concerns repeated or habitual situations, therefore the nouns must be in plural form when omitting the preposition. Nonetheless, in these situations prepositions can be omitted only in AmE (Trudgill & Hannah, 1994, pp. 80-81).

**Standard British English**

The sale started on June 10.

I'll write it on Friday.

On Fridays we go grocery shopping.

**Standard American English**

The sale started June 10.

I'll write it Friday.

Fridays we go grocery shopping.

*Chart 29: Omission of preposition in AmE.*

**2.4.3 Spelling**

Spelling differences between Standard British English and Standard American English appeared predominantly during the 19<sup>th</sup> and 20<sup>th</sup> century, when Samuel Johnson wrote *A Dictionary of the English Language* (1755), where he states that a standard should be established. However, BrE did not change and was still unstable, which might be because of the borrowing from other languages. Another turning point was when Noah Webster wrote his first dictionary *A Compendious Dictionary of the English Language* (1806), which was an impulse for creating American standard. However, his most important work was *An American Dictionary of the English Language* (1828), which had a tremendous impact on lexicography. Webster argued that English spelling was inconsistent and unnecessarily difficult, therefore he proposed e.g. word shortening by deleting double *l*, or by shortening *-our* into *-or*. A lot of his alternations were applied in North American English, therefore also in Standard American English, which makes it less complex than Standard British English (Baker, 2017, pp. 27-29).



### **-or/-our**

This is one of the most common differences between BrE and AmE spelling. This appears in words ending with *-our* in BrE and with *-or* in AmE, still that does not apply for words that represent people e.g. *supervisor, ambassador, emperor* etc. (Trudgill & Hannah, 1994, p. 83).

<b>Standard British English</b>	<b>Standard American English</b>
Labour	Labor
Colour	Color
Favour	Favor
Neighbour	Neighbor
Harbour	Harbor

*Chart 30: Spelling difference between -our/-or in BrE and AmE.*

### **-ae/-oe/-e-**

Words with *-ae-* and *-oe-* (BrE) are usually replaced with either *-a-* or *-e-* in AmE (Trudgill & Hannah, 1994, p. 83).

<b>Standard British English</b>	<b>Standard American English</b>
Encyclopaedia	Encyclopedia
Anaemia	Anemia
Archaeology	Archeology
Homoeopathy	Homeopathy
Manoeuvre	Maneuver
Diarrhoea	Diarrhea

*Chart 31: Spelling difference between -ae/-oe/-e- in BrE and AmE.*

### **-dgement/ -dgment**

BrE predominantly uses the ending *-dgement*, whereas AmE *-dgment*, however BrE form is also acceptable in AmE (Trudgill & Hannah, 1994, p. 83).

<b>Standard British English</b>	<b>Standard American English</b>
Acknowledgement	Acknowledgment
Misjudgement	Misjudgment

*Chart 32: Spelling difference between -dgement/-dgment.*

### **-re/-er**

This primarily influences words which have a *b* or *t* before the ending *-re* (BrE)/*-er* (AmE) (Baker, 2017, p. 36).

<b>Standard British</b>	<b>Standard American</b>
<b>English</b>	<b>English</b>
Centre	Center
Metre	Meter
Meagre	Meager

*Chart 33: Spelling difference between -re/-er in BrE and AmE.*

### **-ce/-se**

This ending is usually used to distinguish nouns from verbs, where *-ce* is for nouns and *-se* for verbs. It is more common for Standard British English to follow this rule than for Standard American English, which is more likely to use *-se* for both nouns and verbs (Baker, 2017, p. 41).

<b>Standard British English</b>	<b>Standard American</b>
	<b>English</b>
Offence	Offense
Pretence	Pretense
Licence (noun)	License (noun, verb)

*Chart 34: Spelling difference between -ce/-se in BrE and AmE.*

### **-ise/-ize**

It is usual for AmE to use *-ize* spelling, whereas BrE is more likely to use *-ise*, however it is possible for BrE to use *-ize* (Trudgill & Hannah, 1994, p. 84).

<b>Standard British English</b>	<b>Standard American</b>
	<b>English</b>
Realise	Realize
Recognise	Recognize
Apologise	Apologize

*Chart 35: Spelling difference between -ise/-ize in BrE and AmE.*

## Doubled consonant/single consonant

Standard British English doubles consonants only before an ending that begins with a vowel and when the stress is not on the last syllable whereas AmE does not, however it is also possible to use BrE form in AmE (Trudgill & Hannah, 1994, p. 84).

Standard British English	Standard American English
Travelling	Traveling
Modelling	Modeling
Counsellor	Counselor

*Chart 36: Doubled/ single consonant in BrE and AmE.*

## Single -l-/double -l-

This occurs before an ending that begins with a consonant or at the end of words that have two or more syllables (polysyllabic words), in these cases BrE uses -l- and AmE -ll- (Trudgill & Hannah, 1994, p. 85).

Standard British English	Standard American English
Fulfil	Fulfill
Instalment	Installment
Wilful	Willful

*Chart 37: Single -l-/double -l- in BrE and AmE.*

## -st/no ending

This is limited only to a minority of words, the ending -st is used only in BrE, however both forms are acceptable in BrE (Trudgill & Hannah, 1994, p. 85).

Standard British English	Standard American English
Whilst	While
Amongst	Among

*Chart 38: Words ending with -st in BrE.*

## Other

<b>Standard British English</b>	<b>Standard American English</b>
Cheque	Check
Jewellery	Jewelry
Moustache	mustache
Programme	Program
Pyjamas	Pajamas
Speciality	Specialty
Tyre	Tire
Whisky	Whiskey

*Chart 39: Other verbs that differ in spelling.*

Some words that were taken up from French hold on to its diacritics in BrE, however diacritics are not essential in AmE (Trudgill & Hannah, 1994, p. 86).

<b>Standard British English</b>	<b>Standard American English</b>
Café	Cafe
Élite	Elite
Fiancée	Fiancée

*Chart 40: Words using French diacritics.*

### 2.4.4 Vocabulary

The most substantial differences between BrE and AmE are in vocabulary, there is a great number of words that vary in meaning, sense or usage. The difference is mainly because new things were developed and therefore, they needed to be named, which evolved either through borrowing from BrE or the creation of new words. Also, new technological and cultural developments caused divergence in BrE and AmE vocabulary e.g. car, sport, education terminology etc. Also both varieties were influenced by other languages, AmE was influenced by American Indian languages, Spanish and African languages, some of these words were also applied in BrE. All varieties influence each other, therefore a lot of words are borrowed (Trudgill & Hannah, 1994, pp. 87-88).

<b>BrE borrowings from AmE</b>	<b>AmE borrowings from BrE</b>
Billion	Copper
Radio	Penny
Cafeteria	Smog

*Chart 41: Word borrowings (Trudgill & Hannah, 1994, p. 89).*

Some words can have the same form, i.e. spelling, in both varieties, although the meaning is different, which makes the language ambiguous and sometimes problematic for native and non-native speakers (Trudgill & Hannah, 1994, p. 89).

	<b>Standard British English</b>	<b>Standard American English</b>
<b>Pants</b>	<i>“Underpants/knickers”</i>	<i>“Trousers”</i>
<b>Garden</b>	<i>“a piece of land next to and belonging to a house, where flowers and other plants are grown, and often containing an area of grass”</i>	<i>“a piece of land, usually in a yard next to a house, where you grow flowers and vegetables”</i>
<b>Casket</b>	<i>“a small, decorative box, especially one used to keep jewellery in”</i>	<i>“a coffin”</i>
<b>Homely</b>	<i>“plain or ordinary, but pleasant”</i>	<i>“(of a person) ugly”</i>

*Chart 42: Examples of the same words having different meanings in BrE and AmE (Trudgill & Hannah, 1994, p. 89), meanings retrieved from Cambridge Dictionary Online.*

Contrarily, a lot of words represent the same thing while having various forms in both BrE and AmE, i.e. they are semantically identical, but not lexically (Trudgill & Hannah, 1994, p. 91).

<b>Standard British English</b>	<b>Standard American English</b>
	<b>English</b>
Biscuit	Cookie
Jumper	Sweater
Nappy	Diaper
Garden	Yard
Trainers	Sneakers
Chips	French fries
Flat	Apartment
Underground	Subway

*Chart 43: Examples of words with the same meaning but different form.*

**2.5 Perception of varieties**

This chapter is focused on the perception of certain varieties of English, mostly American and English, which are based on research, additionally the chapter contains a few personal stories relating to varieties of English and how they are perceived.

All dialects and accents should be perceived the same way and without discrimination or judgement, because no variety of English is better than the other. Therefore, people should not be assessed in a disparate manner on this basis. Unfortunately, the reality is quite different –

people are treated unfairly, and they are judged solely for the reason of using a certain variety. There are a few examples of how people are treated according to their accent and dialect.

*“I used to get bullied severely all the time, for years I was treated differently from the rest of my school. Until I was moved into a different school in year 8 but, I felt safer in the new school. One day, word got out about the rumours from my last school and spread. Yet even though they bullied me badly, they twisted it to my Welsh Accent. The thing is everyone sounds English, they all didn’t like the way I spoke. My Welsh Accent isn’t a choice the way I speak, I know I am different to everyone from the rest of Wales. I left school due to bullying, now I want to fight for justice for the Welsh language. It’s a big asset but, those people who went to my school will use it again. I see them working and I think to myself, I can show everyone my Welsh Accent and be proud that I am me. I may not have GCSEs but, who needs them when you know what your story is going to be about anyway. I still find it a struggle each day but, I am writing a book that is based on our Celtic lives and I wanted to show the world that my Welsh Accent is pure and free. Bullying or Accentism will never hurt me in the world I am going in to! Everyone has their own story, let them say it in their own language and accents. Everyone has a voice!”* (Annie, The Accentism Project, [online], 2020)

*“When I was growing up I was told by family that I sounded stupid because of my Geordie accent. Because I said aye instead of yes I somehow was just absolutely stupid. So even though I lived in Newcastle I tried to avoid letting my accent show no matter what. Growing up watching TV, Geordies with strong accents were always stupid on it even on children’s shows. I want to go to a local uni because I’m scared of ridicule for my accent.”* (Vic, The Accentism Project, [online], 2020)

*“I am an undergraduate at the University of Oxford. I have a strong accent, as I come from Bradford. Since arriving at university, where the vast majority of people’s voices ring with the supposedly dulcet tones of RP, I have constantly experienced problems due to my accent. I have been asked to ‘speak properly’ by tutors when speaking in tutorials. I have been mocked by other students due to my pronunciation of certain words. I have been told that I will never get a job if I do not allow my accent to ‘mellow’ - i.e. conform. In a progress meeting with tutors, I was told that my presenting skills needed work. I am a confident and skilled presenter: they just couldn’t understand or wouldn’t try to understand my accent.”* (Shelley, The Accentism Project, [online], 2018)

Based on these stories it is obvious that there are stereotypes towards some varieties of English and therefore some may get treated differently or encounter with language discrimination even though it is not their fault. These stories were retrieved from The Accentism Project, which

focuses on people living in the United Kingdom, however language discrimination is also common in the United States of America.

Hans J. Ladegaard in his research (1998) about national stereotypes and language attitudes points out that *“stereotyping is often seen mainly as a potential obstruction for successful intergroup communication and therefore something which should be avoided if possible”* (Ladegaard, 1998, p. 251), but on the other hand it is inevitable and important for our perception of the world. According to Edwards, standard varieties have a higher status, but they are not that socially attractive. Urban varieties are perceived as negative and rural varieties have lower status, although they are more socially attractive. Based on Edwards and Giles, Ladegaard explains that these stereotypical reactions are proceeded from social convention and preference. His study deals with language attitudes in connection with social and cultural significance, what are the stereotypes and what are the reasons for stereotyping. The results confirmed that the stereotyped responses to the English accents in Denmark were the same as the British studies, which confirmed the evaluation pattern and that the RP is perceived as the most prestigious accent in Denmark. The RP speaker was seen as more intelligent, educated, self-confident, his speech was perceived as more fluent, aesthetic and correct compared to other accents such as Australian, Standard American, Scottish and Cockney. However, a person with a Scottish accent has been regarded as the most friendly and helpful, Australian is seen as the most reliable and the Standard American as the most humorous. His research also contained questions about respondent's attitudes towards British and American culture. The main stereotypes of British culture perceived by Danish students, are that British people are friendly, but conservative, the language has a literary tradition. Stereotypes of American culture are that it is more fascinating and exciting, students mentioned different ethnic groups, slavery, suppression of blacks, poverty, social and cultural differences etc (Ladegaard, 1998).

Jan Jakšič and Pavel Šturm (2017) in their research *“Accents of English at Czech schools: Student's attitudes and recognition skills”*, examined students' perception of English. Their research was based on a questionnaire about their views on American and British accents and cultures. Students were also asked which accent they prefer the most. The British one was preferred by 42 per cent, and approximately the same number favoured American. However, the majority of pupils regarded the British accents as more prestigious, mentioning the magnificence and nobleness of the accent. The major goal of this research was to examine, whether students are aware of variations in English accents. Standard British English was

considered as more prestigious and referred to as “older, original, majestic, noble”. However, the Standard American English was appointed to have larger worldwide impact and significance to other states (Jakšič & Šturm, 2017).

According to the study by Kateřina Brabcová and Radek Skarnitzl (2018) 70 per cent of responders want to learn a native accent, half of these want to acquire the General British accent i.e. Received pronunciation, because of its prestige, elegance and aesthetic qualities. The aim of this research was to examine attitudes towards English and the pronunciation of Czech speakers of English. Respondents mostly use English while communicating with other non-native speakers, only a few of them communicate with native speakers and some do not use it at all. They found out that speakers with stronger accents wanted to gain native-like accents, more so than those who stated that they have less accented English. The most favourable accent was British English, mainly among females. Males wanted to learn the Celtic accents or Australian. Most of the respondents, about 90 per cent, thought that it is important to try to learn proper pronunciation when speaking English, although most of them did not identify themselves through their foreign accent (Brabcová & Skarnitzl, 2018).

