

BRNO UNIVERSITY OF TECHNOLOGY

Faculty of Electrical Engineering and Communication

BACHELOR'S THESIS

Brno, 2022

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BRNO UNIVERSITY OF TECHNOLOGY

VYSOKÉ UČENÍ TECHNICKÉ V BRNĚ

FACULTY OF ELECTRICAL ENGINEERING AND COMMUNICATION

FAKULTA ELEKTROTECHNIKY
A KOMUNIKAČNÍCH TECHNOLOGIÍ

DEPARTMENT OF FOREIGN LANGUAGES

ÚSTAV JAZYKŮ

BRITISH VS. AMERICAN ENGLISH – A COMPARATIVE STUDY

BRITSKÁ VERSUS AMERICKÁ ANGLIČTINA – KOMPARATIVNÍ STUDIE

BACHELOR'S THESIS

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BRNO 2022

Bakalářská práce

bakalářský studijní obor **Angličtina v elektrotechnice a informatice**

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Ročník: 3

Akademický rok: 2021/22

NÁZEV TÉMATU:

Britská versus Americká angličtina – komparativní studie

POKYNY PRO VYPRACOVÁNÍ:

Provedte analýzu britské a americké angličtiny a provedte jejich srovnání, které musí obsahovat minimálně rozdíly v gramatice, výslovnosti, slovní zásobě, jakož i analýzu kulturních vlivů jež na obě angličtiny působily.

DOPORUČENÁ LITERATURA:

Murphy L. (2018) *The Prodigal Tongue: The Love-Hate Relationship Between American and British English*, Penguin Books, 2018, 368 str., ISBN-13: 978-0143131106

Faruquzzaman A. (2017) *A Compendium of British English vs. American English*, Noor Publishing, 2017, 84 str., ISBN-13: 978-3330854246

St Maur S., (2012) *English to English: The A to Z of British-American Translations*, Bookshaker, 2012, 168 str., ISBN-13: 978-1907498954

Termín zadání: 10.2.2022

Termín odevzdání: 31.5.2022

Vedoucí práce: Mgr. Pavel Sedláček

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ABSTRAKT

Tato bakalářská práce je zaměřena na porovnání rozdílů Britské a Americké angličtiny, dvou nejrozšířenějších variací anglického jazyka, který je po celém světě využíván ať už jako mateřský jazyk nebo vyučovaný druhý jazyk pro snazší mezinárodní komunikaci. Práce se stručně zabývá historií jazyka a následně rozebírá rozdíly v oblastech gramatiky, výslovnosti a slovníku s příklady dané problematiky. Práce rovněž pojednává o kulturních vlivech, které ovlivnily vývoj jazyka. Pro práci jsem použil knižní a internetové zdroje. Hlavním cílem bakalářské práce je poskytnout a ukázat jakým způsobem se jeden jazyk může lišit na základě odlišné národnosti.

KLÍČOVÁ SLOVA

Americká angličtina, Britská angličtina, rozdíly, vlivy, historie, gramatika, výslovnost, slovník, kultura

ABSTRACT

This bachelor thesis compares the differences between British and American English, the two most common variations of the English language, which is used worldwide as either the mother tongue or the second language teaching for more accessible international communication. The thesis briefly deals with the history of the language and then analyzes the differences in grammar, pronunciation, and vocabulary with examples of the issue. The thesis also discusses the cultural influences that have influenced language development. Books and internet resources were used for the work. The main goal of the bachelor thesis is to provide and show how one language can differ based on different nationalities.

KEYWORDS

American english, British English, differences, influences, history, grammar, pronunciation, vocabulary, culture

OHRAZDA, David. *Britská versus Americká angličtina – komparativní studie* [online]. Brno, 2022 [cit. 2022-05-22]. Dostupné z: <https://www.vutbr.cz/studenti/zav-prace/detail/142545>. Bakalářská práce. Vysoké učení technické v Brně, Fakulta elektrotechniky a komunikačních technologií, Ústav jazyků. Vedoucí práce Pavel Sedláček.

PROHLÁŠENÍ

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V Brně dne

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(podpis autora)

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INTRODUCTION

The English language is one of the most widely used languages in the world. There are about 1.5 billion English speakers out of which 400 million are native speakers. It is safe to say, that next to other languages in the ranking of the most used languages, the English language speakers are by far the most scattered around the world. Between countless dialects such as British, American, Australian, Canadian, Indian, Irish, etc. British and American English are the most notable and used. British English is from a historical aspect the original English language and the history of the English language goes hand to hand with the history of the UK. American English, as all other dialects, originated from British, throughout years spread over America, and nowadays is the most used dialect of English. Both variations of the English language are rather similar in most aspects, nevertheless, each of the two shaped differently and some differences arrived due to influences from other languages and continents.

The aim of this bachelors thesis is to explore and compare two varieties of English in several areas and to show representative examples if possible with explanations of the discussed issue. The thesis is divided into 5 main chapters with subchapters, each discussing different points of view to differences between British and American English in detail with representative differences.

The first chapter shows a brief overview of history and how English language became what is used nowadays. The second chapter describes grammatical differences between the two and shows examples with explanations. The third chapter is dealing with pronunciation of vowels, consonants and change of stress and explains how differently can be English words pronounced. The Fourth chapter is regarding vocabulary, two divisions are shown with examples and explanations how the use of those words differ. The last chapter is briefly explaining what is culture and the cultural influences that occurred or keep occurring on the language.

1 Historical background

It is fair to say that when we talk about the history of English, to some point, it can be counted as a history of the English language. It is a language that originated in British isles and scattered around the world throughout history. Generally speaking, we divide the history of the English language into four periods of time, each influencing English differently. These stages are Old English, Middle English, Early Modern English, and Modern English. Since the focus of this research is to evaluate American and British English first two periods are not that important. Nevertheless, they deserve to be briefly mentioned. During the early modern era, English was shaped more in an academic way than before, and also, in those years, English began to spread across the world due to colonization. There was no American English until the sixteenth century, when English settlers crossed the Atlantic ocean and came to North America. British English had an immense impact on American English but was not the only influence that shaped it. Eventually, American and British English became the two main native dialects of the English Language.

1.1 Early stages

In the early stages of the English language, or as it is called old and middle English, the language as we know it today was nothing alike. The inhabitants of the British Isles were called Britons and spoke Celtic. The first sign of English being born was when settlers called Angles or Anglo-Saxons came. Angles spoke West Germanic, and it was a matter of time for the two language families to merge to some degree. Britons were introduced to new words mainly regarding ordinary things such as plants, animals, food, or household items. Old English period dated to 1100 or 1150 when it was slowly replaced by an era we call Middle English. During the Middle English period, the British Isles were under the rule of Norman French Kings (Fares, 2018). At that time, English was in decline due to the French controlling every aspect of the lives of their English subjects. This resulted in substantial dialectal differences because regular people had little chance to communicate with others that were not tied to their land as they were due to the French principle of the systematic feudal hierarchy. This grim period for the English language and literature lasted until 1500 (Millward, 1996).

