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Standard varieties of English taught at
Czech elementary schools

Diplomová práce

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Prohlašuji, že jsem tuto diplomovou práci zpracovala samostatně a uvedla úplný seznam použité a citované literatury.

V Olomouci dne

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ABSTRACT

Although it is not exactly prescribed in curricular documents which variety of English should be taught at Czech elementary schools, the majority of English teachers teach British English. The most influential and powerful variety of English is, however, American English. Approximately 70% of all native English speakers are American and American English is nowadays seen as the accepted international standard. Unfortunately a little attention is paid to this variety at Czech elementary schools. That is why a research was made to find out which variety of English is promoted by the teachers of English and why.

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INTRODUCTION

Learning foreign languages is in these days an absolute necessity. It is essential not only for communication with other countries but also for our own personal needs. The most influential language nowadays is undoubtedly the English language. English is one of the most expanded languages as it is spoken in all six continents of the world. That is the reason why it has become a global language and is often used for international communication – as lingua franca. As English becomes more and more popular, there is a need for everyone to learn this language as soon as possible.

Learning foreign languages, especially English is very important even in the Czech Republic. Moreover, it is obligatory to learn English at all Czech elementary schools since 2013. In that year the Framework Educational Programme for Elementary Education (henceforth FEP EE) was edited and the document specified that Czech pupils have to learn two foreign languages and that one of them must be English. Thus English is in most cases the first foreign language the pupils begin to learn.

As there are a number of varieties of English, the question is which English is the most suitable for Czech pupils to learn. This diploma thesis aims at ascertaining which varieties of English are most commonly taught at Czech elementary schools and which of these varieties is the most reasonable one to teach. As there seem to be few researches investigating this problem, I decided to make this survey. Specifically, I want to investigate the following questions:

- Given the choice, which variety of English would teachers of English prefer?
- Do the teachers of English rather use materials and teaching aids that promote British English or materials and teaching aids that rather focus on American English?
- Which variety of English is promoted by the Czech Ministry of Education, Youth and Sports?

The thesis is divided into two parts: the theoretical and the practical part. The aim of the theoretical part is to find out whether it is exactly prescribed which variety of English should be taught at elementary schools. Czech curricular documents were analysed in order to ascertain this result. The theoretical part consists of four chapters. The first one describes how English became a global language and the influence of English. The second chapter makes a distinction between new Englishes and New Englishes, further it is concerned with

British and American English. In the third chapter the main differences between these two varieties of English in vocabulary, spelling, pronunciation and grammar are briefly described. Finally, the last chapter investigates how English, and foreign languages in general, have been taught throughout the history of Czech education until now. Additionally, Czech curricular documents are analysed.

The practical part describes the empirical survey among the teachers of English. The aim of the survey is to find out which variety of English the teachers at Czech elementary schools teach and which variety they would prefer to teach, whether they use teaching materials and aids promoting either British or American English. The method of this research is a questionnaire survey. The results that follow from the survey are described in the last chapter.

THEORETICAL PART

1 ENGLISH AS A GLOBAL LANGUAGE

English is in recent years used all over the world and therefore it has become the global language. This chapter deals with the spread of English around the world focusing on various models that describe this phenomenon. In particular, there are described four different models that clearly display the expansion of the English language. The following subchapter deals with the influence of English on post-colonial countries and on countries of the Expanding Circle (see Chapter 1.1.1). Further discussed terms include English as a second and a foreign language; media which are under the influence of the English language are listed here too. Finally, the last subchapter sees English as a global language.

1.1 The spread of English

English became a global language because it spread into the whole world. Nowadays we can hear English in every continent of the world and also in countries where English is neither a mother tongue nor a second language. The spread of English began firstly in the seventeenth century. The main reason of the spreading was the British colonisation. From this moment on the English language continually expanded until the twentieth century. There were many different factors that highly influenced the continual spread of the language. (Fennel, 2001, p. 243)

Some authors describe the spread of English in different ways. Fennel (2001, p. 243) for example divides the spreading of English into four different phases. The first phase is British colonialism which lasted from the seventeenth till the twentieth century. The second is British leadership during the Industrial Revolution in the eighteenth and nineteenth centuries. The third phase is American economic superiority and political leadership in the late nineteenth and early twentieth centuries and the last phase is according to Fennel American technological domination which started in the second half of the twentieth century (Fennel, 2001).

Fennel (2001, p. 244) in a more detail explains that during the British colonisation the English language gained a unique role because it became a tool of imperial expansion. The result of this change was that English received a special place and began to be widely used. Other important event that influenced the spread of English was the Industrial Revolution. At this time period Britain manufactured machines thanks to the technological advancement and

exported them into the rest of the world. Countries that wanted these developments and wanted to gain new industrial knowledge could access it only through the English language (Fennel, 2001).

Other two phases are connected with the economic power and technological domination of America. These two factors played a crucial role and highly influenced the continual spreading of English. Crystal (2003, p. 9-10) explains that if the country is powerful its language becomes powerful and widely used as well (Crystal, 2003). Moreover Fennel (2001, p. 257) states that an important role in spreading English was the development of computer, it is connected with the technological development in America. This invention began to spread to the rest of the world and as the language of computer is English, the English language began to spread too (Fennel, 2001).

Crystal (2003, p. 59-60), unlike Fennel, sees the global expansion of English as a result of two factors. The first one is the result of the British colonisation towards the end of the nineteenth century. The second factor is that the United States became economically powerful in the twentieth century. In Crystal's opinion the second factor is the crucial one that changed the position of English. He supports his view with the fact that the USA has approximately 70 percent of all English speakers. All these speakers use English as their mother tongue (Crystal, 2003). Such ascendancy of native speakers plus the economic power creates great conditions for spreading of the English language.

Jenkins (2015, p. 6-7) describes the spread of English in two dispersals. The first dispersal of English includes the migration of inhabitants of Britain to North America and later on to Australia and New Zealand. This period lasted from the early seventeenth until late eighteenth centuries. Thanks to this dispersal occurred new mother tongue varieties of English. The second dispersal is connected with the colonisation of Asia and Africa. The duration of this period was from the eighteenth till nineteenth centuries. The result of this dispersal is the development of numerous second language varieties of English. Jenkins calls them "New Englishes" (Jenkins, 2015).

Pennycook (1994, p. 9) describes the spread of English as natural, neutral and beneficial. Natural because the expansion is a result of global forces, neutral because English serves as a medium of international communication and beneficial as it connects the world and strengthens mutual intelligibility (Pennycook, 1994).

All these phases or factors caused that English is nowadays spread into the whole world including the Czech Republic. Some authors display the spread of English on different models for better imagination. These models are described in the following chapter.

1.1.1 Models describing the spread of English

The expansion of English is so vast that several linguists created models that clearly depict its spread. The first and the oldest model that displays the spread of English is Strevens's world map of English (see Appendix 1, Figure 1). This model is by McArthur (1998, p. 95) also called "A map-and-branch model" because this model divides English into two equal branches – British and American branch (McArthur, 1998). Jenkins (2003, p. 19) adds that this model shows that all Englishes (except British and American) are the results of the spread of either British or American English (Jenkins, 2003).

McArthur's circle of World Englishes (see Appendix 1, Figure 2) according to Jenkins (2003, p. 20) divides the language into standard and standardizing English (e.g. British and Irish Standard English, American Standard English, East Asian Standardizing English etc.), these Englishes he further divides into subvarieties. In the middle of this model is world standard English which, however, does not exist at the moment (Jenkins, 2003). Weiss and Tam (2004, p. 9-10) mention: "the model explains very well the present diversification of the English languages; the circle of 'world standard English' as the centre that connects the various territories serves to account for the need for a medium of global communication" (Weiss, Tam, 2004).

Jenkins (2003, p. 20) presents other model that is called Modiano's model of English (see Appendix 1, Figure 3). In the middle of this model there are speakers that are competent in international English. In this circle, the non-native speakers most probably outnumber the native speakers. The second circle comprises of speakers who use English as a first or second language, the third circle consists of learners of English. Modiano also mentions people who do not master English at all outside the circle (Jenkins, 2003).

Jenkins (2003, p. 15) points out that very important model that has the biggest influence of all is Kachru's three circle model of World Englishes (see Appendix 1, Figure 4). As can be seen, Kachru divides English into three circles which he calls: the Inner Circle, the Outer Circle and the Expanding Circle. In the Inner Circle he lists countries where English is a mother tongue (e.g. Australia, the USA etc.). In other words English functions here as a native language, the English language in these counties is therefore called as 'norm-

providing'. The Outer Circle depicts countries where English is used as a second language (e.g. Tanzania, Singapore, etc.) and thus English has a special position in these countries. Kachru names these countries as 'norm-developing'. Finally, the Expanding Circle contains countries where English is a foreign language (e.g. China, Japan, Czech Republic etc.). In these countries English is not used daily but it is taught at schools for international purposes. Kachru marks all these countries as 'norm-dependent'. It means that English that is taught here is dependent on English that is used as a mother tongue in the Inner Circle countries (Jenkins, 2003).

1.2 The influence of English

English plays an important role in the whole world. As written above, English serves in many countries as a second language. Crystal (1988, p. 2) states that in these countries English has an official status. Governments of these countries decided that English will be used in education, in media and legal system as well as in the affairs of government. It is therefore necessary to teach English at schools as soon as possible for everyone to understand it (Crystal, 1988).

In countries where English does not serve as a native or a second language, we can say that it functions as a foreign language. In this case, English does not have any official status but it is taught at schools or people learn it by themselves because it is highly beneficial. It is profitable to learn it for several reasons; Crystal (1988, p. 7) for example states that English is the main language of international business, academic conferences, it is also a language of diplomacy and of sport. Further it is the language of science, of the Internet, airports and air traffic control (Crystal, 1988). Thanks to English, people have higher prestige and they can communicate with the whole world. For this reason people are enormously motivated to learn English because of the status the language has.

Pennycook (2004, p. 13) also stresses the influence of English. According to him English is the language of power and prestige and he calls English "a crucial gatekeeper to social and economic progress" (Pennycook, 2004). Thanks to English we can communicate with people from the whole world and we have access to the knowledge of the world.

Last but not least English has an immense impact on media which play an important role in our everyday lives. Crystal (2003, p. 93-100) lists several media that are under the influence of English. One of them is for example advertising. The official language of

international advertising bodies is undoubtedly English – thus many posters, billboards or shop signs are in this language. Crystal points out that it is English of primarily American products that is the most influential (Crystal, 2003).

Other medium influenced by the English language is broadcasting. The first radio station was founded in Pennsylvania in the USA. In the first half of the twentieth century the broadcasting began to spread to Canada, Australia, New Zealand and it continued further into the rest of the world. There was a need to make an international organization of broadcasting. The unifying language was, again English (Crystal, 2003).

Important medium is definitely cinema. It is undoubtedly the English language that is heard the most often from numerous films. Crystal points out that in 1930s out of 44 studios, 32 were American on British; out of 2 466 artistes, only 85 were not making films in English but the rest of the artistes did. Moreover 94 per cent of all directors made film only in the English language. The dominance of English in the film industry remains until today. The centre of this industry is in the USA – in Hollywood (Crystal, 2003). Robinson (in Crystal, 2003, p. 100) adds that in the middle of the 1990s the USA dominated approximately 85 per cent of the world film market in most countries thanks to the Hollywood film production (Robinson in Crystal, 2003).

English influences not only the film industry but also the recording industry. Crystal (2003, p. 100-102) argues that the roots of this industry are in the USA. The recording industry is very important because people usually have contact with the English language through this medium for the first time. Crystal mentions: “when modern popular music arrived, it was almost entirely an English scene. Mass audiences for pop singers became a routine feature of the world scene from the 1960s. No other single source has spread the English language around the world so rapidly” (Crystal, 2003).

Crystal (in Jenkins, 2003, p. 35-36) summarizes several reasons why people begin to learn English:

- Historical reasons – there are two factors that influenced the position of the language in the world. The first one is British colonisation and the second one is American imperialism.
- Internal political reasons – here English serves as a neutral means of communication e.g. in newspapers, on television etc.

- External economic reasons – English is the language of international business and trade, also it is the language of tourism, advertising industries and many others.
- Practical reasons – English is used as a means of communication in air traffic control, emergency services; it is the language of academic conferences etc.
- Intellectual reasons – most of the academic works are written in English. Thanks to English we have better access to this information and have better knowledge.
- Entertainment reasons – English is also the language of popular culture (e.g. cinema, music, etc.) (Crystal in Jenkins, 2003).

In conclusion, English has a great influence on everyday life of people. Thanks to English, people from different countries can communicate through this language. There are many reasons why to learn English, in some countries it is a necessity to master this language in order to participate in business affairs etc. Some people learn this language for practical or entertainment reasons. English is around us and its influence and usefulness cannot be ignored.

1.3 The globalisation of English

As already written in the previous chapter, English can serve as a native, second or a foreign language. On top of that, it functions as a global language. To define the term “global language” is not easy, as there is not a unified official definition. In other words, different authors understand this term differently.

Mastin (2011) explains that a global language is a language that is used internationally. Its characteristic features are also that it is used by many people who use the language as a native, second or a foreign language. The global language is also spread into the whole world and acts as a “lingua franca” – it is a language that serves as a means of communication among people from different cultural backgrounds (Mastin, 2011).

Crystal (2003, p. 2-5) claims that if a language is global, it does not belong to anybody and therefore nobody can own it. On the other hand it is the language of everybody who shares it. From a different point of view he explains that a language becomes global when it gains a special role by other countries. In this case English definitely has a special role in other countries because it is used in some of them either as an official language – it functions here as a second language, or is it taught at schools or adults want to learn it as a foreign language because of the number of advantages the English language can bring. If a country decides to give a particular language a special place, its government has to support financially

a language-teaching policy and it has to allow an access to the language to learn it. This means that various books, CDs, computers and different kinds of teaching materials and aids will be available (Crystal, 2003). It is safe to state that the above mentioned steps have been followed by a number of countries, which indeed makes English a global language.

Mastin (2011) further states that a global language also develops because of the power of its people. The power can be either political or economic. As written above (see Chapter 1.1), from the seventeenth century onwards English expanded because of the colonisation of Britain, in the twentieth century English became powerful thanks to American economic and cultural dominance (Mastin, 2011).