According to these studies there are certain stereotypes towards the given varieties. In all of them the RP accent is perceived as most pleasant and is also generally preferred among the respondents. The questionnaire in the practical part is inspired and partially based on these studies.



### 3. World Englishes

It is essential to explain what is meant by the term World Englishes and why the plural form is used. There is a definition which clearly explains it, it is a quotation from a book *World Englishes: The Study of New Linguistic Varieties*.

*“The plural form “Englishes” stresses the diversity to be found in a language today, and to stress that English no longer has one single base of authority, prestige and normativity.”* (Mesthrie & Bhatt, 2008, p. 3)

Nowadays English is spoken in almost every country in the world, but it was not always like this. In the 16<sup>th</sup> century English was spoken just by a small group of speakers, but it evolved during the centuries and at the beginning of the 21<sup>st</sup> century the number rapidly increased. Now, there are around 75 territories where English is used as a first language or official second language. This number does not include the ones that use English as a foreign Language (EFL) (Jenkins, 2009, p. 2).

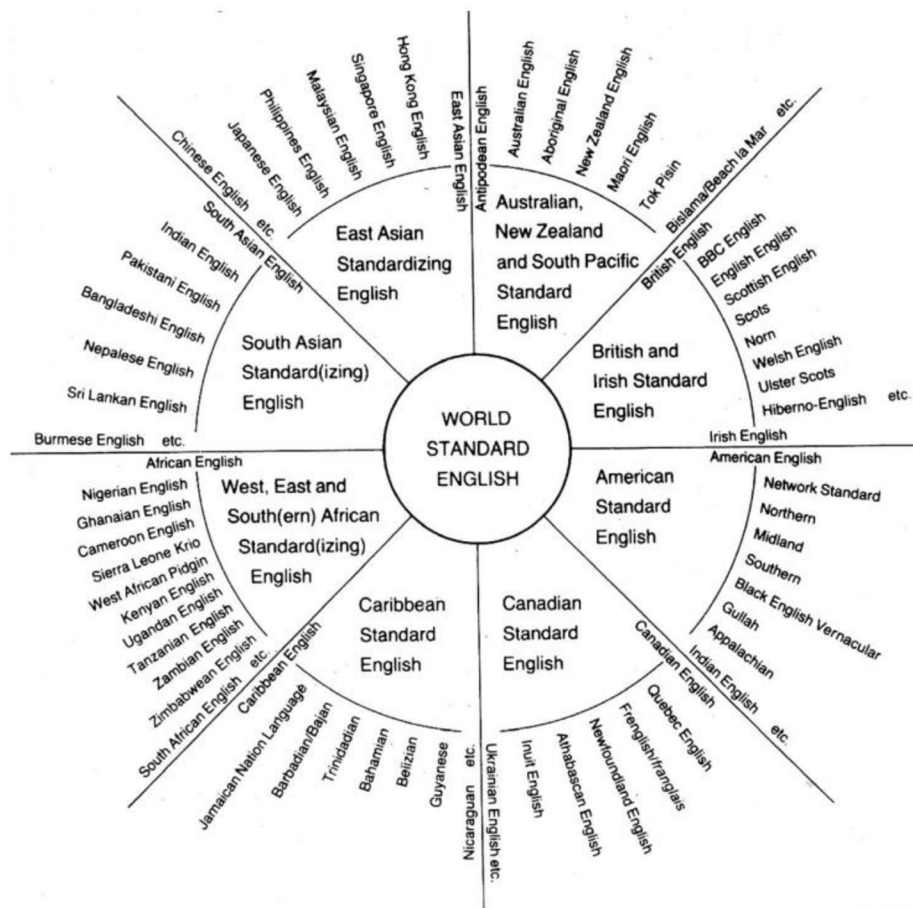


Figure 2: McArthur's Circle of World Englishes (Jenkins, 2009 p. 18).

According to Rajend Mesthrie and Rakesh M. Bhatt (2008, pp. 3-6) World Englishes are be divided into subtypes according to some criteria, which include history, status, form and function from the historical point of departure. Therefore, from the historical point of view it can be divided into several subtypes:

- Metropolitan standards – there are two main metropolitan standard varieties, British Standard and American Standard, which are used in radio and television, they are mostly used in London and Washington, Los Angeles and Atlanta.
- Colonial standards – these varieties developed during British colonisation of Australia, New Zealand, Canada, South Africa and other countries. People there created English speaking communities and these varieties are therefore referred to as extraterritorial Englishes. These forms of English, can have formal and informal varieties, and therefore they can be considered as standard in the particular territory.
- Regional dialects – these varieties are based on the regional differences within a country.
- Social dialect – are varieties based on social class or ethnicity. There are differences between the working and upper-middle classes and African American English differs as well.

The varieties listed above belong to the Inner Circle, which is discussed later on in this chapter, or they are called mother tongue, which means that speakers of these forms of English are native speakers. However, there are other varieties, such as:

- Pidgin Englishes – they have no native speakers, it is the most basic form of a language, that developed from trade and colonial form of communication, one of the examples is West African pidgin English.
- English as a Second Language (ESL) – these varieties developed during colonisation and were used in communication and education. ESL countries are for example Kenya, Sri Lanka and Nigeria where English is adopted in education and government.

- English as a Foreign Language (EFL) – English in these countries is predominantly used for an international purpose (Mesthrie & Bhatt, 2008 pp. 3-6).

There are also other types of Englishes, such as immigrant Englishes, jargon Englishes, hybrid Englishes (Mesthrie & Bhatt, 2008, pp. 3-6).

We can divide World Englishes into three circles– the Inner Circle, which is regarded as privileged and norm-providing, the Outer Circle, are those who adopted norms, and the Expanding Circle, which are those that are dependent on the norms, which mainly come from the Inner Circle and Expanding Circle (Crystal, 1995 p. 336). *“The three circles represent the types of spread, the patterns of acquisition, and the functional allocation of English in diverse cultural context”* (Jenkins, 2009, p. 18). For further information about the Three-circle model of World Englishes see the Chapter 3.2.

According to David Crystal (1995, p. 364) the characterization of World Englishes is based on the following factors:

- *“The history of the types of spread and motivation for the location of the language”*.
- *“Patterns of acquisition”*.
- *“Social depth of the language in terms of its users, and the range of functions that are assigned to the English medium at various levels in the language policies of a nation (e.g., in administration, education, and literacy)”*.
- *“Functional acculturation of the English language within the local culture and societies and its nativization in the society and its literary culture”*.

*“The term nativization refers to the formal and functional changes the language undergoes at various linguistic levels (e.g. phonetic, lexical, syntactic, discursal, speech acts, literary creativity)”*.

### **3.1 The spread of English**

During the 16<sup>th</sup> century there were just small communities of native speakers located in the British Isles. The most tremendous growth of the English language could be seen at the beginning of the 21<sup>st</sup> century and therefore is now used worldwide (Jenkins, 2009, p. 2).

There are two dispersals of English. The first one includes movement of native speakers from England, Scotland and Ireland mainly to North America, New Zealand and Australia. Therefore, new varieties arose, however, they did not remain the same. Changes occurred because of the influence of indigenous people of the land (Indians, Aboriginal or Maori). Their language affected English vocabulary, which led to an extension and addition of new words, such as papoose, moccasin or igloo. The first successful settlement in North America was in 1607 in Jamestown, Virginia, followed by another settlement in New England. English also spread to other parts of America and the Caribbean, mainly because of the slave trade. West American slaves were traded for rum and sugar. Some types of pidgin English arose and slowly developed into creoles as once they started to be used as a mother tongue. During the 18<sup>th</sup> century there was an immigration of a large community from Northern Ireland, which eventually settled in Canada. In 1770 Australia was discovered by James Cook, which later started being used as prison for convicts from Britain and Ireland. At the beginning of 19<sup>th</sup> century great amounts of free people arrived. This led to dialects mixing, which was furthermore influenced by local aboriginal languages. From 1790 New Zealand began to be colonised, however, it was not an official colony until 1840. Dialect mixing and the influence of the Maori language was not avoided, there were large groups of several communities, such as Australian, Irish, and British with a large number of Scots (Jenkins, 2009, pp. 5-9).

The second dispersal is connected with the colonisation of Africa and Asia during the 18<sup>th</sup> and 19<sup>th</sup> centuries. The British took slaves from various territories in West Africa, such as Nigeria, Ghana, Cameroon etc., but there was no large settlement and therefore English was used as a second language alongside local languages. Countries in East Africa (Kenya, Uganda, Malawi, etc.) were colonised by British settlers and became one of the British dependencies at the end of the 19<sup>th</sup> and the beginning of the 20<sup>th</sup> century. Therefore, English language gained importance, especially in administration, law, and education system. Around the 1960s these countries gained independence, however, English was still used as the official language in Uganda, Zambia, Zimbabwe, and Malawi. During the second half of the 18<sup>th</sup> century English spread to South Asia, e.g. Indian, Bangladesh, Pakistan, Nepal and others. In 1835 English started to be used in Indian education system. Nowadays, it still plays a tremendous role together with Hindi, however, it has developed specific national character, similar to that of American and Australian English. English also spread to South East Asia and the South Pacific, the most influenced countries were – Singapore, Malaysia, Hong Kong, Philippines (Jenkins, 2009, pp. 5-9).

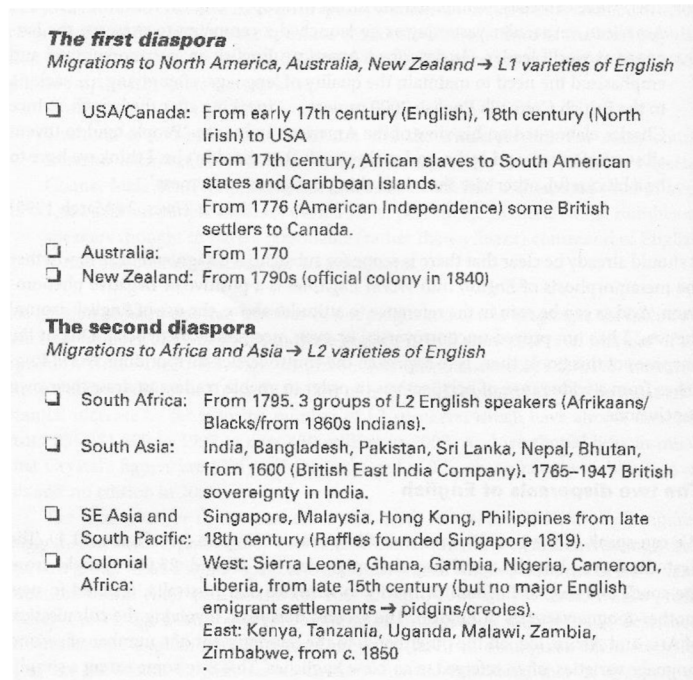


Figure 3: Summary of the two dispersals of English (Jenkins, 2009 p. 6).

These varieties are very similar, they share the same origin, they developed through either British or American English, however, they are very distinctive from others, especially in accent, grammar and usage of vocabulary (Jenkins, 2009, pp. 5-9).

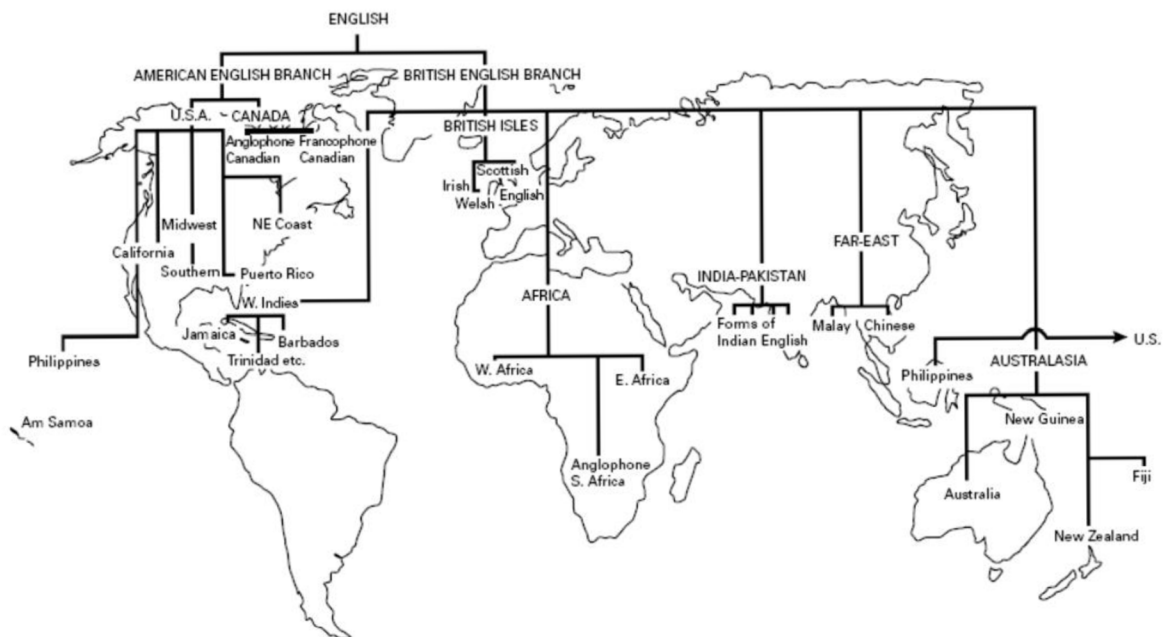


Figure 4: Steven's world map of English (Jenkins, 2009, p. 17).