1.2 Early Modern English

This era of English which dated roughly from 1400 to 1800, was different from its past two predecessors quite a lot. There were no more invaders from the British or any conquerors who forced English inhabitants to speak and learn their language. On the contrary, this era was heavily influenced by writers such as William Shakespeare or scribes who studied and developed the language.

And more importantly, what shaped this period of English the most, was the invention of the printing press and later first built printing press in England in 1476. A milestone that happened in the years of middle English but did not influence language as much until later. The owner of the first printing press in England was William Caxton from Westminster. This gave new writing opportunities and gave writers' work a much broader customer base due to decreased prices for books. Primarily middle and lower classes of the population had more opportunities to read books because before the printing press, books were written primarily in French or Latin, and most people at the time could not afford any form of education. This led to many translations of classical texts from Latin or Greek to English. After a century, nearly 20 000 books written in English were printed, giving a better opportunity to study the language and standardize it with norms for its properties such as spelling and pronunciation. Due to the first presses being built in London, the London or Elizabethan dialect became a standard for written English all over the country (Crystal, 2018).

During the renaissance, the interest in language was raised by a good margin. Thanks to the printing press, writers produced new books, and for the first time in history, they could make a living out of it without wealthy patrons' support. Writers and scholars searched for new words to enrich the language that lacked many words next to Greek or Latin. Therefore the focus of scholars and writers was on vocabulary because there were no words to talk about new inventions, concepts, and techniques that were found at that time. So, writers and scholars began to borrow them from other languages. Like in the past, Latin was the primary language from which they borrowed words for English, but Greek, French, Italian, Spanish and Portuguese cannot be overlooked. When the time had come to explore new continents such as America, Africa, or Asia, some words from indigenous languages were borrowed. Many words found a place in English thanks to translators who translated classical texts from different languages and could not find an English equivalent. Many people thought English was fit for the street

but not for the library because English could not compare with well-known languages such as Latin or Greek in technical or medical areas (Crystal, 2018).

1.3 Expansion to America

As Millward (1996) explains near the end of the 16th century, the number of mother-tongue English speakers in the world is thought to have been between five and seven million, and most of them lived in England. This was during the end of the reign of Elizabeth I (1588) when England had only one overseas colony in its possession. After defeating Spanish Armada, England became significant sea power in Europe. Following years and centuries, English spread worldwide, and North America was one of the biggest goals to conquer. To compare how the English Language was managed after four centuries, at the beginning of the reign of Elizabeth II (1952), the number of mother-tongue English speakers in the world was around 250 million, with the majority of English speakers living in America

The end of the sixteenth century is essential because of the first expedition to the New World. Walter Raleigh 1584 and his group of explorers attempted to make a small settlement near Roanoke Island (North Carolina today), but they failed. First contact with natives started a conflict they could never win without help from England. They tried to send for help, but they had all disappeared without any evidence when the ship arrived from England in 1590. The first permanent settlement was settlement settlers called Jamestown in the Chesapeake Bay in Virginia from 1607. After this first successful attempt to settle in the New World, many settlements followed all around Virginia and the nearby Islands. One of the most prosperous settlements was in Plymouth, Massachusetts. Group was composed of 35 members of the English separatist Church and 67 settlers. Their goal was to find a new land where they could establish a new religious kingdom free from the church practices that happened back in England. As it was one of the most flourishing settlements, by 1640, about 25 000 new immigrants came to this area to live their new lives. (Crystal, 2018)

The English language was shaped differently in the New World than in England. At the start of the colonization age, most of the people in England spoke Elizabethan English dialect. Hence it is generally considered a foundation of American English. Millward (1996) states that this is reasonably arguable because people came to America speaking with more diverse dialects than just one. Dillard (1992) discusses several influences, and one of the earliest impacts on American English is Basque, a southwestern European ethnic group from Spain. They affected

the language mainly with their naval vocabulary. In the early years of colonization, new lands were unknown to the Englishmen who came to the New World. In that case, they were in need to depend upon Indians for many basic survival techniques such as hunting or gathering for food and forcing them into making cultural or even linguistic compromises. Also, they found or discovered many new places, plants, animals, or items that they did not have a name for, so new loanwords were brought to the English language. Indians were not the only ones who influenced English. Many enslaved people were transported into America from West Africa in the seventeenth century. That spread West African Pidgin English, simplified English that enslaved Africans had to learn to communicate with their captors. Millward (1996) adds that other cultural contact with other immigrants can significantly influence the English Language. English immigrants were not the only ones who tried to settle in America. For example, Spanish settlers were in Texas almost a century earlier. Or Dutch presence in North American regions resulted in many new loanwords added to American English. And many more foreign language communities like Italian, Chinese, and German had their impact on the English language. In all the cases listed above, American English was influenced mainly in the area of vocabulary. In the case of grammar, American English mostly retained its practice. Differences in that regard are shown in the second chapter of my research.

1.4 Modern English

Near the end of the early modern English period, English was nearly similar to what we know today. Although it is necessary to point out that many structural differences and overall differences in language still exist. For example, if the work of William Shakespeare, who lived in the early stages of the early modern English period, were compared to a novel by Jane Austen, there would be a big difference in language structure and vocabulary. A story written by Jane Austen is much closer to English that is used today and would be easier to read for anyone who does not study the structures of the preceding English language. Differences could still be found in vocabulary from time to time or old-fashioned writing style, but nothing that would make a reading exceptionally difficult (Dillard, 1992).

Nonetheless, English at the end of the eighteenth century is by no means identical to today's English. Even though words are spelled the same, they often have different meanings. From tape recordings, differences could be heard in pronunciation and how words were stressed. Today it is not hard for us to recognize formality and informality, or we can sense from other

people if they are sarcastic, insincere, archaic, or jocular. These nuances we could easily miss in nineteenth-century writings or tapes. Linguistically this world is still removed from us more than it first appears (Crystal, 2018).

2 Grammatical differences

In any dialog with an American or an Englishman, it is rather simple to tell who is who. Differences in pronunciation are distinct and easily recognizable. In the case of grammar, it is the exact opposite. Grammatical differences are often overlooked and not mentioned. If an American and Englishman were having a conversation, they would understand each other, but something would tell them that they would never use sentences like the other. It is also worth a note, according to Darragh(2000), American English influence is growing around the world due to the overall growth of the English language as such thanks to films, music, or popular television shows. As a result, the contrast between the two styles of language may eventually disappear or become irrelevant in favor of American English(Darragh,2000). Examples of these contrasts which include differences in usage of tenses, irregular verbs of past simple form, auxiliary and modal verbs, the use of prepositions, collective nouns, and subjunctive mood are listed and explained below. For better orientation in the examples, each example will be labeled BrE as British English and AmE as American English.