To sum up, this chapter focuses on the expansion of the English language into the whole world and on the influence of the language on several domains – such as media, business, diplomacy, science etc. The influence was really enormous and that is why English gained a special status in many countries in the whole world. In some of them English gained an official status, in other countries English is the priority language in foreign language learning. All these factors caused that English turned into a global language.

2 VARIETIES OF ENGLISH

The concern of this chapter is to distinguish between the terms *New Englishes* and *new Englishes*. Further the main focus of this chapter is on two most influential varieties of English – British and American. Their origin and development is described in chapters 2.1 and 2.2, their influence is mentioned in subchapters.

Due to the spread of English, new varieties of English have occurred. Jenkins (2003, p. 6) states that new varieties of English emerged as a result of the spread of English during the second dispersal (see Chapter 1.1). In this case the spread of English was under the influence of British colonisation in East and West Africa. Later on the English language began to spread to South Asia (e.g. India, Nepal, etc.) (Jenkins, 2003).

Bolton (2013, p. 1-2) describes different varieties of Englishes as local forms of English in the whole world. He points out that there are numerous terms that describe different local forms of English, for example: international Englishes, New Englishes, varieties of English, English languages and world Englishes (Bolton, 2013). However, all these terms represent the same meaning.

Jenkins (2003, p. 22) makes a difference between *new* Englishes and *New* Englishes. According to her, *new* Englishes are the results of the first dispersal of English. They comprise most Englishes, for instance: North American English, Canadian English, Australian and New Zealand English but not British English. All these *new* Englishes were influenced mainly by the British English but later on they developed individually. The individual development of these Englishes was influenced not only by the way the local people spoke but also it was influenced by the mixture of the dialects the settlers spoke. (Jenkins, 2003)

The term *New Englishes* is used in connection with the varieties of English that are the outcome of the spread of English in second dispersal so the English language plays an important role in these countries. These Englishes are therefore learnt as a second language. This group contains e.g. Indian English, Singaporean or Nigerian English and many other Englishes. (Jenkins, 2003)

Platt et. al (in Jenkins, 2003, p. 22-23) lists several criteria that *New Englishes* have in common. The first criterion is for example that English is taught at schools as an obligatory subject. Another important criterion is that *New Englishes* developed in such domains where

one native language was not used by the majority of the local people. Also, English is used for many functions among the people in a particular region. The last criterion is that English became 'localized' because it adopted some language features of the native language, for example sentence structures, words, intonation patterns etc. (Platt et. al in Jenkins, 2003).

Kachru (1990, p. 134), however, points out that "New" varieties are rather similar than different and that, in fact, all "new" and "New" varieties are to some extent mutually intelligible (Kachru, 1990).

In the following chapters there is a focus on British and American English and their origin and influence on lives of people from the rest of the world in the past as well as today. In the last chapter the main aim is on other varieties of English, especially on Australian English.

2.1 British English

British English is the original and traditional variety of English. The history of this language started in 449 AD. At this time the tribes from north-west Europe: the Saxons, Angles and Jutes started invading Britain. Although the first invaders were called Saxons, the Latin writers called them 'Angles'. Later on, the nation of the Angles got the name Angelcynn and then it changed to Englalong. The inhabitants of Englalong had their local language called Englisc and from this word follows today's name of the language – English. (Crystal, 1988, p. 146)

The English language further developed through four periods called: the Old English, the Middle English, the Early Modern English and the Modern English period. The first period dates from the fifth till eleventh century, the second from the eleventh till fifteenth century. The third lasted from the fifteenth to the eighteenth century and finally, the Modern English period started in the eighteenth century and lasts until today. Crucial is the Early Modern English period, especially its end because at that time British English lost its monopoly. American colonies in fact gained independence and English began to develop there without the influence of Great Britain. Further, the English language spread to other countries (see Chapter 1.1). (Fennel, 2001, p. 1-2)

However, up to the end of the 18th century British English was the only and the most influential variety of English.

Standard British English is one of the most influential varieties of English. It is considered to be the norm that is used for educational purposes. It is therefore a prestigious variety. (Jenkins, 2003, p. 29)

Nevertheless, the definition of Standard British English is not definite and it seems to be problematic to determine what Standard British English is. According to Hughes and Trudgill (2013, p. 13) Standard British English is: “the dialect of educated people throughout the British Isles. It is the dialect normally used in writing, for teaching in schools and universities, and heard on radio and television” (Hughes and Trudgill, 2013).

Trudgill (1984, p. 32) says that: “Standard British English can be characterized by saying that it is that set of grammatical and lexical forms which is typically used in speech and writing by educated native speakers. It includes colloquial and slang vocabulary as well as swearing and taboo expressions” (Trudgill, 1984). It can be therefore concluded that Standard British English is a variety of English that is taught in schools and it is used by educated people.

In British English several accents and dialects occur. Hughes and Trudgill (2013, p. 13) explain that a dialect distinguishes between varieties that differ in vocabulary and grammar. An accent refers to differences in pronunciations (Hughes and Trudgill, 2013). The most prestigious British accent is as Crystal (1988, p. 62-65) says Received Pronunciation. It is used in the Court, Parliament, in the Church of England and in other national institutions. This accent is learned by the foreign learners of English. However, it is spoken only by 3 per cent of the British population as it is usually mixed with a regional variety (Crystal, 1988). Trawick-Smith (2011) states that: “Received pronunciation is the ‘standard accent’ in the United Kingdom” (Trawick-Smith, 2011).

Cockney is another important accent in the British English. This accent firstly occurred in the East End of London and nowadays it is one of the most famous British accents. (Trawick-Smith, 2011)

Estuary English is connected with the South East of England as this dialect originated there. Nowadays it is spread into the rest of England; it is even represented in media. Some linguists claim that Estuary English might replace Received Pronunciation as a national standard. (Tönnies, 2005, p. 3)

Other British dialects are e.g. Southwest British, Midlands English, Northern England English, Welsh English, Irish English, Scottish English etc. (Trawick-Smith, 2011).

The following chapter deals with and describes the influence of British English.

2.1.1 Influence of British English

The influence of British English is known since the seventeenth century because of the colonisation of other countries by Great Britain. Kachru (1990, p. 5-13) says that in the colonised countries the English language represented a symbol of power. The local people were aware of its status and that is why they wanted to master the English language too. English therefore played an important role in the lives of people who wanted to be more prestigious and who wanted to have better position in the society. In the post-colonial period the influence of English still remained because of its benefits. As Kachru explains, thanks to English, people have higher social status as they have access to information and knowledge from the rest of the world. (Kachru, 1990)

As the English language was highly influential even after the end of the colonial period, it has become the language of political discourse, intranational administration and law. It was therefore necessary for everyone to know the language. For this reason English is used in post-colonial countries as a second language. (Kachru, 1990, p. 7-8)

Pennycook (1994, p. 22, 155) argues that English is highly influential because of the activities of British Council. This organisation was established in order to promote English especially for political and economic purposes. They also promote English for business purposes in many countries of the world. As Pennycook says: “over half of the British market derives from the 600-800 language schools around the United Kingdom, the second major source of income being the large-scale export of EFL (i.e. English as a foreign language) textbooks, estimated to be worth anything from 70 to 170 million pounds” (Pennycook, 1994).

As the above mentioned calculations were made many years ago, it can be assumed that the number highly increased. Nowadays many countries teach English at elementary schools so the supply of textbooks and other teaching materials is very important. Coleman and Griffiths (2003) state that since the early 1990s, thanks to the activities of British Council, British English has spread to the Czech Republic too (Coleman, Griffiths, 2003).

2.2 American English

The first settlers of the American continent were the English which is the reason why English is spoken in America as well. These settlers came to America in 1607 and they founded a colony called Jamestown. The settlers tried to find gold and precious materials but they were unsuccessful. Later on in 1620 a small group of English men and women called 'Pilgrims' settled down in America in order to find religious freedom. They set up a place called Plymouth. Then more and more colonists from England came to America and they established many settlements. (O'Callaghan, 2006, p. 4-18) All these settlements were, however, still under the influence of Great Britain.

Kachru (1990, p. 134) says that soon the American Independence movement occurred. The initiators and leaders of this movement wanted America to be an independent country. The American Independence movement had many supporters but some opponents as well. The leaders of the movement and its supporters requested American English to be separate from British model of English. The opponents, however, were against and they requested British model of English for American English (Kachru, 1990).

Jenkins (2003, p. 6) states that in 1776 America gained independence and was not controlled by Great Britain anymore (Jenkins, 2003). From that moment on, the English language began to develop in America independently. Therefore the differences between British and American English soon occurred. As Kachru (1990, p. 135-136) states, Noah Webster was the first American who wrote *American Dictionary* of the English language in 1789. He described here new words unknown in British English (Kachru, 1990). Thanks to his work, the spelling of American words and their meaning was unified.

Standard American English is a legitimate variety of English which is taught in American schools. The term Standard American English can refer to written or spoken English, sometimes even to both. (Nordquist, 2016)

There are numerous dialects in American English. The most famous of them is General American. General American is standard spoken English that does not have any distinctive characteristics of any particular region. (Trawick-Smith, 2011)

Other accents are e.g. Eastern New England English, New York City English, Upper Midwestern English etc. (Trawick-Smith, 2011).

2.2.1 Influence of American English

Not only British English but also American English began to influence other countries as well. It started during the Spanish-American War towards the end of the nineteenth century. At this time the USA occupied Puerto Rico so this country began to be culturally highly influenced by America. As a result, the economic and political system of Puerto Rico was integrated into the U.S. economic and political system. This process is called Americanization. (Kachru, 1990, p. 5)

Kachru (1990, p. 5-6) also explains that at about the same time the American dominance spread to Philippines and to Sri Lanka. Kachru describes in these countries the English language as a tool of civilisation and light. Thanks to this language the countries had access to the technology and scientific development (Kachru, 1990).

Later on after the Second World War, the USA represented the major political, economic and military power of all countries of the world. The USA also influenced other countries by its cultural industry. Highly influential was and still is the film industry, the broadcast industry, later on also the television, entertainment industry and the Internet (Torres, 2016). All these media were under the influence of the American English and as the media spread, the American English gained an immense influence in the whole world. (Access to International English, 2008)

Nowadays we can hear American English from numerous films, popular songs, computer games, the Internet and that is the reason why American English is more influential than British English. (Access to International English, 2008)

2.3 Other varieties of English

In the previous chapters the most influential varieties of English – British and American, are described. Their origin, spread as well as their influence is dealt with above. Besides these varieties there are other varieties of English that are important to mention as well. In this chapter there is a focus on some Englishes of the Inner Circle according to the Kachru's model (see Chapter 1.1.1).

The first colony in Australia was established in the second half of the eighteenth century. This colony was penal because Britain brought here prisoners who could not be imprisoned in Britain. The prisons in Britain were in fact overcrowded. A few years later the immigration began to grow rapidly. In 1850 Australia had approximately 400, 000

inhabitants, in 1900 about four million and in 2002 nearly nineteen million inhabitants. As most of the settlers came from Britain, British English was the most influential language in Australia. Some settlers came from Ireland and in recent years even American English has occurred here. The language of native inhabitants of the island also had an enormous influence on Australian English. Therefore Australian English is the mixture of all these languages and differs in vocabulary, spelling, pronunciation and grammar from British and American English. (Crystal, 2003, p. 40-41)

New Zealand was firstly occupied in the 1790s. Some fifty years later, in 1840 the first colony was officially established there after the Treaty of Waitangi between the Maori chiefs who were the native inhabitants of New Zealand and Great Britain. After the establishment of the first colony, many immigrants began to settle down in New Zealand. New Zealand English is different from Australian English. It reflects the influence of British English because of the historical relationship. New Zealand English was also influenced by the language of the native inhabitants of the island – by Maori people. As a result, New Zealand English contains many Maori words. (Crystal, 2003, p. 41-43)

Another variety of English is Canadian. Canada was settled after the American Independence in 1776. The group of settlers who supported Britain did not want to stay in America so they moved to Canada and later on they were followed by a number of other immigrants. Canadian English is therefore similar to North American English but there is a resemblance with British English too. Canadian English is a mixture of both varieties. (Crystal, 1988, p. 231-232)

To summarize, this chapter focuses on different varieties of English. It explains the terms *new* Englishes and *New* Englishes at the beginning. Further it deals with the most influential varieties of English, i.e. British and American English. Their origin and influence is described here as well. At the end of the chapter other important varieties of English – Australian, New Zealand as well as Canadian English, are described.

3 DIFFERENCES BETWEEN AMERICAN AND BRITISH ENGLISH

This chapter is concerned with the differences between two most influential varieties of English: British and American. The previous chapters (see Chapters 2.1, 2.2) describe the origin of these Englishes. As mentioned already, American English is derived from British English so there are many similarities. Nevertheless, both Englishes further developed separately and this resulted in various differences between these two varieties. The differences between standard varieties of British and American English are the most visible in the usage of vocabulary, spelling, pronunciation and less visible in grammar. Some important differences are mentioned in the following subchapters.

3.1 Vocabulary

There are thousands of words that exist either in one or another variety of English, and words from one variety that have different meaning in other variety. Davies (2005, p. 1) argues that there are about 4, 000 words in British English which have different meaning in American English or which are used in different context (Davies, 2005). Jenkins (2003, p. 71) points out the reasons why this can happen. She explains that when the first settlers came to America, they needed to name particular things but the words so far did not exist. That is why the first inhabitants created new words that were not known in Britain, or the settlers gave a new meaning to the already existing word in British English. Some words unknown in Britain were also borrowed from the Native Americans. Other reason why there is such a difference in vocabulary is the technological development in North America. The development did not occur in Britain simultaneously so words such as windshield etc. originated in North American English (Jenkins, 2003).

3.2 Spelling

As already mentioned above, after the American Independence, British and American English began to develop separately. Spelling was unified in America thanks to Noah Webster who wrote the first American Dictionary (see Chapter 2.2). In his work he simplified spelling and added American words that were unknown in Britain. As Davies (2005, p. 2) states, Webster assumed that American English will be different from British English and that these languages will be mutually unintelligible in future. This, however, never happened. In British

English the changes in spelling occurred as well. Some words (e.g. horror, terror) lost their endings *-our* (Davies, 2005).