### 3.2 Three-circle model of World Englishes

The three-circle model was developed by linguist and Professor of Linguistics at the University of Illinois Braj Kachru in 1985 (Crystal, 1995, p. 363). It is the most prominent model showing the spread of the English language. It consists of 3 circles – the Inner Circle, the Outer circle and the Expanding circle, which all describe the spread of English. The circles “*represent the types of spread, the patterns of acquisition, and the functional allocation of English in diverse cultural context*” (Jenkins, 2009, p. 18). Firstly, English spread from Britain to the USA, Canada, Australia and New Zealand. So, mother-tongue varieties of English arose which was caused by British migration. These countries and the United Kingdom belong to the Inner Circle. The Outer Circle is connected with the colonisation of Asia and Africa which contributed to the formation of several second language varieties, which are also called “New Englishes”. The Expanding Circle consist of countries, where English is used and taught as a foreign language, thus it has no official status. To simplify it, the Inner Circle is made up of countries which have English as a native language, the Outer Circle has English as a second language, finally, members of the Outer Circle have English as a foreign language, it has no official status, it is dependent on the standards which are made by native speakers, i.e. the Inner Circle (Jenkins, 2009, pp. 17-24).

*“The English spoken in the Inner Circle is said to be “norm-providing”, that in the Outer Circle to be “norm-developing” and that in the Expanding Circle to be “norm-dependent”* (Jenkins, 2009, p. 18).

Some would assume that this model is based only on geography, however, it is actually based also on history and politics. However, Kachru does not classify social or ethnic varieties within the Inner Circle nor does he take Euro-Englishes into account in the Expanding Circle (Mesthrie & Bhatt, 2008, pp. 28-31).

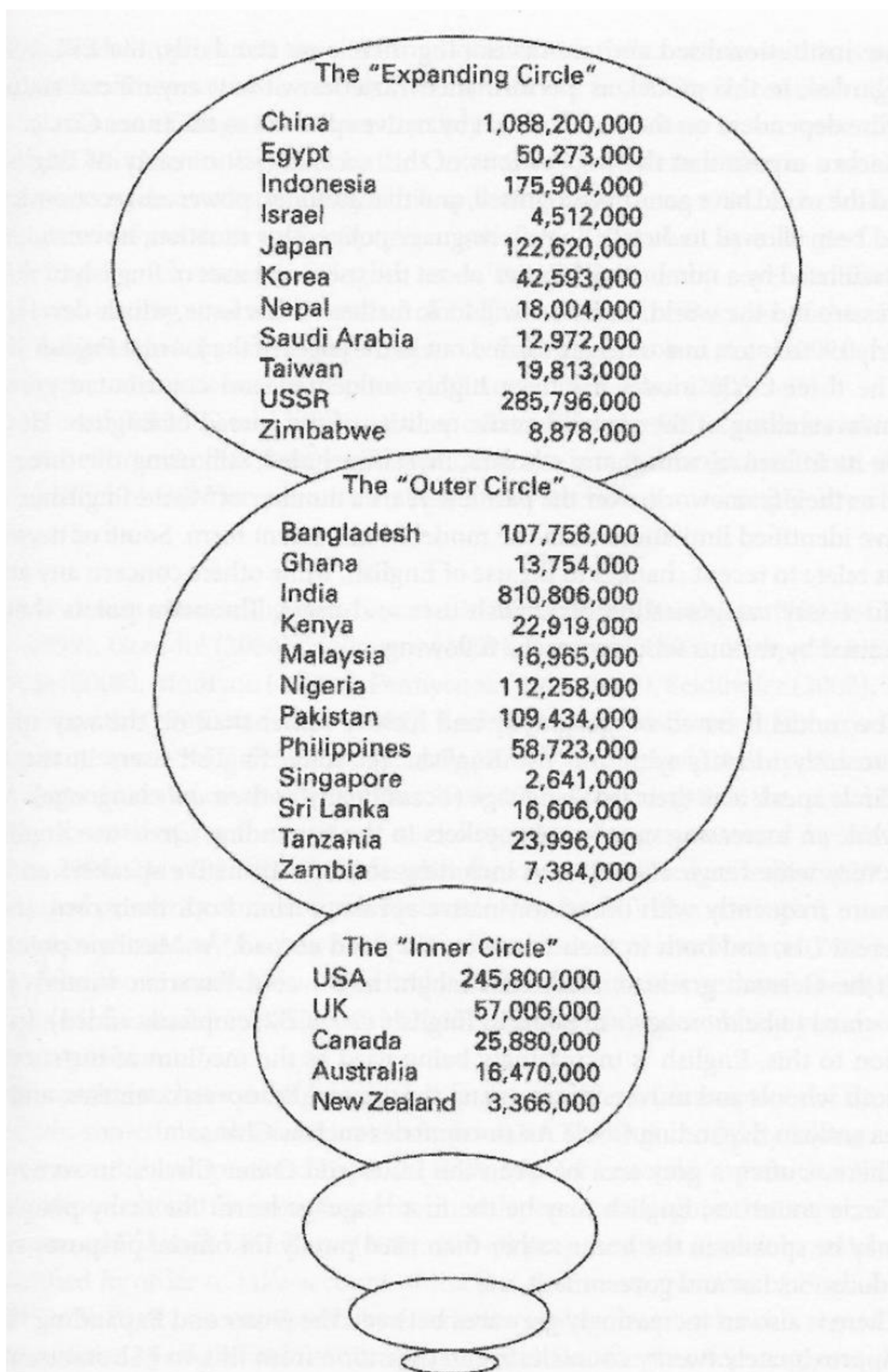


Figure 5: Kachru's three-circle model of World Englishes (Jenkins, 2009, p. 19)

## **4. Practical Part**

The practical part of the thesis focuses on the perception of varieties of English and the respondents' knowledge, whether they are able to recognize the difference between Standard British English and Standard American English, also it is interested in their preferences.

The research is carried out in a form of a questionnaire proceeding from the theoretical part of the thesis, where Standard American English and Standard British English are compared, also the most essential differences are pointed out. It was decided that the best method to adopt for this investigation was a questionnaire because it allows to address a larger group of people. The benefit of this approach is that it is simple to deliver, and the data analysis is easier because the software makes diagrams for you. On the other hand, there is no personal contact, so the respondents' answers can be ambiguous and unclear. The questionnaire is anonymous and is divided into several parts concerning general information about the respondent, grammar, pronunciation, and vocabulary. The respondents differ in several criteria – their age, gender, attitude to English, major of their education, motivation to learn English, level of English skills, length of using or learning English, whether they lived in English speaking country or not and other.

The practical part is based on the questionnaire, it consists of several parts - description of the exercises, evaluation of the respondents' answers focusing on their preference and awareness and knowledge about the differentiation, and a summary of the practical part.

It also includes a supplementary part which includes an interview with a native speaker of English about differences between the two varieties, language discrimination, attitude of Americans towards non-native speakers, and stereotypes.



#### **4.1 The questionnaire**

The questionnaire mainly focuses on pronunciation, grammar and vocabulary. The first set of questions aimed at general questions about the respondent, for example, age, gender, native language, whether they studied English as their major, their evaluation of their level of English skills, their attitude towards the English language, and whether they took part in any extra activities to improve their English. They were also asked whether they lived in an English-speaking country and if they were taught by a native speaker of English. Their preference and use of variety was also a factor, as was their ability to recognize and list examples of the differences between the two varieties.

Another part of the questionnaire focuses on pronunciation. Firstly, it asked participants whether or not they wanted to acquire a native speaker accent and why. Secondly, if they thought that pronunciation is important when learning a foreign language and why. Thirdly, whether they were able to recognize Standard British English and Standard American English in the matter of pronunciation. Fourthly, there was an exercise containing six samples of people using several accents of English – Czech, British, Russian, and American. Respondents were asked to evaluate each accent based on its pleasantness and whether they are used to this type of accent. They were questioned on their ability to understand each accent and asked to assign each sample to a variety of English in the form of multiple choice answers. The last exercise in the pronunciation part was concentrated on the respondents' pronunciation, therefore it contained audio recordings of words essential for analysing which accent they used; they were asked to determine which kind of pronunciation was most similar to their own.

The purpose of the third part was to examine whether they were able to recognise the two varieties from each other from a grammatical and lexical point of view. This part consisted of three exercises focused on both grammar and vocabulary. First, they were given a set of sentences that were typical for either BrE or AmE and they were asked to determine to which standard it belonged to and to give reasons for their choice. Secondly, they were given sentences and were asked to fill in prepositions, a word or verb in the correct form. Thirdly, they had to fill in words according to a given picture.

The questionnaire was partially inspired by research described in the Chapter 2.5. It was carried out in Czech for those who were not that advanced in English and therefore may not have understood the given tasks. It was not focused on a specific group; it was open to everyone from the age of 15. It was distributed via social media and through my friends who shared it further

and therefore the group of respondents is very substantial. The questionnaire took about 30 -45 minutes to complete, however I had been told that some needed more time. Recordings contained in the questionnaire were retrieved from The British Library, in particular from the Evolving English Voice Bank. The short samples used in the questionnaire were recordings of people of various accents reading a passage from Mr. Tickle. The Voice Bank is comprised of various people of all ages having different accents, it also includes non-native speakers of English. The samples of the pronunciation were recorded from the Cambridge Dictionary Online. The pictures in the last exercise were retrieved from unsplash.com.

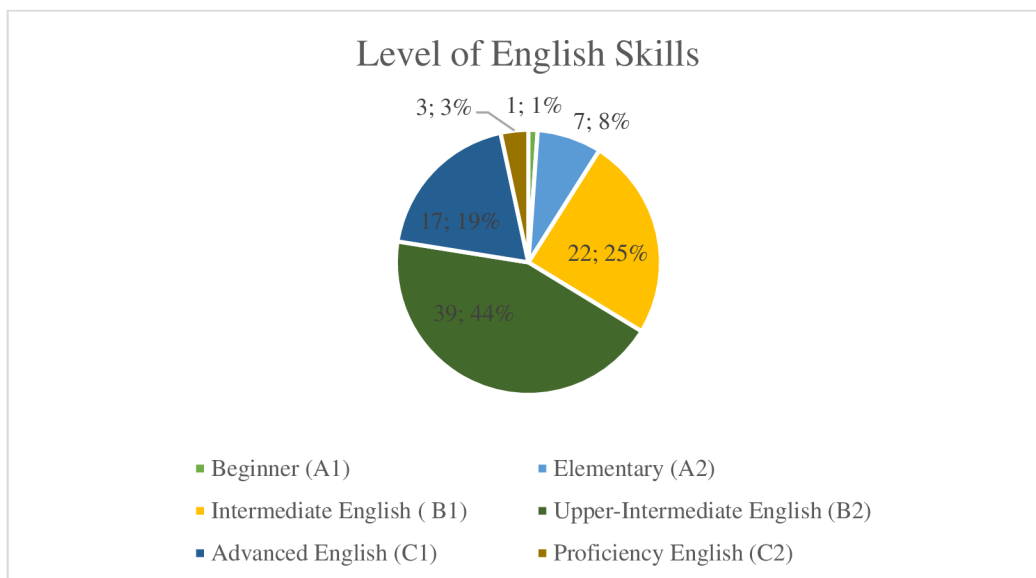
Since it was distributed through my friends, I was able to get some kind of feedback. Also, it was the main reason why the majority of respondents were university students aged between 20 and 25. However, the proportion of those who are studying English as their major is low. Therefore, it might be possible that they were more familiar with the varieties than the others, especially those who are studying English as their major. Many of those who answered the questionnaire told me it was really hard for them, even for those who study or studied English at university. The most difficult part for them was the one with accents, where they were asked to determine which accent the person in the recording was using.

## **4.2 Assessment of the questionnaire**

### **General information**

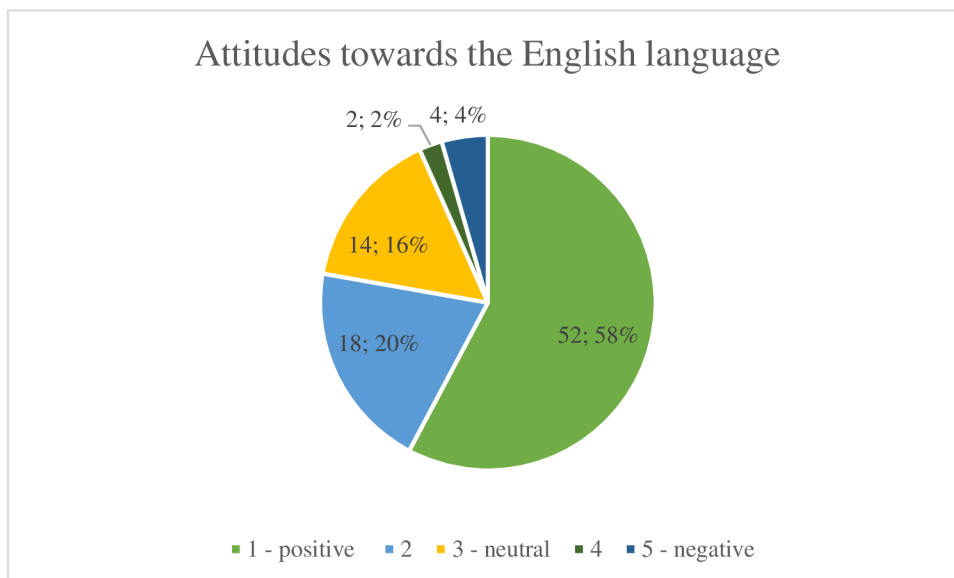
In total, the questionnaire was answered by 90 respondents of all ages ranging from 15 to 47, however most participants were in their early and middle twenties, out of 90 respondents 34 were males and 56 females, the native language of the majority was Czech (79 respondents), but there were other native languages - 2 were both Czech and Vietnamese, 3 Vietnamese, 3 Slovak, 2 Russian and 1 Moldavian.

A group of 70 out of 90 respondents did not study or are not studying English as their major at university. They were asked to evaluate their level of English skills based on the CERF classification. The results are indicated in Diagram 1 below which shows that most of the respondents identified their English level as Upper-Intermediate (B2 level), one person did not answer the question.