2.1 Use of Past Simple and Present Perfect tenses

The first difference deals with the usage of tenses. When talking about recent past events there is a different preference on the grammatical form that is used in AmE and BrE. Present perfect is used to talk about an event or action that is connected to now or when the event or action is referring to unfinished time periods. Based on Darragh (2000) In BrE, only the Present Perfect tense can be used to talk about the recent past. In AmE Past Simple can be used to talk about this event or action also as both tenses are correct in AmE, although present simple is the preferred choice in the majority of cases, mainly in spoken language. The present perfect tense is usually only used in written form.

Let us see some examples.

Did you finish your assignment? (AmE)

Have you finished your assignment? (BrE)

It was such a great film. (AmE)

It's been such a great film. (BrE)

2.2 Differences in Verbs

Differences in verbs are probably the most noticeable ones. Various verbs can be either regular or irregular in the past simple form. Generally speaking, with some exceptions, AmE uses regular forms and BrE is more leaned to irregular forms of verbs. Although regular forms are possible in BrE, just less common than Irregular. (Darragh, 2000)

AmE	BrE
Burned	Burnt
Dreamed	Dreamt
Leaned	Leant
Learned	Learnt
Smelled	Smelt
Spelled	Spelt
Spilled	Spilt
Spoiled	Spoilt

Table 1 - Examples of irregular verbs (Darragh, 2000, p.16)

I burned my hand. (AmE)

I burnt my hand. (BrE)

I dreamed about clowns. (AmE)

I dreamt about clowns. (BrE)

An exception is verbs *fit*, *quit* and *wet*. Which are the exact opposite. Regular in BrE and irregular in AmE. (Darragh, 2000)

AmE	BrE
fit - fit - fit	fit - fitted - fitted
quit - quit - quit	quit - quitted - quitted
wet - wet - wet	wet - wetted - wetted

Table 2 - Verbs *fit*, *quit* and *wet* (Darragh, 2000, p.16)

The most noticeable difference is in verb *get*. In AmE, the past tense for *get* is *gotten* and BrE uses *got*. According to Zhang(2008), we can easily recognize the nationality of the speaker thanks to this custom that AmE uses *gotten* while BrE *got*. Although there is an exception when Americans use *got* and that is when they mean they own, possess, or dominate something.

I've gotten much better at playing the guitar. (AmE)

I've got much better at playing the guitar. (BrE)

I've got plenty of miniatures to paint. (AmE)

2.3 Auxiliary and modal verbs

“An auxiliary verb (such as *can, must, might, may*) that is characteristically used with a verb of predication and expresses a modal modification and that in English differs formally from other verbs in lacking *-s* and *-ing* forms” (*Modal Auxiliary*, 2021, para. 1)

The first of the auxiliary verbs is *do* which can be used as an auxiliary verb in BrE when replying to a question. In that sentence *do* is stressed. (Darragh, 2000)

Are you going to the markets tomorrow? I might. (AmE)

Are you going to the markets tomorrow? I might do. (BrE)

BrE often uses *needn't* as a form of *need not*. In AmE, this form is unusual and rarely used. (Darragh, 2000)

We don't need to hurry, the train leaves in an hour. (AmE)

We needn't hurry, the train leaves in an hour. (BrE)

BrE can replace commonly used *will* when talking about the future with *shall* or its negative form, *shan't*. *Shall* in BrE is considered to be more formal and is used more often than *will*. But it is a possibility that is not so usual in AmE. (Darragh, 2008)

I will come to the club meeting. (AmE)

I shall come to the club meeting. (BrE)

Shall is also often used in BrE when asking for an opinion, whereas Americans tend to use *Should* more. (Zhang, 2008)

Should I go to the interview? (AmE)

Shall I go to the interview? (BrE)

2.4 The use of prepositions

Another very noticeable difference between the two Englishes is the use of prepositions which may vary in some cases. The first example is when talking about time. BrE may omit prepositions when talking about time and AmE can use prepositions *of* and also *to*, whereas BrE uses *to*. (Zhang, 2008)

What time is it? It is half past six. (AmE)

What time is it? It is half six. (BrE)

He will be leaving at a quarter of three. (AmE)

He will be leaving at a quarter to four. (BrE, AmE)

When speaking about the weekend, BrE uses the preposition *at* whereas AmE uses the preposition *on*. In both cases *over* can be used as well. (Zhang, 2008)

I will do my homework on the weekend. (AmE)

I will do my homework at the weekend. (BrE)

I will do my homework over the weekend. (AmE, BrE)

In BrE word *write* is usually followed by the preposition *to*, which AmE omits completely. The same happens before the words *day*, *week*, or *certain day*. In these cases, BrE uses the preposition *on* and AmE nothing. *Home* can be used alone in AmE, but BrE requires the preposition *at* before. (Zhang, 2000)

I wrote him. (AmE)

I wrote to him. (BrE)

I will visit you Monday. (AmE)

I will visit you on Monday. (BrE)

Universities or other institutions such as schools, hospitals have also different prepositions. In AmE the preposition *in* is more common than *at*, which is used more in BrE. (Zhang, 2008)

She is working as a nurse in a hospital. (AmE)

She is working as a nurse at a hospital. (BrE)

2.5 Collective nouns

A collective noun is a noun that has a singular form but refers to a group of people or things. (*A Crowded Collection of Collective Nouns*, 2019) According to Darragh (2000) in AmE, singular verbs are usually used in association with such nouns. On the other hand, BrE uses either singular or plural verbs in such cases. This can occur with nouns such as names of countries or companies. To be more exact nouns like government, staff, committee, or audience are good examples.

Today's audience consumes content at a fast pace. (AmE)

Today's audience consumes/consume content at a fast pace. (BrE)

Our team plays very well. (AmE)

Our team plays/play very well. (BrE)

Italy is very skilled in making cheese. (AmE)

Italy is/are very skilled in making cheese. (BrE)

2.6 Subjunctive mood

The subjunctive mood is used to express hypothetical situations such as wishes, suggestions, or desires. (*Spanish Grammar Articles and Lessons*) As Zhang (2008) states, the difference between the two styles of English is that American English uses subjunctive words such as *should*, *would*, *to recommend* and BrE usually omits these words.