Crystal (1988, p. 206) mentions that in Britain the spelling was unified thanks to Samuel Johnson and his work: “A dictionary of the English Language”. In this dictionary there are definitions of over 40, 000 words. This work was highly influential (Crystal, 1988). As Lynch (2004) says: “Johnson’s Dictionary would define the language for the next 150 years, until the arrival of the Oxford English Dictionary” (Lynch, 2004).

Davies (2005, p. 90) points out the differences in endings. For British English the ending *-our* is typical, in American English it is only *-or*. In British English there is *-re* and in American *-er*. The only exception is *theatre* which is spelled the same in both varieties of English (Davies, 2005).

Mancken (2000) summarizes the differences in spelling from the standard English. The differences are for example: the omission of *u* in American English in words ending in *-our*. All examples and many other differences in spelling are in Appendix (see Appendix 1, Figure 5) (Mancken, 2000).

It can be concluded that the spellings of American and British English are similar but only to some extent. There are several features that are typical only for one variety. That is why one has to be careful as these varieties should not be mixed together.

3.3 Differences in prepositional usage

Both varieties of English differ in prepositional usage; it means that in one variety there is a different preposition than in another. Davies (2005, p. 92) lists several differences in both varieties:

<i>American English</i>	<i>British English</i>
clue in	clue up
cut off (in traffic)	cut up
sell out	sell up
hold for ransom	hold to ransom” (Davies, 2005).

Algeo (2006, p. 161) also mentions some differences in prepositional usage between these varieties, for example:

- “*at the back of* is more used in British vs. *in back of* occurs more in American English

- *in college* is frequent in American English vs. *at college* in British English
- *at the moment* is typical for British and *right now* for American English
- *in school* is more used in American, *at school* in British English
- *at (the) weekend(s)* occurs more often in British whereas *over/on/during (the) weekend(s)* in American English
- *in the holidays* can be heard more in British, *during/over holidays* in American English” (Algeo, 2006).

3.4 Pronunciation

According to Davies (2005, p. 73-74), a crucial difference is in the pronunciation of the consonant *r*. A language is called rhotic if the consonant *r* is pronounced before a consonant or at the end of the word. If it is not, the language is called non-rhotic. British, unlike American English, is non-rhotic so in words such as *harm* or *car*, *r* is not pronounced. However, at the beginning of the word or between vowels (e.g. *rarer*, *rabbit*), *r* is pronounced. Davies claims that the consonant *r* began to disappear from British English roughly in 1600s and that it completely vanished in the middle of 1700s (Davies, 2005).

Additionally, Davies (2005, p. 75-76) points out that *t* is in America pronounced as *d*. So for example words *thirty* or *dirty* sound like *thiridy* and *diridy*. In some cases, the *t* sound may disappear. For instance *dentist* may sound in American English as *dennist*. (Davies, 2005)

Dissimilarity is also in the pronunciation of vowels. In British English, the vowel in following words *paw*, *talk* etc. sounds similar to sound in *bore* without pronouncing *r*. On the other hand, in American English *ah* sound is pronounced so the words *paw* and *talk* sound like /*pah*/ and /*tahk*/. Further, the *o* in words such as *hot*, *top* is pronounced differently in British English, it is in fact pronounced with rounded lips. (Davies, 2005, p. 75)

Further, in American English is the short *a* sound /*ʌ*/ is used in words as: *chance*, *fast* and *half*. In British English is long *a* sound. (Finegan, 2015, p. 377)

For British English is typical the contraction of *-ary*, *-ory*, *-ery*, also the word *berry* is contracted to /*bree*/ (e.g. in *raspberry*, *cranberry*). Other difference is in words *tune* and *dual*. These sound in British English as *choon* and *jewel*, typical is also an intrusive *r*, for example *saw it* sounds like *sore it*. This is rare in American English. (Davies, 2005)

3.5 Grammar

As written at the beginning of this chapter, the differences between American and British English in grammar are less visible than pronunciation and spelling differences. However, there are some dissimilarities and below are described a few examples to illustrate the situation.

One of the most significant differences is the variation in past participle forms of verbs such as: *burn*, *dream*, *leap* etc. Regular ending *-ed* (*burned*, *dreamed*, *leaped*) is typical for American English while irregular ending *-t* (*burnt*, *dreamt*, *leapt*) is more British despite the fact that there is variation in both varieties. (Rohdenburg and Schlütter, 2009, p. 60)

Davies (2005, p. 3) states that *gotten* as past participle of the verb *to get* also no longer exists in Britain, however it is commonly used in American English. The past participle used in Britain is *got*. *Gotten* occurs only in the expression “Ill-gotten gains” (Davies, 2005).

Another difference is in the verb *to have*. In British English there is a difference between *have* and *have got*. Britons use *have* for events or states that are habitual or that are repeated; they use *have got* for single events or states. The Americans do not make such distinction, they prefer to use *have*. When asking a question, Britons use either: *Do you have ...?* or *Have you got ...?* whereas Americans use only the first option. (Algeo, 2006, p. 31-32)

To sum up, British English differs from the American in vocabulary, spelling, prepositional usage, pronunciation and grammar. So one should be aware of these differences and should not mix them. Despite all these distinctions, both varieties are still to some degree mutually intelligible.

4 ENGLISH TAUGHT AT CZECH ELEMENTARY SCHOOLS

The aim of this chapter is to find out how English and foreign languages have been taught in Czech education system and whether there is a mention about which variety of English should be taught at elementary schools as the most appropriate one.

4.1 History of teaching foreign languages

Foreign language teaching (hence FLT) always played an important role during the history of Czech education. The FLT underwent several changes from the beginning of the twentieth century until now. The reason that evokes such changes is the changing demands of the society on education.

Novotná (2007, p. 9) points out that after 1948 the most rapid change came with the implementation of teaching a Russian language as a compulsory subject at all elementary, secondary and at grammar schools. The Russian language had to be taught in every elementary school, other foreign languages (such as English, German, French etc.) could be taught only in secondary schools. Most pupils therefore studied only the Russian language and during their education they usually did not study other foreign language (Novotná, 2007).

This changed in 1989 when the dominant position of Russian was cancelled and other foreign languages than Russian could be taught at elementary schools. Teaching of a foreign language was compulsory since the fifth grade of elementary school; second foreign language was taught as optional since seventh or eighth grade. The Russian language was replaced by English or German; other languages that were taught were French, Spanish or Italian. (Novotná, 2007, p. 9)

The year 1996 is important as at that time, the 'Educational Programme Elementary School' (see Chapter 4.2.1) was implemented and put into practice. This programme was concerned with the education at elementary schools and all schools had to work according to this document. This programme was firstly modified in 1998; second edition which was extended and even more modified was published in 2003. The aim of this programme was to give all pupils high-quality and modern general education during their school attendance. A part of this document was also a set of syllabuses that formulated knowledge and skills for every grade and for every school subject. (Najvar, 2008, p. 59-60)

Najvar (2008, p. 59-60) claims that this document, however, did not satisfy the needs of many educators. That is why two other alternative documents were made soon after the

first document was published. One is called ‘Educational Programme Common School’ (from 1st to 5th grade) (see Chapter 4.2.2) which wants to rapidly change Czech education. This programme together with ‘Educational Programme Civic School’ (from 6th to 9th grade) forms one complex material. The second alternative to ‘Educational Programme Elementary School’ is ‘National Education Programme’ (see Chapter 4.2.3). This document according to its authors is based on experience of teachers at elementary schools (Najvar, 2008).

All these documents are in a more detail described in the following chapter.

4.2 Important curricular documents

This chapter focuses on the most important curricular documents that influenced the way the English language was taught at Czech elementary schools. All these documents are analysed in order to find out whether there is set exactly which variety of English should or has to be taught.

4.2.1 Educational Programme Elementary School

As mentioned in the previous chapter, the first important educational programme was ‘Educational Programme Elementary School’. The main authors of this document are J. Jeřábek, M. Rosenzweig, A. Smejkalová, E. Janoušková et al. This programme was approved by the Ministry of Education and put into practice in 1996, since that time it was modified several times.

The main purpose of this programme was to give all pupils at elementary schools a high-quality and modern general education during their school attendance. It specifies what the pupils should know from the field of human culture; on top of that it also specifies which skills the pupils should possess in order to be successful in further education and in life. One of the main aims of the programme is besides other things to understand the significance and the need of international communication (Jeřábek, 1996, p. 5-7). This aim is closely connected with the FLT.

The document sees the FLT either as a compulsory or as a facultative subject. The programme divides the FLT into three stages: first stage (4th – 5th grade), second and third stages (6th – 9th grade) and it determines the curriculum that should be taught in every particular stage.

A foreign language as a compulsory subject is taught from the 4th grade till 9th grade. Its time allocation is three lessons per week, with a remark that: “the school usually organizes

the teaching of the English or German language according to pupil's interest and school's terms". (Jeřábek, 1996, p. 14) After the modification of the programme in 2006, first foreign language had to be taught since the 3rd grade.

Elementary schools had an option to teach second foreign language as well. This language was taught since the 7th grade. Languages that were preferred were French, Russian and Spanish provided the English or German language was taught since the 4th grade. If not, second foreign language had to be English or German. (Jeřábek, 1996, p. 15) So the most important languages in Czech education were English and German.

Jeřábek (1996, p. 44) adds that the FLT should be connected with the music, movement or art. In the lessons the teachers should use recordings, poems, songs and texts. Finally, the pupils should hear the language of native speakers (Jeřábek, 1996).

As far as the English language teaching is concerned, the programme only determines the curriculum for particular stages. Only in the notes it is mentioned that English or German should be taught as first foreign language. If not, the school has to offer the teaching of these languages as second foreign language. Different varieties of English – British and American are not mentioned there at all.

4.2.2 Educational Programme Common School and Civic School

This curricular document was created by P. Piřha, Z. Halus et al. in 1996 as an alternative to Educational Programme Elementary School. The main aim of this programme is to change or transform Czech education. The Educational Programme Common School (hence EPCS) concerns only 1st – 5th grades, from 6th till 9th grade follows Educational Programme Civic School. Together they build a complex programme.

The FLT does not differ much from the previous curricular document. "Foreign languages are taught compulsorily in the 4th and 5th grade. It can be taught in lower grades as well but only as an optional subject" (Piřha, Halus, 1996, p. 13). Time allocation is 2.5 – 3.5 lessons per week in the 4th and 5th grade and 3 lessons per week from the 6th till 9th grade. The second foreign language is taught as optional since the 6th grade. After the actualization in 2006, the foreign language is taught since the 3rd grade.

As for the English language, after the modification in 2006, the programme states that: "The English language has many geographical varieties because of the expansion and geographical position of English speaking countries. It is therefore important for the pupils to

come into contact with diverse varieties of English either in written or in oral form. However, for the production of the language at elementary school, the British model of English is sufficient". (EPCS, 2006, p. 108)

It follows that teachers should teach primarily British English and that pupils should be aware of other varieties of English.

4.2.3 National Education Programme

The authors of this document published in 1997 are J. Vondráček, K. Tomek, J. Kitzberger et al. These authors offer open educational programme that was based on the experience of professional teachers.

The National Education Programme is divided into two parts: basic and superstructural. The basic part contains the minimal number of lessons that have to be devoted to one particular subject. It also contains all subjects that have to be taught at all elementary schools. The superstructural part enables:

- the differentiation of pupils according to their interests and abilities
- an individual help to handicapped pupils in order to be successful
- the development of abilities of talented pupils
- the extension of knowledge. (Vondráček et al., 1997, p. 15)

This document enables the teaching of a foreign language since the 1st, 2nd or 3rd grade but only in the superstructural part. The school can decide about a particular time allocation (in the 1st grade – 1-2 lessons, 2nd grade – 3-5 lessons, 3rd grade – 2-4 lessons). The FLT is obligatory since the 4th grade as it is stated in the basic part. The time allocation is 3 lessons per week. (Vondráček et al., 1997, p. 51-52)

The teaching of second foreign language is possible since the 7th grade as it is stated in the superstructural part. (Novotná, 2007, p. 22) It follows that second FLT was only optional subject.

Regarding the English language teaching, the programme does not state which variety should be taught and it does not recommend which variety of English is suitable for pupils to learn.

In conclusion, these programmes do not directly specify which foreign languages have to be taught. Only the Educational Programme Elementary School recommends that English

or German should be taught either as first or second foreign language. The Educational Programme Common School says that British variety of English is sufficient for the pupils to master, but they should be aware of other varieties of English as well. In other programmes the information is missing.

Czech elementary schools could choose according to which of these three documents they would work. This was, however, difficult for schools that wanted to differ from other schools. For that reason emerged an idea that all schools would work according to one document or framework and according to this framework they would create their own educational programme provided their own programme fulfils all aims and requirements of the framework. The framework is in a more detail described in the following chapter.

4.2.4 The Framework Educational Programme for Elementary Education

In 2004 the Ministry of Education, Youth and Sports passed the law that all schools have to work since 2007 according one document: Framework Educational Programme. This programme was created for all stages of education: preschool, elementary and secondary education. In this thesis there is a focus only on the Framework Educational Programme for Elementary Education (hence FEP EE) because the research of this thesis is made only among the teachers of elementary school (see Chapter 5).

The FEP EE is based on a new educational strategy which emphasises key competences (communication, problem-solving, social and personal, professional, learning competency) and their interconnectedness with the educational content. (FEP EE, 2007, p. 7)

The FEP EE specifies the aims and content of the education. It further states what the pupils have to learn and what outcomes they have to achieve at the end of elementary education. The requirements of foreign language education are based on the Common European Framework of Reference for Languages. The various levels of language proficiency are described here as well. In the first foreign language the pupils need to attain the level A2, in the second foreign language the level A1. (FEP EE, 2007, p. 19)

The Council of Europe (2001, p. 24) specifically determines that A1 user “can understand and use everyday expressions and very basic phrases”. The user “can introduce him/herself... and can ask and answer questions about personal details.” Further he/she “can interact in a simple way provided the other person talks slowly and clearly.” (Council of Europe, 2001)

A2 users are more advanced than A1 users. They “can understand sentences and frequently used expressions.” They “can communicate in simple and routine tasks.” Further they “can describe in simple terms aspects of [their] background, immediate environment and matters in areas of immediate need.” (Council of Europe, 2001, p. 24)

The first foreign language is taught since the 3rd grade, its time allocation is three lessons weekly in all grades. There is a remark that the foreign language can be taught even in lower grades with the approval of parents and that the English language is highly recommended as the first foreign language. (FEP EE, 2005, p. 106)

The second foreign language is an optional subject and the school has to offer it in the 8th grade at the latest (FEP EE, 2005, p. 106).