*Diagram 1: Level of Advancement.*

Respondents were also asked to assess their attitude towards the English language on a scale from 1 to 5, where 1 is positive, 3 neutral, and 5 negative, Diagram 2 below shows an overview of responses. Also they were asked to explain their choice, as the diagram shows the overall response to this question was very positive. One of the reasons was that they love the English language and also it makes it possible for them to communicate with other foreigners. A few thought that English is easier than Czech, others said that nowadays English is important because it is encountered basically everywhere (on social media, in movies, tv series, music, pc games, at work, university etc.), also they like that they can speak and use English basically everywhere. On the other hand, a small number of respondents indicated that they had a negative attitude towards English because they do not like the language and do not remember the vocabulary or grammar. Some reported that they are just not able to learn it, and that they do not need it in their life therefore they do not care about it. Others also mentioned that they were using English too much (at school or abroad) and that it put them off, also 18 respondents did not clarify their choice.



*Diagram 2: Attitudes Towards the English Language.*

The questionnaire also contained a question regarding whether or not they did some extra activities for improving their level of English, 60 respondents said yes. The overwhelming majority of respondents read books, magazines, or newspaper in English, watched movies, series or TV in English and listened to music, radio or podcasts in English, and some attended English courses (12 respondents). Respondents also suggested other activities such as computer or mobile games, YouTube, mobile applications, self-study etc. A number of participants (30 respondents) expressed that they did nothing to improve their level of English and even those who said that they have a more positive attitude towards the English language still do nothing to improve their English skills. One quarter of the respondents (23 respondents) lived in an English-speaking country for more than two weeks, most of them lived in the United Kingdom and the United States, some in Canada and Ireland. The length of their stay varied from 2 weeks to 2 years. The main purpose of their stay was work, personal reasons i.e. family, relationship and school. Also, more than half were tutored by a native speaker, mostly by American or British. The majority of respondents, i.e. 71, were acquainted with the variability at school, however 19 respondents were not.

Out of 90 answers 43 per cent (39 respondents) said that in their opinion they used the Standard British variety, 33 per cent (30 respondents) used Standard American English and the rest (21 respondents) used a mixture of both. Some people said that they were aware that they mix both varieties together and that they were trying not to mix them. From the group 37 did not have a preference toward one variety, although 31 respondents favoured Standard British English and

20 preferred Standard American English. One person selected Australian English, one chose the variety which is used in the central Europe.

The majority of the respondents (76 respondents) wanted to acquire the level of a native speaker, their reasons were, fluent communication, more job opportunities, professionalism, self-improvement, better communication and understanding abroad, self-confidence, living abroad etc. Some (14 respondents) did not want to because they felt that they did not need it for their specialization or work. They wanted to stay and live in the Czech Republic, and therefore they thought it is unnecessary, they did not have any interest in the English language.

Respondents were asked to determine whether pronunciation is important when learning a foreign language, they were given a scale of 1 to 5, where 1 was very important, 3 neutral, and 5 not important at all, Diagram 3 below shows the results. The vast majority of the respondents answered that pronunciation is important, just a minority think it is not. For most participants it is essential because of better understanding, fluency, professionalism and sometimes mispronunciation can lead to misunderstandings and embarrassing situations. There were other opinions – some thought pronunciation is not that important because for example Czech citizens also understand foreigners speaking Czech even if they do not speak properly. Another was that pronunciation is not as important as proper grammar and vocabulary when determining the level of language skills; also it depends on the purpose of our speech.

I agree with those who think that proper pronunciation is important, because it makes the conversation fluent, professional, and most importantly understandable. Personally, my opinion is that proper usage of pronunciation as well as grammar are both essential to achieve an effective communication. Moreover, speaking English is very convenient when travelling abroad because it is one of the most widespread and influential languages in the world and therefore most people are able to communicate in English. Also, nowadays many employers require their employees to speak English, thus it is advantageous in labour market.

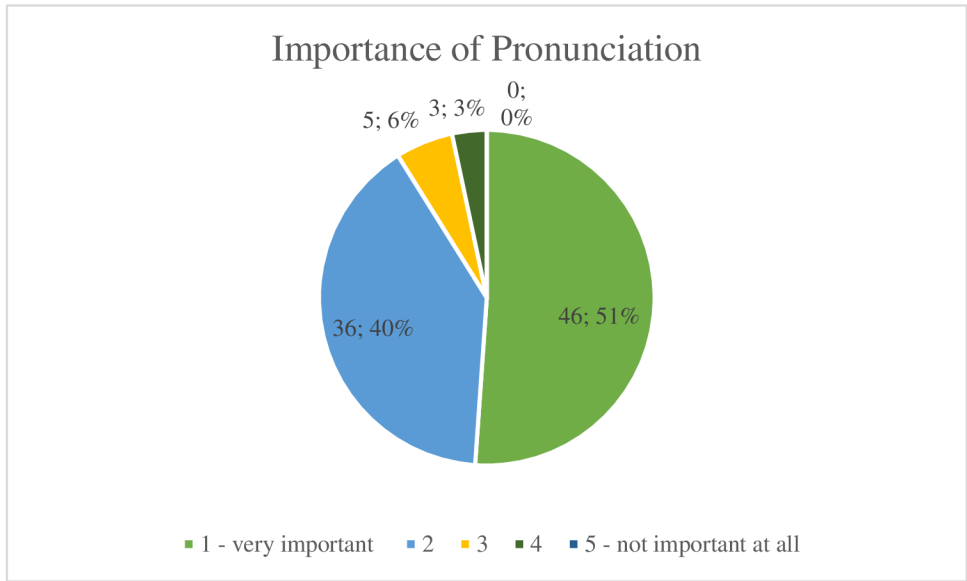


Diagram 3: Importance of Pronunciation.

More respondents were confident in determining the variety of English in their pronunciation than in grammar and vocabulary, for exact numbers see Diagram 4 and 5 below.

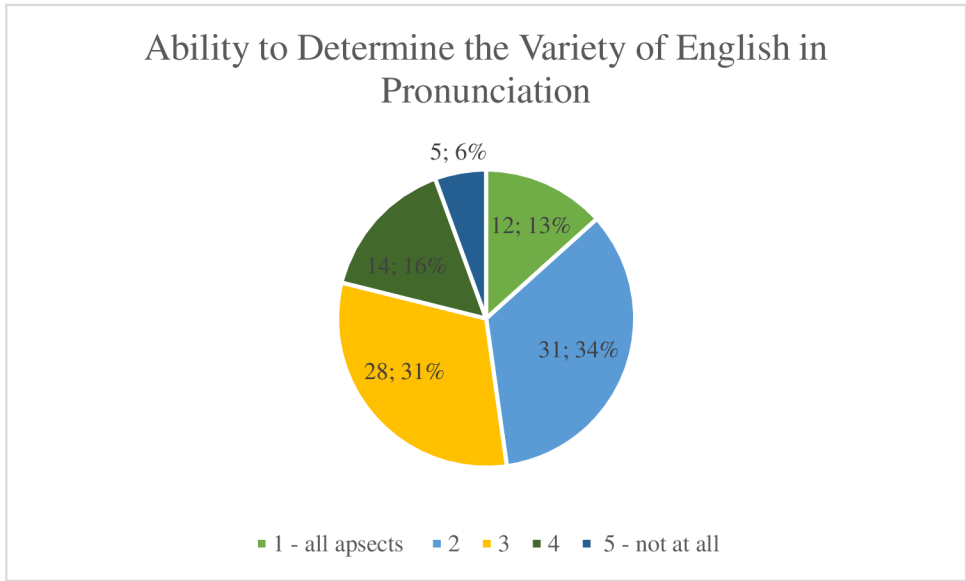


Diagram 4: Ability to Determine the Variety of English in Pronunciation.

However, when they were asked to list some concrete examples of the variability most people mentioned vocabulary (chips (BrE) x fries (AmE), biscuit (BrE) x cookie (AmE), autumn (BrE) x fall (AmE)), spelling (-our (BrE)/-or (AmE) – colour x color, favourite x favorite, -ce/-se – defence (BrE) x defense (AmE)) and grammatical (irregular verbs, prepositions, phrases, usage of modal verbs and present perfect) differences, just a few were able to give examples related to pronunciation (non-rhoticity (BrE) x rhoticity (AmE) – car, different pronunciation of dance).

Also a lot of participants said that Standard American English is not as restrictive as Standard British English and that it is freer and easier, but on the other hand Standard British English is more formal and polite and has restrictive grammar.

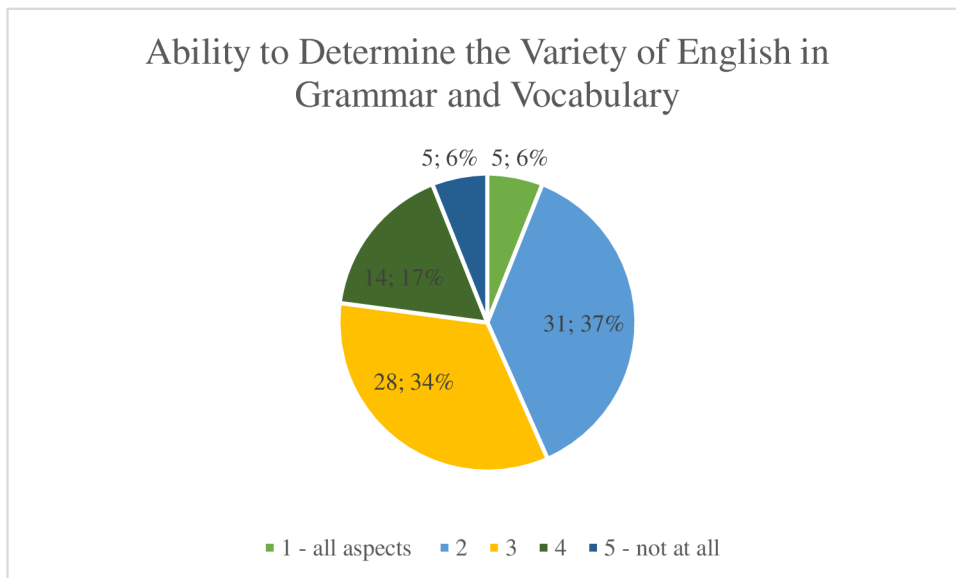


Diagram 5: Ability to Determine the Variety of English in Grammar and Vocabulary.

### Exercise 1 – Evaluation of varieties

Altogether respondents were given six recordings of accents - Czech, Received Pronunciation, Russian, General American, Received Pronunciation and again Received Pronunciation, which they had to evaluate on a scale from 1 to 5 (1 very pleasant, 5 not pleasant at all) how pleasant the accent is, whether they are accustomed to this accent, and how hard it is for them to understand. Lastly, they had to determine what accent it is. The results indicate that respondents were most acquainted with Received Pronunciation and the General American accent, which was expected because most of Czech citizens are more exposed to these accents, especially at schools, on the Internet, TV, and social media. However, when asked to identify accents, a considerable number had difficulty determining whether it was Received Pronunciation or General American accent despite knowing it was a native accent. The most difficult accent to identify was the first recording, it was a sample of a Czech accent: 27 per cent (24 respondents) identified it correctly, others had some problems, other suggestions were that it is Received Pronunciation, Australian or General American accent. A possible explanation for this might be that the speaker spoke fluently and properly, therefore it might appear native like. Surprisingly, 41 per cent (37 respondents) were able to determine the Receive Pronunciation in the first sample, however when determining the other two samples of RP, the number of correct

answers was a bit lower. The reason might be that they were confused because they had not expected that there would be three examples of the same accent, but most determined it as a native accent. However, just 21 respondents were able to recognize the General American accent, another 21 respondents confused it with Received Pronunciation, and 19 respondents thought it was an Australian accent. This may have been caused by the quality of the recording. Nevertheless, the sample with the most correct answers was the one with the Russian accent, where 46 per cent were able to determine it correctly, though it was rated as the least pleasant.

**Exercise 2 – determination of respondents’ accents**

In this exercise respondents were given a set of words that are pronounced differently in RP and GA and they were asked to assign the type of pronunciation which is most similar to theirs. With the word *dance* the GA pronunciation was more favoured by the majority, only 11 respondents chose the RP accent. Other words where the GA accent dominated were *over* (62 respondents) *path* (53 respondents) and *bird* (65 respondents). As for the word *letter* the RP accent was selected by (51 respondents). About 43 per cent (39 respondents) said that they used Standard British English, 33 per cent (30 respondents) used Standard American English and 24 per cent (21 respondents) mixed both varieties, however the pronunciation of those who said that their English was more likely to be Standard British appears to belong to AmE because most words were pronounced with a General American accent. In total, the GA accent was used by the majority as Diagram 6 shows. As the result shows the GA was more favoured, therefore, from this point of view they can be classified as users of Standard American English.

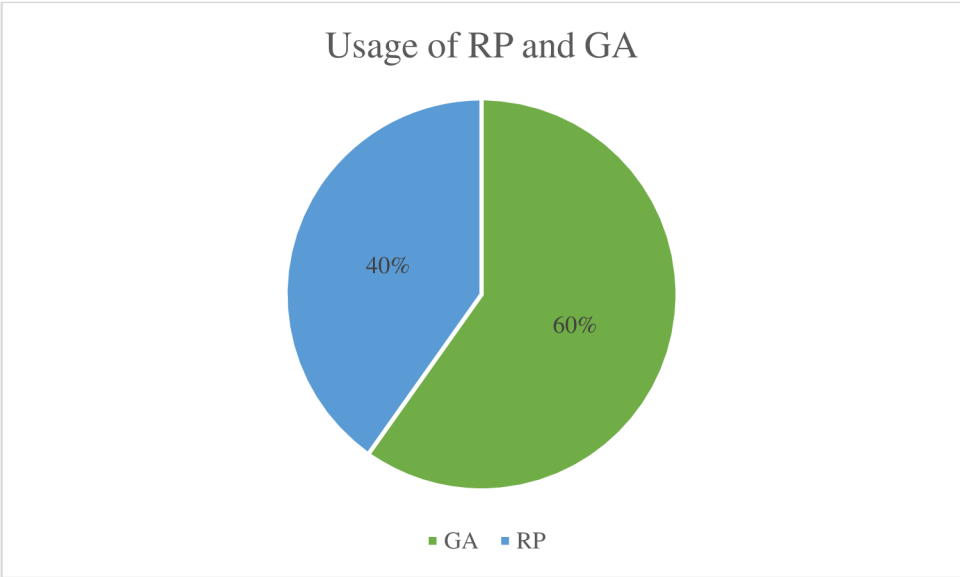


Diagram 6: Usage of RP and GA.