I suggest that you should leave it be. (AmE)

I suggest you leave it be. (BrE)

I wish I would have a better understanding of mathematics. (AmE)

I wish I had a better understanding of mathematics. (BrE)

3 Differences in pronunciation

Modiano (1996) explains that AmE and BrE differences in pronunciation are usually more apparent to native speakers than second-language speakers who might find it difficult to recognize which is which. A good amount of words are easily recognizable in a way, which variety of language is being used, but on the other hand, also some words are pronounced quite similarly. As described by Modiano “The recognition of a specific form of the English language is often determined by listening to tonal quality, stress, and various characteristic differences in pronunciation”. (*A mid-Atlantic handbook*, 1996, page 9) Also it is difficult to determine standard models, simply because accents and dialects vary, especially in the UK. In America, people consider themselves as English speakers and are far less aware of existing dissimilarities than people in the UK and are more focused on pronunciation alone. This is because Americans are not exposed as much to BrE as people in the UK are to AmE due to movies, popular television shows, etc. In the US, the number of different accents and dialects is lesser and standard AmE is spoken almost throughout all of America. There are exceptions, for example, accents spoken in New York, New Jersey, the south of America, and Boston. These accents are recognized and understood by most American inhabitants. Regarding dialects, which are heavily affected by media in the US and spoken just by small groups all inhabitants are generally using standardized varieties of language. It is important to point out, that this standard is used amongst all by all classes of society although regional accents are welcomed and many known personas such as President John F. Kennedy with Boston accent or Dr. Martin Luther King as representative of the black community in America spoken with their accent in public. In short words, it is not easy for Americans to recognize or guess someone's home state with exception of a few regional accents.

Modiano (1996) continues and says that BrE is the exact opposite of American with countless different accents and dialects. Standard BrE, or marked Received Pronunciation (RP) is spoken by 3% of the population and most of the inhabitants in England speak with regional dialects or accents. Standard BrE is mostly a variety of BrE for upper classes or royal families who are supposed to speak *properly*. This variety is complex in pronunciation and sentence structure and a great number of words is divided into acceptable and less acceptable words. For example, the term *graveyard* is more acceptable than *cemetery*. Children learn Standard British Language is considered to be educational standard in Europe or other countries where English is adopted as a second language. Opposing unmarked RP, or often referred to as BBC English, tends to be

more informal and is usually used more among older people. Unmarked RP is considered to be a broadcasting standard that sounds a little *unnatural* since broadcasters should not add any emphasis or rhythm to their speech. The rest of the Inhabitants in the United Kingdom speak with regional accents or dialects with hundreds to count. For example in Wales, Scotland, and Northern Ireland it is very rare for inhabitants to speak BrE instead of their regional dialects.

Darragh (2000) points out that dialects differ and are defined by grammar and vocabulary, on the other hand, accents are defined by pronunciation. In that case, it is hard to state any definitive differences in pronunciation and the following examples are considering mainly Standard AmE and Standard BrE. We can divide these differences into Individual sounds and pronunciation of particular words. (Darragh, 2000)

3.1 Differences in vowel pronunciation

3.1.1 Pronunciation of a

A second good example of the difference in pronunciation is the vowel *a*. More importantly in words such as laugh, fast, path, grass, can't, etc. In BrE speakers tend to pronounce *a* broader than American flat *a*. In theory, these words would be read as *laaaugh*, *faaast*, *paath*. This change in BrE occurred near the end of the eighteenth century and now it is considered as one of the distinctive aspects from typical American pronunciation of a flat *a*. In common use, less than 250 words were affected by this change in BrE. (Darragh, 2000; Lindell, 2014)

3.1.2 Pronunciation of o

The spelling of *o* is taught with lips rounded and tongue at the back of the mouth. In the US, *o* lost its general rounding and became flattered, which is a consequence of the American neutralization of vowel sounds. Very good examples are the words *don* and *dawn* which in AmE sound the same. (Darragh, 2000; Lindell, 2014)

3.1.3 Pronunciation of *u*

Regarding the difference in pronunciation of *u*, in BrE people lean to putting imaginary *y* before *u*, so for example word *student* is pronounced like *styudent*. In America, this is not the case and imaginary *y* is omitted completely and words such as *tune*, *student*, *duke* are pronounced and sound harder than in England. (Darragh, 2000; Lindell, 2014)

3.2 Differences in consonant pronunciation

3.2.1 Pronunciation of *r*

Pronunciation of the *r* is one of the most noticeable differences. BrE speakers tend to omit it before a consonant or at the end of a word. The *r* is pronounced at the beginning of words or between vowels. This is what is called *rhotic* dialect or accent. On the other hand, *non-rhotic* dialects or accents *r* is pronounced in every case stated before and are usually used in AmE. (Darragh, 2000; Lindell, 2014) According to Davies (2005) British r-less English began to show in 1600s and in 1800s became a standard and influenced few colonies in US such as New England where r-less speech is used today.

3.2.2 Pronunciation of *t*

And for the last pronunciation of *t* is pronounced clearly in BrE, but in an American, it may be pronounced as *d* or may be omitted completely. When *t* is between two vowel sounds, it is pronounced as *d*. For example in the words *bitter*, *water*, *writing* etc. Also, in the case of nasal sounds such as *m*, *n* and *ng* the *t* will disappear completely. Words such as *dentist*, *twenty* can therefore sound like *dennist* or *twenny*. (Darragh, 2000; Lindell, 2014)

3.3 Change of Stress

So far, only differences in terms of change of vowels and consonants have been described. Change of stress does not get as much attention, yet its merit of differentiating the two Englishes should not be overlooked. Tottie (2002) suggests that stress differences are systematic and have patterns that can be followed. These differences can be sorted into French loan words, differences in syllables pronunciation of words ending with *-ate*, and suffixes such as *-ary*, *-ery*, or *-ory*.

3.3.1 French loanwords

As was briefly mentioned in section 1.1, in 1066, England was invaded by William of Normandy, and for hundred years, England was under the rule of Norman kings. This forced the English-speaking population to learn and use French words to communicate at a decent level. As Gomez (2009) adds, many Normans permanently settled on the English ground, introducing new experiences and ways for ordinary objects. AmE, later on, adapted these words differently, and change of stress is one of the most noticeable differences. French language, in general, has stress on the last syllable, and AmE does the same. The opposite BrE stresses an earlier syllable. There are three exemplary categories.

- *First-syllable stress in BrE and second-syllable stress in AmE* is the first category and includes words such as – buffet, café, vaccine, coupé, brochure, detail, garage, parquet
- *Second-syllable stress in BrE and last-syllable stress in AmE* – fiancé, consommé, décolleté, attaché
- *First-syllable stress in BrE and last-syllable stress in AmE* – cigarette, address, magazine

3.3.2 Words ending with *-ate*

Gomez (2009) explains that, in most cases, these words are verbs, and their stress pattern is dependent on the length of the word. These verbs can be categorized into two-syllable verbs and longer *-ate* verbs. In both cases, some exceptions should be considered.