The FEP EE underwent several changes and modifications since 2007. After the modification in 2013, it is obligatory for elementary schools to teach second foreign language in the 7th – 9th grade, two lessons per week. (FEP EE, 2016, p. 16)

Until then it was only facultative to teach second foreign language. Second foreign language can be: German, French, Spanish, Italian, Russian, Slovak, Polish or some other language. (FEP EE, 2005, p. 106)

The latest modification was in 2016 however the teaching of foreign languages did not rapidly change. As the first foreign language, English is still recommended but there is no indication as to which particular variety of English has to be taught.

4.2.5 The School Educational Programme for Elementary Education

As mentioned in the previous chapter, in 2004 the Ministry of Education, Youth and Sports approved that all schools will work according to the FEP. The FEP is a curricular document at the state level and it is obligatory for all schools to follow it. According to this document, schools make their own School Educational Programme. This curricular document is at the school level and it has to fulfil all requirements of the FEP. In this chapter there is a focus on the School Educational Programme for Elementary Education (henceforth SEP EE).

The structure of SEP EE is defined in the FEP EE. The SEP EE includes besides other things for example educational strategies of the particular school, syllabi which include elaborated outcomes etc. (FEP EE, 2016, p. 155-156)

Every elementary school has its own SEP EE and thanks to this document, the schools can differ from each other. They can formulate their own ideas about the education in

particular school. The teachers cooperate when creating the SEP EE and they can connect several subjects together. (Kundrumová, 2015, p. 32)

The FLT is in this document elaborated in a more detail, but it has to fulfil all requirements given in the FEP EE. In most cases, however, there is not specifically prescribed which variety of English is the recommended one to teach. (Kundrumová, 2015, p. 32)

To sum up, having studied all these curricular documents, they do not mention which variety of English should be taught at elementary schools. The only exception is Educational Programme Common School which considers the British variety of English sufficient enough as the model for the production of the foreign language. The pupils, however, should be aware of other varieties of English as well. The EPCS is since the school year 2011/2012 invalid and elementary schools cannot work according to this programme any more. Instead they have to work and fulfil all requirements stated in the FEP. Regarding the English language, the teachers can freely decide whether they would prefer American, British or other variety of English.

PRACTICAL PART

The practical part of this thesis focuses on which variety of English is taught at Czech elementary schools and whether Czech teachers of English prefer either British English or American English. Further there is an investigation whether materials and teaching aids the teachers of English use, promote British English or rather American English. Last but not least there is a focus on which variety of English is promoted by the Czech Ministry of Education, Youth and Sports.

5 THE RESEARCH AMONG TEACHERS OF ENGLISH

As mentioned above (see Chapter 4.2.4), the FEP EE does not specifically determine which variety of English the teachers should teach. Therefore, teachers (or schools) can choose by themselves which variety of English is more appropriate for the pupils to learn.

This chapter describes in detail the research among teachers of English that was conducted with the help of a questionnaire. The following sub-chapters provide information on the aims of the research, the methods used to gather the data and the analysis of the results as well as the comparison of the results.

5.1 The implementation of the empirical research

The purpose of this research is to determine which variety of English is more used by the teachers of English.

Having studied a significant amount of literature and curricular documents, only in the EPCS was mentioned that British English should be sufficient enough for the pupils to learn. Since 2011/2012 is this document, however, invalid. Other documents do not mention which variety of English should be taught. That was the main reason why it was important to make this survey and to investigate which variety the English teachers prefer, especially whether they prefer either British or American English as these varieties are nowadays the most influential (see Chapter 5.2).

A part of my diploma thesis is also a relatively extended survey among the teachers of English from all regions of the Czech Republic. The conclusion that follows from this survey is summarized at the end of the practical part of this thesis. In the practical part there was used the method of a non-standardized questionnaire to find out which English is among teachers of English more preferred. The results that follow from this survey are described in the tables

in absolute numbers and in percentages and they are also displayed in graphs (see Appendix 3). The interpretation of the results is summarized below each table.

In my survey there was an emphasis on the plausibility of the information gained from the teachers of English. Therefore the questionnaire was anonymous and the teachers could freely fill in all information and express their opinions. Moreover, there was an intention to find out in some of the questions the reason why the teacher chose this particular answer.

The research in this diploma thesis is significant as in the currently valid curricular document there is no mention about the ‘proper’ or ‘correct’ English that the pupils at elementary schools should be taught and which variety of English they should master. Therefore this survey investigates which variety of English is taught by the teachers of English. As there are many varieties of English in the whole world (see Chapter 2), the focus is only on the most influential varieties of English - British English and American English. The aim of the investigation is to know whether the teachers of English would rather teach American or British English and why and whether the future teachers of English should be prepared to teach American English because of its strong influence. The matter of the future teachers’ overall preparation for their job as English teachers has been recently discussed in detail for example by Sassiková and Míková (2016) and Babická (2016).

5.1.1 The method of the survey – a questionnaire

When writing my diploma thesis, there was the necessity to make a survey about the topic the diploma project concerns. From the curricular documents that describe Czech education at elementary schools it is in fact not clear which English should be taught.

The method that was used for the survey in this diploma project was a questionnaire in order to investigate elementary schools in all regions in the Czech Republic. As a result this particular method was the most sensible choice. Although this method is constantly criticized and as there are numerous speculations about the appropriateness of this method, there are several opinions of pedagogues to confront these speculations. According to Kořínek (1972, p. 36-38) a questionnaire consists of a set of questions. The main aim of these questions is to find out answers about the survey we deal with. Thanks to this method we gain large-scale data that are usually statistically processed. When designing a questionnaire it is therefore very important that it is easily processable. The usage of the questionnaire in the pedagogical survey is commonly criticised however it is only the critique of inappropriate or wrongly used questionnaires and not the critique of the method itself (Kořínek, 1972).

Pelikán (1988, p. 105) states that a questionnaire is one of the most used research techniques. It is used not only for pedagogical survey but also for sociological, demographical and other survey that deals with the society. The intention of the questionnaire is to gain data and information about the respondent and to find out his or her opinion about the problem the questionnaire focuses on (Pelikán, 1988).

Horák, Chráska (1983, p. 94-99) claim that this method is criticized because the people who fill in the questionnaire usually do not write honest answers but answers they think that are correct and appropriate. This could be true to a certain extent but questionnaires are nowadays designed in order to avoid or at least minimize this problem. For a questionnaire survey to be successful it is important to create questions in a way that respondents will be willing to participate in a particular survey. The willingness to participate in a research is also dependant to some degree on the difficulty of the questionnaire. When the questionnaire consists of simple questions it is more probable that the respondent will participate in a research. On the contrary, if the questionnaire contains difficult or vague questions the respondent will probably not cooperate. When using a questionnaire the respondents also need to be sure that their answers will not be misused by others. That is why it is more suitable to use questionnaires that are anonymous (Horák, Chráska, 1983).

Chráska (1993, p. 89) adds that a questionnaire itself is a system of well prepared and clear questions that are well ordered. The respondent answers in written form (Chráska, 1993).

The method of questionnaire survey allowed me to investigate elementary schools in the whole Czech Republic. Thanks to this method a lot of information necessary for my research was gained. For the empirical survey a two-part questionnaire of my own design was created. In the first part there is information for the respondents about the aim of the research they are about to participate, the second part is the questionnaire itself. The questionnaire contains eleven questions (see Appendix 2). Three of these are rather personal investigating the sex of the teachers of English, the length of their teaching practice and the size of the town or village they teach in. The rest of the questions focus on the problem which variety of English the teachers teach.

5.1.2 The design of the questionnaire

The design of the questionnaire is based on the research questions. The individual questions are constructed to gain data and to answer the research questions as well. There are three different types of answers. The questionnaire was designed so that it would not be difficult for the respondents to fill in and it would not take a lot of time to answer. The first type of an answer is a five-point scale – in this case the respondent chooses from five different answers: strongly agree, agree, undecided/neutral, disagree and strongly disagree; the respondent always has to choose only one option (questions 4, 5, 6, 7, 8, 9, 10, 11 in the questionnaire, see Appendix 2). In this type of answer the respondent expresses to what degree he or she agrees or disagrees with the statement or whether he or she is neutral or undecided. The second type of the answer is the open answer. In this type of answer there is not any prescribed answer given (questions 10, 11 in the questionnaire, see Appendix 2). The respondent writes freely his or her opinion and the reason why he or she answered like that. Many teachers did not want to express their opinions so sometimes they did not answer at all. The third type is multi-option format answer. In this type a question is presented to a respondent and he or she will answer it based on the multiple options available (questions 1, 2, 3 in the questionnaire, see Appendix 2). The respondent has to choose only one answer from the multiple options; in this case the respondent chooses one out of two or three different answers. All together the respondents have to answer eleven questions in the questionnaire.

At the beginning of the questionnaire a short comment is written and there is also explained that the respondent always has to choose and circle only one answer that is according to his or her opinion correct. The purpose of my research is also briefly explained as well as the kind request for cooperation of all teachers.

5.1.3 Respondents

For the survey of this diploma thesis there were addressed a number of elementary schools in the Czech Republic. The author of this thesis addressed several elementary schools from each region of this country by an email. These email addresses could easily be found on the internet web pages of particular schools. First of all the purpose of my research was introduced to the head masters of the elementary schools and a kind request to all teachers of English to participate in this research was made. The headmasters received the questionnaire and asked whether the teachers of English at his or her school would fill in the questionnaire and then send me back this completed document. The emphasis was put on the fact that all questionnaires are anonymous and that all information gained from the research will serve

only for data processing in my diploma project. The total number of elementary schools the author of this thesis kindly asked for the cooperation in the research was 1 193 however not all schools participated. There were addressed elementary schools in Praha, Středočeský, Jihočeský, Plzeňský, Karlovarský, Ústecký, Liberecký, Královehradecký, Pardubický, Olomoucký, Moravskoslezský, Jihomoravský, Zlínský and in Vysočina region. A research was made in all these regions in the Czech Republic to investigate which English is taught in the whole country.

5.1.4 The distribution of the questionnaires

All questionnaires that are the part of my research with instructions how to fill in the questionnaire and a short comment of the purpose of my research were sent by email to the head masters of elementary schools.

As written above (see Chapter 5.1.3) the total number of elementary schools addressed was 1 193. Unfortunately, the number of completed questionnaires the teachers of English sent me back was only 215. It follows that the total returnability of the questionnaires was just 18.02 %. This is quite a low percentage although the questionnaire was anonymous and it was designed to be easily and quickly completed. The teachers did not write any long or difficult answers. They simply had to choose and circle one out of five or three answers and add their opinions in two last questions. Many teachers did not want to fill in their opinions. Probably they did not have time to fill in the questionnaire completely or they found it difficult to answer or they just did not want to express their opinion. Despite reassuring that the questionnaire is anonymous and that all data serve only to gain data for my research, many elementary schools did not participate. The questionnaire was designed for all teachers of English who teach English from the first until the ninth grade at elementary school however the teachers did not have to specify in the questionnaire in which grade they teach. This was not necessary for the results of the research.

5.2 The results of the survey

This chapter deals with and describes the results of the questionnaire survey. It summarizes the results of particular questions of the questionnaire; it also compares the results that follow from the research.

5.2.1 Collected data

All information gained from the questionnaire investigation was processed by quantitative data processing. The results of the research are shown in the tables in absolute numbers and in percentage as well as in graphs (see Appendix 3), and for each question of the questionnaire there is a separate table and a graph. Below each table there is the interpretation of the results of a particular question from the questionnaire. In all interpretations there is a comment on and explanation of the results of the survey for easier intelligibility. The results of the survey clearly show which variety of English is preferred at Czech elementary schools.

1. GENDER OF THE TEACHERS OF ENGLISH

In the first question the teacher of English simply answered whether he or she is a man or a woman (see Table 1 below and Appendix 3, Graph 1). This question also serves for the investigation whether male teachers of English teach British English rather than female teachers of English. The comparison is shown in Chapter 5.2.2.

a woman	193	89.76%
a man	22	10.24%
Total	215	100.00%

Table 1: Gender of the respondents

An interpretation of the results

The table displays that 193 out of 215 teachers of English at Czech elementary schools are women and only 22 out of 215 respondents are men. This follows that female teachers who filled in the questionnaire considerably outnumber male teachers of English. This result was quite expected as it is known that this job is mainly done by women and that this profession is more feminized. This survey among teachers proves this feminization as 89.76% teachers who filled in the questionnaire were female and only 10.24% teachers were male.

2. THE LENGTH OF THE TEACHING PRACTICE

This question investigates how long a teacher teaches English at elementary school and how long his or her teaching practice lasts. It further investigates whether the teacher is a beginner, intermediate or a professional and experienced teacher. The teachers did not have to

write the exact number of years of the teaching practice; they simply chose and circled one out of three different answers (see Table 2 below and Appendix 3, Graph 2). This question is later on compared with question number 4 (see Chapter 5.2.2).

less than 5 years	42	19.53%
5 – 10 years	56	26.05%
more than 10 years	117	54.42%
Total	215	100.00%

Table 2: The length of the teaching practice

An interpretation of the results

The results above show that out of 215 teachers, more than one half of them are already professional and experienced teachers of English. To be more specific – 117 teachers teach more than ten years, in other words 54.42% of the respondents are well experienced teachers. By contrast only 42 teachers who filled in the questionnaire are beginners who teach less than five years. Thus 19.53% teachers who participated in this survey are beginners. There is also a group of teachers who teach between five and ten years and the total number of these teachers is 56 and they represent 26.05% respondents.