### Exercise 3 – Grammar – Sentence assigning

This exercise consisted of six sentences that were focused on both grammar and vocabulary. Respondents had to choose whether the sentence was typical for BrE or AmE and write an explanation, however not everyone gave a justification for their choice, which unfortunately limits the discussion of the results. Below are the sentences used in this task, as well as the correct answers and the key words used for determination marked in bold.

#### Decide which variety these sentences are typical for:

1. Tom **has** already had breakfast.
  - a. **Standard British English**
  - b. Standard American English
2. You could have **got** lost! Do you even realise that?
  - a. **Standard British English**
  - b. Standard American English
3. We haven't seen them **in** ages. We should go visit them and bring them these **cookies**.
  - a. Standard British English
  - b. **Standard American English**
4. -- Fridays we do yoga.
  - a. Standard British English
  - b. **Standard American English**
5. I play **soccer on** the weekend.
  - a. Standard British English
  - b. **Standard American English**
6. **Did** you write your essay already?
  - a. Standard British English
  - b. **Standard American English**

The first and the sixth sentences deal with the usage of present perfect and past simple, where a BrE speaker would more likely use present perfect when speaking about an action happening in the past which is still relevant in the present. This can also be used in AmE, however it is more typical for AmE to use past simple (as discussed in the Chapter 2.4.2.). The total number of

correct responses for the first task was 76 per cent (68 respondents), 22 per cent (20 respondents) determined it as AmE, 2 per cent (2 respondents) did not know. In most cases the informants reported that the main reason for choosing the BrE was that the sentence structure was too complicated. Another suggestion was the usage of present perfect. The sixth sentence was determined correctly by 57 per cent (51 respondents), the BrE was chosen by 37 per cent (33 respondents), 6 per cent (5 respondents) did not know and 1 per cent thought it might be both. The explanation of the majority was the usage of past simple, instead of present perfect which is more typical for BrE, another opinion was the simplicity of the sentence structure.

The second sentence is focused on the usage of *got* and the spelling of the word *realise* in BrE. The AmE would more likely use *gotten* and *realize* in this sentence. The sentence was determined accurately by 58 per cent, 40 per cent chose AmE and 2 per cent did not know. Most of the participants noticed both spelling and grammar differences.

The third sentence was assessed correctly by 51 per cent (46 respondents), 42 per cent thought it is BrE, 4 did not know and 2 per cent determined it as a Czech. A majority determined it only by the word *cookies*, however some noticed also the preposition *in ages*.

Again, the fourth sentence is focused on the different usage of preposition in BrE and AmE, where BrE would use *on Fridays*. An overwhelming majority (73 respondents) chose the AmE, and a minority BrE (14) and 3 did not know.

The fifth sentence was again focused on preposition and vocabulary. More than half (66 per cent) determined it correctly as AmE, 33 per cent assessed it as BrE and 1 per cent did not know. A minority mentioned different usage of prepositions, all were aware of the soccer (AmE) x football (BrE) difference.

#### **Exercise 4 – grammar and vocabulary**

This exercise is based on filling in missing parts in the sentence, i.e. nouns, verbs in the correct form or prepositions. To assure respondents fill in the required words they were given instructions as to which word it should be. Below is the task they had to complete, it consisted of five sentences.

**Fill in the suitable preposition, noun or verb in the correct form:**

1. I decided to stay .... (předložka) home rather than going to the shopping .... (obchodní centrum).
2. While I was walking on the .... (chodník) I met my .... (soused).
3. I just ... (uvědomit si) that I have forgotten my ... (kalhoty) at my ... (byt).
4. I want to be ... (předložka) a cheerleader team, but I haven't done it ... (předložka) ages.
5. I am .... (nemocný/á).

The aim of this exercise was to find out what variety of English the sample group used. The first sentence focused on prepositions and spelling. From 90 respondents 77 used the preposition *at* which is typical for BrE and 13 did not use any preposition, which is more likely to be used in AmE. Interestingly, 30 respondents said that they use AmE, however 23 out of 30 used the form, which is more usual for BrE. Just 2 of 39 respondents who assessed their English as BrE, used the AmE form. The second part of the sentence was focused on spelling. Only 26 respondents used the BrE spelling - *centre*, 31 applied the AmE spelling - *center* and 33 respondents did not answer or used an irrelevant word. When inspected in greater detail 9 out of 30 respondents who used AmE used the BrE spelling. On the other hand 14 out of 39 respondents who assessed their English as BrE actually used the AmE spelling. Overall, less than a third (24 respondents) completed the sentence within the BrE, however only 5 respondents filled it out in AmE, 61 respondents mixed the two varieties together. Surprisingly, only a minority of respondents (4) mentioned both variants.

The second sentence examines vocabulary – *pavement* (BrE)/ *sidewalk* (AmE) and spelling – *neighbour* (BrE)/ *neighbor* (AmE). The assessment of this sentence is only based on the answers of 83 participants because 7 respondents did not answer the question. Just over a half of the respondents (49) did not mix the varieties together (23 used the BrE form and 26 AmE form), 17 out of 83 respondents mixed the two varieties together and 17 filled in just one word. In this case only 2 mentioned both variants. Out of those who assessed their English as BrE (39 respondents) only 11 completed the sentence within the BrE variety. Of 30 who evaluated their English as AmE 11 used the AmE in the sentence.

The third sentence dealt with spelling and vocabulary. Of the 90 respondents who completed the questionnaire 4 did not answer, 27 put only one or two words or used words that were not relevant, a few (8) used the AmE form (*realize, pants, apartment*) within the whole sentence. The BrE form (*realise, trousers, flat*) was filled in by 10 participants. A group of 41 combined the two varieties together. Only 15 (7 AmE, 8 BrE) respondents completed the sentence in their variety.

The fourth sentence is concentrated on prepositions, where BrE prefers *in* and *for* and AmE *on* and *in* in this context. Most of the respondents had problems with this exercise - 7 did not answer at all, 12 used AmE form, 19 BrE and 18 mixed AmE and BrE, the rest (56 respondents) assigned irrelevant prepositions or assigned just one preposition. In the first part 7 out of 56 participants used *in*, and no one chose *on*. In the second part 13 out of 56 put the BrE (*for*), 6 applied *in* (AmE) and 8 used irrelevant prepositions. Only 16 (8 AmE, 8 BrE) respondents completed the sentence according to their determined variety.

The last sentence was related solely to vocabulary. Respondents were meant to fill in either the word *ill* (BrE) or *sick* (AmE). From a group of 90 respondents half (45) used the AmE word and 35 the BrE form, 5 mentioned both possibilities and 5 did not answer. Out of 30 (those who assessed their English as AmE) 20 completed the sentence within their variety. Those who evaluated their English as BrE (39), only 18 chose the typical word for BrE.

### **Exercise 5 – spelling and vocabulary**

This task is related to spelling and vocabulary, there were eight sentences to fill in, to make the task easier pictures of the required words were attached. Below is a set of used sentences.

#### **Fill in the ending or beginning of words, fill in words on the pictures:**

1. I lost my thea... programme at the ... .
2. Yesterday we went to our fav... restaurant.
3. I got stuck in ... .
4. I accidentally dropped my ... on the street.
5. I will be trave... to Australia by an ...plane.
6. I am trying to organi... our summer ... .

7. He is almost 2 met... tall.
8. He has good sense of hum... .

Again, the purpose of this task was to discover which variety the participants use. The correct form in the first sentence was used by 33 respondents – 20 used the BrE (*theatre, underground*) and 12 the AmE (*subway, theater*) and 29 mixed the two variety. Also, 2 mentioned both variants and 1 did not answer. I have to admit, this question was bit ambiguous because almost one-third of the participants (26) used words *metro, station* and *tube* instead of *underground* or *subway* or their answer was not relevant. A possible explanation for this might be that they were influenced by the Czech language which uses the word “*metro*”. Also, the picture was probably ambiguous which led to different association and interpretation.

The second sentence concentrates on the spelling of the word – *favourite* (BrE)/ *favorite* (AmE). The majority of participants (64) used the BrE form and 24 the AmE, 1 mentioned both possibilities, 1 did not answer. Out of 30 respondents using AmE 13 used the BrE spelling, of 39 respondents who determined their English as BrE only 6 used AmE spelling. Even though the AmE spelling is easier, the most favoured form was BrE, this result is likely to be related to the fact that most Czech students are taught the Standard British English at schools.

The third sentence was related to vocabulary, whether participants were more likely to use the BrE word *lift* or AmE *elevator*. The most used form was the AmE which was used by over half respondents (47), the BrE form was used by 37, only 2 knew both variants and 4 did not answer. Closer inspection of the results shows that 10 respondents used the AmE even though they evaluated their English as BrE, from those who evaluated their English as AmE 7 applied the BrE form. It is difficult to explain this result, but it might connected to the influence of Standard American English on the group of respondents.

The fourth sentence was also focused on vocabulary – *chips* (BrE) and (*French*) *fries* (AmE). The most preferred word was *fries*, which was applied by 48 respondents, the BrE form was used by 36, and 6 did not answer or used a different word. The reason for this might be that the respondents were influenced by the Czech language as well as the Standard American English. The word *chips* is usually associated with the Czech word “*brambůrky*”, therefore this implies why the majority adopted the word *fries*.

The fifth sentence was concentrated on spelling. The most used form in this sentence was the AmE (*traveling, airplane*), which was used by 29 respondents, only 4 used the BrE – *travelling*,

*aeroplane*, 26 respondents mixed both forms together and 26 answered only one part, 1 person mentioned both possibilities and 4 did not answer at all. Out of 26 respondents 12 used one word that is associated with BrE and 14 with AmE. This result might be explained by the fact that the AmE spelling is easier and less complex than BrE.

The sixth sentence was also related to spelling and vocabulary. The BrE form – *organise*, *holiday* was preferred by 18 respondents, the AmE form – *organize*, *vacation* was favoured also by 18 participants, 2 were aware of both forms. A number of respondents (31) mixed the two varieties together, 16 answered only one part – out of these 10 used BrE and 6 AmE, and 5 did not know the answer. It is possible that respondents were highly influenced by both varieties which led them to unintentional mixing.

The seventh and eight sentences were both focused on spelling. In the seventh sentence more than a half of the respondents (50) used the AmE spelling – *meter* and 31 used the BrE – *metre*, 1 listed both choices, 8 did not answer. In the last sentence the AmE (*humor*) form also dominated, it was used by 43 participants, BrE form (*humour*) was used by 35 and 3 respondents knew both, the rest (9) did not answer. The reason for this result might be that the AmE spelling is not as complicated as BrE, spelling basically copies the pronunciation, therefore it is easier to remember.

Generally, the AmE was more favoured than BrE in this exercise, the overall dominion of AmE can be seen especially in the third, fourth, fifth and seventh sentence.

### **4.3 Summary of the questionnaire**

The questionnaire was completed altogether by 90 respondents, both male and female. All of the participants were aged between 15 and 47 years. The native language of the majority was Czech (79), however there were some minorities (three Slovak, three Vietnamese, two Russian, one Moldavian, two were bilingual – Czech, Vietnamese). The total number of those who did not/ are not studying English as their major is 70. The level of respondents' English skills varied, however the Upper-Intermediate – B2 group was most represented (44 per cent), followed by Intermediate – B1 (24 per cent) and lastly Advanced (19 per cent). However even though that a number of participants had a high level of English knowledge, they did not have a unified variety. A few had tendencies to incline to one variety, but none of the respondents used only one variety within the whole questionnaire, therefore the variety of the overwhelming majority was mixed. My expectation about Standard British English being the most preferred was confirmed, about 33 per cent chose this variety, although under a half (41 per cent) of

respondents did not have a preference. A possible explanation might be that they are not interested in the language and their only aim is being able to communicate abroad.

As the results from Exercise 1 show, the majority was able to recognize whether it is a native and non-native accent of English. The RP accent was determined correctly by most respondents. A possible explanation for this might be that they are taught BrE at schools and therefore they are most accustomed to RP accent. Respondents had problems determining the General American accent, the result is likely to be related to the bad quality of the recording. Surprisingly, the overall number of correct answers from the whole exercise was 34 per cent, which I had not assumed. However, that was not the main aim of this exercise. The purpose of this exercise was to evaluate each accent based on their pleasantness. As I had expected the most pleasant recordings were the ones with the RP and the majority of respondents were accustomed to the RP and also GA. It seems possible that these results are due to the influence of social media, mass media – movies, radio, television, Internet, books etc. and the educational system in the Czech Republic, where majority of teachers and teaching materials prefer the Standard British English.

The aim of Exercise 2 was to determine what kind of pronunciation participants used. Again, the results show that their pronunciation is not consistent. Surprisingly, only 4 respondents had completely unified pronunciation, 3 chose the recording with the GA accent and 1 with the RP. Interestingly, none of them studied English as their major nor lived in an English-speaking country, however 3 were tutored by a native speaker of English. A group of 27 respondents had nearly unified pronunciation (differing only in 1 answer), 21 selected the GA and 6 the RP. Generally, the GA accent was used in most cases rather than the RP accent even by those who said that their variety was BrE. These are interesting results. I had expected that the most used form of pronunciation would be RP, because Czech students are usually taught the RP pronunciation at schools, but the most selected accent was the GA. It is difficult to explain this result, but it might be related to the fact that through the Internet, movies and series they are more exposed to the GA accent than to the RP. Another reason might be that some were tutored by a native speaker.