- *Two-syllable verbs* use the rule that BrE stresses the word on a second syllable, whereas AmE does on the first syllable. This applies to – locate, donate, migrate, pulsate, rotate, and dictate. And as exceptions where both AmE and BrE stress the verbs the same – abate, checkmate, evacuate, graduate, duplicate
- Longer verbs are stressed the same in AmE and BrE except for verbs – elongate, remonstrate, tergiversate

3.3.3 Suffixes *-ary*, *-ory*, *-berry*, and *-mony*

- *The suffix -ary* is generally pronounced in AmE as *eri* and the opposite BrE pronunciation uses the vowel sound *ə*. Therefore, the pronunciation is *əri*. This includes words such as – contrary, corollary, honorary, and imaginary
- *the suffix -ory* has two rules. First being, if the preceding syllable is not stressed, BrE uses the pronunciation *əri*, but AmE prolongs *o* and sounds like *-oory*. This is in the case of words such as - laudatory, exclamatory, mandatory, accusatory, etc. The second rule is if the preceding syllable is stressed, BrE drops the vowel sound *ə*, and AmE stays the same with prolonged *o*. For example, this can occur with the words like - conservatory, predatory, territory, and obligatory. Exceptions to the second rule, where both dialects pronounce *əri*, can be found in words such as - Illusory, cursory, compulsory.
- *the suffix -berry* is pronounced in AmE as *beri*, whereas BrE has two options. Firstly *be* is substituted with the vowel sound *ə*, resulting in *əri* or omitting the first vowel with the pronunciation of *bri*.
- *The suffix -mony* is after a stressed syllable pronounced *mouni* in AmE and *məni* in BrE (Gomez, 2009)

4 Differences in vocabulary

As for grammar and pronunciation, the vocabulary of BrE and AmE have many differences. As I discussed in section 3, a similar phenomenon occurs with vocabulary. Due to media pressure and simply the fact that American movies, etc., are popular and far more memorable, AmE is superior to BrE everywhere except the UK. In addition, European educational establishments adopted teaching methods used to teach multiple language variants. This mixture of AmE and BrE resulted in a new variant of English in Europe called mid-Atlantic English.

As Green (2012) says, it all started in 1776 when the US declared independence. There was a desire to have a different language from ex-colonist who spoke either similarly or the same as people back in England. The lexicographer Noah Webster tried to reform spelling. His Dictionary appeared in 1828 and brought many changes to the English language. For example, Webster found spelling problematic and outdated. Hence he came up with what he saw as a simplified version of old language habits. These changes include differences such as center/centre, flavor/flavour, check/cheque, and omitted the second “l” in words such as “traveled”. In some cases, his changes were not so popular. Words such as tung for tongue or “ake” for “ache” are not used nowadays. Since then, the gap between these Englishes has become very apparent. In the case of vocabulary, the US and the UK are very different. For an American in the UK, or vice versa, these vocabulary differences can result in very confusing situations.

There are hundreds of words that could be listed here, but in any case, this is not the purpose of this bachelor thesis, and therefore, only a few selected words were used to demonstrate a given issue. Also, the two presented divisions below intersect each other. Including both is to show that there is no right way to divide all the different words.

4.1 Division according to word understanding

Modiano (1996) sorted these differences in vocabulary into three categories. The first category involves words that mean the same thing and are understood both by American and British speakers. In this case, it is more about what people from the two continents prefer and are more used to, but the other party's use is not excluded and will not arise in any communication problems. The second category is for words with two different terms for the same thing that are not interchangeable. Again, it is somewhat about preference or what people are taught from a young age. But in this case, the different words are primarily understood in context and may be misunderstood without it. The third and last category involves terms that most likely cause disruption, confusion, or even breakdowns in communication.

4.1.1 Words with the same meaning and understood by both AmE and BrE

AmE	BrE
Airplane	Aeroplane
Gauze	Bandage
Check	Bill
Pool	Billiards
Phone Booth	Call box
Movie Theater	Cinema
Casket	Coffin

Table 3 - Words with the same meaning and understood by both AmE and BrE (Modiano, 1996)

- **Airplane/aeroplane** - the airplane is considered a common international term, while Aeroplane is old-fashioned,
- **gauze/bandage** - both terms describe the roll of cloth used for injuries. The only difference is that bandage is used for other types of injury dressing in the US, and gauze is more specific,
- **check/bill** - a well-known difference in restaurants,
- **pool/billiards** - most people think these are two different games, but when talking more generally, in the US, the game is referred to as pool, and in the UK as billiards,
- **movie theater/cinema** - people tend to use “going to the movies” or less likely “going to the movie theater” in the US. The term cinema is instead used in the UK,

- **casket/coffin** - casket is a common term for any wooden box in AmE and BrE, but it is used even for a coffin in the US, which is more common in the UK (Modiano, 1996; Green, 2012).

4.1.2 Words with two different terms for one thing

AmE	BrE
Bus	Coach
Bathrobe	Dressing gown
Trashman/garbage collector	Dustman
Apartment	Flat
Period	Full stop
Amusement Park	Funfair
Math	Maths

Table 4 - Words with two different terms for one thing (Modiano, 1996)

Bus/coach - coach is used in BrE as a synonym for a bus. The difference is that coach is a more comfortable vehicle for longer trips, and a bus is used for local transportation. AmE coach is not referred to as a synonym for bus, except people imagine it as a smaller vehicle,

bathrobe/dressing gown - The bathrobe is more recognized internationally, while the dressing gown is considered old-fashioned,

trashman/dustman - In AmE, dust is not a synonym for trash. Instead, it is thought of as dust in the house or a synonym for ashes after an open fire,

apartment/flat - Both sides understand both terms. The AmE term is more international.

period/full stop - BrE term is not often used in AmE,

math/maths - The term maths may cause some confusion in AmE but should be understood in the context (Modiano, 1996; Green, 2012).

4.1.3 Words that could cause confusion and misunderstandings

AmE	BrE
Calendar	Diary
Dinner jacket	Tuxedo
Violation	Endorsement
Second floor	First floor
Soccer	Football
Border	Frontier
Front/back yard	Garden

Table 5 - Words that could cause confusion and misunderstandings (Modiano, 1996)

- **Calendar/diary** - The confusion may occur because the diary is often referred to as a small book with blank pages where people write their stories or experiences instead of a book with a list of days to plan their time,
- **dinner jacket/tuxedo** - Both terms are for a formal jacket in black or white color. In the US, a tuxedo can sometimes be confused with tails, almost the same but with a tail in the back,
- **violation/endorsement** - Terms are used for less serious law violations such as speeding. Endorsement is often interpreted in the US as approval or support,
- **second floor/first floor** - In BrE, houses have the ground floor, and the floor up is the First floor. In The US ground floor is often referred to as the first floor,
- **soccer/football** - Well-known difference. In America, football is a game that is in Europe referred to as American football, or rugby. And a game, which is in Europe referred to as football, is in the US called soccer,
- **border/frontier** - Both terms indicate a line between two countries. In the US, the frontier is a term used for unexplored areas,
- **front or back yard/garden** - Americans usually consider a garden as a place to grow plants, vegetables, etc. In the UK garden is a place around the house (Modiano, 1996; Green, 2012).