3. THE SIZE OF THE TOWN/ VILLAGE WHERE THE TEACHERS TEACH

In this question the teachers chose whether a place where they teach is a rather big town with more than 50 000 inhabitants, a medium-sized town with 20 000 to 50 000 inhabitants or a rather small town or village with less than 20 000 inhabitants (see Table 3 below and Appendix 3, Graph 3). This question serves for the comparison with the 4th question of the questionnaire. The result of this comparison is shown in chapter 5.2.2.

a rather big town	64	29.78%
a medium-sized town	42	19.53%
a rather small town or village	109	50.69%
Total	215	100.00%

Table 3: The size of the town/village where the teachers teach

An interpretation of the results

The results display that most teachers of English who participated in this survey teach at elementary school in a rather small town or village with less than 20 000 inhabitants. In particular, 109 teachers out of 215 teach in a small town or village. That is 50.69% respondents. 64 teachers teach in a rather big town with more than 50 000 inhabitants. In a medium sized town teach 42 respondents.

4. THE NUMBER OF TEACHERS WHO TEACH BRITISH ENGLISH

This question is very important for this survey because it reveals whether teachers teach British variety of English. The teachers chose one out of five answers: strongly agree, agree, neutral/undecided, disagree and strongly disagree (see Table 4 below and Appendix 3, Graph 4).

1 strongly agree	113	52.56%
2 agree	65	30.23%
3 neutral	29	13.49%
4 disagree	7	3.26%
5 strongly disagree	1	0.46%
Total	215	100.00%

Table 4: The number of teachers who teach British English

An interpretation of the results, a discussion

The respondents mainly teach British English, as 113 teachers strongly agree with this statement. This is a large number because more than a half of the respondents - to be exact 52.56% respondents teach strictly British English. The number of teachers who agree with this statement is 65, in percentage it is 30.23% teachers. It is interesting that 29 teachers or 13.49% respondents are undecided whether they teach British English. This result was quite surprising as the teachers should know exactly whether they teach or not British English. Only seven teachers answered that they disagree with the statement and one teacher answered that he or she strongly disagree with the statement. It follows that only a small number of teachers do not teach British variety of English. To compare the results, the difference between the highest number 52.56% and smallest number 0.46% is 52.1% which is considered to be big. In other words 52.56% teachers teach British variety of English and

0.46% teachers do not teach this variety. This follows that most teachers of English teach British English at Czech elementary schools.

5. A TEXTBOOK THE TEACHERS USE IN THE LESSONS

This question explores if the textbook the teachers use in their lessons focuses on British English (see Table 5 below and Appendix 3, Graph 5).

1 strongly agree	113	52.56%
2 agree	65	30.23%
3 neutral	29	13.49%
4 disagree	7	3.26%
5 strongly disagree	1	0.46%
Total	215	100.00%

Table 5: A textbook the teachers use in the lessons

An interpretation of the results, a discussion

The table shows that most textbooks the teachers use focus only on British English. With this statement strongly agree 113 teachers of English that is more than one-half of all respondents. In percentage it is 52.56% teachers. 65 teachers agree with this statement that is 30.23% of the teachers. Undecided is 13.49% teachers or 29 out of 215 English teachers. Seven disagree with the statement and one teacher even strongly disagrees with the statement. The result of this question is the same with the result of the previous question. Most textbooks focus strictly on British English. From this follows that the variety of English in the textbook influences the variety of English the teachers teach.

The respondents also had to write down the name of the textbook they use in their English lessons. Some teachers, however, did not want to specify the name of the textbook they use. The number of teachers who did not answer at all was 22. In many cases, the teachers wrote up to three different textbooks they use. That is why the total number of responds in the table below is different than the total number of respondents.

Project	128	47.76%
Chit Chat	29	10.82%
Happy House	25	9.32%
Happy Street	20	7.46%
Start With Click	11	4.12%
Chatterbox	9	3.35%
No answer	22	8.21%
Other textbooks	24	8.96%
Total	268	100%

Table 5.1: Concrete textbook the teachers use

An interpretation of the results, a discussion

The table 5.1 above and graph 5.1 (see Appendix 3) show that most teachers, in particular 128 teachers, use the textbook called Project. This textbook is published by Oxford University Press and it focuses on British English. Chit Chat, Happy House and Happy Street are also published by Oxford University Press so they promote British English too. Start With Click is also quite frequently used by the teachers of English. It is published by Fraus and the variety of English that is promoted here is British variety. Other textbook that is used in the English lessons and that is mentioned in the table is Chatterbox. The publishing house of this textbook is again Oxford University Press.

As mentioned already, 22 or 8.21% teachers did not write any answer. 24 teachers of all wrote also other textbooks except the ones that are mentioned in the table above. As these textbooks were used only by one or maximum two teachers, it was not necessary to put them in the table. Other textbooks are following: Kid's Box, Adventures, Hot Spot, More, English in Mind, Challenge, New English For You, Messages, Super Minds, English Plus, Discover English and New English Adventures. All of these textbooks focus on British English and they are mainly published in the United Kingdom (Oxford University Press, Cambridge University Press, McMillan, Longman, Pearson).

The teachers use these textbooks because all of them have been approved by the Ministry of Education, Youth and Sports and they are together with other textbooks on the list of approval clause. This means that only these textbooks can be financed by state budget; that is why the majority of elementary schools use only textbooks from the list published by the Ministry of Education. Textbooks that were not approved by the Ministry of Education,

Youth and Sports can be used in the lessons but these are not financed by the state budget. The most important is that the textbook follows the FEP and that it fulfils all goals set in the FEP.

The approval clause is a public document and its actual version is available on the webpage of the Ministry of Education, Youth and Sports. There is a list of 269 textbooks that were approved by the Ministry of Education and these are recommended for teaching English at elementary schools. From this list it can be concluded that the Ministry of Education clearly promotes the British variety of English because most English textbooks are published in the United Kingdom (e.g. Oxford and Cambridge University Press, Bridge Publishing House, MacMillan, Pearson Education Limited, MM Publications) and they promote British variety of English.

6. TEACHING MATERIALS THE TEACHERS USE IN THE LESSONS

The point of this question is to find out whether the teachers of English use other teaching materials (e.g. worksheets, magazines, online sources, etc.) that promote British, American or other variety of English. This question is crucial as in the world there are many varieties of English (see Chapter 2) and it is important to distinguish between them or at least the pupils at elementary school should know that there are many varieties of English and that these varieties differ from each other. Teachers chose one out of five answers and they circled whether they use teaching materials that promote British, American English or some other variety of English. If they use teaching materials in other variety of English, the teachers had to specify it. The results of this question are displayed in three separate tables and graphs (see Appendix 3, Graphs 6, 6.1, 6.2). The first table represents teaching materials that are in British English (see Table 6 below), the second shows teaching materials that focus on American English (see Table 6.1 below) and the third depicts teaching materials that promote other variety of English (see Table 6.2 below).

British English

1 always	79	36.74%
2 often	92	42.79%
3 sometimes	40	18.61%
4 rarely	4	1.86%
5 never	0	0.00%
Total	215	100.00%

Table 6: Teaching materials used in British English in the lessons

An interpretation of the results, a discussion

From this result follows that 92 teachers agree with the fact that they use other teaching materials that promote only British English. That is nearly one half of respondents, to be exact 42.79% teachers answered that they agree with the statement that they use teaching materials in British English. With this fact strongly agree 79 teachers, thus 36.74% respondents do not use teaching materials that promote other variety of English than British English. Undecided or neutral are forty teachers, in other words 18.61% teachers. Only four respondents disagree with the statement. The percentage of respondents who disagree with the statement is small, it is only 1.86%. It follows that most teachers use other teacher materials that mostly promote British English. Interesting is that none of respondents did not circle the last option – strongly disagree. From this finding it can be concluded that the majority of teachers use other teaching materials that promote primarily British English. The emphasis is therefore mostly on the British variety of English and not on American.

American English

1 always	2	0.93%
2 often	8	3.72%
3 sometimes	53	24.65%
4 rarely	81	37.68%
5 never	33	15.35%
No answer	38	17.67%
Total	215	100.00%

Table 6.1: Teaching materials used in American English in the lessons

An interpretation of the results, a discussion

The table above shows that most teachers of English disagree with the statement that they use other teaching materials that promote American English. In fact 81 teachers or 37.68% of all respondents disagree with the statement. 33 teachers, or in percentage 15.35% respondents even strongly disagree with this fact. The number of teachers who strongly disagree is much lower; it is 33 teachers. These teachers do not use teaching materials that promote American English; they strictly focus only on British English. Only eight teachers agree with the fact that they use teaching materials in American English and just two respondents answered that they strongly agree. These teachers are aware of the fact that American English is highly influential and thus important. Interesting is that 53 teachers are undecided that is quite high number – it is also visible from the graph (see Appendix 3, Graph 6.1). In the table there is an extra column which shows the number of teachers who did not answer the question at all. The total number of teachers who did not circle any option is 38, in the table and graph is this number marked under the item number six. Therefore 17.67% respondents did not want to answer this question at all. In comparison, the number of respondents who are undecided is 53 and the number of respondents who did not answer the question is 38. It is interesting that the teachers did not circle undecided and that they just left this question without any answer.

From these answers it can be deduced that respondents usually do not use teaching materials that focus on American English. Only small percentage of teachers of English who participated in the research promote American English by using various teaching materials.

Other English

1 always	0	0.00%
2 often	0	0.00%
3 sometimes	0	0.00%
4 rarely	6	2.79%
5 never	0	0.00%
No answer	209	97.21%
Total	215	100.00%

Table 6.2: Teaching materials used in other variety of English in the lessons

An interpretation of the results, a discussion

From the table above it can be clearly seen that the majority of teachers did not circle any answer. They left this question in the questionnaire empty. The number of teachers who did not choose any answer was 209, that is 97.21% respondents. The rest of the teachers answered that they use other teaching materials that promote Australian English. As is displayed in Table 6.3 above, only six teachers promote Australian English by using different teaching materials. However, they do not use these materials very often.

7. THE EXPLANATION OF THE DEFFERENCES BETWEEN BRITISH AND AMERICAN ENGLISH

The seventh question of the questionnaire explores whether the teachers of English at Czech elementary schools explain that there is a difference between British and American English and whether they explain these differences (see Table 7 below and Appendix 3, Graph 7).

1 strongly agree	70	32.56%
2 agree	54	25.12%
3 neutral	46	21.39%
4 disagree	39	18.14%
5 strongly disagree	6	2.79%
Total	215	100.00%

Table 7: The explanation of the differences between British and American English

An interpretation of the results, a discussion

The table clearly displays that most teachers explain the differences between these two varieties. The total number of teachers who strongly agree with the statement is 70 and 54 teachers agree with the statement. All together it is 57.68% of respondents who explain differences between British and American English. I consider this discovery very optimistic for several reasons. First of all I find it very important to explain the differences as soon as possible in order not to mix these two varieties. If the pupils mix British with American English it sounds unnatural to a native speaker. Second of all if the pupils do not learn that there are differences between these Englishes, it will be more difficult later on to learn them to use only one variety. Undecided is 46 teachers. This number of teachers is quite high as I

think that the teacher should decide whether to explain the differences or not. The pupils begin to learn the foreign language at elementary school and the teacher highly influences the learning process. 39 teachers disagree and they do not explain the differences. Even six teachers strongly disagree and they never explain any differences between these two Englishes.

8. AN EMPHASIS ON THE DIFFERENCE BETWEEN BRITISH AND AMERICAN ENGLISH

The eighth question investigates if the teachers mention in his or her lessons that there is not only one variety of English but also other varieties and that we have to distinguish between them. The main focus is on British and American varieties (see Table 8 below and Appendix 3, Graph 8).

1 strongly agree	32	14.89%
2 agree	53	24.65%
3 neutral	60	27.91%
4 disagree	47	21.86%
5 strongly disagree	23	10.69%
Total	215	100.00%

Table 8: An emphasis on the differences between British and American English

An interpretation of the results, a discussion

The table shows an interesting outcome. Most teachers, here 27.91% respondents were undecided when answering this question. The table shows that 60 teachers circled the third option. That is quite a high number of teachers and in my opinion it is not correct that they are neutral or undecided as not stressing the differences may cause a bad habit of mixing varieties of English together. The second highest number is 53, these teachers agree that they stress the differences between British and American English and 32 teachers strongly agree. On the other hand 47 respondents disagree. This is the third highest number and as written already the pupils of these teachers might mix the Englishes and therefore their English may sound unnatural to the native speaker of English. 23 teachers even strongly disagree with the statement and they build 10.69% of the respondents.

9. THE INFLUENCE OF AMERICAN ENGLISH

This question explores if the teachers of English are aware of the rising influence of American English and its influence on pupils who learn English (see Table 9 below and Appendix 3, Graph 9). The influence of American English becomes bigger because it is often heard from American films, in many popular TV series as well as in music.

1 strongly agree	38	17.68%
2 agree	75	34.88%
3 neutral	72	33.49%
4 disagree	22	10.23%
5 strongly disagree	8	3.72%
Total	215	100.00%

Table 9: The influence of American English

An interpretation of the results, a discussion

From the table above it can be seen that most teachers agree with or are neutral/undecided about the statement that American English is more influential than British English. 75 out of 215 teachers agree with that and 72 teachers are neutral. These results are similar and it is surprising that so many teachers are undecided as the American influence is nowadays nearly everywhere. With the statement strongly agree 38 teachers and these teachers are highly aware of the growing influence of American English. Only 22 teachers do not agree with the influence of American English, probably they did not notice its immense effect on media. This result was quite surprising that 10.23% respondents disagree with the fact. Interesting is that 8 teachers even strongly disagree with the influence of American English. These teachers probably reject American English or somehow did not note that American English is nowadays almost everywhere.

10. THE PREFERENCE OF AMERICAN ENGLISH

The aim of this question was to find out if the teachers of English want to teach American variety of English. British variety is in our country traditional and most teachers teach only this variety (see Table 4 above) however if the teachers had an opportunity to teach American English, I wanted to know the reason why they would prefer to teach this particular variety instead (see Table 10 below and Appendix 3, Graph 10). Under the question there was

an empty line where teachers explained freely their opinions. Unfortunately not all teachers expressed their opinion and they did not explain why they would prefer to teach some other variety of English.