The percentage of correct answers in Exercise 3 is 64 per cent, therefore the majority was aware of the differences and was able to recognize them, although a few admitted that they did not have a valid reason for their choice. However, most were able to name a specific reason. The high proportion of correct answers is likely to be related to the fact that 71 participants said that

they were told and acquainted with the differences. Nevertheless, in total, only 8 answered correctly the whole exercise, 4 of them study or studied English as their major in university and 4 do not, therefore there is no clear link that education would be the most important factor, however those whose major was English were able to give an explanation of their choice unlike those who did not. This result may be explained by the fact that all 8 respondents were tutored by a native speaker of English and 6 of them lived in English speaking country.

The main goal of Exercises 4 and 5 was to determine which variety the participants used. These tasks were based on their usage of vocabulary and grammar. The results varied and the overwhelming majority of the respondents mixed the two varieties together. The reason for this result is not clear but it might be related to several factors – their education, whether they were tutored by a native speaker, their activities for improving level of English skills, travelling, their interest in English language etc. All of these reasons could influence the respondents' answers and led them to unintentional mixing of varieties. A number of participants mentioned both forms that could be used in the given sentences, which indicates their awareness of the differences between the varieties. The Exercise 5 was completed withing one variety only by 2 redpondents. Both of them have an Advanced level of English skills, one person studies/studied English as their major and the other no but was tutored by a native speaker. Is seems possible that these factors are related to their answers.

#### **4.4 Additional part – interview**

I had the opportunity of interviewing a native speaker of English. She was willing to answer my questions concerning the differences between AmE and BrE, perception, language discrimination, attitudes towards other varieties etc. A transcription of the interview can be found in Appendix 1.

To sum up the interview conducted on 12 April 2021, the subject was Adrianna, who is a native speaker of English, she lived in the US for 9 years and spent the rest of her life in Poland and the Czech Republic. She also studied American Studies at the University of Warsaw. Her accent is not homogenous, because her father was born in the South but grew up in the North - *“I will use the words sneakers or tennis shoes/lighting bug, firefly interchangeably even though it is usually a southern vs. northern thing. The same goes for the pronunciation with some things, i.e. caramel”*. Therefore, she was influenced by both regional varieties as well as her travels.

She is aware and was able to name some of the differences, in her opinion *“the major differences are in word choice i.e. Lorry vs truck, chips vs fries, rubber vs eraser and of course*



*spelling. The most frustrating difference in grammar is doesn't have and hasn't got... that British grammar rules can make things more confusing sometimes and students tend to forget certain parts of the sentence structure - like adding got".* However, this was mainly because she is an English teacher, therefore other Americans are probably not aware of the details of the variability.

She personally is very supportive and does not judge non-native speakers as long as they are trying and doing their best to communicate properly, however *"I find it extremely annoying when people say "oh but won't people understand me anyway?" when making a mistake - yes but that's not the point of learning"*. In her opinion knowledge of both pronunciation and grammar are essential when learning a foreign language.

In her opinion language discrimination in the US depends on the circle of people involved and the situation. When asked whether she encountered language discrimination or special treatment based on her accent, she replied *"I know that my mom has while living in the US because she is not a native speaker, but I personally have experienced more xenophobia while living in the Czech Republic"*. In the US there is a stereotype towards Standard British English which *"is seen as sexy. My husband also got a lot of attention from girls when he was in college in the US because he had a foreign accent"*. At the end of the interview Adrianna was given a sample of a Czech accent and two recordings of Received Pronunciation for evaluation. She was able to determine whether it is a native or non-native accent, the RP was perceived as most pleasant.

The main aim of the interview was to get another perspective on this topic, especially I t is interesting to see this matter from a point of view of a native speaker. I was curious and wanted to get an opinion on whether Americans are aware of the differences between AmE and BrE and if there are any stereotypes towards other varieties. As she points out the most typical stereotype towards British accents is that it is seen as attractive as well as other foreign accents, which is similar to Czech stereotypes towards native accents of English. However, I was surprised that Americans are probably not aware of particular differences between the two varieties, she personally is but probably only because she an English teacher. Also, I was taken by surprise when she said that experienced xenophobia while living the in the Czech Republic. I know that a lot of people here have prejudices towards other nationalities, but I thought it is usually against Russians, Germans and Asians, not Americans.

Doing this with Adrianna was a great opportunity and an experience not only because I was able to speak with a native speaker but also seeing this from her point of view was very edifying and interesting. Also, I like the attitude she had during the interview and the way she explained things.

## Conclusion

The subject matter of this thesis was perception of Standard American English and Standard British English by non-native speakers. This paper provides an overview of the main differences between the two varieties of English. All terms used in this work, such as Standard British English, Standard American English, accent, dialect, variety, World Englishes etc. were defined and described in the first three chapters. These varieties were chosen because they are predominantly represented in the world. Therefore, it was expected that respondents know both varieties either through educational system or the Internet or through something else. Which raised the question about how much they were influenced by these external factors, because most of students in the Czech Republic are taught the Standard British English, hence, it could conceivably be hypothesised that the most used variety of English would be Standard British. A research was conducted to prove the hypothesis. Another aim of the questionnaire was to discover which variety the participants used, whether they could distinguish Standard British English and Standard American English and what was their perception.

The results obtained from the questionnaire showed that the vast majority of participants (70) had a positive attitude to English language, mostly because it enables them travel and communicate with foreign people. The research has found that the RP accent was seen as most pleasant, and respondents were most accustomed to this accent, second was GA accent, the Russian accent was perceived as least pleasant. The outcome of this exercise confirmed one of my expectations, which was that the RP would be seen as most pleasant. These results are concordant with those by Laadegard, Jan Jakšič and Pavel Šturm, and Kateřina Brabcová and Radek Skarnitzl (as discussed in Chapter 2.5) because in all these three studies the RP was also the most preferred. Also, most participants (70 respondents) had a positive attitude towards the English language and wanted to learn it because it is beneficial in communication with foreigners, travelling, and is important in the labour market; only 6 felt negatively.

Almost half (39) of respondents said that they used British English, more than a quarter (30) determined their English as AmE and a quarter said they mixed both. However, the findings clearly indicate that majority of participants mix the varieties together in matter of both grammar, pronunciation, and vocabulary. Even though 79 per cent were taught about the differences between BrE and AmE. Admittedly, it is true that some inclined more to one variety than the other, nevertheless their answers were not completed solely within one variety. Nonetheless, few had unified variety either in pronunciation or grammar. Although, most of the

participants were able to recognize the two varieties when they saw the sentences written (Exercise 3). Generally, respondents' English is not completely clear, because in the majority of cases they mix features of Standard British and Standard American English together. Despite being mostly taught Standard British English at schools, they can encounter the Standard American variety on the Internet, in movies, tv series, books etc. therefore they get influenced by these external conditions that leads to unintentional mixing. Therefore, the hypothesis was not proved, not only because the majority of people mix the varieties together, but also participants tended to use the Standard American English rather than Standard British. Adrianna in our interview was able to name some concrete differences between the two varieties, although it is mostly because she is an English teacher, therefore most Americans are probably not aware of the specifics of the variation.

This research has found that in most cases, the respondents were able to distinguish AmE from BrE. Although, their active English is a mixture of both variants. It can thus be suggested that the participants were influenced by both varieties, which led them to unintentional mixing. However, it is important to state that few were actively aware of the differences because they were able to mention both possible forms. In my opinion, blending of features of both varieties is not a crucial problem in common usage, even though it can sometimes lead to misunderstandings. From my perspective, it is more important to be able to communicate and understand properly, especially for those who are not studying or do not want to study English as their major at universities. When asked about this, Adrianna had similar view, although she admitted that it can be annoying when non-native speakers use the language incorrectly without even trying. However, those who do study English as their major, should be able to at least distinguish the varieties and know the main the differences.

To sum up the results from the questionnaire, on the basis of the Exercise 1 it is clear that the RP accent was more favoured and seen as most pleasant, second was GA. However, findings from the Exercise 2 indicated that the GA accent was preferred by the majority (60 per cent) of respondents. From the Exercise 3 it is obvious that participants were aware of the differences and were able to recognize the two varieties from each other in most cases. Exercises 4 and 5 were both focused on their active use of English. The results from these exercises are not unified, most respondents mixed AmE and BrE. To conclude, the research has shown that the attitude of the overwhelming majority of respondents is positive and that they prefer the Standard British English, however in their active use they mix the two varieties together. The

results indicate, that Standard American English is very influential and had tremendous impact on the sample group.

The research used in this thesis was sufficient enough for the purposes of the thesis, however, in many ways it was very limiting. Therefore, the next step would be a follow up interview where the respondents would be asked to clarify their choices and opinions. Also, the sample group was homogenous, it consisted mainly of university students and Czech citizens. Thus, it would be interesting to include groups of other nationalities, both native and non-native speakers of English, and analyse their views, attitudes and knowledge about the Standard American English and Standard British English and their differences. Another variety could be added as well. Also, I would focus on stereotypes, prejudices, and language discrimination. Another possibility is to focus on other age groups, compare them and determine at what age participants get influenced by Standard American English.

## Bibliography

BAKER, Paul. *American and British English Divided by a Common Language?* Cambridge: Cambridge University Press, 2017. 276 pp. ISBN 978-1-107-08886-3.

BAUER, Laurie. *An Introduction to International Varieties of English*. Edinburgh: Edinburgh University Press, 2002. 135 pp. ISBN 0 7486 1337 4.

BRABCOVÁ, Kateřina, SKARNITZL, Radek. *Foreign or Native-like? The Attitudes of Czech EFL Learners Towards Accents of English and Their Use as Pronunciation Models*. In: *Studies in Applied Linguistics*, vol. 9:1, 2018. Praha: Univerzita Karlova, Filozofická fakulta. 38-50 pp. ISSN: 2336-6702.

BROOK, G. L. *Varieties of English*. London: The Macmillan Press LTD, 1974. 196 pp. ISBN 0-333-14284-5

CRYSTAL, David. *The Cambridge encyclopedia of the English language*. Cambridge: Cambridge University Press, 1995. 489 pp. ISBN 0-521-40179-8.

GORDON, Tatiana. *The Educator's Guide to Linguistics*. Charlotte, NC: Information Age Publishing, 2012. 188pp. ISBN 9781617358821.

HARGREAVES, Orin. *Mighty Fine Words and Smashing Expressions: Making Sense of Transatlantic English*. New York: Oxford University Press, 2002. 320 pp. ISBN 0195157044.

HUGHES, Arthur, Peter TRUDGILL and Dominic WATT. *English accents and Dialects: An Introduction to Social and Regional Varieties of English in the British Isles*. London: Routledge, 2012. 207 pp. ISBN 978-1-444-121-38-4.

JAKŠIČ, Jan, ŠTURM Pavel. *Accents of English at Czech Schools: Student's Attitudes and Recognition Skills*. In: *Research in Language*, vol. 15:4, 2017. 353-369 pp. ISSN: 1731-7533

JENKINS, Jennifer. *World Englishes: a resource book for students*. 2nd ed. London: Routledge, 2009. 256 pp. Routledge English language introductions. ISBN 978-0-415-46612-7.

LADEGAARD, Hans J. *National stereotypes and language attitudes: The perception of British, American and Australian language and culture in Denmark*. In: *Language & Communication*, vol. 18:4, 1998. 251-274 pp. ISSN 0271-5309.

MESTHRIE, Rajend, BHATT, Rakesh M. *World Englishes: The Study of New Linguistic Varieties*. Cambridge: Cambridge University Press, 2008. 276 pp. ISBN 978-0-521-79733-7.

MEYER, Charles F. *Introducing English Linguistics*. Cambridge: Cambridge University Press, 2009. 259 pp. Cambridge introductions to language and linguistics. ISBN 978-0-521-83350-9.

REED, Marnie, LEVIS, John, ed. *The Handbook of English Pronunciation*. Chichester: Wiley Blackwell, 2019. ISBN 978-1-119-05526-6.

TRUDGILL, Peter, HANNAH, Jean. *International English: A guide to Varieties of Standard English*. Third edition. London: E. Arnold, 1994. 156 pp. ISBN 0-340-58645-1.

TRUDGILL, Peter. *Dialects*. Second edition. London: Routledge, 2004. 92 pp. ISBN 9780415342636

VINEY, Brigit. *The History of the English Language*. Oxford: Oxford University Press, 2009. 88 pp. Oxford bookworms library. Factfiles; Stage 4 ISBN 978-0-19-423397-2.

## Online sources

“Annie” [online]. The Accentism Project, 11 Dec. 2020. Retrieved from: <https://accentism.org/2020/12/11/annie/>. Accessed 25 February 2021.

British Library – Sounds. Evolving English VoiceBank - Accents and dialects [online]. Retrieved from: <https://sounds.bl.uk/Accents-and-dialects/Evolving-English-VoiceBank>. Accessed 24 May 2020.

Cambridge Free English Dictionary and Thesaurus. Cambridge Dictionary [online]. Retrieved from: <https://dictionary.cambridge.org/dictionary/>. Accessed 24 May 2020.

IVIĆ, Pavle and CRYSTAL, David. "Dialect" [online]. Encyclopedia Britannica, 22 Jul. 2014. Retrieved from: <https://www.britannica.com/topic/dialect>. Accessed 9 March 2021.

"Middle English language" [online]. Encyclopedia Britannica, 28 Mar. 2016. Retrieved from: <https://www.britannica.com/topic/Middle-English-language>. Accessed 18 December 2019.

"Norman Conquest" [online]. Encyclopedia Britannica, 19 Dec. 2019. Retrieved from: <https://www.britannica.com/event/Norman-Conquest>. Accessed 25 December 2019.