4.2 Division by food, clothing, and transportation

Millward (1996), on the other hand, suggests a different approach to the categorization of vocabulary differences. He says that the most noticeable differences are in food, clothing, and transportation. Yet these are not the only differences. It is to simplify the issue by a bit because there are way more differences. The reason for such differences is that since the separation of the two nations, many new foods, ways of processing, or cooking practices have appeared, and sometimes BrE or AmE tend to name them differently. This would also be the case in clothing, time is evolving, and types of clothes are introduced to everyday lives. And for the last mentioned category, transportation, or rather railroad and motor-car industries, originated after the separation of the US and UK. The following tables show differences in mentioned categories between BrE and AmE.

4.2.1 Examples of vocabulary differences in food

AmE	BrE
French fries	Chips
Potato chips	Crisps
Jello	Jelly
Cookie / cracker	Biscuit
Take-out	Take-away
Kitchen stove	Cooker
Chopped meat/hamburger	Mince

Table 6 - Vocabulary differences in food (Millward, 1996)

- **French fries/chips** - The AmE term is more common internationally, and even though Americans do not recognize chips, they know what fish and chips are, as it is prevalent in the UK,
- **potato chips/crisps** - Both AmE and BrE understand potato chips term, but crisps is preferable in the UK. On the other hand, Americans do not usually realize what crisps are,

- **cookie/biscuit** - In AmE, biscuit could be interpreted as what is in BrE a scone. This could cause some level of confusion. Also, in BrE term cake is used as a synonym for cookie, a small pastry in the UK that can be eaten in one bite,
- **kitchen stove/cooker** - The term cooker can cause some confusion when used in the US,
- **hamburger/mince** - As mince is used in BrE, it is not so well known in the US. In the US, hamburger, as for ground beef, is used more often, which can confuse as a hamburger is also a famous dish (Millward, 1996; Modiano, 1996; Green, 2012).

4.2.2 Examples of vocabulary differences in clothing

AmE	BrE
Running shoes, sneakers	Trainers
Undershirt	Vest
Vest	Waistcoat
Women's underpants	Knickers
Diaper	Nappy
Smock	Overall
Pullover sweater	Jumper

Table 7 - Vocabulary differences in clothing (Millward, 1996)

- **Sneakers/trainers** - BrE also uses the term plimsolls, but it is not commonly used and not recognized in the US. AmE term is widely used internationally, yet not in the UK,
- **undershirt/vest** - The AmE term is self-explanatory and commonly used internationally. The term vest could cause some misunderstanding while it is used in the US for garment without sleeves with buttons in the front, which is more commonly used in the US and internationally,
- **diaper/nappy** - BrE term nappy is not used in AmE, while the diaper is also typical international (Millward, 1996; Modiano, 1996; Green, 2012).

4.2.3 Examples of vocabulary differences in transportation

AmE	BrE
Trailer	Caravan
Parking lot	Car park
Gasoline	Petrol
Muffler	Silencer
Turnpike	Motorway
Traffic circle, rotary	Roundabout
Fender	Wing

Table 8 - Vocabulary differences in transportation (Millward, 1996)

- **Trailer/caravan** - The AmE term caravan indicates a convoy of travelers with vehicles or cargo or packs of animals. While in BrE, it is referred to as a single vehicle with a small home in the back or a home pulled by a car. These terms can cause a great deal of confusion,
- **gasoline/petrol** - The AmE term is understood by AmE and BrE and is more common internationally, while petrol is considered old-fashioned,
- **traffic circle / roundabout** - In AmE, the term roundabout is more common for not being direct while speaking about something. But both terms are self-explanatory and should be understood by both when used in context,
- **fender/wing** - Both are terms for an area that houses the wheels of a car, but the term Fender is in BrE used for the front part of a fireplace or protective material on the sides of a boat (Millward, 1996; Modiano, 1996; Green, 2012).

5 Cultural influences

Rao (2019) states that language and culture have always influenced each other. It can also be said that culture does not exist or is not spoken of without considering the linguistic tool. When speaking of learning a second language, some anthropologists and sociologists speak of the effect of a second culture on that learning. The English language was born in the British Isles but has traveled with sailors, soldiers, merchants, pilgrims, and missionaries. Even before understanding its spread, English had already reached all corners of the world. However, German, Spanish, and French speakers also arrived on the coasts of North America, and these languages also consolidated. However, English was chosen as the official language to create the United States; to be truly united, the founding fathers realized that the common language was one of the fundamental starting points. Because among the various languages, it was the one most spoken by the colonists and whose diffusion, therefore, was encouraged. Aside from the United States, the British Empire occupied a quarter of the earth's surface at the beginning of the twentieth century. There was even a saying: the sun never sets on the British Empire.

5.1 Historical influences on both AmE and BrE

McIntyre (2020) explains, after World War II, while Europe was rebuilding the pieces, the US started a significant expansion. The British legacy, coupled with the incredible power of American business, strengthened English as the primary language of world trade. And in addition to the culture of commerce, English also became the mother tongue of music and cinema. Jazz and rock'n'roll, as well as American TV series, have become world cultural references that still influence us today, moreover. American culture, and consequently its language, has made its way around the world in every country.

McIntyre (2020) continues that the English language is likely to remain the international language par excellence because it is and remains the most dispersed around the globe. However, 7 out of 10 people learn it, so the current trend points to English as the global language for the rest of the story.

McIntyre (2020) discusses that language is one of the most critical components of our life. It is our way of communicating with others, and it is the way we communicate with ourselves. It also allows us to express our thoughts and feelings. Our language reflects the culture we belong

to and the people around us. English is the mother tongue of many people around the world. Although English is a global language, it still has regional variations in different countries due to the cultural influences of those countries. Different people living in different countries have different ways of speaking English. These differences make it difficult for people to understand each other if they are unaware of them. Therefore, it is mandatory to know the difference between English and British English to avoid misunderstandings when conversing with someone from another country.

Hartono, Suparto & Hassan (2021) add that the English language has many different dialects, also known as a type of language. English dialects are generally associated with the region in which they are spoken. For example, Americans and Canadians have American English, and Canadians have Canadian English. These differences are important because they give each region its own identity. There are also other dialects associated with a specific region. Some of these dialects are called British English and British accent. These two different types of English are used in England, Scotland, Wales, and Northern Ireland. But is there a difference between them?

The English language has been spoken in Great Britain since the end of the Anglo-Saxon period and is also used in many other countries where English is not their mother tongue, such as Australia, Canada, and South Africa). In addition, Ahmadi & Reza (2018) state that in the United States, it is the first language of almost everyone. The English language has many different varieties. These are called English. For example, the English spoken in Australia is known as Australian English, and what is spoken in England is known as British English. In some countries where there are many people who speak English, such as the United States and Canada, it is possible to distinguish between different varieties of English. American English is distinct from British English.