1 strongly agree	6	2.79%
2 agree	16	7.44%
3 neutral	45	20.93%
4 disagree	51	23.72%
5 strongly disagree	97	45.12%
Total	215	100.00%

Table 10: The preference of American English

An interpretation of the results, a discussion

Out of 215 respondents, 97 teachers of English strongly disagree, that is nearly a half of all respondents. These teachers definitely do not want to teach American English instead of British one. We can therefore clearly see that British English is still very popular among the teachers and 45.12% of all respondents do not want to teach American instead of British English. The teachers frequently used various explanations for their decision. Some teachers personally like British English more because it sounds more polite to them, some of them prefer British English because its teaching materials and aids are more available and the textbooks they use focus mainly on British English too. The reason for teaching British English instead of American one was also that the teachers themselves were taught only British English and therefore they teach it too or that many exams (such as: PET, FCE, etc.) are in British English as well.

With the fact disagree less teachers, in particular 51 teachers. This is quite a big number as well. Most teachers would not change the variety of English they teach. The reasons for circling this particular answer are following. The most frequent reason was because of the distance between these countries. Great Britain is closer to the Czech Republic, and it is therefore more probable that pupils will travel to Great Britain than to the United States of America. Other reasons were that the teachers were taught only British English or that teaching materials they use are mainly in British English; some of the teachers explained that they simply prefer British pronunciation instead of American one.

Undecided is 45 teachers. This group builds 20.93% respondents. These teachers are not sure whether they would like to teach American instead of British English. They usually answered that they are not sure which variety of English they should teach, some teachers are convinced that it is important for the pupils to communicate in English language and it does not matter which variety of English it is. Some respondents wrote that for A1 – A2 levels it is irrelevant which variety they teach, one teacher even wrote that he or she would teach both varieties.

Interesting is that 16 teachers agree. That is only 7.44% respondents. Their reasons for teaching American instead of British English were that American English is a bit easier; it is more widespread in the whole world and more accessible through the media (e.g. television, radio, the Internet). The teachers also prefer to teach American English because they are in contact with native American speakers of English or because of a long-term stay in the USA that influenced their English.

Only 6 teachers strongly agree. These teachers think that it would be more beneficial for the pupils to learn American English instead of British one. They prefer American English pronunciation and some teachers explained that according to them, American English is closer to the Czech speakers. The Czech speakers of English are in contact with American English more often thanks to media.

To sum up, the majority of English teachers would not prefer to teach American English instead of British English. They listed several reasons why they would still prefer to teach British English, for example: they themselves were taught only British English and most teaching materials available focus primarily on British English. British English therefore seems to be still more traditional to teach and it seems to be more popular among teachers of English.

11. THE PREPARATION OF STUDENTS TO TEACH AMERICAN ENGLISH

The purpose of this question is to investigate whether the teachers think that students at Pedagogical Faculty, in other words the future teachers of English at elementary schools, should be prepared to teach American English. The results are displayed below (see Table 11 and Appendix 3, Graph 11). If the teacher agrees he or she should explain it and write his or her opinion. The same if he or she disagrees.

1 strongly agree	14	6.51%
2 agree	29	13.49%
3 neutral	99	46.05%
4 disagree	37	17.21%
5 strongly disagree	36	16.74%
Total	215	100.00%

Table 11: The preparation of students to teach American English

An interpretation of the results, a discussion

From the table it is obvious that the most teachers are undecided. The answer number three circled together 99 respondents. It follows that these respondents did not know whether the students at Pedagogical Faculty should or should not be prepared to teach American English. These teachers wrote several explanations why they are undecided. The most frequent explanation was that students at Pedagogical Faculty should be prepared to teach both British as well as American English equally. Some think that future teachers should know both varieties and the differences between them but teach only one variety. Some do not think that it is important to choose between British and American English because they are too similar. Some teachers pointed out that it does not matter which variety of English the teachers teach as long as they do not mix them together.

The second-highest number of respondents is 37. These respondents disagree with this fact. The opinions are following: future teachers should be taught British English and they should know the differences between American and British English. Some of them wrote that students should be learnt only British English because it is more traditional in the Czech Republic; some wrote that pupils at elementary schools will not understand the differences therefore British variety of English is enough.

36 respondents even strongly disagree. These teachers do not think that American English should be taught at Universities at all. They consider British English to be appropriate variety to be taught. The most frequent reason of respondents was that British English is a tradition; teachers are not used to teach American English. Respondents also think that students at Pedagogical Faculty should be taught British English but they should know the differences between American English as well.

On the other hand, 29 respondents agree and they think that students should be taught American English. The teachers usually wrote explanations such as: it is necessary to be prepared for teaching American English or that teachers should know both varieties as they should be language experts. Some even think that students should be prepared to teach both varieties and then choose which variety they will teach their pupils. Teachers also wrote that students should be learnt American English because of its strong influence on media.

14 respondents strongly agree, these people suppose that future teachers should definitely be prepared to teach American English because according to one teacher students at Universities have to study British and American literature, differences between dialects etc. so there is no reason to focus only on British English all the time. Another reason was that pupils are nowadays influenced by American culture so they should learn the differences between British and American English.

5.2.2 Comparison of the results

All data that were gained from the research, served also for their comparison. The tables show a comparison of the first, second and third question with the fourth question of the questionnaire in order to find out some possible connections between them. For each comparison there is a table with absolute numbers, the results are also expressed in the table in percentage (see Appendix 4).

The comparison is also made with questions 9 and 10. This table represents contradictory opinions of the teachers of English.

GENDER OF THE ENGLISH TEACHERS VS. BRITISH ENGLISH

The tables (see Appendix 4, Table 12 and 12.1) investigate whether male teachers of English are more inclined to teach British variety of English than female teachers of English and vice versa. Thus, it is the comparison of the first and the fourth question of the questionnaire.

An interpretation of the results, a discussion

Out of 215 respondents, only 22 are male teachers and 193 are female teachers of English. As we can see from the table (see Appendix 4, Table 12), 162 out of 193 women agree with the fact that they teach British English and contrarily 7 women disagree. In other words about 83% female teachers agree and only 4% disagree. The number of female teachers who are neutral/ undecided is not considered as important here.

Only a small number of respondents – 22 are male teachers of English. The majority of them agree that they teach British English, so it is together 72% teachers who agree and only 4% disagree.

When comparing the results, 84% women and 73% men agree that they teach British variety of English. By contrast, 4% female and 4% male teachers disagree. It follows that both men and women teach British English. This particular variety is highly popular among male as well as female teachers.

THE LENGTH OF THE TEACHING PRACTICE VS. BRITISH ENGLISH

The purpose of this comparison is to find out whether the length of the teaching practice influences the variety of English the teachers teach (see Appendix 4, Table 13 and 13.1).

An interpretation of the results, a discussion

The comparison displays that 74% teachers who teach less than 5 years agree with the fact that they teach British English, 7% disagree. There are 84% teachers with 5 – 10 years teaching practice who teach British English and only 4% do not teach this variety of English. Finally, 85% teachers who teach more than 10 years agree and just 3% disagree with the fact that they teach British English.

It can be concluded that the majority of English teachers teach British English. It does not play an important role whether the teacher teaches less than 5 years, 5 – 10 years or more than 10 years. However it can be noticed that a slight increase is among the teachers who teach more than 10 years. It is therefore more probable that teachers with more than 10 years of teaching practice will teach British English.

THE SIZE OF THE TOWN VS. BRITISH ENGLISH

The tables (see Appendix 4, Table 14 and 14.1) show if teachers of English from a rather big town, a medium-sized town or a rather small town teach British English and if the teachers from a rather big town or small town are more inclined to teach British English.

An interpretation of the results, a discussion

From the results follow that 75% teachers from a big town agree that they teach British English, 5 % disagree. 90% teachers from a medium-sized town agree and 5 %

disagree. 84% teachers from a small town agree and only 3% disagree and do not teach British English. Although it can be said that the majority of teachers from a big town who agree that they teach British English is a little bit smaller than the majorities of the other two options, it can be concluded that most teachers teach predominantly British English. The size of the town does not play an important role because the majority of teachers from a big, medium-sized and even from a small town prefer to teach British English.

INFLUENCE OF AM. ENGLISH VS. PREFERENCE OF AM. ENGLISH

The table (see Appendix 4, Table 15 and 15.1) displays a paradox which follows from the survey among the English teachers. The table compares questions 9 and 10. In the question number 9, the teachers answered whether they think that American English is more influential than British English because of the Hollywood production, TV series etc. Important for this investigation was how many respondents strongly agree or agree with the influence of American English. Other answers (undecided/neutral, disagree, strongly disagree) are considered to be irrelevant for this particular investigation and are not displayed in the table. Question number 10 finds out whether the teachers of English would prefer to teach American instead of British English.

An interpretation of the results, a discussion

From the table follows that all together 133 out of 215 respondents strongly agree or agree that American English is more influential than British English, especially because it occurs in Hollywood films, in TV series etc. Moreover, it can be heard almost everywhere (e.g. the Internet and other media) and to some degree it influences the way we speak English. Those who are neutral/undecided, disagree or strongly disagree are not included in the comparison.

The majority of teachers therefore agree or are aware of the influence of American English. However, 65 respondents out of 133 respondents who agree and strongly agree with the influence of American English do not prefer to teach this variety of English. They would not teach American English instead of British English. It means that even though 133 teachers find American English influential and important, they still do not want to teach it. It means that 57.52% respondents have opinions that are to a certain extent contradictory.

5.2.3 Other comments added by the English teachers

A part of the questionnaire was also free space where respondents could voluntarily express their further opinions about the topic and they could add there some other comments. The majority of teachers did not fill in their comments but at least few teachers did. As the questionnaire is anonymous, the respondents who wrote their comments are marked by numbers.

Some teachers claimed that it is not necessary to teach American English at elementary schools. Respondent 39 says that there is no need to teach both British and American varieties of English because it is more difficult for pupils. Respondent 71 argues that English should not be complicated by explaining differences between different varieties of English. And that this respondent teaches British English because he/she was taught only this variety at school. Respondent 79 thinks that teachers should teach only one variety, it does not matter if British or American and that teachers should not confuse students by teaching both varieties. He/she further adds that if the school uses textbooks in British English the teachers should teach British English as well. Respondent 82 mentions that Britain is our nearest English-speaking country and that the majority of textbooks used in the Czech Republic are in British English. It follows that it is better to teach British English. However for communicative purposes and everyday life, it is beneficial for the pupils if their teacher introduces them various 'Englishes' to be able to understand speakers from different countries.

On the other hand, some teachers stress the importance of American English. For example respondent 69 wrote that he/she is in contact with British and American speakers and that he/she learned American English from media and British English in school. That is the reason why his/her English is a mix of both varieties. Respondent 188 explains that a teacher of the English language should be familiar with the majority of varieties of the English language. This respondent thinks that it is more practical to teach British variety of English because of the geographical position of the Czech Republic. On the other hand he/she mentions that due to the television and all kinds of media and its unquestionable influence on our perception of English, we cannot ignore American English and we should point out individual differences of these varieties in the English lessons.

As it can be clearly seen, there are two contradictory opinions. One group of respondents state that it is not necessary to teach more than one variety of English since this could be confusing and difficult for the pupils at elementary school. The other group of

teachers claims that pupils at elementary school should be taught both varieties – British and American English because both of them are strongly influential. As it is not prescribed anywhere, whether to teach British or American variety of English or whether to stress and explain the differences between them, the decision is up to the teacher. He/she can freely decide which variety is he/she going to teach and why. British English is more traditional to teach in the Czech Republic and the majority of textbooks and teaching aids promote this particular variety. These materials are easily accessible. Moreover, the textbooks focusing on British English are promoted even by the Ministry of Education, Youth and Sports.

On the other hand, American English is very often heard from the television, media and on top of that, it is the language of the Internet etc. so it is undoubtedly highly influential. We are therefore under the constant exposure of American English. Access to English (2008) even stresses that American English is the accepted international standard and that it has even replaced the British variety of English (Access to English, 2008). Trudgill (1998, p. 32) stresses that the world is exposed to American English because of its media and film industries. He also adds that: “we learn new words constantly, and it is a simple matter to pick up new items from what one reads, and from what one hears from radio, on television, and at the cinema” (Trudgill, 1998). The American English can be nowadays seen everywhere so everyone is inclined to pick up new items from this variety.

American English also plays an important role in the world because the number of American speakers highly outnumbers the British speakers. Access to English (2008) points out that nearly seventy per cent of all native speakers of English are American speakers (Access to English, 2008).

To sum up, taking into consideration all these facts there is no doubt that American English is the most influential variety of English. It is so enormous that it overshadows other varieties of English, even the original one – British English. This should be taken into consideration even at Czech elementary schools. The pupils at elementary school need to know American English or at least know the differences between British and American English.

CONCLUSION

In conclusion, this diploma project concentrates on determination which variety of English is taught and which variety of English the Czech teachers of English would prefer to teach at elementary schools.

The first chapter describes how the English language has become so widespread. Due to this widespread the English language developed in different continents individually and as a result many varieties of English emerged. Second chapter describes the most important varieties of the English language; the main emphasis is on British and American English. In the third chapter the main differences between these two varieties are described. Finally the fourth chapter is concerned with teaching English at Czech elementary schools. Important curricular documents are analysed in order to find out which variety of English is suitable or considered as the correct one to teach. In any of these documents, however, is not exactly prescribed which variety of English has to be taught. As the variety of English is not prescribed, the teachers of English can choose which one they will prefer to teach. For this reason a survey among English teachers was made.

From the research follows that it is a tradition in the Czech Republic to teach British English as most textbooks are focusing on this particular variety and the teachers themselves were taught this variety at Universities. The majority of respondents confirmed that they teach only British variety of English so British English is favoured and highly preferred. This variety is also promoted by the Ministry of Education, Youth and Sports as most textbooks that are on the list of approval clause promote this particular variety. It can be therefore concluded that British English is seen as the standard variety of English taught at Czech elementary schools.