"Old English language" [online]. Encyclopedia Britannica, 25 Jul. 2019. Retrieved from: <https://www.britannica.com/topic/Old-English-language>. Accessed 18 December 2019.

POTTER, Simeon and CRYSTAL, David. "English language" [online]. Encyclopedia Britannica, 20 Oct. 2020. Retrieved from: <https://www.britannica.com/topic/English-language>. Accessed 18 December 2020.

“Shelley” [online]. The Accentism Project, 29 August 2018. Retrieved from: <https://accentism.org/2018/08/29/shelley/>. Accessed 25 February 2021.

Unsplash. Beautiful Free Images & Pictures. Unsplash [online]. Retrieved from: <https://unsplash.com/>. Accessed 24 May 2020.

“Vic” [online]. The Accentism Project, 30 July 2020. Retrieved from: <https://accentism.org/2020/07/30/vic/>. Accessed 25 February 2021.



Willkommen an der ersten deutschen Universität des 21. Jahrhunderts [online]. Retrieved from: [https://www.uni-due.de/SVE/SNDS\\_ENG\\_WhatAreLexicalSets.htm](https://www.uni-due.de/SVE/SNDS_ENG_WhatAreLexicalSets.htm). Accessed 15 January 2021.

## List of charts

Chart 1: Changes between present, past and past participle forms. ....	23
Chart 2: Irregular verbs. ....	23
Chart 3: Differences between Past tense and Past Participle .....	24
Chart 4: Examples of verbs that implies the changes of pronunciation .....	24
Chart 5: Examples verbs that are more irregular in Standard American English .....	25
Chart 6: Usage of shall and will in BrE and AmE. ....	26
Chart 7: Usage of should in BrE and AmE. ....	26
Chart 8: Usage of would in BrE and AmE.....	27
Chart 9: Usage of must in BrE and AmE. ....	27
Chart 10: Usage of use(d) to in BrE and AmE.....	27
Chart 11: Usage of ought to in BrE and AmE.....	28
Chart 12: Response questions in BrE and AmE.....	28
Chart 13: Verb like in BrE and AmE. ....	29
Chart 14: Verbs seem, act, look, sound and usage of preposition.....	29
Chart 15: Usage of come, go, and help in BrE and AmE. ....	29
Chart 16: Usage of want in BrE and AmE. ....	30
Chart 17: Usage of verbs and their prepositional adverbs or prepositions in BrE and AmE...	30
Chart 18: Hypothetical situations in BrE and AmE. ....	30
Chart 19: Verbs as nouns. ....	31
Chart 20: Collective nouns in BrE and AmE. ....	31
Chart 21: Countability and uncountability in BrE and AmE. ....	32
Chart 22: Usage of half in BrE and AmE.....	32
Chart 23: Usage of river in BrE and AmE. ....	32
Chart 24: Usage of different in BrE and AmE. ....	32
Chart 25: Usage of adverbs in BrE and AmE. ....	33
Chart 26: Usage of yet, already and still in BrE and AmE. ....	33
Chart 27: Prepositions in BrE and AmE. ....	33
Chart 28: Variation of preposition in BrE and AmE.....	34
Chart 29: Omission of preposition in AmE.....	34
Chart 30: Spelling difference between -our/-or in BrE and AmE.....	35
Chart 31: Spelling difference between -ae/-oe/-e- in BrE and AmE.....	35
Chart 32: Spelling difference between -dgement/-dgment.....	35
Chart 33: Spelling difference between -re/-er in BrE and AmE. ....	36
Chart 34: Spelling difference between -ce/-se in BrE and AmE.....	36
Chart 35: Spelling difference between -ise/-ize in BrE and AmE. ....	36
Chart 36: Doubled/ single consonant in BrE and AmE. ....	37
Chart 37: Single -l-/double -l- in BrE and AmE. ....	37
Chart 38: Words ending with -st in BrE.....	37
Chart 39: Other verbs that differ in spelling.....	38
Chart 40: Words using French diacritics.....	38
Chart 41: Word borrowings .....	38
Chart 42: Examples of the same words having different meanings in BrE and AmE .....	39

Chart 43: Examples of words with the same meaning but different form. .... 39

## Appendices

### Appendix 1 – lexical sets

#### Standard lexical sets

(RP vowel values with some variants, after Wells 1982)

<i>Short vowels</i>		<i>Long vowels</i>		<i>Rising diphthongs</i>	
KIT	/ɪ/	FLEECE	/i:/	PRICE	/aɪ/
DRESS	/e/	PALM	/ɑ:/	MOUTH	/aʊ/
TRAP	/æ/	BATH	/ɑ:/	CHOICE	/ɔɪ/
LOT	/ɒ/	THOUGHT	/ɔ:/	GOAT	/əʊ/
CLOTH	/ɒ, ɔ:/	GOOSE	/u:/	FACE	/eɪ/
STRUT	/ʌ/				
FOOT	/ʊ/				

*Centring diphthongs / rhotacised vowels; Unstressed vowels*

NEAR	/ɪə/	/iə/		
SQUARE	/ɛə/	/eə/		
CURE	/ʊə/	/uə/		
START	/ɑ:/	/ɑ:r/	COMMA	/-ə/
NORTH	/ɔ:/	/ɔ:r/	LETTER	/-ə/ /-ə/
FORCE	/ɔ:/	/ɔ:r/	HAPPY	/-ɪ/
NURSE	/ɜ:/	/ɜ:r/		

## Appendix 2 - Questionnaire

### Varianty angličtiny - rozdíly mezi americkou a britskou angličtinou

Zdravím! Jsem studentkou UHK a tento dotazník slouží jako materiál k praktické části mé bakalářské práce. Děkuji všem, kteří si našli několik minut na vyplnění tohoto dotazníku.

**\*Povinné pole**

1. Věk \*

---

2. Pohlaví \*

*Označte jen jednu elipsu.*

Žena

Muž

3. Jaký je Váš rodný jazyk? \*

---

4. Jak dlouho se učíte/používáte anglický jazyk? \*

*Označte jen jednu elipsu.*

0-5 let

6-10 let

11-15 let

16+

5. Studujete/studovali jste oborovou angličtinu na VŠ (učitelství AJ, tlumočení AJ, překladatelství AJ, filologie AJ...)? \*

*Označte jen jednu elipsu.*

Ano

Ne

6. Zhodnoťte svoji úroveň angličtiny.

*Označte jen jednu elipsu.*

- Beginner (Úplný začátečník, A1)
- Elementary (Začátečník, A2)
- Intermediate English (Mírně pokročilý, B1)
- Upper-Intermediate English (Středně pokročilý, B2)
- Advanced English (Pokročilý, C1)
- Proficiency English (Expert, C2)

7. Zhodnoťte svůj postoj k angličtině.

*Označte jen jednu elipsu.*

	1	2	3	4	5	
Kladný	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Záporný

8. Odůvodněte vaši odpověď.

---

---

---

---

---

9. Věnujete se nějakým dalším aktivitám ke zlepšení vaší angličtiny?

*Označte jen jednu elipsu.*

- Ano *Přeskočte na otázku 10*
- Ne *Přeskočte na otázku 11*

10. Jakým?

*Zaškrtněte všechny platné možnosti.*

- Čtu anglické knihy/časopisy/noviny
- Sleduji na filmy/seriály/TV v aj
- Chodím na doučování
- Komunikuji (píšu, volám) s rodilým mluvčím nebo cizincem
- Poslouchám muziku v anglickém jazyce
- Poslouchám rádio/ podcasty v aj
- Navštěvuji/ navštěvoval(a) jsem jazykové kurzy/pobyty
- Práce/brigáda v zahraničí

Jiné:  \_\_\_\_\_

11. Pobyval(a) jste v anglicky mluvící zemi po dobu delší než 2 týdny?

*Označte jen jednu elipsu.*

- Ano *Přeskočte na otázku 13*
- Ne *Přeskočte na otázku 12*

*Přeskočte na otázku 12*

12. Učil Vás někdy rodilý mluvčí angličtiny?

*Označte jen jednu elipsu.*

- Ano *Přeskočte na otázku 16*
- Ne *Přeskočte na otázku 17*

*Přeskočte na otázku 17*

13. Kde jste žil/a?

\_\_\_\_\_

14. Jak dlouho?

\_\_\_\_\_

15. Za jakým účelem?

*Označte jen jednu elipsu.*

- Práce
- Škola
- Festival, koncert, divadlo...
- Osobní důvody (rodina, vztah...)
- Jiné: \_\_\_\_\_

*Přeskočte na otázku 12*

16. Jaká byla jeho/její národnost?

\_\_\_\_\_

*Přeskočte na otázku 17*

17. Vysvětlil Vám někdy někdo jaké jsou rozdíly mezi britskou a americkou angličtinou? \*

*Označte jen jednu elipsu.*

- Ano
- Ne

18. Jakou variantu angličtiny podle vašeho názoru používáte? \*

*Označte jen jednu elipsu.*

- Britskou
- Americkou
- Jiné: \_\_\_\_\_

19. Jakou variantu angličtiny preferujete? \*

*Označte jen jednu elipsu.*

- Britskou
- Americkou
- Nemám žádnou preferenci
- Jiné: \_\_\_\_\_



20. Chtěli byste dosáhnout úrovně rodilého mluvčího? \*

Označte jen jednu elipsu.

Ano Přeskočte na otázku 21

Ne Přeskočte na otázku 22

21. Proč chcete dosáhnout úrovně rodilého mluvčího?

---

---

---

---

---

Přeskočte na otázku 23

22. Proč nechcete dosáhnout úrovně rodilého mluvčího?

---

---

---

---

---

23. Myslíte si, že je výslovnost v cizím jazyce důležitá?

Označte jen jednu elipsu.

1 - velmi důležitá Přeskočte na otázku 24

2 Přeskočte na otázku 24

3 Přeskočte na otázku 25

4 Přeskočte na otázku 26

5 - není vůbec důležitá Přeskočte na otázku 26

Přeskočte na otázku 27

24. Proč je podle Vás důležitá?

---

---

---

---

---

*Přeskočte na otázku 27*

25. Proč?

---

---

---

---

---

*Přeskočte na otázku 27*

26. Proč podle Vás není důležitá?

---

---

---

---

---

*Přeskočte na otázku 27*

27. Jak moc si myslíte, že jste schopni od sebe rozeznat americkou a britskou angličtinu v jejich výslovnosti. \*

*Označte jen jednu elipsu.*

1    2    3    4    5

Dokážu je rozeznat ve všech aspektech      Nerozeznám je od sebe vůbec

28. Jak moc si myslíte, že jste schopni od sebe rozeznat americkou a britskou angličtinu v jejich gramatice a slovní zásobě. \*

*Označte jen jednu elipsu.*

	1	2	3	4	5	
Dokážu je rozeznat ve všech aspektech	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Nerozeznám je od sebe vůbec

29. Můžete vyjmenovat některé konkrétní rozdíly mezi britskou a americkou angličtinou? \*

---

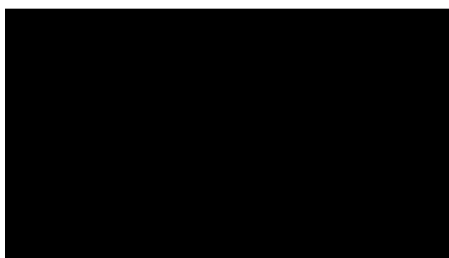
---

---

---

---

Sample 1



<http://youtube.com/watch?v=smZohodl4RU>

30. Na škále určete jak moc je vám tento akcent příjemný \*

*Označte jen jednu elipsu.*

	1	2	3	4	5	
Velmi příjemný	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Velmi nepříjemný

31. Jste na tento akcent zvyklí? \*

*Označte jen jednu elipsu.*

Ano

Ne

32. Jak moc je pro Vás složité porozumět tomuto akcentu \*

*Označte jen jednu elipsu.*

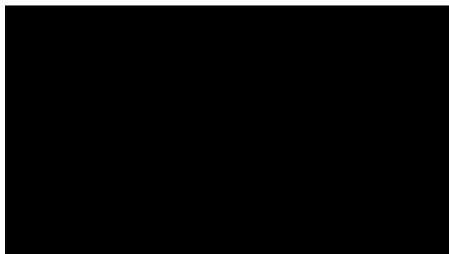
	1	2	3	4	5	
Velmi jednoduché	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Velmi složité

33. Určete o jakou variantu angličtiny se jedná \*

*Označte jen jednu elipsu.*

- Czech English
- American English
- Russian English
- German English
- Greek English
- British English
- Australian English
- Jiné: \_\_\_\_\_

Sample 2



<http://youtube.com/watch?v=wChkeCDMMkk>

34. Na škále určete jak moc je vám tento akcent příjemný \*

*Označte jen jednu elipsu.*

	1	2	3	4	5	
Velmi příjemný	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Velmi nepříjemný

35. Jste na tento akcent zvyklí? \*

*Označte jen jednu elipsu.*

Ano

Ne

36. Jak moc je pro Vás složité porozumět tomuto akcentu? \*

*Označte jen jednu elipsu.*

1    2    3    4    5

Velmi jednoduché      Velmi složité

37. Určete o jakou variantu angličtiny se jedná? \*

*Označte jen jednu elipsu.*

Czech English

American English

Russian English

German English

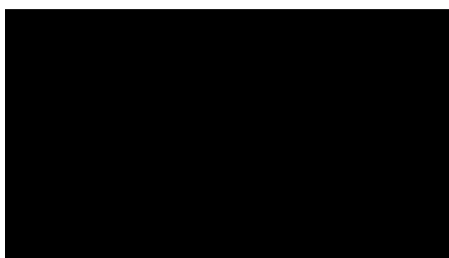
Greek English

British English

Australian English

Jiné: \_\_\_\_\_

Sample 3



<http://youtube.com/watch?v=tfTWRWh8g>

38. Na škále určete jak moc je vám tento akcent příjemný \*

*Označte jen jednu elipsu.*

	1	2	3	4	5	
Velmi příjemný	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Velmi nepříjemný