Frawley (2018) discusses that American English and British English have followed a different evolution if one thinks of the cultural influences that have involved both languages. Settlers in the New World found a very different environment than they were used to in Europe. Over time, they borrowed words from other languages to express new concepts. Many words used in the US originate from Native American languages. They also adopted many terms from settlers of other nationalities. For example, the French adopted the words bureau, coulee, and barbecue; from the Spanish canyon, mesa, and Arroyo; and from the Dutch, the word cookie. The US is a big country, and the way English words are pronounced can vary from city to city. Each city or region has its own accent and peculiarities. Obviously, there are differences between the

Californian accent and that of New York or between the North and the South of the States, but they are all very easy to understand even for the ears of beginners.

5.2 Modern cultural influences on both AmE and BrE

Frawley (2018) continues that the Internet made a significant impact on the English language. The Internet slang is causing new words to be added in English every day. What social media has done has been enabling us to communicate with more and more people on a global scale in a way that we are usually only able to do locally. Generation after generation, pronunciations change, new words are borrowed or invented, and the meaning of old words changes and morphs into new meanings (Ahmadi & Reza, 2018). The rate of change varies, but if the changes are faster or slower, they accumulate until the original meaning becomes distant and different. Where would we be without avatars, hashtags, memes, spam, geeks, and other English terms that the Internet has brought into fashion using old words to describe new technologies and experiences? English is also the language of the birth of computers and the Internet. A classic example is computer keyboards. They were invented with Latin characters first of all; to use this type of technology, Asian countries are forced to devise complicated character conversions. The most innovative technology always comes from the United States: being born in English, it also spreads into English. To access it before it is translated into many, for pleasure or for work, they must know English.

Fraley (2018) also discusses that the differences are not just in spelling or in words; there are differences in pronunciation, grammar, and punctuation. However, it must be in mind that British and American English are not only homogeneous; there are large dialectal differences and regional accents between the two countries. The English of a Boston resident or a Texan is quite different. This is especially true for pronunciation, words, and idioms. Sometimes the differences within the country have no explanation; let's say they are individual choices.

Gramley (2018) adds that we must be careful here because historically, there is no clear and distinct difference. Some of the American spelling had been used in Britain in the past, and it was British English that changed how it spells words in some cases and not the other way around as you might think. When the colonists left Great Britain, the two countries had the same English; the American one was also influenced by other groups such as Germans, Jews, Poles, and Italians, but certain parts of English remained those of the seventeenth century.

While British English has changed on its own, the biggest differences in spelling come from a dictionary. The starting point for the differences was Samuel Johnson with his dictionary in 1755 and later Noah Webster's dictionary of American English in 1828. Webster had tried to reform English spelling, and in a sense, he succeeded, and this caused the biggest differences between the two English, but ultimately there is little difference in spelling between American English and British English. Those who learn one of the two languages can easily read books in the other.

Al Zoubi (2018) says that other English-speaking countries generally follow British spelling, Canada being a neighbor of the United States, but culturally closer to the United Kingdom, it accepts both spells. The Australian spelling is very similar to the British one, while those of New Zealand or Ireland are practically the same as the British one. In British English, a past participle such as *learned* is used instead of the American *learned*. Also, the past participle *got* becomes *gotten* in US English. Then there are many differences in spelling that do not follow a precise rule; for example, *gray* becomes *grey* in the America or *licorice* becomes *licorice* in the United States.

Conclusion

To conclude the bachelor thesis which aimed to evaluate differences between British and American English I would like to add that it was interesting to delve into something I have always seen as negligible. Overall the topic is enormous and each chapter could stand as a separate thesis, anyway, for the purposes of my thesis, I had to select specific examples based on my consideration of what was important. The differences often can not be simply categorized, because both variations have excessive amounts of different accents and dialects which vary based on locations and have their own habits of using English language.

The first chapter of the bachelor thesis briefly described how English language as a whole evolved from the early stages to modern era. For British English, the categorization of four main periods that are used to divide different time periods was introduced, and the influences and current state of the English language at the particular time period were described. Subchapter regarding American english discusses arrival of settlers to the New World and the influences that indigenous people or other language speaking settlers had on the language. It is apparent, that the differences that we perceive today have arisen in the long run because of two conditions. The distance between the two continents separated the English-speaking population and as a consequence new cultures were created due to the merging of differently speaking population with the English-speaking one.

Second chapter discusses the grammatical differences that can be found between the two languages. Grammatical differences are often overlooked in the shadow of different accents and pronunciation. These differences include using past and present tenses, several differences regarding verbs, the use of prepositions, collective nouns, and subjunctive mood. Each subchapter explains one issue with representative examples.

Third chapter deals with differences in pronunciation, which as opposite to grammatical differences is the most noticeable by people. The differences in pronunciation can be primarily heard in pronunciation of vowels, consonants and usually are in form of either one variation of english or other omitting or prolonging particular vowel or consonant. Secondly, which does not get that much attention is change of stress, which is subdivided into french loanwords, words ending with -ate and several different suffixes.

The fourth chapter is regarding vocabulary. In the English language we find tens of thousands of different words and many of them are differently used in both variations. Since there is way too many words that can be perceived differently by both parties it is difficult to divide them into categories. The chapter is dealing with two different categories, division according to word understanding and division into words concerning food, clothes and transportation. However, the two subdivisions intersect each other and are included both with representative examples to show two different viewpoints to this issue.

The fifth chapter is focusing on cultural influences. Briefly describes what is culture and then two subchapters explains influences from historical point of view and more modern point of view.

To summarize the thesis, it is apparent that the two variations are quite different from each other, although not every difference is as clear as hearing different accents. The English language is constantly evolving and changing due to media, internet, or culture. Hence, it may occur that differences mentioned in this thesis might not be true in the future.

Rozšířený Abstrakt

Anglický jazyk je v dnešní době jeden z nejpoužívanějších jazyků na celém světě a je nedílnou součástí životů značného počtu obyvatelstva. Pokud započteme i mluvící, pro které je angličtina druhotný jazyk, najdeme celosvětově okolo jednoho a půl bilionu anglicky hovořících lidí. Z toho je ale pouze čtyři sta milionů rodilých mluvčích. Z toho vyplývá, že anglicky mluvící lidí najdeme téměř v každém koutu světa a tedy existuje spousta forem, které se od sebe mohou lišit. Ať už pouze přízvukem či dialektem, nebo používáním odlišných slov a gramatických pravidel. Mezi nejznámější a nejpoužívanější variace angličtiny patří britská a americká a tato bakalářská práce se zaměřuje právě na rozdíly mezi těmito dvěma variacemi anglického jazyka. Cílem práce je z dostupné literatury vytvořit ucelený přehled rozdílů, které mezi sebou tyto dvě angličtiny mají a následně je popsat a uvést příklady pro snazší pochopení. K získání potřebných informací byly využity knižní materiály a odborné publikace.