As most teachers focus primarily on British English, the teaching aids and materials they use in the lessons, promote only this variety as well. Materials and teaching aids focusing on American or other varieties of English are rarely used by the English teachers as it follows from the survey.

It is therefore not surprising that only few teachers who participated in the research would prefer to teach American English instead of British English. It follows that a little attention is paid in Czech elementary schools to the American variety of English.

The American influence however should not be ignored by the teachers of English and not even in the Czech education system. Although there is a tradition to teach British English and there are more teaching aids and textbooks available in British English, we should not follow this stereotype all the time. There is a necessity to focus more on American English in the English lessons especially at elementary schools where the pupils begin to learn the foreign language for the first time. American English is enormously powerful and influential variety of English so it can be very beneficial for our own personal needs to master this variety.

I believe it is very important to determine the standard variety of English that should be taught at Czech schools and specify it also in the FEP. The traditional British English seems to be rather outdated although it is favoured by the English teachers. Based on both the theoretical findings and the research described in the practical part, I am convinced that the main focus should be on American English as it is the most influential variety nowadays.

Further, I recommend making a similar research in other countries where English is taught as a foreign language to find out which variety of English is promoted by teachers of English from for example: Poland, Germany, etc.

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LIST OF APPENDICES

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APPENDIX 1

Figure 1: Streven's world map of English

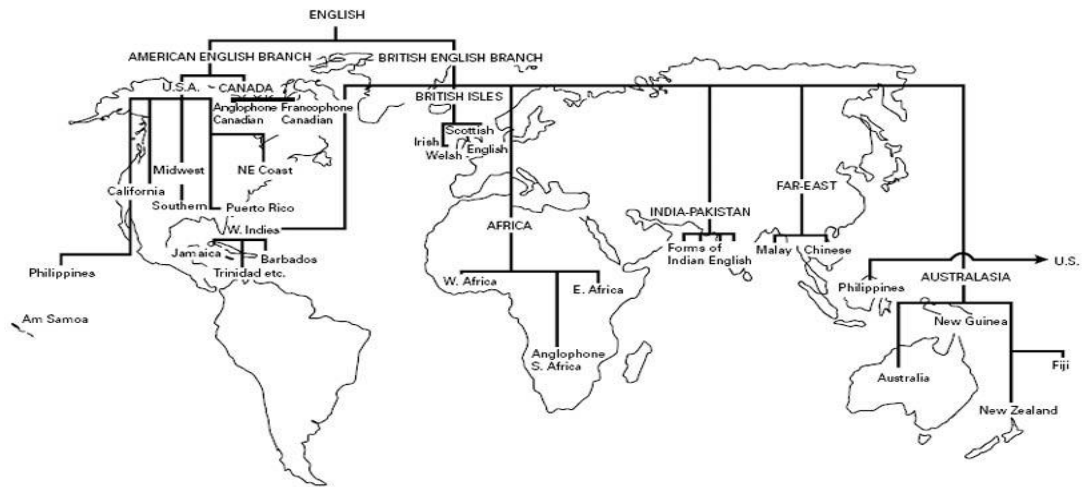


Figure 2: McArthur's circle model of World Englishes

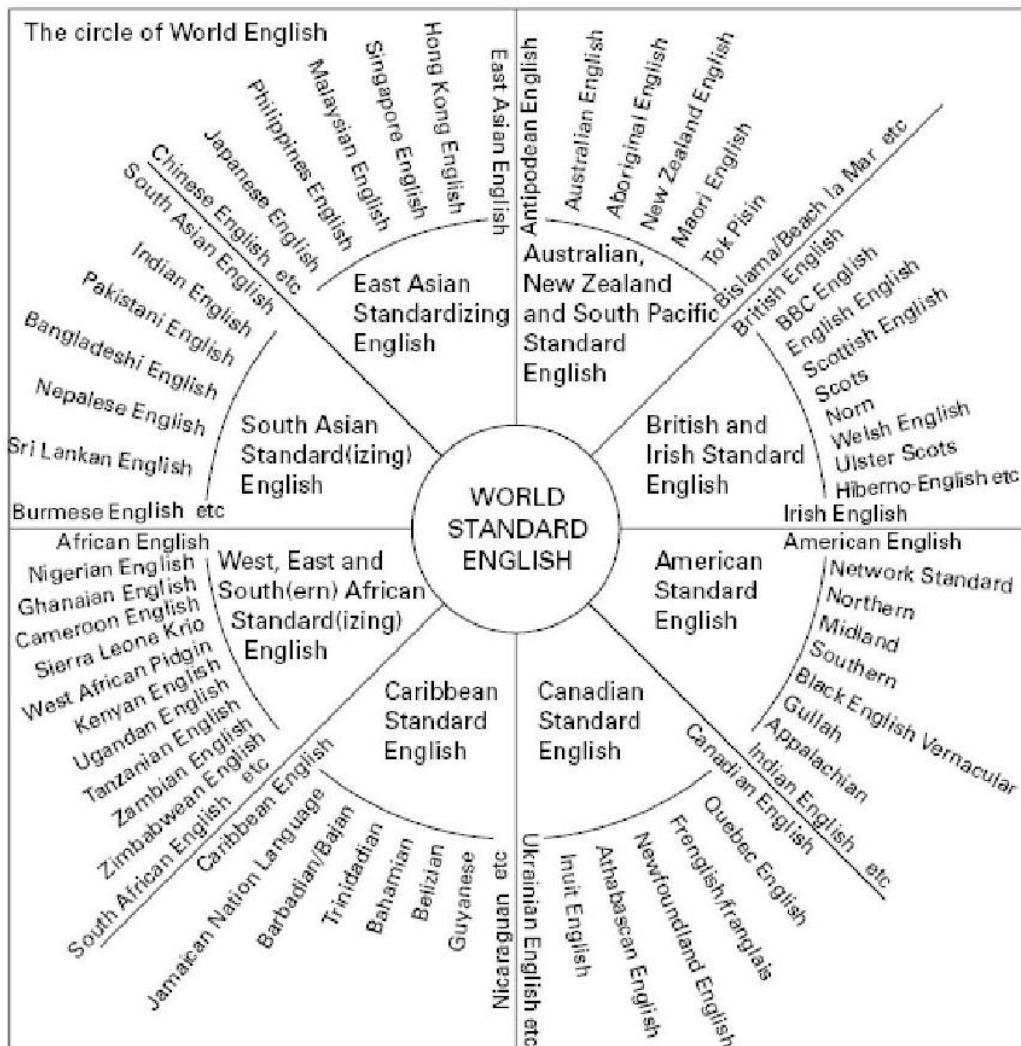


Figure 3: Modiano's model of English

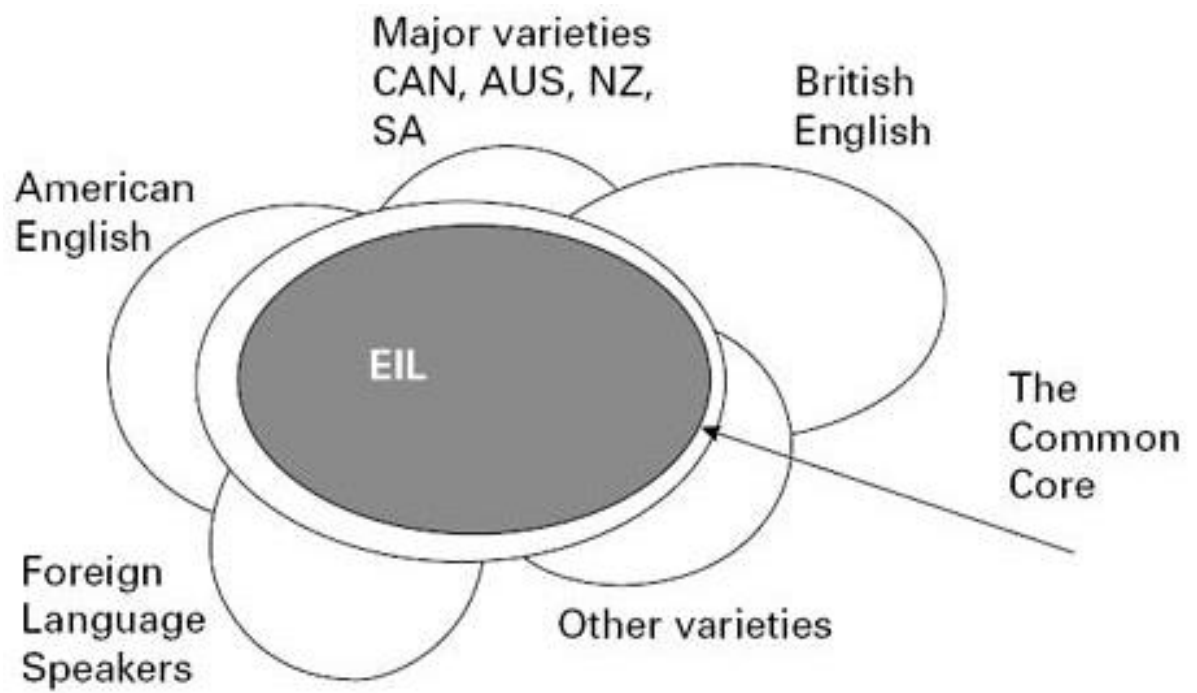


Figure 4: Kachru's three-circle model of World Englishes

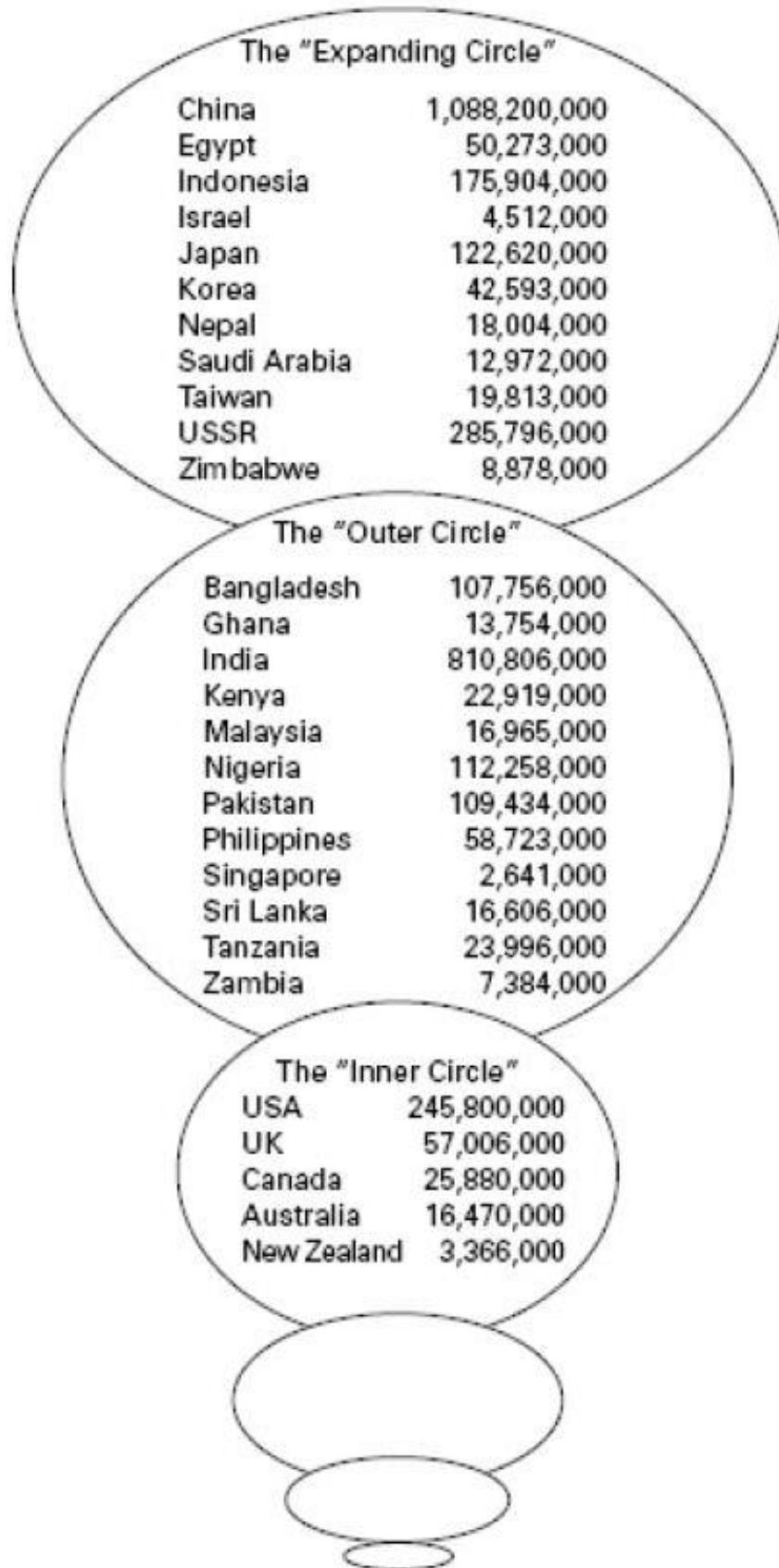


Figure 5: Differences in spelling according to Mancken

1. “The omission of *u* in words ending in *-our*.