39. Jste na tento akcent zvyklí? \*

*Označte jen jednu elipsu.*

- Ano  
 Ne

40. Jak moc je pro Vás složité porozumět tomuto akcentu \*

*Označte jen jednu elipsu.*

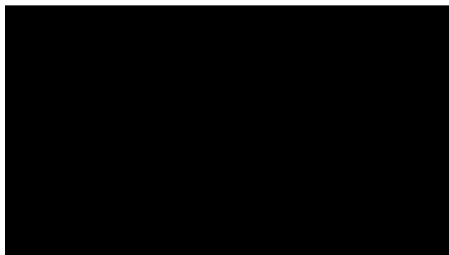
	1	2	3	4	5	
Velmi jednoduché	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Velmi složité

41. Určete o jakou variantu angličtiny se jedná \*

*Označte jen jednu elipsu.*

- Czech English  
 American English  
 Russian English  
 German English  
 Greek English  
 British English  
 Australian English  
 Jiné: \_\_\_\_\_

Sample 4



[http://youtube.com/watch?v=eZrLVX\\_XwGo](http://youtube.com/watch?v=eZrLVX_XwGo)

42. Na škále určete jak moc je vám tento akcent příjemný \*

*Označte jen jednu elipsu.*

	1	2	3	4	5	
Velmi příjemný	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Velmi nepříjemný

43. Jste na tento akcent zvyklí? \*

*Označte jen jednu elipsu.*

- Ano  
 Ne

44. Jak moc je pro Vás složité porozumět tomuto akcentu \*

*Označte jen jednu elipsu.*

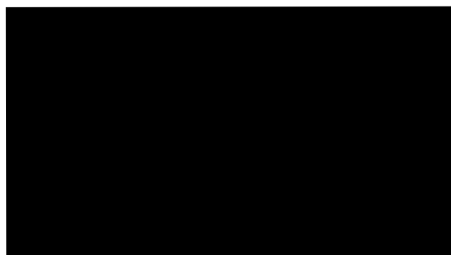
	1	2	3	4	5	
Velmi jednoduché	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Velmi složité

45. Určete o jakou variantu angličtiny se jedná \*

*Označte jen jednu elipsu.*

- Czech English
- American English
- Russian English
- German English
- Greek English
- British English
- Australian English
- Jiné: \_\_\_\_\_

Sample 5



<http://youtube.com/watch?v=44zloEA74iY>

46. Na škále určete jak moc je vám tento akcent příjemný \*

*Označte jen jednu elipsu.*

	1	2	3	4	5	
Velmi příjemný	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Velmi nepříjemný

47. Jste na tento akcent zvyklí? \*

*Označte jen jednu elipsu.*

- Ano
- Ne



48. Jak moc je pro Vás složité porozumět tomuto akcentu \*

*Označte jen jednu elipsu.*

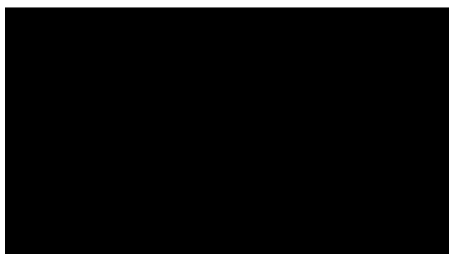
	1	2	3	4	5	
Velmi jednoduché	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Velmi složité

49. Určete o jakou variantu angličtiny se jedná \*

*Označte jen jednu elipsu.*

- Czech English
- American English
- Russian English
- German English
- Greek English
- British English
- Australian English
- Jiné: \_\_\_\_\_

Sample 6



<http://youtube.com/watch?v=PjEjj91eDbk>

50. Na škále určete jak moc je vám tento akcent příjemný \*

*Označte jen jednu elipsu.*

	1	2	3	4	5	
Velmi příjemný	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Velmi nepříjemný

51. Jste na tento akcent zvyklí? \*

*Označte jen jednu elipsu.*

Ano

Ne

52. Jak moc je pro Vás složité porozumět tomuto akcentu? \*

*Označte jen jednu elipsu.*

1 2 3 4 5

Velmi jednoduché      Velmi složité

53. Určete o jakou variantu angličtiny se jedná? \*

*Označte jen jednu elipsu.*

Czech English

American English

Russian English

German English

Greek English

British English

Australian English

Jiné: \_\_\_\_\_

Vyberte která z daných výslovností je nejbližší té vaší.

1. bottle



<http://youtube.com/watch?v=T2M4t3YAd5U>

54. 1. bottle \*

*Označte jen jednu elipsu.*

Sample 1

Sample 2

2. letter



<http://youtube.com/watch?v=IZ8z58iXQUA>

55. 2. letter \*

*Označte jen jednu elipsu.*

Sample 1

Sample 2

3. dance



<http://youtube.com/watch?v=hJPD0yx7GF8>

56. 3. dance \*

*Označte jen jednu elipsu.*

Sample 1

Sample 2

4. bird



<http://youtube.com/watch?v=Xf071jqRrbQ>

57. 4. bird \*

*Označte jen jednu elipsu.*

Sample 1

Sample 2

5. path



<http://youtube.com/watch?v=IRGCdCNxWE8>

58. 5. path \*

*Označte jen jednu elipsu.*

Sample 1

Sample 2

6. over



<http://youtube.com/watch?v=YjCewv7OMYo>

59. 6. over \*

*Označte jen jednu elipsu.*

Sample 1

Sample 2

Určete pro kterou variantu jsou tyto příklady typické.

60. Tom has already had breakfast. \*

*Označte jen jednu elipsu.*

British English

American English

Jiné: \_\_\_\_\_

61. Proč?

---

---

---

---

---

62. You could have got lost! Do you even realise that? \*

*Označte jen jednu elipsu.*

- British English  
 American English  
 Jiné: \_\_\_\_\_

63. Proč?

---

---

---

---

---

64. We haven't seen them in ages. We should go visit them and bring them these cookies. \*

*Označte jen jednu elipsu.*

- British English  
 American English  
 Jiné: \_\_\_\_\_

65. Proč?

---

---

---

---

---

66. Fridays we do yoga. \*

*Označte jen jednu elipsu.*

- British English  
 American English  
 Jiné: \_\_\_\_\_

67. Proč?

---

---

---

---

---

68. I play soccer on the weekend. \*

*Označte jen jednu elipsu.*

- British English
- American English
- Jiné: \_\_\_\_\_

69. Proč?

---

---

---

---

---

70. Did you write your essay already? \*

*Označte jen jednu elipsu.*

- British English
- American English
- Jiné: \_\_\_\_\_

71. Proč?

---

---

---

---

---



Doplňte vhodnou předložku/nic, slovo, sloveso ve správném tvaru

72. I decided to stay .... (předložka) home rather than going to the shopping .... (obchodní centrum). \*

---

---

---

---

---

73. While I was walking on the....(chodník) I met my... (soused). \*

---

---

---

---

---

74. I just... (udědomit si) that I have forgotten my....(kalhoty) at my.... (byt). \*

---

---

---

---

---

75. I want to be ... (předložka) a cheerleader team, but I haven't done it ... (předložka) ages. \*

---

---

---

---

---



76. 5. I am ... (nemocný/á). \*

---

---

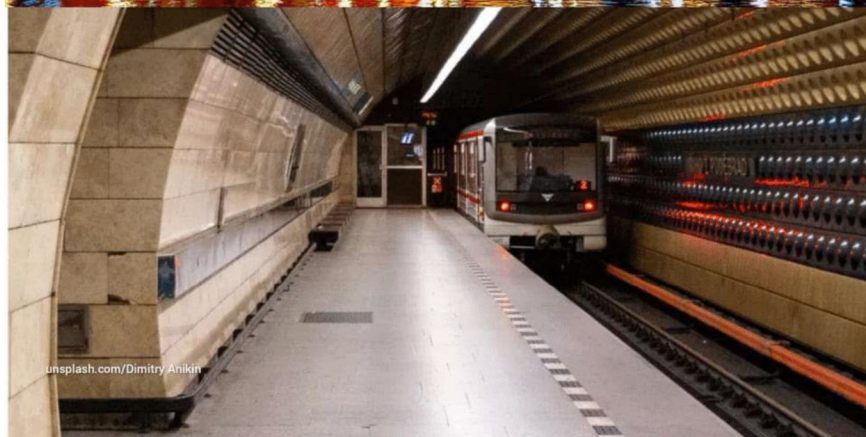
---

---

---

Doplňte konec/začátek slov a doplňte slovo podle obrázku.

1.



77. 1. I lost my thea... programme at the... \*

---

---

---

---

---

2.



78. 2. Yesterday we went to our fav... restaurant. \*

---

---

---

---

---

3.



79. 3. I got stuck in ... \*

---

---

---

---

---

4.



80. 4. I accidentally dropped my ... on the street. \*

---

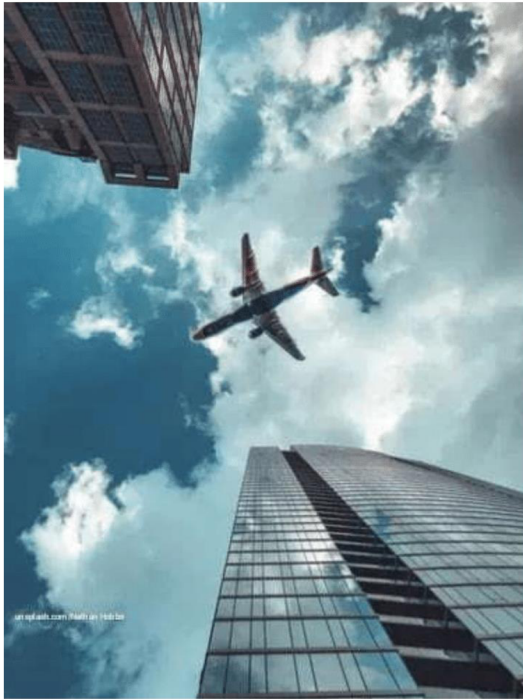
---

---

---

---

5.



81. 5. I will be travel.... to Australia by an ....plane \*

---

---

---

---

---

6.



82. 6. I am trying to organi... our summer.... \*

---

---

---

---

---



7.



83. 7. He is almost 2 met... tall \*

---

---

---

---

---

8.



84. 8. He has good sense of hum... \*

---

---

---

---

---

Obsah není vytvořen ani schválen Googlem.

Google Formuláře



## **Appendix 3 – interview**

### **Can you introduce yourself?**

Adrianna S.: I am Polish American, I spent 9 years living in the US and the rest of my life in CZ and PL. I studied American Studies at the University of Warsaw.

### **Do you use regional accent and dialect?**

AS: My father was born in the South but grew up in the North so my accent and choice of words/pronunciation has always been mixed. For example, I will use the words sneakers or tennis shoes/lighting bug, firefly interchangeably even though it is usually a southern vs. northern thing. The same goes for the pronunciation with some things, i.e. caramel. Sometimes I will say it car-a-mel and sometimes car-mel. But in general I think that over the years since I've spent so many years living in Europe I've ended up just having a standard American accent. Sometimes when I'm around southerners I start to get back into a southern accent a little bit.

### **Have you ever been taught at school about the variation between AmE and BrE?**

AS: No.

### **Do you know the differences between AmE and BrE? Can you list some of the differences?**

AS: Yes, but mostly because I am an English teacher. I think that the major differences are in word choice i.e. Lorry vs truck, chips vs fries, rubber vs eraser and of course spelling. The most frustrating difference in grammar is doesn't have and hasn't got - Do you have? Have you? I think that British grammar rules can make things more confusing sometimes and students tend to forget certain parts of the sentence structure - like adding *got*.

### **Do you think you would be able to recognise other varieties of English?**

AS: Yes I think I've got a pretty good ear.

### **How do you perceive non-native speakers of English using and speaking English incorrectly?**

AS: I don't judge people as long as they are trying their best to communicate. When teaching though I find it extremely annoying when people say "oh but won't people understand me anyway?" when making a mistake - yes but that's not the point of learning.

**Do you think it is essential for foreigners to learn English language?**

AS: I think that if you want to travel it's a lot easier to know English and because of globalization knowing English well opens a lot of doors to job opportunities.

**Do you think that it is crucial for non-native speakers to learn proper pronunciation?**

AS: Of course, I think that if I were learning a new language I would definitely want to say things correctly and not sound stupid.

**Do you think it is essential for non-native speakers to learn grammar properly?**

AS: Yes, proper grammar use should be an aim and is a basis when learning a new language.

**Have you personally encountered with language discrimination or special treatment based on your accent? Or do you know any cases dealing with language discrimination?**

AS: I know that my mom has while living in the US because she is not a native speaker, but I personally have experienced more xenophobia while living in the Czech Republic.

**Do you think that language discrimination is common the USA?**

AS: I think that it really depends on the given situation and the type of people involved. Intelligence plays a huge role in whether or not people are more accepting or not.

**What attitude do Americans have towards other varieties of English? What is their perception? Are there any stereotypes towards other varieties of English? What are the stereotypes towards American English?**

AS: The only thing I can think of is girls swooning over British accents in high school. I think that in general its seen as sexy. My husband also got a lot of attention from girls when he was in college in the US because he had a foreign accent.

**What attitude do Americans have towards foreigners not speaking or using English properly?**

AS: Again, in my circle of friends people would be very supportive of a foreigner trying to communicate but that might not be the case in other circles.

**Could you please evaluate these short recordings based on pleasantness, your ability to understand them, also you can try to determine which accent it is.**

AS: I found the second one most pleasant, I can understand everything, but I can't tell the dialect, it's just Standard British to me - second one is a bit more casual. I can tell the difference between Irish, Scottish, etc. The first one sounded a bit like a foreigner was reading it at first.