Bakalářská práce je rozdělena do pěti hlavních kapitol. První kapitola pojednává o historii jazyka jako takového, jakým způsobem se vyvíjel, a jaké vlivy na anglický jazyk působily. Tento oddíl je dále rozčleněn do podkapitol, jež přibližují určitá časová období, která hrála v historii anglického jazyka klíčovou roli. První dvě období, stará a střední, pro účel této bakalářské práce nejsou tak důležitá. A proto jsou jen krátce zmíněna kvůli vlivům anglosaxonských osadníků a následně invazi francouzských králů. Ranné moderní období, jež se datuje zhruba od roku 1400 do roku 1800, je obdobím, v němž anglický jazyk jako takový dosáhl pravděpodobně největšího rozkvětu. Tomu napomohl především vynález tiskařského lisu, díky kterému vznikalo velké množství knih psaných v angličtině. Tato skutečnost pomohla spisovatelům a učencům tento jazyk studovat, rozvíjet a standardizovat.

Ranné moderní období je také obdobím zámořských objevů a první expedice na americkou půdu. V nově objevené zemi začaly vznikat nové osady, které se musely přizpůsobit novému stylu života. Osadníci byli ovlivněni také životem domorodých obyvatel a dalších, odlišně mluvících osad. Začala vznikat zcela nová kultura, v níž se mimo jiné zrodily i nové jazykové výrazy a zvyky.

Poslední důležité období je dobou moderní angličtiny. Angličtina v tomto období už je velmi blízká dnešní a je poměrně srozumitelná, každopádně ne úplně a rozdíly například ve formálnosti a neformálnosti stále najdeme.

Druhá kapitola se zaměřuje na gramatické rozdíly, které velice často mohou být příčinou určitých nejasností zejména pro nerodilé mluvčí. První velký rozdíl je ve užívání času minulého prostého a předpřítomného pro zmínku o nedávné minulosti. Britská angličtina používá pouze předpřítomný čas zatímco americká preferuje minulý prostý. Dále najdeme rozdíly ve slovesech, a to buď nepravidelných nebo pomocných. Co se týká těch nepravidelných, u určitých sloves preferuje britská angličtina používání nepravidelné formy, kdežto americká ne. Další patrný rozdíl je v užívání předložek, kde vznikají rozdíly při mluvení o víkendu, univerzitách a institucích po slově „write“ nebo při hovoření o čase. Pokud jde o hromadná podstatná jména, pak se v britské angličtině mohou používat formy jednotného nebo množného čísla u slov jako *government*, *staff*, *committee* nebo *audience*. Poslední rozdíl zmíněný je u konjunktivu, a to konkrétně ten, že americká angličtina používá pomocných slov při vyjádření přání, návrhů, nebo touhy. Každá podkapitola navíc obsahuje příklad, který slouží pro lepší pochopení dané problematiky.

Třetí kapitola se zaměřuje na rozdíly ve výslovnosti obou anglických jazyků. Výslovnost, na rozdíl od gramatiky, je rozeznatelná na poslech a je znatelnější. Problém je především ve velkém množství různých regionálních přízvuků a dialektů, tím pádem je těžké přiřadit určitá pravidla k daným rozdílům. Protože těchto přízvuků a dialektů je v britské angličtině nespočet, pro účely této bakalářské byla použita pouze standardní britská angličtina, která je rozšířena hlavně mezi příslušníky vyšších tříd a královskými rodinami.

Důležité je zmínit, že Američané nepřijdou do kontaktu s britskou angličtinou příliš často, kdežto Britové s americkou ano. To je způsobeno médii a filmy, které v Americe mají mnohem větší dosah než ve Velké Británii.

Rozdíly, jenž je možné popsat pravidlem, nalezneme hlavně u výslovnosti samohlásek jako je *a*, *o*, *u* a dále také souhlásek jako *r* a *t*. Výslovnost určitých slov je velmi ovlivněna regionálními přízvuky a dialekty, a tudíž je velmi těžké najít pravidlo, kterým by se daly popsat základní rozdíly.

Další velmi často opomíjený rozdíl je ve změně stresu. Tyto rozdíly jsou systematické a mají vzor, podle kterého je lze rozlišit. Důležitá jsou převzatá slova z francouzského jazyka, slovesa končící příponou *-ate* a nebo přípony *-ary*, *-ory*, *-bery* a *-mony*.

Čtvrtá kapitola této bakalářské práce se zaměřuje na rozdíly ve slovníku. Jelikož anglický jazyk obsahuje desetitisíce různých slov a desítky dialektů, opět je velmi těžké určit jakákoliv pravidla, podle kterých by bylo možné se řídit. Proto práce obsahuje dvě různá rozdělení, která se navzájem prolínají.

První rozdělení vzniklo na základě pochopení daného slova. Dělí se do tří kategorií. První jsou dvě různá slova, která odkazují na stejnou věc a zároveň jsou stejně chápány britsky i americky mluvícím.

Druhé jsou dvě různá slova pro jednu věc, která už nemusí být pochopena druhou stranou, Většinou ovšem pochopena jsou, pouze nejsou tolik používaná.

A jako poslední, jsou slova, která při použití před druhou stranou pravděpodobně nebudou pochopena vůbec.

Druhá část této kapitoly se zaměřuje na rozdělení slov týkajících se jídla, oblečení a přepravy. Tyto tři kategorie právě proto, že od dob rozdělení národů se jídlo, oblečení a přeprava rozvíjely nejvíce, mají v obou variacích anglického jazyka nejvíce rozdílů a odlišností. Na obou kontinentech tak vznikala nová, vzájemně nesouvisející slova.

Pátá a poslední kapitola této bakalářské práce je věnována kulturním vlivům, které na obě angličtiny působily a dodnes působí. První část krátce popisuje, co to vlastně kultura je, a jak vznikala. Jazyk jako takový je velice důležitá součást našich životů a anglický jazyk je ve světě velice rozšířený s velkými rozdíly mezi různě mluvícími lidmi. Americká i britská angličtina zažily rozdílnou evoluci, což bylo způsobeno zejména odlišným prostředím a rozdílným vlivům na jazyk. Například mnoho slov v americké angličtině pochází od domorodců. První přistěhovalci také převzali spoustu slov od osadníků jiných národností.

Poslední část kapitoly mluví o velkém vlivu internetu, který je v dnešní době nedílnou součástí moderního světa.

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List of Abbreviations

AmE	American English
BrE	British English
RP	Retrieved Pronunciation

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