<i>American</i>	<i>English</i>
armor	armour
behavior	behaviour
color	colour
rumor	rumour

2. The reduction of duplicate consonants to single consonants.

<i>American</i>	<i>English</i>
jewelry	jewellery
wagon	waggon
woolen	woollen

3. The omission of a redundant *e*.

<i>American</i>	<i>English</i>
asphalt	asphalte
ax	axe

4. The change of *-re* into *-er* at the end of the word.

<i>American</i>	<i>English</i>
center	centre
fiber	fibre
liter	litre

5. The omission of redundant foreign terminators.

<i>American</i>	<i>English</i>
catalog	catalogue
program	programme
prolog	prologue

6. The omission of *u* when it is combined with vowels *a* or *o*.

<i>American</i>	<i>English</i>
molt	moult
mustache	moustache

7. The conversion of decayed diphthongs into vowels.

<i>American</i>	<i>English</i>
anesthetic	anæsthetic
encyclopedia	encyclopædia
diarrhea	diarrhœa

8. The change of compound consonant into simple consonant.

<i>American</i>	<i>English</i>
check (bank)	cheque
plow	plough

9. The change of *o* into *a*.

<i>American</i>	<i>English</i>
naught	nought

10. The change of *e* into *i*.

<i>American</i>	<i>English</i>
inclose	enclose
inquire	enquire

11. The change of *y* into *a*, *ia* or *i*.

<i>American</i>	<i>English</i>
cider	cyder
siphon	syphon

12. The change of *c* into *s*.

<i>American</i>	<i>English</i>
defense	defence
offense	offence

13. The substitution of *s* for *z*.

<i>American</i>	<i>English</i>
advertisement	advertisement

14. The substitution of *k* for *c*.

<i>American</i>	<i>English</i>
skeptic	sceptic

15. The insertion of a supernumerary *e*.

American

forego

English

forgo

16. The substitution of *ct* for *x*.

American

connection

English

connexion

17. The substitution of *y* for *i*.

American

dryly

English

drily

18. Miscellaneous differences.

American

brier

czar

English

briar

tsar” (Mancken, 2000).

APPENDIX 2: Questionnaire for teachers

British x American English – questionnaire

I am writing a diploma project about the varieties of English and I am interested in which varieties are taught at Czech elementary schools. For each of the questions please **circle** the answer that fits or best describes your opinion. There are not right or wrong answers.

1. I am... a) a woman b) a man

2. I teach English for...

a) less than 5 years b) 5 – 10 years c) more than 10 years

3. I teach English at elementary school in

- a) a rather big town (more than 50 000 inhabitants)
- b) a medium-sized town (20 000 to 50 000 inhabitants)
- c) a rather small town or village (less than 20 000 inhabitants)

4. The English I teach is British English.

strongly agree 1 2 3 4 5 strongly disagree

5. The textbook I use in lessons focuses on British English.

strongly agree 1 2 3 4 5 strongly disagree

Please, write the name of the textbook you use: _____

6. Other teaching materials (e.g. worksheets, magazines, online sources,...) I use in the lessons focus on:

British English always 1 2 3 4 5 never

American English always 1 2 3 4 5 never

other (please specify)

_____ **English** always 1 2 3 4 5 never

7. I explain the differences between American and British English in the lessons.

strongly agree 1 2 3 4 5 strongly disagree

8. In my lessons, I stress the differences between American and British English.

strongly agree 1 2 3 4 5 strongly disagree

9. Comparing British and American English, the American English is more influential because of the Hollywood production, popular TV series, music industry etc.

strongly agree 1 2 3 4 5 strongly disagree

10. I would rather teach American English instead of British English.

strongly agree 1 2 3 4 5 strongly disagree

why? _____

11. I think students at Pedagogical Faculty should be prepared to teach American English.

strongly agree 1 2 3 4 5 strongly disagree

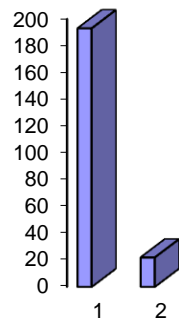
why? _____

Other comments:

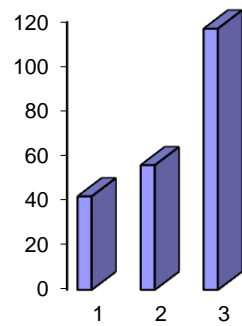
Thank you for your time!

APPENDIX 3

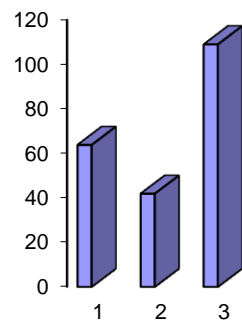
Graph 1: Gender of the respondents



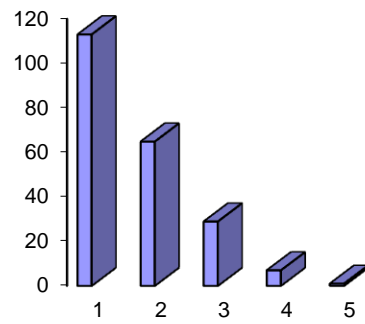
Graph 2: The length of the teaching practice



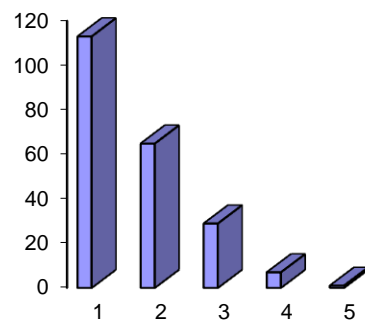
Graph 3: The size of the town/village where the teachers teach



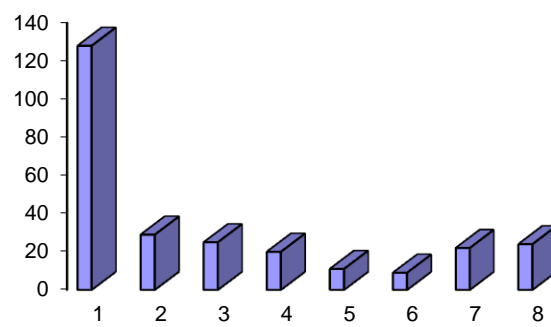
Graph 4: The number of teachers who teach British English



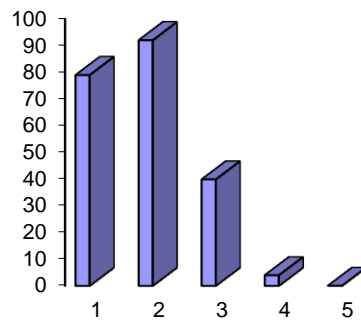
Graph 5: A textbook the teachers use in the lessons



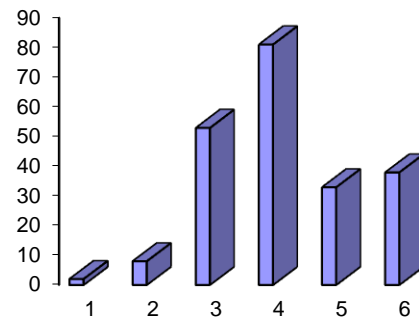
Graph 5.1: Concrete textbook the teachers use



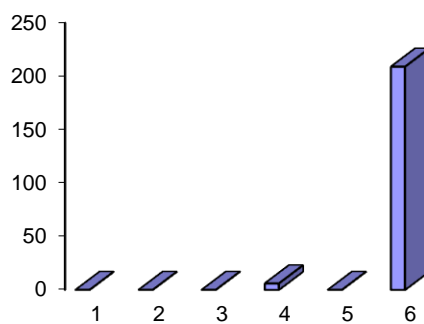
Graph 6: Teaching materials used in British English in the lessons



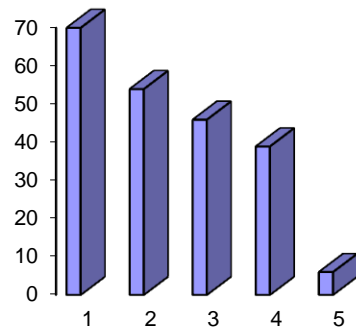
Graph 6.1: Teaching materials used in American English in the lessons



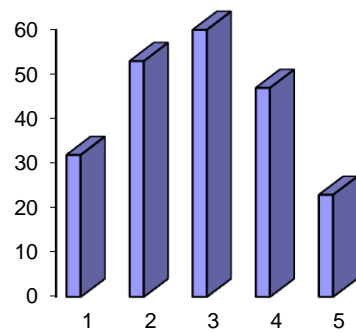
Graph 6.2: Teaching materials used in other variety of English in the lessons



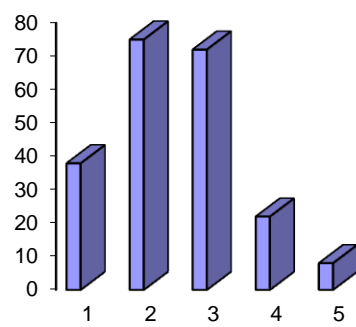
Graph 7: The explanation of the differences between British and American English



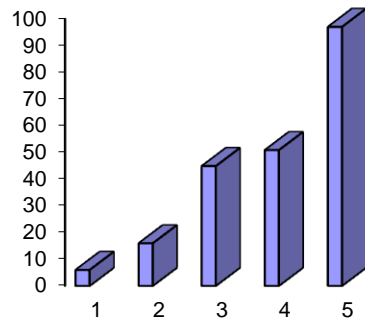
Graph 8: An emphasis on the differences between British and American English



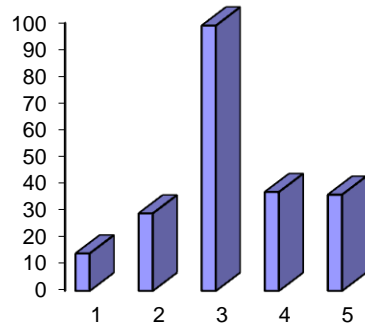
Graph 9: The influence of American English



Graph 10: The preference of American English



Graph 11: The preparation of students to teach American English



APPENDIX 4

Table 12: Gender of the English teachers vs. British English

	1 strongly agree	2 agree	3 neutral	4 disagree	5 strongly disagree	Total
Women	105	57	24	6	1	193
Men	8	8	5	1	0	22
Total	113	65	29	7	1	215

Table 12.1: Gender of the English teachers vs. British English – percentage

	1 strongly agree	2 agree	3 neutral	4 disagree	5 strongly disagree	Total
Women	54.40%	29.53%	12.44%	3.11%	0.52%	100%
Men	36.36%	36.36%	22.73%	4.55%	0%	100%

Table 13: The length of the teaching practice vs. British English

	1 strongly agree	2 agree	3 neutral	4 disagree	5 strongly disagree	Total
Less than 5 years	17	14	8	3	0	42
5 – 10 years	30	17	7	1	1	56
More than 10 years	66	34	14	3	0	117
Total	113	65	29	7	1	215

Table 13.1: The length of the teaching practice vs. British English – percentage

	1 strongly agree	2 agree	3 neutral	4 disagree	5 strongly disagree	Total
Less than 5 years	40.48%	33.33%	19.05%	7.14%	0%	100%
5 – 10 years	53.57%	30.36%	12.50%	1.79%	1.79%	100%
More than 10 years	56.41%	29.06%	11.97%	2.56%	0%	100%

Table 14: The size of the town vs. British English

	1 strongly agree	2 agree	3 neutral	4 disagree	5 strongly disagree	Total
a rather big town	34	14	13	3	0	64
a medium-sized town	24	14	2	1	1	42
a rather small town or village	55	37	14	3	0	109
Total	113	65	29	7	1	215

Table 14.1: The size of the town vs. British English - percentage

	1 strongly agree	2 agree	3 neutral	4 disagree	5 strongly disagree	Total
a rather big town	53.13%	21.88%	20.31%	4.69%	0%	100%
a medium-sized town	57.14%	33.33%	4.76%	2.38%	2.38%	100%
a rather small town or village	50.46%	33.95%	12.84%	2.75%	0%	100%

Table 15: Influence of American English vs. preference of American English

	1 strongly agree with teaching of Am. English	2 agree	3 neutral	4 disagree	5 strongly disagree	Total
1 strongly agree with the influence of Am. English	3	4	9	8	14	38
2 agree with the influence of Am. English	3	6	23	24	19	75

Table 15.1: Influence of American English vs. preference of American English – percentage

	1 strongly agree with teaching of Am. English	2 agree	3 neutral	4 disagree	5 strongly disagree	Total
1 strongly agree with the influence of Am. English	2.66%	3.54%	7.96%	7.08%	12.39%	33.63%
2 agree with the influence of Am. English	2.66%	5.33%	20.35%	21.24%	16.81%	66.37%

RÉSUMÉ

Diplomová práce se zabývá problematikou, která varianta angličtiny by měla být vyučována na českých základních školách a kterou variantu angličtiny učitelé preferují. Z výzkumného šetření mezi učiteli angličtiny na českých základních školách vyplývá, že naprostá většina učitelů vyučuje pouze britskou variantu angličtiny a tudíž i veškeré materiály a pomůcky, které učitelé v hodinách angličtiny používají, se zaměřují pouze na tuto variantu. Americká angličtina je, i přes svůj velký vliv na celém světě, ignorována. Na konci práce je navrženo, aby byl větší důraz kladen při výuce anglického jazyka zejména na americkou angličtinu.

ANNOTATION

Jméno a příjmení:	Bc. Lenka Kundrumová
Katedra:	Ústav cizích jazyků
Vedoucí práce:	Mgr. Josef Nevařil, Ph.D.
Rok obhajoby:	2017

Název práce:	Standardní varianty angličtiny vyučované na českých základních školách
Název v angličtině:	Standard varieties of English taught at Czech elementary schools
Anotace práce:	Diplomová práce se zabývá problematikou, která varianta angličtiny by měla být vyučována na českých základních školách. Teoretická část se zabývá rozšířením angličtiny, variantami angličtiny a také analýzou důležitých kurikulárních dokumentů. Praktická část obsahuje výsledky výzkumu mezi učiteli anglického jazyka. Cílem praktické části je zjistit, jaká varianta anglického jazyka je vyučována. Výsledky výzkumu jsou dále popsány a porovnány mezi sebou.
Klíčová slova:	učení cizích jazyků, výuka anglického jazyka, Britská angličtina, Americká angličtina, varianty angličtiny
Klíčová slova v angličtině:	foreign language learning, English language teaching, British English, American English, varieties of English
Anotace v angličtině:	The diploma thesis deals with the problem which variety of English should be taught at Czech elementary schools. In the theoretical part, the spread, varieties of English and important curricular documents are described. The practical part is based on the findings of the survey among the teachers of English. The aim of the practical part is to find out which variety of English is taught by English teachers. The outcomes of the research are described and the comparison of the results is made.
Přílohy vázané v práci:	Příloha č. 1: Figures 1 to 5 Příloha č. 2: Questionnaire for teachers Příloha č. 3: Graph 1 to 11 Příloha č. 4: Tables 12 to 15.1
Rozsah práce:	86 s.
Jazyk práce:	Angličtina